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# Benchmarks & Timelines

## October 18 & 20, 2022

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# OEE Workshop Series: Assessment Process

Step 1: Articulating Goals And Objectives (Aug./Sept)

Step 2: Mapping And Metrics (Sept.)

**Step 3: Benchmarks And Timelines (Oct.)**

Step 4: Data Collection, Analysis, and Reporting (Nov.)

Step 5: Closing The Loop (Jan./Feb.)

Fall 2022 Assessment Reports due 2/20/23

# Brief introductions:

- Department & Program
- Specific Questions?

# OEE Workshop Learning Objectives

Upon completion of this workshop, participants will be able to:

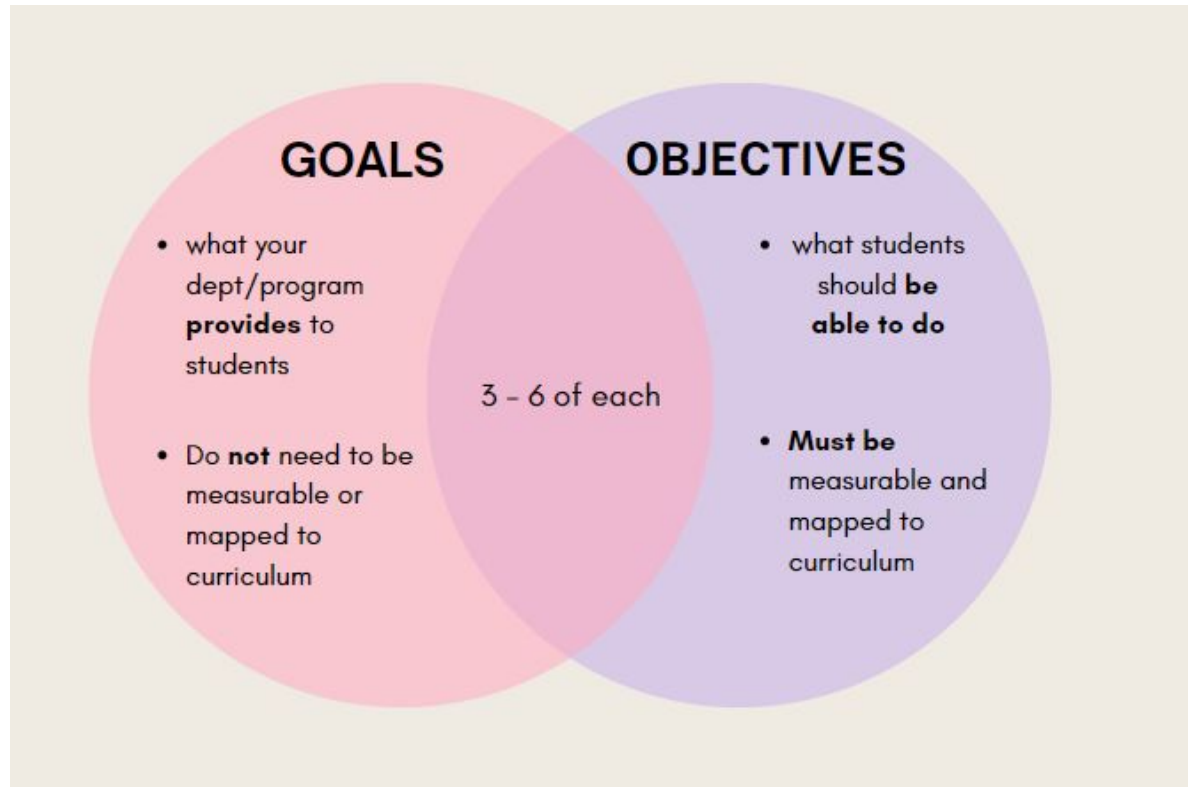
- Differentiate between various types of benchmarks.
- Create appropriate performance benchmarks for your PLOs.
- Establish a cyclical timeline for your program assessment activities.



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# Quick Review: Goals & Objectives

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## Using Bloom's Taxonomy

Learning objectives should align with the level or setting of the institution, program (undergraduate, graduate, doctoral), course (introductory course, culminating course), and discipline or subject matter. Bloom's taxonomy can serve as a helpful tool to select a verb to fill in the blank in the learning objective "formula" above that is appropriate for its context.

## Step 1. Determine audience and timeline.

Learning objectives are concise extensions of the phrase, "By completing the [degree/certificate/ program], students will be able to \_\_\_\_\_."

## Step 2. Select a measurable verb to describe what you want students to engage in.

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Measurable Verbs	arrange, define, detail, duplicate, find, identify, indicate, label, list, locate, order, pronounce, recall, recognize, recite, state	associate, categorize, clarify, classify, decipher, describe, examine, explain, generalize, paraphrase, summarize, translate	apply, calculate, carry out, compute, conduct, demonstrate, determine, discover, employ, execute, graph, implement, operate, perform, solve, use, utilize	analyze, break down, categorize, classify, compare, contrast, differentiate, discern, dissect, distinguish, investigate, question	argue, assess, choose, conclude, convince, critique, debate, defend, discredit, evaluate, judge, justify, persuade, rate, recommend, solve, validate, verify	assemble, assimilate, build, change, combine, compose, construct, create, design, develop, formulate, generate, hypothesize, invent, produce, synthesize, theorize, write

## Step 3. Include additional supporting details to provide

**Examples:** Students will be able to...

- ...create *a measurable learning outcome using Bloom's Taxonomy as a framework.*
- ...evaluate *organizational decisions based on business ethical principles.*
- ...compare *works of art from the Impressionism and Post-Impressionism eras.*
- ...apply *the quadratic equation to an algebra word problem.*
- ...describe *the basic theories in developmental psychology.*
- ...identify *elements in the periodic table.*



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# Quick Review: Mapping & Metrics

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# Sample Curriculum Map

Program X Curriculum Map	Course 1	Course 2	Course 3	Course 4...
Learning Objective 1	X Quiz 1			
Learning Objective 2		X Term Paper		X Oral Presentation
Learning Objective 3...			X Case Study	



<b>Direct Assessment:</b> occurs when faculty evaluate student performance directly.	<b>Indirect Assessment:</b> occurs when asking others about their perspective or perceptions.
<ul style="list-style-type: none"><li>• Case Study</li><li>• Quiz</li><li>• Exam</li><li>• Group Project</li><li>• Oral Presentation</li><li>• Senior or Capstone Project</li><li>• Problem Sets</li><li>• Written work (essay, term paper, discussion board, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Course Evaluation</li><li>• Student Survey</li><li>• Faculty Survey</li><li>• Alumni Survey</li><li>• Employer Survey</li><li>• Focus Group</li></ul>



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# Setting Benchmarks

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# Why do we need to set benchmarks?

- A score or grade in isolation doesn't necessarily explain whether the outcome is good or not.
- “Good” is relative and may vary by context/discipline - we need a reference point!



# Benchmarking 101

- Set benchmarks that reflect your program's needs. There is no one-size fits all approach!
- Benchmarks are **not** used to evaluate faculty for APT. They are used to identify areas where student learning can be improved.
- **How you use your benchmark data for CQI is more important than the facts & figures themselves.**



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# Types of Benchmarks

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# Local Benchmarks (OEE Recommended)

- Established internal to organization/dept/program.
- **Asks the question:**
  - Are students meeting our own standards?
- **To do:**
  - Determine what is important locally/internally to establish sound performance standards.

# External Benchmarks

- Established external to the organization/dept./program, usually by a professional society or accrediting body.
- **Asks the question:**
  - Are students meeting external standards of the field?
- **To do:**
  - Evaluate whether external standards match your local/internal values.



# Peer Benchmarks

- Comparison to peer programs or institutions
- **Asks the question:**
  - How do our students compare to peers?
- **To do:**
  - Identify appropriate peers and gather data on them for comparison

# Value-Added Benchmarks

- Shows growth or change (pre/post measures)
- **Asks the question:**
  - Are our students improving?
- **To do:**
  - Motivate students on pre-test, monitor changes affecting scores
  - Imprecise measurement - how to be sure if growth is due to you?

# Historical Trend Benchmarks

- Shows growth or improvement longitudinally over time
- **Asks the question:**
  - Is our teaching improving? Is our curriculum improving?
- **To do:**
  - Stay consistent - use the same assessment method over time

# Productivity Benchmarks

- Monitors activity/productivity
- **Asks the question:**
  - Are we getting the most for our investment?
- **To do:**
  - Understanding costs/benefits
  - Maintaining a focus on effectiveness/efficiency




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# Practice Round

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**80% of students will achieve a score of 85 or better on the final exam.**

-  A. Local Benchmark
- B. External Benchmark
- C. Peer Benchmark
- D. Value-Added Benchmark

**Students will demonstrate an improvement of  
20 points or more on their post-test scores  
compared to their pre-test scores.**

- A. Local Benchmark
- B. External Benchmark
- C. Peer Benchmark
-  D. Value-Added Benchmark

**Student achievement in the capstone competencies will improve by 10% by year 2030.**

- A. External Benchmark
- B. Productivity Benchmark
-  C. Historical Trend Benchmark
- D. Value-Added Benchmark





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# Benchmarking Considerations

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# Things to Consider: Quantitative

- What letter or numerical grade is expected to show sufficient learning, integration and retention of concepts?
- What percentage of the student body should achieve the benchmark to demonstrate broad understanding?
- What response rate would make your survey data meaningful?
- Is the quantitative benchmark appropriate to your sample size?

# Things to Consider: Qualitative

- Can you pull language or criteria from existing rubrics to describe performance expectations?
- Even when the benchmark is met, there are likely still ways to improve teaching and learning!
- Work to understand the "why" and "how" when your benchmark results.

# Benchmark Outcomes

- It is okay to fail sometimes!
- It can provide a pathway to improvement.
- Be realistic with your targets and your plans for improvement.

# Practice Round

Think of your PLO and assessment method and create a **local benchmark**.

- What quantitative or qualitative information would you include as performance indicators?
- Draft and share your example!



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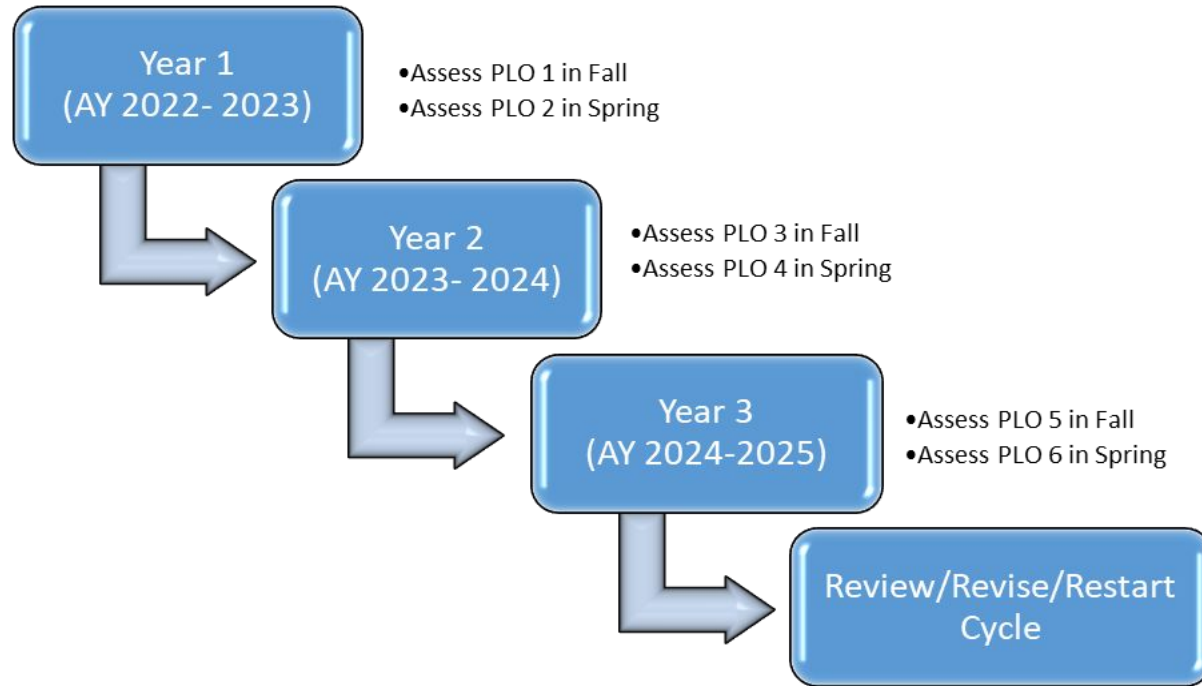
# Establishing a Timeline

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# Assessment Cycle Timeline

- You do not need to assess all PLOs every year.
- **You do need to assess at least one PLO per year.**
- Timing should align with your curriculum map selections.
- OEE recommends a **3-year assessment cycle.**
- Assessment is a cyclical, ongoing process of continuous improvement. Start over again once all have PLOs have been assessed!

# Sample Assessment Cycle Timeline







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**2022-2023**

**Assessment Cycle  
Overview**

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Spring 2022

- OEE Established & Charged by Provost

Summer - Fall  
2022

- Engage with OEE Training Opportunities!
- Workshops, Consultations, Recordings, Web Resources

Fall 2022

- All programs to conduct assessment of one PLO
- Follow along with guided OEE process or assess independently

Spring 2023

- Review Fall PLO assessment results & write action plans
- Complete Annual Program Assessment Report using the OEE Template

February 20,  
2023

- Annual Program Assessment Reports Due

School or College	
Department	
Degree Program	
Program Goals	
Accomplishments	
Improvements	
Evidence that Prompted Improvement <input type="checkbox"/>	

<b>Program Learning Objective 1:</b> Upon completion of the degree, students should be able to...	
Location in Curriculum Map (Course Name)	
Assessment Method	
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

[Click here](#) or scan the QR code



to be redirected to OEE's Annual Assessment Report template  
& Quick Reference Guide



Office of  
Educational  
Effectiveness

# 1st Annual Assessment Symposium



**Student Activities  
Center Ballroom A**

**Thursday, November 10, 2022  
9:00AM - 4:00PM**

Join OEE to learn about the best practices in assessment in a collaborative, interactive setting, featuring guest speakers and expert facilitators! Breakfast, lunch and light refreshments will be provided.



**Scan this code to  
Register in  
Advance by  
11/3/22!**



**Carol Van Zile-Tamsen,  
PhD**

Director, Curriculum,  
Assessment, & Teaching  
Transformation, SUNY  
Buffalo  
Plenary Speaker



**Peggy L. Maki, PhD**

Educational Consultant  
and Author  
Keynote Speaker



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**Questions?**

**Contact us!**

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