Professional Development Workshops for Program Assessment Leaders

Marquette University

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MARQUETTE
UNIVERSITY

Be The Difference.

Setting Targets with Internal Benchmarks

Aligning AI

"The total number of students deemed competent or proficient was nearly identical with the previous three years; 95% of our students fall within these two groups."

"Performance with regard to these performance indicators seems satisfactory."

"Research outcomes are good but could be better."

What **IS** the desired state?

What percentage of students completing a program should perform at what level and against what (or whose) standards for you to be satisfied with the evidence of student learning?

On what basis do we decide that a sufficiently high percentage of our students have been shown to have learned a sufficient amount for us to say, "This is good enough".

Benchmarking is a multi-step process:

1. Choose the type of benchmark.

2. Set standards for performance (exemplary, adequate, inadequate).

3. Set targets for collective performance.

Local (internal) benchmarks:

Are our students meeting our own standards?

SLO: Apply intrapersonal reflection to continually assess one's leadership philosophy.

Measure: In the senior capstone course students write a final paper constructed in several sections.

Performance Indicator	Not Met	Developing	Met	Excelled
Identify the values and characteristics of an effective leader	Work does not reflect criteria of assignment	Has beginnings of an exposition of values and characteristics that make an effective leader but description is only a summary or is incomplete **1**	Mostly describes the values and characteristics that make an effective leader but at least one is underdeveloped **1**	Provides detailed examples of the values and characteristics that make an effective leader **7**
Analyze own leadership style and personality	Does not demonstrate ability to examine personal leadership style	Attempts to discuss own leadership style but does not show a sense of self awareness regarding how others are effected by their leadership behaviors **1**	Shows sense of self awareness and how leadership behaviors impact those around him/her; does not go into much detail about how leadership style impacts others **1**	Shows refined sense of self awareness and how leadership behaviors impact those around him/her by providing and analyzing example **7**
Describe principles you want to model and inspire in others	Does not explain principles; does not connect personal principles to work of modeling and inspiring others	Shows beginnings of realization of implementing leadership and inspiring others, but is disconnected from other parts of the leadership philosophy **1**	Mostly connects the behaviors and style of an effective leader to modeling and inspiring **1**	Demonstrates a clear vision of the principles that coincide with behaviors of an effective leader and the writer's description of his/her leadership style **7**
Writing	Several problems with grammar, spelling, citations, word choice, sentence structure	A few problems with grammar, spelling, citation style. A few problems with word choice, sentence structure **3**	Two or three problems with grammar, spelling, citation style. One or two problems with word choice, sentence structure **2**	Virtually no problems with grammar, spelling, citation style. No problems with word choice, sentence structure **4**

How does Suzie Student score on this SLO?

	Developing	Met	Excelled
Identify the values and characteristics of an effective leader.			*
Analyze own leadership style and personality.	*		
Describe principles you want to model and inspire in others.		*	
Writing			*

Define acceptable vs. unacceptable work.

Define exceptional work.

One approach: Student must meet every dimension in order to be acceptable. In this case, Suzie fails the SLO.

Another approach: Average all dimensions, so that poor performance in one area can be offset by good performance in another. In this case, Suzie meets the SLO.

A third approach: It is more important to us that Suzie can develop training programs, so we give that double weight. In this case, Suzie exceeds.

Question	What is the probability that a borderline proficient student will answer correctly?

1. The author is opening question suggests his audience is:
   a. Middle-class Americans
   b. Chinese politicians
   c. Economists
   d. Poor Americans	

2. In paragraph 2, the author wonders how long it will take for Chinas annual per capita income of $5,300 to reach 2004 US figures of $38,000. In order to answer that question, the author must:
   a. Project the economic growth rate of China
   b. Project the population growth of China
   c. Project the economic growth rate of the US
   d. Project the population growth of the US	

3. In paragraph 3, Lester Brown notes that form 1978 to 2004 China experienced an average annual economic growth rate of 9.5%. In paragraph 4, he choose to assume an 8% annual economic growth rate for the purposes of estimated future Chinese consumption of resources in the reminder of the article. Why does he choose the 8% rather than 9.5%, or even 10%?
   a. It results in simple calculations than 9.5%.
   b. He is skeptical of China's continued economic growth.
   c. It corresponds with Chinas projected population growth.
   d. His estimated of Chinese consumption will be plausible even if the Chinese economy slows down.	

4. In paragraph 7, the author projects that if the Chinese consume all at US levels, they will need 99 barrels a day by 2013. What information does he NOT need to arrive at this projection?
   a. Projected rate of world oil production
   b. Projected rate of Chinese economic growth
   c. Current Chinese oil consumption levels
   d. Current US oil consumption levels	

What is the percentage that a borderline proficient student will answer correctly?

QUESTION	Rater #1	Rater #2	Rater #3	Rater #4	Rater #5	Average
1. The author's opening question suggests his audience is:	80	70	50	80	60	68
2. The author wonders how long it will take for China's annual per capital income of $5,300 to reach the US figure of $38,000. In order to answer that question, the author must:	60	40	30	20	50	40
3. The author notes that from 1978 to 2004, China experienced an annual growth rate of 9.5%. In paragraph 4, he chooses to assume an 8% annual economic growth rate for the purposes of estimated future Chinese consumption of resources. Why does he choose8% rather than 9.5% or even 10%?	50	60	40	50	50	50
4. In paragraph 7, the author projects that if the Chinese consume oil at US levels, they will need 99 barrels a day by 2031. What information does he NOT need to arrive at this projection?	20	30	20	40	30	28
Average for raters *Round up to*						**46.5** **50%**
The cutoff score for proficiency is 50% correct (2 out of 4).						

SLO: Apply intrapersonal reflection to continually assess one's leadership philosophy.

Estimate the percentage of borderline proficient students who would receive each rating:

RUBRIC SCORE	Rater #1	Rater #2	Rater#3	Rater #4	Rater #5
Not Met (1)	5	0	10	0	10
Developing (2)	50	70	50	60	75
35	30	25	30	10	0
Excelled (4)	10	0	15	10	0
Sum	100	100	100	100	100
Weighted Average	2.5	2.3	2.45	2.5	2.05

Average of Raters' weighted avgs = 2.36
Students who score below 2.36 (could round down to 2) are not proficient.

Step Three: Set targets for collective performance

- Do you expect every student to meet minimum criteria?

- "90% of our graduates will earn an acceptable rating."

- "90% of our graduates will earn an acceptable rating, with 30% earning an exemplary rating."

Some final advice:

- In most cases, it's better to express targets as percentages rather than means.

- If you set your criteria for success based on current data, you may be satisfied with what **is,** rather than what **should be**.

- Set "stretch" targets. "Doing good" is not good enough, especially if targets are easily attained.

- View target setting as an iterative process.

For more detailed information, please consult:

Suskie, L. (2009). *Assessing student learning: A common sense guide*. Second Edition. San Francisco: Jossey-Bass (see Chapter 15).

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