

ASSESSMENT FOUNDATIONS WORKSHOP SERIES:

Interpret Evidence & Make Decisions to Improve

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Session Outcomes

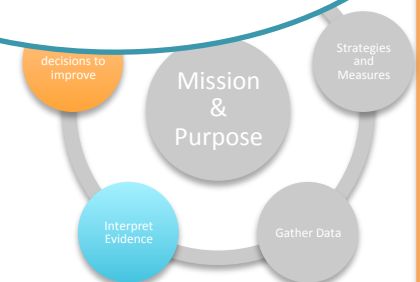
1. Distinguish between data and information.
2. Transform data (trend, comparison, disaggregated) into meaningful information.
3. Triangulate multiple data points.



Making Data Meaningful

In order for [data] to have meaning, we must compare it against something else – what has been called a *benchmark, brightline, standard, or criterion.*

(Suskie, 2009)



Types of Benchmarks (Suskie, 2009)

Benchmark	Questions Each Benchmark Can Answer
Local standards	Are our students meeting our own standards?
External Standards	Are our students meeting standards set by someone else?
Internal Peer Benchmark	How do students compare with their peers who experienced the same thing?
External Peer Benchmark	How do our students compare to peers at other colleges?
Best Practices Benchmark	How do our students compare to the best of our peers?
Value-Added Benchmark	Are our students improving?
Historical Trends Benchmark	Is our program improving
Strengths-and-Weaknesses Perspective	What are our students' areas of relative strength and weakness?
Productivity Benchmark	Are we getting the most for our investment?

Setting Benchmarks

1. Do some research
2. Involve others in the standard-setting process
3. Use samples of student work to inform your discussion
4. Use other kinds of benchmarks and standards as corroboration

(Suskie, 2009)



Tracdat - Benchmarks

The screenshot displays the Tracdat web application interface. At the top, the breadcrumb navigation reads: Admin - Living Learning Preceptorial Program > Admin Unit Planning > Unit Plan. The main content area shows a list of outcomes under the heading "Outcomes". One outcome is expanded to show its details:

- Outcome:** Sense of Belonging Students will develop a sense of belonging among their peers and within the USD community. (Active)
- Outcome Assessment Cycle:** 2013 - 2014
- Start Date:**
- Inactive Date:**
- Measures:**
 - preceptorial survey items (Active)**
 - Benchmark/Criterion:** 2013 cohort reports greater levels of connectedness than previous cohorts
 - Notes:**
 - Strategies:**
 - Date Added:** 04/19/2016
 - Active:** Yes
 - Related Documents:**
 - Assignment:**

Below the expanded measure, there is a "Related Items" section with one item visible:

- Retention Maintain or improve first-time, full-time, first year fall to fall (90%) and fall to spring (96%) retention rate (Active)**



Residential Life Example



Tracdat – Interpret Evidence

tracdat Admin - Living Learning Preceptorial Program

Welcome, margaretleary

Admin - Living Learning Preceptorial Program > Admin Unit Planning > Results > Add Result

Home Admin Unit Admin Unit Planning Unit Plan Results Mapping Reports Documents

Sense of Belonging Students will develop a sense of belonging among their peers and within the USD community.

preceptorial survey items
Benchmark/Criterion 2013 cohort reports greater levels of connectedness than previous cohorts
Notes
Strategies:

* Result Date: 04/19/2016

* Result: 89.2% of first year students agree or strongly agree that there are people here that they would want to get to know; 77.3% agree or strongly agree that they are a member of the campus community; 74.3% agree or strongly agree that they feel a strong sense of community with people beyond their preceptorial classmates.

* Reporting Period: 2013 - 2014

* Criterion Met: No

* Reflective Statement: We will set 90% as the criterion on the first item, 80% on the second, and 75% on the third.

* Required field

Interpret Evidence Purpose Gather Data

Tracdat – Make Decisions to Improve

The screenshot displays the Tracdat web application interface. At the top, the breadcrumb navigation reads: Admin - Living Learning Preceptorial Program > Admin Unit Planning > Results > Add Action. The user is logged in as 'Welcome, margaretleary'. The left sidebar contains navigation options: Home, Admin Unit, Admin Unit Planning (selected), Unit Plan, Results, Mapping, Reports, and Documents. The main content area shows a 'Sense of Belonging' survey item with a benchmark/criterion note: 'Benchmark/Criterion 2013 cohort reports greater levels of connectedness than previous cohorts'. Below this, a table entry for '2013 - 2014' shows a 'No' status and a date of '04/19/2016'. The associated text states: '89.2% of first year students agree or strongly agree that there are people here that they would want to get to know; 77.3% agree or strongly agree that they are a member of the campus community; 74.3% agree or strongly agree that they feel a strong sense of community with people beyond their preceptorial classmates.' An 'Action' field contains the text 'Share the results with theme teams.' and is marked as a required field. A 'Legal Notice' link is also visible.



Close the Loop and Begin Again



References

Suskie, L. (2009). *Assessing student learning: a common sense guide* (2nd Edition ed.). San Francisco, CA: Jossey-Bass.

