

Benchmark Data

From 2007 and 2008

Faculty Assessment Days

Effective Communication: Writing

Critical Thinking

<http://www.oaklandcc.edu/assessment/>

*BENCHMARK: Expected levels/skills for an educational outcome. A benchmark must be quantifiable, typically stated as a percentage or number.*

Performance data that can be used for comparative purposes. A program can use its own data as a baseline benchmark against which to compare future performance.

It can also use data from another program as a benchmark. In the latter case, the other program often is chosen because it is exemplary and its data are used as a target to strive for, rather than as a baseline.

## 2007 Communicate Effectively- Writing

Performance Data	
Rubric Dimension	Score (scale 1-5)
A-1 Focus: Essay centered on appropriately sized topic; focused thesis, topic sentences, conclusion	3.50
A-2 Focus: Conclusion and thesis	2.85
A-3 Focus: Topic sentence	3.25
A-4 Focus: transitions	2.91
B-1 Organization: logical progression from introduction through conclusion	3.75
B-2 Organization: Topic sentence	3.40
B-3 Organization: Support of body paragraphs	3.55
B-4 Organization: List order of paragraphs	3.59
C-1 Development/Support: details/evidence clarifies or validates body paragraph topic sentences/main assertions	3.86
C-2 Development: explain how evidence validates assertion	3.64
C-3 Development: distinguish ideas	3.28
D-1 Fluency	3.55

**2008 Writing Data (revised rubric). Current score = papers we read that day; Target score = no more than 5% over the previous year's current score (3.28 is 5% over dimension "A" in 2007)**

<b>Writing Dimension</b>	<b>Current Score</b>	<b>Target</b>
A. Demonstrated understanding of audience, purpose, and assigned task evident and illustrated by effective focus and thesis.	3.12	3.28
B. Content Effectively Developed	2.91	3.06
C. Whole Piece Clearly Organized	2.80	2.94
D. Proofreading for Grammar, Mechanics, Usage	2.68	2.81
E. Style and Presentation	2.87	3.01
F. Incorporation of Source Material (when use of sources assigned or writer chooses to	2.23	2.34

support with material from  
outside personal experience)

Composite

15.59

16.37

The term target could also be seen as a goal for the next year that represents a  
5% increase

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## 2007 FAD Critical Thinking

<u>Rubric Dimension</u>	<u>Score</u>
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A. Identifies/evaluates own perspective	3.04
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B. Identifies and evaluates others' perspectives (including principles/ideologies)	2.67
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C. Evaluates and determines the significance of varying levels/kinds	2.94
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of information

D. Uses valid information to develop conclusion/solution 3.08

E. Recognizes and predicts patterns 2.98

F. Applies knowledge to new situations 2.86

G. Recognizes the value of ambiguity, controversy, and confusion as contributing factors to effective critical thinking. 2.30

H. Demonstrates creative thinking	2.33
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## 2008 FAD Critical Thinking

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<b>Critical Thinking Dimension</b>	<b>Current Score</b>	<b>Target</b>
A. Evaluates levels/kinds of information	3.75	3.94
B. Recognizes and understands the implications of relationships between ideas	3.63	3.81
C. Uses information to develop conclusion/solution	3.42	3.59
D. Applies knowledge to new situation	3.44	3.61
Composite	14.52	15.25