Defining Benchmarks/Targets

**Definition:**
A benchmark is a standard or point of reference against which things may be compared or assessed. Your benchmark or target is what you will use to determine the degree to which you want a student to demonstrate a desired level of attainment for a core objective.

**Sample Benchmark Information**

**70%** of “Course Example” students will score a 3 (scale 1-5) or higher on the communication component category of an analytic rubric.

**Identifying Appropriate Benchmarks/Targets:**

* The benchmark you choose should be realistic, measurable, and attainable.
* If you only plan to measure a subset of students (e.g. random sample of 50 students across all sections), you need to identify this fact in the benchmark information box.
* The THECB requires that internal and external evidence be used in the formation of informed benchmarks/targets. Further, AC will be asked to prove that both internal/external information was used in the formation of each core curriculum benchmark. As a result, when applicable, please view and consider all of the available resources listed below before forming your new benchmarks/targets:
	+ **Internal** – Consider what past departmental data tells you, what the [General Education Competency Committee findings](http://www.actx.edu/iea/index.php?module=article&id=45) tell you, what the [Graduate Student Survey General Education Competency Results](http://www.actx.edu/iea/filecabinet/197) tell you, etc.
	+ **External** – Consider what [CCSSE](http://www.actx.edu/iea/filecabinet/195) tells you (pages 51-61), what any specialized accreditation expectations/findings tell you, etc.
	+ **Updated Data –** Additional internal data (e.g. Graduate Student Survey results by major) and external data (e.g. SENSE results) will be provided to academic deans and/or listed on [AC’s survey’s page](http://www.actx.edu/iea/index.php?module=article&id=61) as the results become available.