

Assessment Institute at Indianapolis  
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## Defining Success


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### Express Targets as Percentages, Not Averages

- “90% will score 65 or better”
- **NOT** “The average will be 72.”



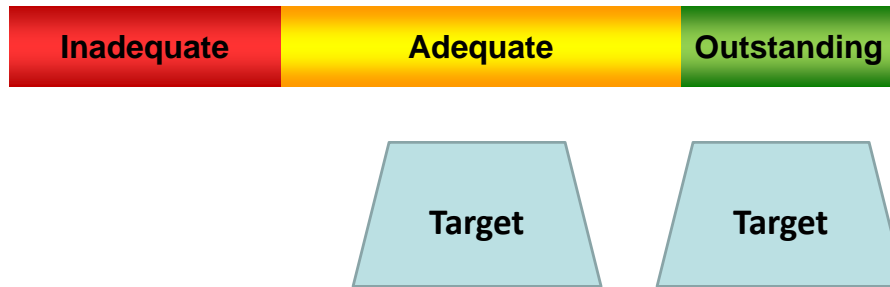
- Most information is useless.
- Give yourself permission to dismiss it.

–*Harris & Muchin*

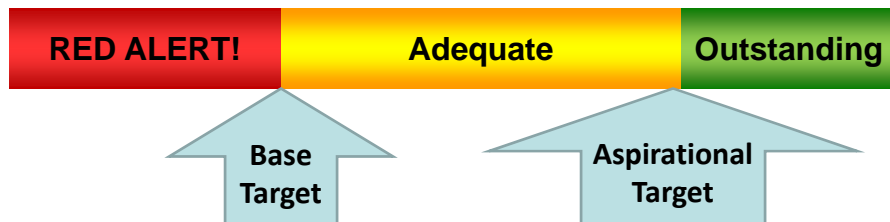
## **Your Targets May Vary**

- Is this competency essential?
  - *Calculating dosages*
  - *Making effective oral presentations*
- Is this competency basic or aspirational?
  - *Grammar*
  - *Creative insight*
- What is the cost of perfection?

## Merely Adequate is Not Good Enough



## Define Success as a Range, Not an Arbitrary Number



## Many Ways to Set Targets

- Against a standard (0% Never?)
  - *Justifiable, externally informed*
- Against the other criteria
  - *Strengths & weaknesses*
- Against peers
- Over time
- Against the beginning of the course or program
  - *Value-added*



## Consulting with Others is Critical

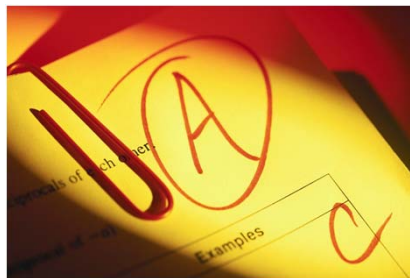
- *Employers*
- *Graduate/4-year programs*
- *Peers*
- Externally informed
- No navel gazing!

## Do Some Research



- Have others set standards?
  - *Disciplinary associations*
  - *Online searches*
  - *Colleagues in peer programs and colleges*

## Use Samples of Student Work to Inform Your Thinking.

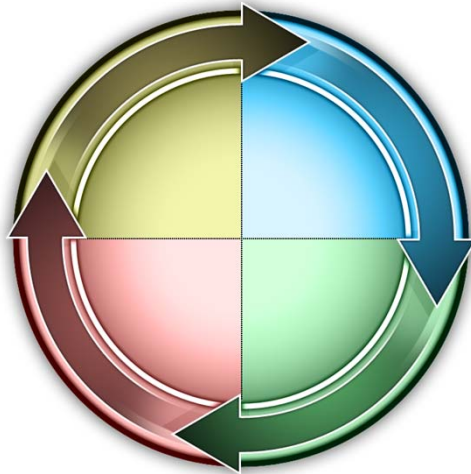


- Would this paper embarrass us?
- Would this paper make us proud?
- **Why?**

## Use Rubrics to Articulate Local Standards

- Minimally acceptable performance may be a minimum standard for
  - *Every trait*
  - *The sum or average of all traits*
  - *Certain traits*
- ***Justifiable***
- ***Externally informed***

11



**Defining Success is an Iterative Process**



**Questions? Comments?**

13