

# Strengthening the Quality of Assessment Practices: A Comparison of Meta-Assessment and Peer Review Data

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- ▶ Which components of assessment on your campus need the most improvement?
  - ▶ Which components of assessment are strongest?



APPROVED

Assessment

Continuous Improvement

Peer Review

Meta-  
Assessment

# Meta-Assessment Tool



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Assessment results are reported, compared to past results, meaningfully interpreted to the student learning outcomes, and discussed with program faculty to determine the strength of your program's results reporting, interpretation, and dissemination. Rate the quality of Absent to Exemplary.

Reporting Results

**Absent:** Results are not reported for each assessment and student learning outcomes.

**Developing:** Results are reported; however, it is unclear how they relate to student learning outcomes.

**Acceptable:** Results are reported and are clearly aligned with the student learning outcomes.

**Exemplary:** Detailed results are reported (often broken down beyond the standard of success for deeper analysis) and clearly aligned with the student learning outcomes.



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A **curriculum map** is a visual representation of the alignment between program student learning outcomes and required courses/experiences. Curriculum maps are often developed as part of a program's curriculum review or strategic planning. Please rate the strength of your program's curriculum map on a scale of Absent to Exemplary.

Curriculum Map

**Absent:** The program does not currently have a curriculum map.

**Developing:** The program does have a curriculum map; however, at least one student learning outcome does not have a required course/experience aligned with it.

**Acceptable:** The program does have a curriculum map, and every student learning outcome is aligned with at least one required course/experience.

**Exemplary:** The program does have a curriculum map, every outcome is aligned with at least one required course/experience, AND the program indicates the extent to which each outcome is developed in particular courses (e.g., 1=introduced, 2=reinforced, 3=emphasized).

## Peer Appraisal Rubric for Academic Programs

The questions in this rubric are posed to provide an opportunity to think about a program's growth in the process of collecting assessment results and using those results to create a new plan.

For each of the following areas, please mark which descriptor best applies to the program's documented assessment plan and results analysis in each described component of the Institutional Effectiveness process when rated on a scale of Absent (assessment is occurring at a beginning level) to Exemplary (assessment is occurring at an advanced level).

		1 - Absent	2 - Developing	3 - Acceptable	4 - Exemplary
Plan	<b>Student learning outcomes</b> are statements describing the specific knowledge, skills, and abilities that all students completing an educational program should achieve. Strong student learning outcomes are clearly stated and widely communicated with program faculty and students.				
	Specificity of Outcome	No student learning outcomes have been provided.	Student learning outcomes include vague, difficult to measure behaviors and describe only general content, skills, or abilities students should achieve.	Most student learning outcomes include precise, measurable behaviors and articulate the specific content, skills, and abilities students should achieve.	All student learning outcomes include specific, precise, measurable behaviors and articulate the specific content, skills, and abilities students should achieve.
Results	<b>Sound assessment methodology</b> involves designing direct assessment methods that systematically measure the extent to which student learning outcomes are being achieved.				
	Student Learning Outcome-Method of Assessment Alignment?	No method of assessment is provided for one or more student learning outcomes.	Each outcome is measured by at least one method of assessment.	Each outcome is measured by at least one method of assessment, and the method of assessment clearly aligns with the content, skills, or abilities articulated in the student learning outcome.	Each outcome is measured by at least one, and in some cases more than one, method of assessment, and the method of assessment clearly aligns with the content, skills, or abilities articulated in the student learning outcome.
	Data Collection	No information describing the collection of assessment data is provided; only the name of the assessment method is documented.	Information is provided on some aspects of assessment data collection (where assessments are embedded/housed, who is responsible for assessment administration and data collection); however, there is not enough information to evaluate the soundness of the data collection process.	Information is provided on how assessment data were collected (e.g., course embedded) and who provided data (e.g., all seniors); however, methodological flaws are present.	Information is provided on how assessment data were collected, who provided data, AND the process appears to be methodologically sound.
<b>Assessment results</b> are reported, compared to past results, meaningfully interpreted in relation to the student learning outcomes, and discussed with program faculty.					
Reporting Results	Results are not reported for each assessment and student learning outcome.	Results are reported; however, it is unclear how they relate to the student learning outcomes.	Results are reported and are clearly aligned with the student learning outcomes.	Detailed results are reported (often broken down beyond what is stated in the standard of success for deeper analysis) and clearly aligned with the student learning outcomes.	

How do we file this?

How do we file this?

How do we file this?

- \$ areas in described

Self-Band project comes all the 4?

80% checked out - 10%

"no file" here

10% = majority?

# Peer Review Workshop

- Read partner's assessment documentation
- Rate on Peer Appraisal Rubric

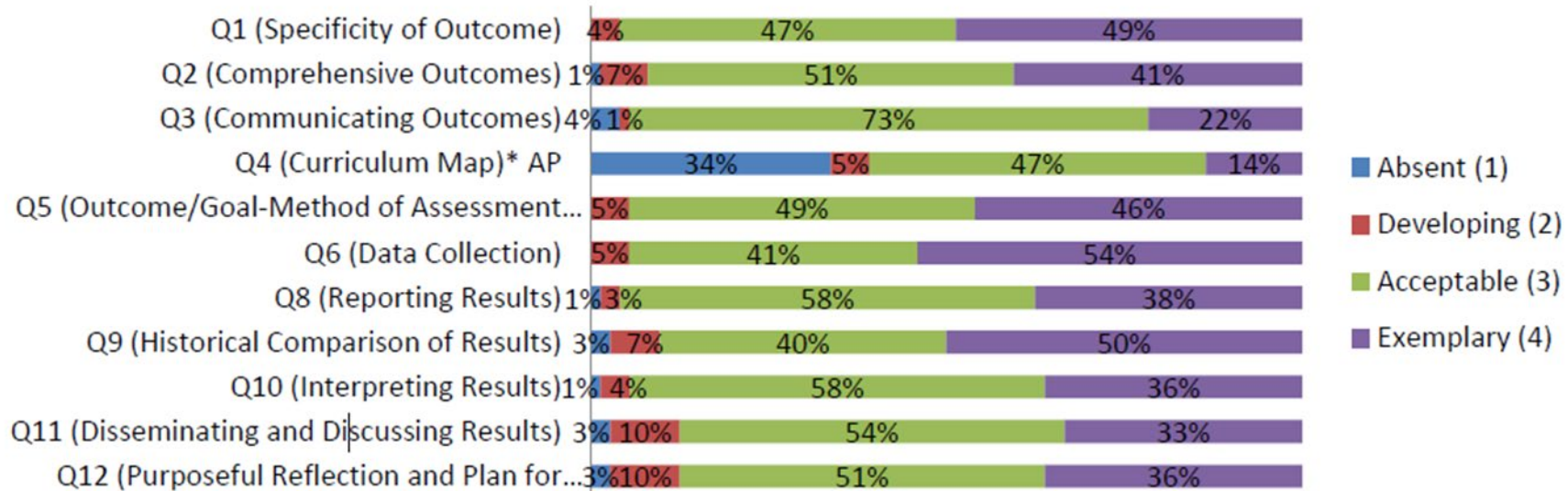
- Exchange completed rubrics with partner
- Compare peer-provided ratings to self-provided ratings on rubric

- Discuss ratings and open-ended feedback with partner

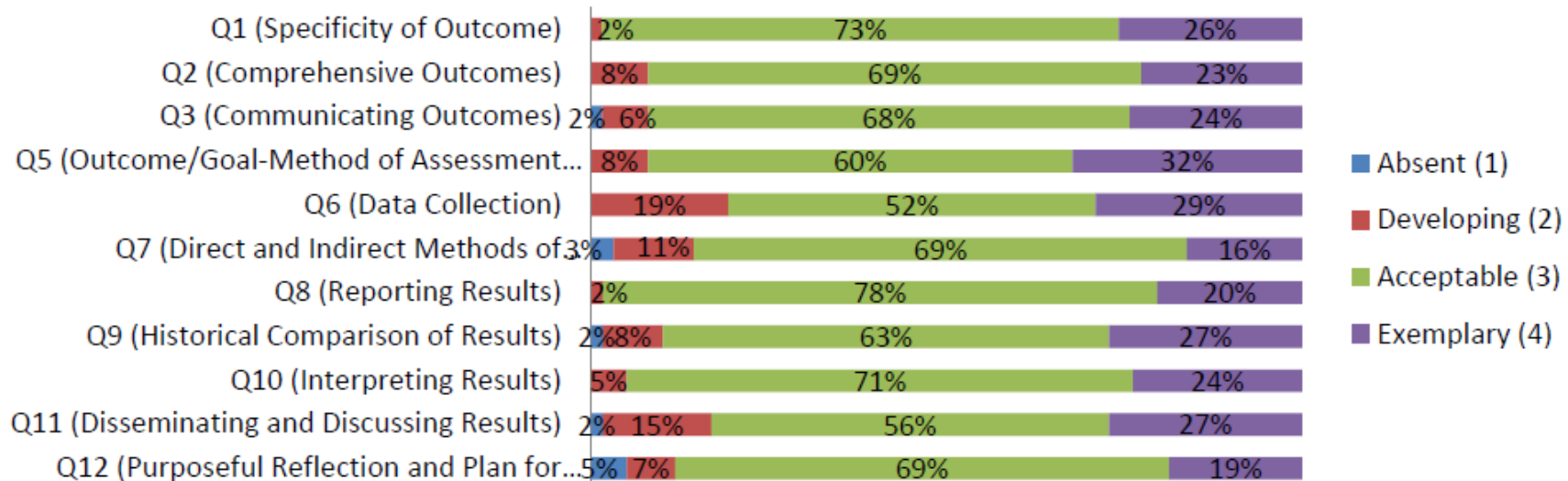
	1 - Absent	2 - Developing	3 - Acceptable	4 - Exemplary	
Plan	A goal is a statement describing an observable and measurable outcome that assesses a particular process, service, or experience. Strong goals are clearly stated and widely communicated with unit staff and other constituents.				
	Specificity of Goal	No goals have been provided.	Goals include vague, difficult to measure actions and describe only general objectives of the unit's processes, services, or experiences.	Most goals include precise, measurable actions and articulate the specific objectives of the unit's processes, services, or experiences.	All goals include specific, precise, measurable actions and articulate the specific objectives of the unit's processes, services, or experiences.
Plan	Sound assessment methodology involves designing assessment methods that systematically measure the extent to which goals are being achieved.				
	Goal-Method of Assessment Alignment	No method of assessment is provided for one or more goals.	Each goal is measured by at least one method of assessment.	Each goal is measured by at least one method of assessment, and the method of assessment clearly aligns with the processes, services, or experiences identified in the goal.	Each goal is measured by at least one, and in some cases more than one, method of assessment, and the method of assessment clearly aligns with the processes, services, or experiences identified in the goal.
Results	Data Collection	No information describing the collection of assessment data is provided; only the name of the assessment method is documented.	Information is provided on some aspects of assessment data collection (when assessments occur, who is responsible for assessment administration and data collection); however, there is not enough information to evaluate the soundness of the data collection process.	Information is provided on how assessment data were collected (e.g., at what time or occasion) and who provided data (e.g., event attendees); however, methodological flaws are present.	Information is provided on how assessment data were collected, who provided data, AND the process appears to be methodologically sound.
	Assessment results are reported, compared to past results, meaningfully interpreted in relation to the goals, and discussed with unit staff.				
Results	Reporting Results	Results are not reported for each assessment and goal.	Results are reported; however, it is unclear how they relate to the goals.	Results are reported and are clearly aligned with the goals.	Detailed results are reported (often broken down beyond what is stated in the standard of success for deeper analysis) and clearly aligned with the goals.
	Historical Comparison of Results	No historical results comparison is made.	Information is provided indicating in which previous cycles results for the assessments have also been collected.	Information is provided indicating in which previous cycles results for the assessments have also been collected, and data from past cycles is included for comparison.	Information is provided indicating in which previous cycles results for the assessments have also been collected, data from past cycles is included for comparison, AND any trends related to previous findings are described.
	Interpreting Results	No interpretation of results is provided.	Interpretation of results is provided; however, it is unclear how the interpretation relates to the goals.	Interpretation of results is provided and observations about the accomplishment of specific goals can be made.	Interpretation of results is provided, observations about the accomplishment of specific goals can be made, AND the interpretation considers factors (e.g., unit resources, administrative changes) that may have affected the results.



## Academic Programs Overall Response Percentages



## Support Units Overall Response Percentages



1 = Absent; 2 = Developing; 3 = Acceptable; 4 = Exemplary

### Academic Programs and Support Units - Overall

Academic Year	Total Responses	Mean
18-19	136	3.24**
17-18	150	3.19*
16-17	168	3.25*

	Academic Programs		Support Units	
	Total Responses	Mean	Total Responses	Mean
18-19AY	74	3.32	62	3.14
17-18AY	79	3.23	71	3.15
16-17AY	91	3.29	77	3.10

# Self-Appraisal Means by Individual Question



## Total Academic Program and Support Unit

Question	Mean		
	18-19AY	17-18AY	16-17AY
1. Specificity of Outcomes/Goals	3.35	3.37	3.22
2. Comprehensive Outcomes/Goals	3.24	3.29	3.07
3. Communicating Outcomes/Goals	3.13	3.17	3.03
4. Curriculum Map (Academic Programs only)*	-	-	-
5. SLO/Goal -Method of Assessment Alignment	3.33	3.35	3.59
6. Data Collection	3.31	3.36	3.36
7. Direct and Indirect Methods of Assessment (Support Units only)*	-	-	-
8. Reporting Results	3.26	3.19	3.30
9. Historical Comparison of Results**	3.27	3.18	*-
10. Interpreting Results	3.24	3.31	3.25
11. Disseminating and Discussing Results	3.14	3.14	3.10
12. Purposeful Reflection and Plan for Modifications	3.12	3.10	3.05

(1) Absent, (2) Developing, (3) Acceptable and (4) Exemplary

Question No. in Peer review	Question No. in Self-Appraisal	QUESTIONS	SELF APPRAISAL MEANS (all responses)	PEER REVIEW MEANS (all response)
Q1	Q1	Specificity of Outcome/Goal	3.35	3.67
Q2	Q5	SLO/Goal-Method of Assessment Alignment	3.33	3.57
Q3	Q6	Data Collection	3.31	3.58
Q4	Q8	Reporting Results	3.26	3.37
Q5	Q9	Historical Comparison of Results	3.27	3.37
Q6	Q10	Interpreting Results	3.24	3.53
Q7	Q12	Purposeful Reflection and Plan for Modifications	3.12	3.4
Overall Mean for all Question Items Combined			3.27	3.50

## 35 Matched Pairs

Four areas of significant difference were found

- ▶ The overall mean response for all question items
- ▶ Specificity of Outcome/Goal
- ▶ SLO/Goal-Method of Assessment Alignment
- ▶ Purposeful Reflection and Plan for Modifications

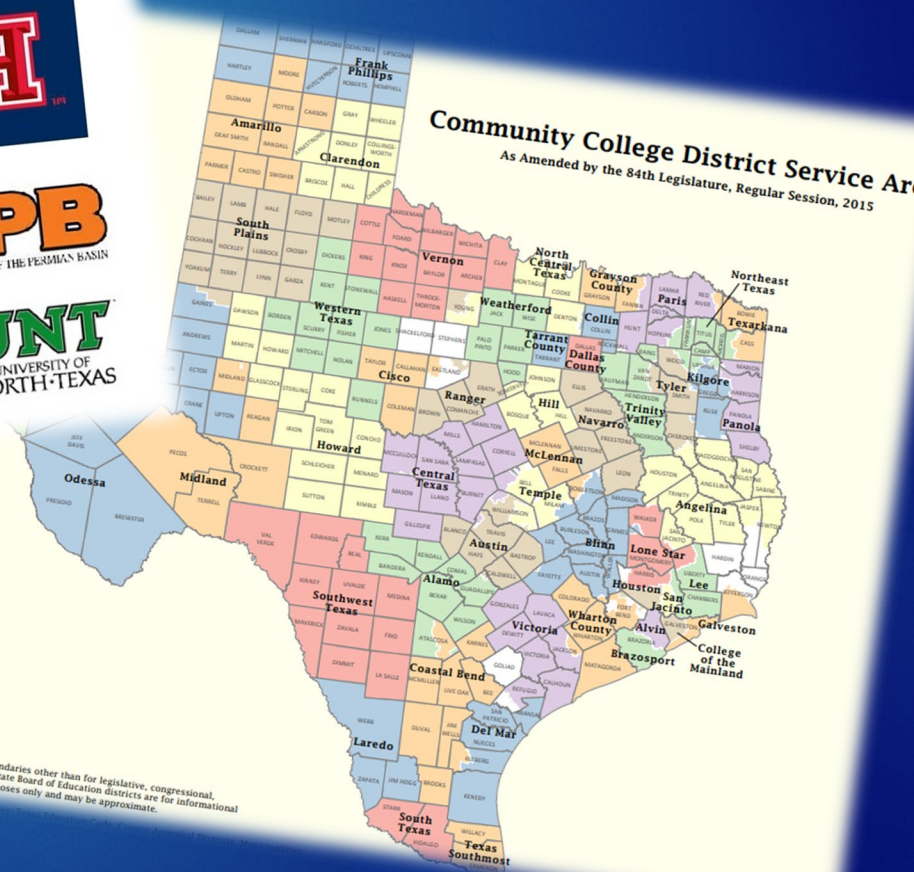


**KEEP  
CALM**

**AND**

**LET'S GET BACK  
TO WORK**

# So, what do you think?







# Thank You



— A&M —  
**COMMERCE**

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