

Meta-assessment Analysis Report for the College of Humanities and Social Sciences

Please return the completed report back to the Office of Academic
Planning and Assessment by **March 31, 2017**.

Meta-assessment Analysis Report for the College of XXXXXXXXXX

Assessment is an important best-practice in higher education that helps programs determine whether key objectives are being met, identify areas for improvement, and develop actions to improve program effectiveness. Additionally, meaningful and effective assessment is the corner stone of many discipline-specific accreditations, as well as our University's regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges. Meta-assessment is an important tool for helping ensure that all programs at Sam Houston State University are engaging in a meaningful and effective continuous improvement assessment process.

Meta-assessment serves two important roles for the College and the University. First, it provides valuable feedback to units regarding ways in which they may continue to improve their annual assessment processes. Second, it provides College and University leaders with a way to observe the overall quality of assessment processes for their units. The purpose of this report is to detail the Meta-assessment process utilized by the College of XXXXXXXXXXXXX, the College's plan for distributing the completed Meta-assessment rubrics to their departments and programs, the assessment strengths observed within the reviewed assessment plans, the areas for improvement of assessment practices, the strategies for implementing those improvements, and the training or resources needed to implement those strategies.

Section 1: Description of Meta-assessment Methodology Employed by the College

Detail the College's Meta-assessment methodology and process. Include a description of who was involved (e.g., a committee of senior faculty or college administrators), your methodology for evaluating unit-level assessment plans, steps for ensuring reliability, and your timeline.

Thirteen faculty members from across the college were each asked to review 4 program-level reports. Committee members were asked to perform their reviews during the month of November. In addition, Jeff Roberts, Director of Assessment, reviewed 5 program-level reports. Following some issues relating to missing reports and/or inadequate reviews, Glenn Sanford, Interim Associate Dean of CHSS, reviewed all program-level reports in the college. In December, Sanford distilled all of the reports/comments into a single meta-assessment report for each program and delivered the reports to the appropriate Department Chairs. Chairs are expected to use these reports to inform their assessment plans for 2016-2017.

Section 2: Plan for Distributing Completed Rubrics to Units

Detail the College's plan for sharing the completed meta-assessment rubrics with its departments and programs.

Summary reports for all programs were emailed to the appropriate Department Chairs on December 22, 2016.

Section 3: Observed Strengths within College Assessment Plans

Detail the general strengths identified by the College after reviewing its units' assessment plans. What general aspects of the annual assessment processes are units mastering? Are there any units that you would recommend serve as exemplary models?

Overall, programs are doing a good job of identifying goals and objectives. The most well-developed assessment program in the college is the Philosophy B.A. The Sociology B.A. effort to assess student outcomes at the entry, mid-program, and exit level is commendable; however these efforts were hampered by issues with getting the data for the lower-level courses out of Blackboard. It appears that we are on track to solve these issues for 2016-2017 cycle. Another notable feature is that programs appear to be improving their assessment processes, which bodes well for future prospects.

Section 4: Observed Weaknesses within College Assessment Plans

Detail the general weaknesses identified by the College after reviewing its units' assessment plans. What general aspects of the annual assessment process are units struggling with?

The biggest weaknesses in the assessment plans are clustered around the need to generate actionable data and the requirement that the PCI be based on this data. A stark example of these issues is the use of comprehensive exam passage rates as a key assessment plank for M.A. programs. While the programs are able to provide data on the passage rates, this high-level data does not provide a basis for identifying particular areas for improvement. For programs that generate this sort of general, but not actionable, data, the PCI's then become a series of proposed actions that are divorced from the assessment process. Both of these weaknesses were stressed as areas requiring improvement.

Section 5: Strategies Needed to Address Identified Weaknesses

Detail the College's strategies for addressing the general weaknesses identified after reviewing its units' assessment plans.

The Associate Dean in charge of assessment, Sanford, has offered to meet with all programs to discuss the meta assessment findings. In addition, he will be reviewing the goals, indicators, and criteria that are submitted in January 2017 and providing feedback to the programs concerning their ability to generate actionable data. This process may result in requests for revision or notice of the need to provide appropriate assessment processes before the start of the 2017-2018 cycle, depending on the scale of the deficiencies discovered. Once findings are entered, these will be reviewed and Sanford will work with programs to ensure that the PCI's are based on the assessment findings.

Section 6: Training/Resources Needed to Implement the College's Improvement Strategy

Detail the types of training and resources that would assist the College with implementing its improvement strategies.

The college plans to invite Jeff Roberts to a training session for meta assessors in September 2017 to improve the meta assessment process moving forward. The goal of this workshop will be to ensure more reliable assessment by members of the faculty.

Associate Dean Sanford has started discussions with Department Chairs about the meta assessment results, and CHSS is in the process of identifying specific training opportunities within the college. One example of this is a discussion with the Department of World Languages and Cultures about ways to assess student learning outcomes in language programs that are not part of a major at SHSU.

Appendix A
(All Completed Meta-assessment Rubrics)