# Meta-assessment Analysis Report for the

# College of Education

Please return the completed report back to the Office of Academic

Planning and Assessment by **March 30, 2018**.

Meta-assessment Analysis Report for the College of Education

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 Education, 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.*

The College of Education will engage in the meta-assessment process through the following process:

- The Associate Dean for Planning and Assessment will assume responsibility for oversight and implementation of the process.
- The College of Education Assessment Committee will review all unit-level assessment plans in the following manner and timeline:
    o By October 31, 2017, each member of the COE Assessment Committee will receive an electronic copy of the meta-assessment rubric and access to the rubric in TK20, the COE data management system, as well as the implementation plan and timeline.
    o In early November 2017, each member of the COE Assessment Committee will be provided with training in the meta-assessment process and use of the rubric to ensure inter-rater reliability.
    o Each member of the COE Assessment Committee will be asked to review 2-4 unit assessment plans.
    o Each unit assessment plan will be assessed by at least 2 reviewers.
    o Reviewers will be asked to complete the assessment of their assigned unit plans by February 15, 2018.

- o In late February or early March, the COE Assessment Committee will meet to review the completed rubrics, analyze the data for observed strengths and weaknesses of the plans, and to determine next steps.
- o The completed rubrics, as well as the analysis and next steps (as determined by the COE Assessment Committee), will be clearly outlined and communicated with COE faculty and staff no later than March 1, 2018.
- o Faculty and staff will be invited to provide feedback to the COE Associate Dean for Planning and Assessment by March 15, 2018.
- o The meta-assessment report will be submitted to the Office of Academic Planning and Assessment by March 30, 2018.
- o Next steps for improvement will be implemented immediately after the completion of the meta-assessment process.

## 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.*

Each unit assessment plan writer, typically the program coordinators and unit heads, will be given access to the completed rubrics via email, as a .pdf file report no later than March 1, 2018. Plan writers will be provided the opportunity to discuss the completed rubrics with the associate dean for planning and assessment.

## 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?*

- The committee appreciated the electronic process for meta-assessment.
- The committee appreciated the set expectations, communication, and training about the meta-assessment process.
- Units overall do a good job of writing goals.
- Objectives are typically measureable and connected with valid and reliable methods of assessment.
- One reviewer cited the Special Education UG plan as being exemplary.

## 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?*

- Units confuse performance objectives and learning objectives.
- Units confuse KPIs and Indicators, Criterion, and Evidence.
- Units do not always include needed attachments.
- Units are often unskilled at relating items.
- Findings and action plans are written at minimum standards.

- PCIs and Update to previous PCIs have the least amount of inter-rater reliability on reviewer scores

## 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 Center for Assessment will commit more time and resources to equipping faculty in writing the reports.  This includes:
    - Increasing the number of workshops for faculty
    - Scheduling one-on-one appointments with faculty within one month of each report deadline.
  - The Center for Assessment is planning to pilot a new input system in the 2018-2019 academic year.  This will consist of having faculty complete the reports and submit to the CFA as a Word document, after which our office staff will input the reports into Campus Labs.  We are hoping that this will allow faculty to focus on the quality and completeness of the actual report, rather than the mechanics of entering it into the Campus Labs system.

## 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.*

- Report exemplars provided to assessment report writers and reviewers.
- The committee felt that the technical use of Campus Labs was an obstacle to timely and thorough reporting.  The requested that the Center for Assessment consider allowing report writers to complete the report as a Word document which the Center for Assessment staff would use to input the reports into Campus Labs.
- Increased communication on the "Why" of assessment to improve faculty investment in the process.
- More assessor training to increase inter-rater reliability.
- Training on data analysis and interpretation of the data.

# Appendix A

See attached Excel file for a spreadsheet with all rubric data.