

Meta-Assessment at



ST. CLOUD STATE UNIVERSITY

EDUCATION FOR LIFE.

St. Cloud State University

- Located in Minnesota
60 miles NW of
Minneapolis/St. Paul
- 16,000 students
- Public university
- Regional
comprehensive



Agenda

- Community of Practice
- Developing the Rubric
 - Testing the Rubric
 - Next Steps
 - Your Institution?

Learning Outcomes

Participants will

- Be able to explain the concept of meta-assessment.
- Explain and critique the SCSU meta-assessment rubric.
- Propose a plan for implementing assessment of assessment on their own campuses.

How Are You Assessing Assessment
On Your Campus?

Community of Practice (CoP)

- Create a tool for assessment of assessment
- Legacy of peer assessment consultants
- Co-sponsored by SCSU Assessment Steering Committee and Center for Excellence in Teaching and Learning
- Both academic and co-curricular programs represented
- Higher Learning Commission (HLC) Quality Initiative

Developing the Rubric

- Literature review
- Environment scan
- Alignment with Tk20
- Tool unique to SCSU
- Applicable to academic and co-curricular programs
- Appropriate categories
- Distinctive levels

- Do you see a need for a meta-assessment rubric for your campus?
- Does the rubric proposed by SCSU address your needs?
- What would you modify?

Testing the Rubric

- Spring 2015
- St. Cloud State University, Herberger Business School (HBS) used the Meta-Assessment Rubric to assess the *HBS undergraduate business core assessment plan*.

Learning Goal	Objective	Lower Division Business Core			
		ACCT 210	HBS 111	ACCT 292	IS 242 BLAW 210
1. Our students will be effective written and oral communicators.	1.1 Students will communicate a business idea using appropriate organization, expression and mechanics.				
	1.2 Students will make an effective business presentation.				
2. Our students will be competent problem solvers.	2.1 Students will prepare and defend an effective solution to a business case or problem.				
	2.2 Students will effectively contribute to the completion of group tasks.				
3. Our students will be effective collaborators.	3.1 Students will responsibly fulfill their role(s) in the group.				
	3.2 Students will cooperate with and value the viewpoints of other group members.				

STUDENT LEARNING OUTCOMES (SLCOs)	Assess
Alignment	Are well aligned.
Student-Centered	Are not student centered. Students are not aware of outcomes.
Measurement	Not constructed.

Testing the Rubric

- HBS has a mature assessment plan – meets multiple accreditation criterion.
- HBS is currently in the process of moving from departmental assessment to School wide assessment.

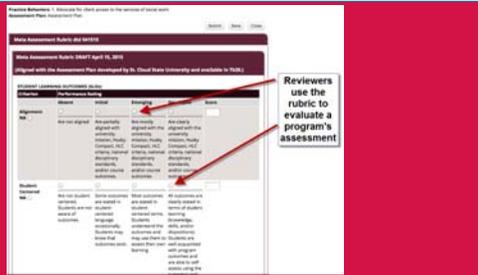
HBS Findings

- HBS Assessment Committee used all four components of the Meta-Assessment Rubric – providing a framework for the process.
- HBS found the cyclical nature of continuous improvement resulted in shifts of position on the rubric’s Initial, Emerging, Developed scale.
- HBS stated Meta-Assessment Rubric provided direct indicators of program assessment plan strength.
- Meta-Assessment Rubric is aligned with St. Cloud State University’s Assessment plan and is available in Tk20.

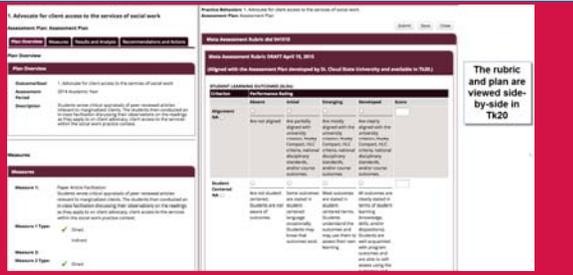
Program Assessment Plan in Tk20

The screenshot displays a table for the 'Advocate for client access to the services of social work' assessment plan. The table includes columns for 'Assessment Method', 'Assessment Instrument', 'Assessment Frequency', and 'Assessment Location'. A callout box highlights the 'Assessment Method' column with the text 'SLO for Social Work program: Advocate for client access to the services of social work'. Another callout box points to the 'Assessment Instrument' column with the text 'Assessment method'.

Meta-Assessment Rubric in Tk20



Meta-Assessment in Tk20



Next Steps

- Test rubric with School of Public Affairs
- Test rubric with a co-curricular program
- Refine!
- Test and evaluate technology and face-to-face options for training other users
- Develop communication strategies
- Align with SCSU institutional outcomes: Our Husky Compact

Questions

- What are the benefits/challenges of using a meta-assessment tool with your assessment management system?
- What information from this presentation can you take back and use as you implement meta-assessment in your institution?

Thank You!

Meta-Assessment at



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Checklist to Implement Meta-Assessment On Your Campus

- I can determine what our peer institutions are doing to assess their assessment efforts.

- I know how to use my institution's assessment management system to capture assessment efforts or implement a system to manage this process.

- I can identify constituents that need to be satisfied by the assessment process (accreditation agencies, university/college offices, college programs, external agencies).

- Our process can be used to assess co-curricular programs. Student programs can be assessed and are involved in the process.

- I know what we are trying to measure as student learning outcomes for the university/college.

- I know what rubric standards will be used to assess program level assessment.

- I can communicate expectations for assessment to programs (both curricular and co-curricular).

- I know how data assembled from programs in our university/college will be assembled and used to improve student learning.

STUDENT LEARNING OUTCOMES (SLOs)	Absent	Initial	Emerging	Developed
Alignment	Are not aligned	Are partially aligned with university mission, Husky Compact, HLC criteria, national disciplinary standards, and/or course outcomes.	Are mostly aligned with the university mission, Husky Compact, HLC criteria, national disciplinary standards, and/or course outcomes	Are clearly aligned with the university mission, Husky Compact, HLC criteria, national disciplinary standards, and/or course outcomes.
Student Centered	Are not student centered. Students are not aware of outcomes.	Some outcomes are stated in student-centered language occasionally. Students may know that outcomes exist.	Most outcomes are stated in student-centered terms. Students understand the outcomes and may use them to assess their own learning	All outcomes are clearly stated in terms of student learning (knowledge, skills, and/or dispositions). Students are well-acquainted with program outcomes and are able to self-assess using the outcomes and performance criteria.
Communication	Not communicated.	Are communicated occasionally and informally by faculty, staff and/or advisors	Communicated formally through multiple means, but not readily accessible, and not consistently	Explicitly communicated through multiple accessible means such as course syllabi, advising, Tk20 and program websites. Faculty, staff and students are able to describe SLOs to stake holders
Assessable	Outcomes do not state how students can demonstrate learning.	Most outcomes state how students can demonstrate their learning.	Each outcome describes how students can demonstrate their learning.	Each outcome describes how students can demonstrate their learning. Faculty have agreed on criteria and have identified examples of student performance at each level for each outcome.

ASSESSMENT PLAN	Absent	Initial	Emerging	Developed
Program Mission and Vision	Absent	Incomplete and/or Not aligned with College/School/SCSU	Partially Aligned with College/School/SCSU	Fully Aligned with College/School/SCSU
Timeline	Outdated	Short-term planning	Incomplete multi-year plan	Sustainable, multi-year plan
Methods & measures	Absent or incomplete	Some measures are not used Incomplete areas of planning tab in TK20	All measures are complete, multiple measures are used Most entered in TK20.	All measures are complete, and it is clear who is responsible and where and how the SLOs are measured. Multiple measures used. All entered in TK20.

RESULTS and ANALYSIS	Absent	Initial	Emerging	Developed
Outcomes	Findings of outcomes are not recorded.	Findings are recorded for some but not all outcomes.	Findings are recorded for all outcomes.	Findings are recorded for all outcomes and documentation is provided in Tk20.
Strengths and/or Weaknesses Described	There are no strengths and/or weaknesses recorded.	Strengths and/or weaknesses are briefly recorded.	Strengths and/or weaknesses are recorded.	Strengths and/or weaknesses are recorded and aligned with the student learning outcomes.
Further Action	Need for further action is not recorded.	Need for further action is recorded for some but not all outcomes partially met or not met.	Need for further action is recorded for all student learning outcomes partially or not met.	Need for further action is recorded for all student learning outcomes partially or not met and detailed plans are included where necessary.
Discussion of Assessment Process and/or Results	There is no evidence that the program has discussed the assessment process and/or results.	Evidence exists that some discussion occurred.	Evidence has been provided that most results have been discussed by program stakeholders.	Evidence has been provided that all results have been discussed by key stakeholders.

RECOMMENDATIONS and ACTIONS	Absent	Initial	Emerging	Developed
Program Changes	Program needs have not been identified or addressed.	Program needs have been identified, but not addressed.	<p>Program needs have been identified and addressed.</p> <p>Responsibilities have been assigned and a target date has been set.</p>	Plans have been implemented to respond to program needs.
Assessment Process Changes	Assessment needs have not been identified or addressed.	Assessment needs have been identified, but not addressed.	<p>Assessment needs have been identified and addressed.</p> <p>Responsibilities have been assigned and a timeline has been set.</p>	Plans have been implemented to respond to assessment needs.
Resources	<p>Resources have not been identified or allocated to address the curricular or programmatic needs.</p> <p>Resources have not been identified or allocated to address the assessment needs.</p>	<p>Resources have been identified to address the curricular or programmatic needs.</p> <p>Resources have been identified to address the assessment needs.</p>	<p>Resources have been allocated to address the curricular or programmatic needs.</p> <p>Resources have been allocated to address the assessment needs.</p>	<p>Curricular and program changes have been implemented using the allocated resources.</p> <p>Assessment changes have been implemented using the allocated resources.</p>