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.
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
Meta-Assessment Rubric 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 St. Cloud State University

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References


Rochester Institute of Technology: Student Learning Outcomes Assessment retrieved from http://www.rit.edu/academicaffairs/outcomes/


WASC Senior College and University Commission: Program Learning Outcomes Rubric retrieved from http://www.wascsenior.org/content/rubric-program-learning-outcomes

Meta-Assessment at St. Cloud State University

2015 Assessment Institute
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.
<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES (SLOs)</th>
<th>Absent</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment</strong></td>
<td>Are not aligned</td>
<td>Are partially aligned with university mission, Husky Compact, HLC criteria, national disciplinary standards, and/or course outcomes.</td>
<td>Are mostly aligned with the university mission, Husky Compact, HLC criteria, national disciplinary standards, and/or course outcomes.</td>
<td>Are clearly aligned with the university mission, Husky Compact, HLC criteria, national disciplinary standards, and/or course outcomes.</td>
</tr>
<tr>
<td><strong>Student Centered</strong></td>
<td>Are not student centered. Students are not aware of outcomes.</td>
<td>Some outcomes are stated in student-centered language occasionally. Students may know that outcomes exist.</td>
<td>Most outcomes are stated in student-centered terms. Students understand the outcomes and may use them to assess their own learning.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Not communicated.</td>
<td>Are communicated occasionally and informally by faculty, staff and/or advisors</td>
<td>Communicated formally through multiple means, but not readily accessible, and not consistently</td>
<td>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 stakeholders</td>
</tr>
<tr>
<td><strong>Assessable</strong></td>
<td>Outcomes do not state how students can demonstrate learning.</td>
<td>Most outcomes state how students can demonstrate their learning.</td>
<td>Each outcome describes how students can demonstrate their learning.</td>
<td>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.</td>
</tr>
</tbody>
</table>
## ASSESSMENT PLAN

<table>
<thead>
<tr>
<th>Program Mission and Vision</th>
<th>Absent</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absent</td>
<td>Incomplete and/or Not aligned with College/School/SCSU</td>
<td>Partially Aligned with College/School/SCSU</td>
<td>Fully Aligned with College/School/SCSU</td>
</tr>
<tr>
<td>Timeline</td>
<td>Outdated</td>
<td>Short-term planning</td>
<td>Incomplete multi-year plan</td>
<td>Sustainable, multi-year plan</td>
</tr>
<tr>
<td>Methods &amp; measures</td>
<td>Absent or incomplete</td>
<td>Some measures are not used</td>
<td>All measures are complete, multiple measures are used</td>
<td>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.</td>
</tr>
</tbody>
</table>

## RESULTS and ANALYSIS

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Absent</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Findings of outcomes are not recorded.</td>
<td>Findings are recorded for some but not all outcomes.</td>
<td>Findings are recorded for all outcomes.</td>
<td>Findings are recorded for all outcomes and documentation is provided in Tk20.</td>
</tr>
<tr>
<td>Strengths and/or Weaknesses Described</td>
<td>There are no strengths and/or weaknesses recorded.</td>
<td>Strengths and/or weaknesses are briefly recorded.</td>
<td>Strengths and/or weaknesses are recorded.</td>
<td>Strengths and/or weaknesses are recorded and aligned with the student learning outcomes.</td>
</tr>
<tr>
<td>Further Action</td>
<td>Need for further action is not recorded.</td>
<td>Need for further action is recorded for some but not all outcomes partially met or not met.</td>
<td>Need for further action is recorded for all student learning outcomes partially or not met.</td>
<td>Need for further action is recorded for all student learning outcomes partially or not met and detailed plans are included where necessary.</td>
</tr>
<tr>
<td>Discussion of Assessment Process and/or Results</td>
<td>There is no evidence that the program has discussed the assessment process and/or results.</td>
<td>Evidence exists that some discussion occurred.</td>
<td>Evidence has been provided that most results have been discussed by program stakeholders.</td>
<td>Evidence has been provided that all results have been discussed by key stakeholders.</td>
</tr>
<tr>
<td>RECOMMENDATIONS and ACTIONS</td>
<td>Absent</td>
<td>Initial</td>
<td>Emerging</td>
<td>Developed</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Program Changes</td>
<td>Program needs have not been identified or addressed.</td>
<td>Program needs have been identified, but not addressed.</td>
<td>Program needs have been identified and addressed.</td>
<td>Plans have been implemented to respond to program needs.</td>
</tr>
<tr>
<td>Assessment Process Changes</td>
<td>Assessment needs have not been identified or addressed.</td>
<td>Assessment needs have been identified, but not addressed.</td>
<td>Assessment needs have been identified and addressed.</td>
<td>Plans have been implemented to respond to assessment needs.</td>
</tr>
<tr>
<td>Resources</td>
<td>Resources have not been identified or allocated to address the curricular or programmatic needs. Resources have not been identified or allocated to address the assessment needs.</td>
<td>Resources have been identified to address the curricular or programmatic needs. Resources have been identified to address the assessment needs.</td>
<td>Resources have been allocated to address the curricular or programmatic needs. Resources have been allocated to address the assessment needs.</td>
<td>Curricular and program changes have been implemented using the allocated resources. Assessment changes have been implemented using the allocated resources.</td>
</tr>
</tbody>
</table>