2018 Quality of Co-Curricular Assessment Award

(for 2017-18 Effectiveness Reports)

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campuslabs
Data Driven Innovation

AUBURN
STUDENT AFFAIRS

What is Meta-Assessment?

Meta-assessment goes beyond assessment in that it examines not only the elements of assessment but also the necessary and sufficient conditions as well as the needs of assessment" (McDonald, 2010).

Foundation

- Assessment reports should consider the audience and drive improvement

- Standards inform methodical approach to reporting

- Meta-assessment considers the conditions and needs of assessment

- Peer review is a best practice and can strengthen the meta-assessment process

History of Reporting at AU Student Affairs

Prior to new meta-assessment approach

- Campus Labs' Compliance Assist was used for entering strategic planning outcomes and for reporting findings as Effectiveness Reports

- Assessment & Strategic Planning (A&SP) provided feedback on reports using a checklist/Time for revisions by departments

- Checklist was used for peer review of revised reports by Assessment Team (A-Team) members/Second opportunity for revisions by departments

- A&SP provided final read through to give "one voice" to report

Division of Student Affairs (DoSA) Effectiveness Report Review Rubric

Expected Outcome Title:_____

Full Description of Expected Outcome: (Use the appropriate learning or outcome block below.)

Learning Outcome (Use this for a learning outcome. "What a student (or other stakeholder/s) is to do or think as a result of the program, course, or service.")

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
Clarity	• Outcome is specific and is a detailed action statement • Outcome is congruent with the unit's mission and goals • Outcome is written as such and not confused with a goal, action step, etc.			
Measurable	• Outcome is able to provide evidence of the educational benefits • Outcome is observable			
Useful/Meaningful	• Outcome is able to guide the decision making process • Outcome is **learning** centered			

Program Outcome (Use this block for a program outcome. "What a program or process is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.")

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
Clarity	• Outcome is specific and is a detailed action statement • Outcome is congruent with the unit's mission and goals • Outcome is written as such and not confused with a goal, action step, etc.			
Measurable	• Outcome is able to provide evidence of the operational benefits • Outcome is observable			
Useful/Meaningful	• Outcome is able to guide the decision making process • Outcome is **operationally** centered			

Unit/Department Report: _____ Date Plan Covers: _____ Reviewers: _____

Assessment Methods

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
Aligned	• Method(s) linked to specific outcome • Criteria for achieving outcome identified			
Appropriate	• Multiple methods incorporated or planned • Direct method(s) for assessing learning is used as appropriate • Method(s) used is logical choice for measuring stated outcome • Sufficient information is provided for the method (ex: # of participants, response rates, survey items, scales, etc.)			

Findings

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
Analysis	• Congruence between the type of data obtained and the data analysis method • Strengths and weaknesses revealed when the results are discussed			
Interpretation	• Results interpreted in the context of improvement • Data interpreted within appropriate scope (e.g., generalizability, return rates, population defined, sampling used, multiple results or comparisons are provided etc.)			

Unit/Department Report: _____ Date Plan Covers: _____ Reviewers:_____

How did you use findings for improvement?

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
Decisions	• Describes conclusions and decisions drawn from assessment data/evidence • Improvement was clearly linked to assessment findings			
Intended Actions	• Describes actions for improvement based on evidence			
Communication	• Shares assessment decisions and actions with unit/department faculty and staff and other relevant constituencies			
Process Reflection	• Evaluates appropriateness of: 1. Instrument/data collection tool 2. Process/methods used 3. Defines improvements/refinements to assessment process			

OTHER COMMENTS:

- This was the original "rubric"

- It was used more like a checklist; we were ready for a more robust process

Need to Refine Peer Review Meta-Assessment Process

- Need for a quantifiable process of reviewing assessment reports
- Academic Assessment at Auburn uses a similar process
- Periodic Review is a best practice: 360∘ Feedback
- Peer Review categorized in the broader sweep of performance review
- Interest of fairness
- Getting the Assessment Team more involved as reviewers is collaborative/opportunities to learn about other departments
- Those involved in process can take knowledge back to departments

Auburn SA Rubric Development:

- 2016-2017 - Provided several examples to A-Team, including AU academic assessment example

- A-Team feedback pulling pros and cons from various rubrics

- Ultimately, adapted from AU Academic Affairs rubric

- Incorporated the elements of the SA assessment reports

- Changed to allow for reviewing program outcomes in addition to learning

- Campus Labs: Decision to build rubric in a Baseline survey format

	1-Beginning	2-Developing	3-Mature	4-Exemplary
1. Type of Outcome: Correct and clear indication of whether the outcome is a student learning outcome or a program outcome. A student learning outcome measures what a student (or other stakeholder) is to know, think, or do as a result of participating in a program, course, or service. A program outcome measures what a program seeks to do, achieve, or accomplish for the purposes of improvement.				
1a. Clarity of Outcome Assignment	No outcome type is indicated.	Type of outcome is indicated; however, verbiage is not robust enough to determine if outcome is correctly assigned.	Verbiage is robust; type of outcome is indicated but is not correctly assigned according to the language of the indicated outcome type. (program/learning).	Verbiage is robust; type of outcome is indicated *AND* is correctly assigned according to the language of the indicated outcome type. (program/learning).
2. Outcome Construction: Outcome is agreed upon and shared within the functional area, is structured with the necessary components, and contains an appropriate verb (An outcome is an identifiable, measurable, end-results of a program).				
2a. Outcome Structure	No outcome is provided; or an unclear statement is included from which the structure cannot be evaluated.	An outcome is provided, and *SOME* of the following components are included: outcome is action-driven, outcome is specific; functional area is named, includes appropriate and measurable verb; indicates an audience, behavior, condition, and degree; and is realistic/attainable within the timeframe indicated.	An outcome is provided, and *MOST* of the following components are included: outcome is action-driven, outcome is specific; functional area is named, includes appropriate and measurable verb; indicates an audience, behavior, condition, and degree; and is realistic/attainable within the timeframe indicated.	The action-driven outcome is specific; names the functional area; contains an appropriate and measurable verb; indicates an audience, behavior, condition, and degree; and is realistic/attainable within the timeframe indicated.
2b. Staff Consensus	The report does not indicate that a discussion regarding outcome development took place *NOR* that consensus among functional area staff members was achieved.	There is evidence that some discussion took place regarding the development of the outcome; however, the report did not indicate inclusivity among *ALL* staff within the functional area *NOR* did the report indicate that departmental priorities and initiatives to support intuitional and division-wide plans were considered.	There is evidence that a discussion took place regarding the development of the outcome *AND* the report indicated that departmental priorities and initiatives to support intuitional and division-wide plans were considered; however, the report did not indicate inclusivity among *ALL* staff within the functional area.	The report indicates that this outcome was developed through a collaborative process in which *ALL* functional area staff members were included in a discussion about departmental priorities and initiatives to support institutional and division-wide plans.
2c. Outcome Communication	The report does not indicate that the outcome was communicated (directly or indirectly) to staff or students.	There is evidence that this outcome was made public (e.g. available on website); however, it does not appear that the outcome was intentionally shared with staff or students.	There is evidence that this outcome was intentionally shared with functional area staff (e.g. staff meeting, email, etc.) *OR* students affiliated with the office or program (e.g. student officer meetings, student employee trainings, orientations, etc.).	There is evidence that this outcome was intentionally shared with functional area staff *AND* students affiliated with the office or program (e.g. student officer meetings, student employee trainings, orientations, etc.).
3. Related: Indication of linkages between outcome and divisional and institutional initiatives.				
3a. Linkages to Strategic Initiatives	The outcome was not related to a division *NOR* institutional initiative.	The outcome was related; however, it was not related to both a division and institutional initiative *OR* the outcome was related to more than one division initiative or more than one institutional initiative.	The outcome was related to both a division and institutional initiative; however, the outcome was related to more than one division initiative *OR* more than one institutional initiative.	The outcome was related to both a division and institutional initiative; the outcome was related to *only one* division initiative and *only one* institutional initiative.
4. Action Steps: A list of the incremental tasks necessary to achieve broader objectives including a description of the assigned personnel and timeframe for each item.				
4a. Steps for Outcome Achievement	No action steps provided.	Action steps are provided; however, no indicated timeframe *NOR* assigned personnel included for achieving each action step.	Action steps are provided and *SOME* items include an indicated timeframe and/or assigned personnel for achieving each action step.	Action steps are provided and *ALL* items include an indicated timeframe *AND* assigned personnel for achieving each action step.

	1-Beginning	2-Developing	3-Mature	4-Exemplary
5. Method: Description of methodology utilized to assess the outcome through direct or indirect methods.				
5a. Method Alignment	No measures provided *OR* no evidence of outcome-measure alignment.	A *vague* description of the method was provided; however, it was unclear if method measured what was stated in the outcome; *AND* unclear if the method of choice was appropriate for the type of outcome indicated (e.g. direct measure for learning outcome).	A *detailed* description of the method was provided; it was unclear if method measured what was stated in the outcome *OR* it was unclear if method of choice was appropriate for the type of outcome indicated (e.g. direct measure for learning outcome).	A *detailed* description of the method was provided; method measured what was stated in the outcome; *AND* the method of choice was appropriate for the type of outcome indicated (e.g. direct measure for learning outcome).
5b. Data Collection	The report does not reveal information concerning data collection procedures.	The report includes a description of the data collection process; however, the description is too vague to make inferences regarding soundness.	The report includes details such as dates, sampling procedures, sample sizes, survey questions, scales, administration technique, steps for analysis, etc.; however, the methodology was flawed (e.g. improper sampling).	The report includes the details such as dates, sampling procedures, sample sizes, survey questions, scales, administration technique, steps for analysis, etc. AND the process appears to be methodologically sound.
6. Findings: Assessment results reported and interpreted in relation to the student learning outcomes and communicated with program faculty.				
6a. Reporting Findings	No summary of findings was reported.	A summary of findings was described including *SOME* of the following: congruence between the type of data obtained and the data analysis method/s, strengths and weaknesses of results, interpretation of results in the context of improvement, findings interpreted within the appropriate scope (e.g. generalizability), comparison data if available, *AND* notation of whether the outcome was met.	A summary of findings was described including *MOST* of the following: congruence between the type of data obtained and the data analysis method/s, strengths and weaknesses of results, interpretation of results in the context of improvement, findings interpreted within the appropriate scope (e.g. generalizability), comparison data if available, *AND* notation of whether the outcome was met.	A thorough summary of findings was described including *ALL* of the following: congruence between the type of data obtained and the data analysis method/s, strengths and weaknesses of results, interpretation of results in the context of improvement, findings interpreted within the appropriate scope (e.g. generalizability), comparison data if available, *AND* notation of whether the outcome was met.
6b. Interpretation of Findings	The report did not include any interpretation of findings.	The report included *some* interpretation of findings; however, the description of the interpretation was vague *AND* was unrelated to the outcome and findings.	The report included a clear interpretation of findings; and the interpretation related to the outcome and findings; however, the report did not thoroughly address issues that may have affected findings.	The report included a clear interpretation of findings; the interpretation related to the outcome and findings; *AND* the report considered issues that affected findings (e.g. limitations, environmental factors, flawed instrument, multiple influences on the phenomenon in question, etc.).
7. Findings for Improvement: Summary and communication plan for the improvements to be made to a program or initiative, as determined from findings.				
7a. Process Reflection/Intended Actions	No evidence of process reflection or plan for intended action.	The report described a plan for improvement; however, the report did not address linkages to outcome findings, a plan for addressing weaknesses, *NOR* a plan for improvements to the assessment process.	The report described action for improvement *based on outcome findings*; however, the report did not include a plan for addressing weaknesses identified in findings *AND/OR* did not outline improvements to the assessment process.	The report described action for improvement *based on outcome findings*; included a plan for addressing weaknesses identified in findings; outlined improvements to the assessment process.
7b. Sharing Results	The report provided no evidence that findings or plans for improvements were communicated with functional area staff members *NOR* other stakeholders.	The report includes evidence that findings and plans for improvement were communicated with *SOME* functional area staff members and/or other stakeholders.	The report includes evidence that findings and plans for improvement were communicated with *ALL* functional area staff members *AND* other stakeholders.	The report includes evidence that findings and plans for improvement were communicated with *ALL* functional area staff members and other stakeholders *AND* there was a dedicated time for this discussion among staff members.

Steps in the Meta-Assessment Peer Review Process

- Train A-Team raters using sample report with new rubric

- Assessment & Strategic Planning (A&SP) Review/Time for departments to make revisions (all outcomes)

- A-Team Peer Review (top 3 outcomes)— Individual

- A-Team Peer Review Adjudication— Pairs

- OASP Final Review—Quality Control
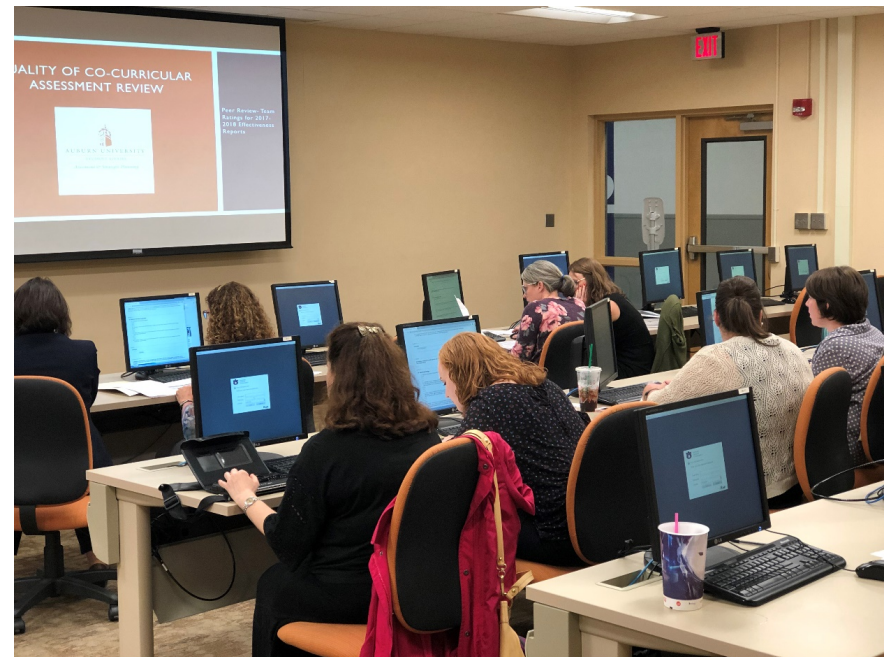
AUBURN UNIVERSITY

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Question 1 —————————————————————————————

Department:

| Select Answer ▼ |

Question 2 —————————————————————————————

Reviewer Name(s):

| |

Question 3 —————————————————————————————

Outcome Title:

| |

1. Type of Outcome

1. Type of Outcome: Correct and clear indication of whether the outcome is a student learning outcome or a program outcome. A student learning outcome measures what a student (or other stakeholder) is to know, think, or do as a result of participating in a program, course, or service. A program outcome measures what a program seeks to do, achieve, or accomplish for the purposes of improvement.

Question 4

1a. Clarity of Outcome Assignment:

○ 1- Beginning- No outcome type is indicated

○ 1.5

○ 2- Developing- Type of outcome is indicated; however, verbiage is not robust enough to determine if outcome is correctly assigned.

○ 2.5

○ 3- Mature- Verbiage is robust; type of outcome is indicated but is not correctly assigned according to the language of the indicated outcome type. (program/learning).

○ 3.5

○ 4- Exemplary- Verbiage is robust; type of outcome is indicated AND is correctly assigned according to the language of the indicated outcome type. (program/learning).

Question 5

Comments:

Preview Link for the full project: http://bit.ly/AuburnSurvey

Quality Control: Final Review

- If the A&SP score is within ¼ point of the peer review score, generally go with peer review

- If there is a huge discrepancy in OASP and peer review score, look at open ended comments and the report to settle

- Consolidate all and review open ended feedback to be most beneficial to departments for improving next year

Plan for Data

- Campus Labs' Baseline & A&SP
  - Comparison Reports
  - Analysis to determine validity, reliability, and develop plans for longitudinal data

Analyzing

▫ Internally

  • Department with Highest Average Score

  • Any outliers

  • Patterns between ratings

	Cum Avg	Q20. 1a. Clarity of Outcome Assignment	Q22. 2a. Outcome Structure	Q24. 2b. Staff Consensus	Q26. 2c. Outcome Communication	Q28. 3a. Linkages to Strategic Initiative	Q30. 4a. Steps for Outco
2	3.9	4	4	4	4	4	
3		4	3.75	4	4	4	
4	3.9	4	4	4	4	4	
5		4	4	4	4	4	
6	3.82	4	4	4	4	4	
7	3.47	4	4	4	4	4	
8		4	4	4	4	4	
9		4	4	4	4	4	
10	3.75	4	4	3.75	4	4	
11	3.47	4	4	4	4	4	
12		4	4	4	4	4	
13		4	4	4	4	4	
14		4	4	4	4	4	
15	3.67	4	3.75	4	4	4	
16		4	4	4	3	4	
17		4	3.75	2.5	3	4	
18		4	4	3	4	4	
19	3.42	4	3.5	3.75	3.25	4	
20	3.15	3.5	4	3.25	4	4	
21	2.81	4	4	3.75	3.25	4	
22		4	4	1.5	4	4	
23	2.97	4	4	4	2.5	4	
24	3.17	4	4	2.5	3.5	4	
25		4	4	3.25	3.5	4	
26	2.54	4	3.75	4	3.75	4	
27	2.63	4	4	2	3	4	
28		4	4	3.25	4	4	
29	2.86	4	4	1	1	4	
30		2.5	2	4	4	4	
31		4	4	4	2.5	4	
32		4	4	3.75	3.25	4	
33		4	4	1	1	4	
34		4	4	1	1	4	
35		4	3	4	2.75	4	
36		4	4	2	3	4	
37	2.58	4	3.75	1	1	4	
38	2.69	4	4	3	1.75	4	

Department with the Highest Score

- Exporting and Averaging the scores

- Department with the highest average score across its outcomes was announced as having the strongest report for 2017–2018

Recognition – Congrats PFP and SCPS!!!

- Having a winner creates pride in department, presents a peer champion, and provides a standard to strive for.

- Award Includes:

  ▫ Recognition at division-wide meeting

  ▫ Catered lunch or lunch at an approved venue

  ▫ Plaque in SVPSA suite

Contact Information

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