



## Combining Meta-Assessment and Peer Review in Institutional Effectiveness Processes

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**Founded 1889**  
**Public, R2, Doctoral**  
**13,000**

## Peer Review

### Familiar contexts

- Research & Scholarship
- Program Reviews
- Course Reviews
- Accreditation



## Peer Review



## Peer Review



## Barriers to Peer Review

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Time commitment

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Sense of vulnerability

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Doubt of value

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# Peer Review in Institutional Effectiveness Processes



Department of Institutional Effectiveness and Research

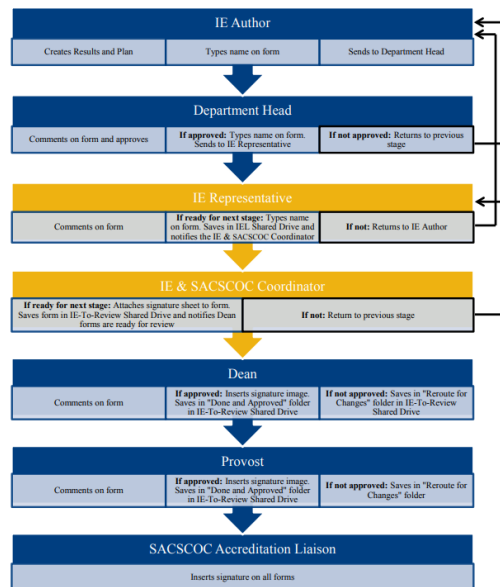
2018-2019 Institutional Effectiveness Plan Form

Academic Program

Select a College/School/Division  Department  Degree

Major  Please list if this academic program includes any specific options/emphases/concentrations/track areas/teaching certificates. If none, type "N/A".

## IE Results and Plan Forms Review, Approval, and Signature Process for Academic Programs



# Meta-Assessment



# A&M-Commerce Self-Appraisal



## Institutional Effectiveness Self-Appraisal

*Please identify the type of form that you primarily worked on:*

Go to next page

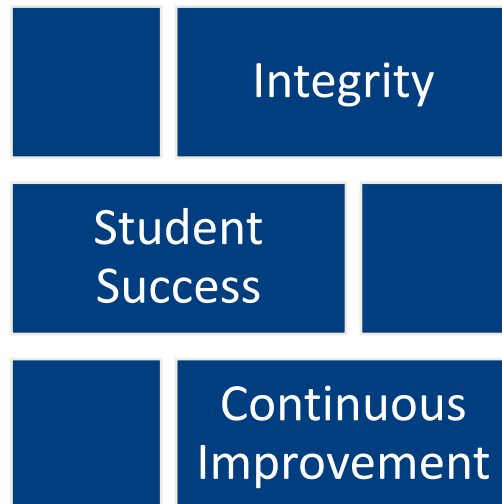
## A&M-Commerce Self-Appraisal

- Section 1: Student Learning Outcomes and Goals
  - Student Learning Outcomes: A statement describing the specific knowledge, skills, and abilities that all students completing an educational program should achieve. Strong student learning outcomes are clearly stated and widely communicated with program faculty and students.
  - Goal: A statement describing an observable and measurable outcome that assesses a particular process, service, or experience. Strong goals are clearly stated and widely communicated with unit staff and other constituents.
- Section 2: Assessment Methodology
  - The design of assessment methods that systematically measure the extent to which student learning outcomes/goals are being achieved.
- Section 3: Assessment Results
  - Assessment results are reported, compared to past results, meaningfully interpreted in relation to the student learning outcomes/goals, and communicated with program faculty or unit staff.
- Section 4: Recommendations for Modifications
  - Evidence that assessment results have been discussed and acted upon, as appropriate.
- Special Question: Curriculum Maps

## A Combined Approach



## Guiding Principles



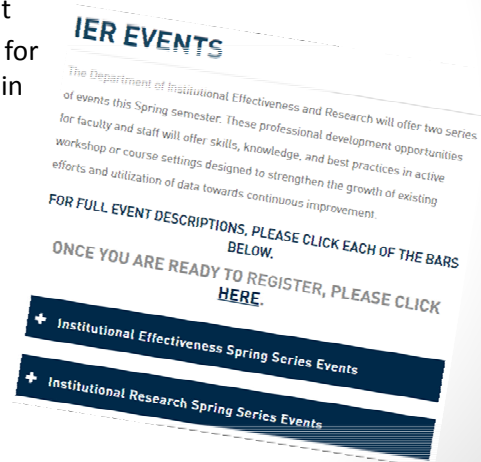
## Benefits of Peer Review



- Exchange actionable ideas for assessment
- Improve skills as an evaluator of assessment practices
- Strengthen quality of own assessment practices

## Model for Peer Review

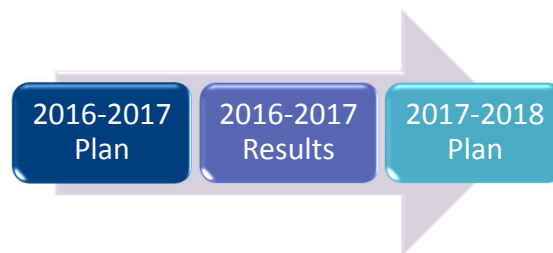
- Workshop format
- Open invitation to faculty and staff participants in Institutional Effectiveness assessment
- Pre-registration allowed for pairing of peer partners in advance



## Model for Peer Review

### Materials

- ✓ Rubric for evaluation
- ✓ Self-Appraisal results
- ✓ Assessment documentation





# Model for Peer Review

- Read partner's assessment documentation
- Rate on Peer Appraisal Rubric
- Exchange completed rubrics with partner
- Compare peer-provided ratings to self-provided ratings on rubric
- Discuss ratings and open-ended feedback with partner

	1 - None	2 - Emerging	3 - Acceptable	4 - Exceeding
<b>Goal</b>	A goal is a statement describing an observable and measurable outcome that occurs in a particular process, service, or experience. Strong goals are clearly stated and widely communicated with staff and other stakeholders.	Goals include vague, difficult to measure actions and measurable goals are associated with staff, processes, services, or experiences.	Goals focus on process, measurable actions and activities that directly impact the quality of the unit's processes, services, or experiences.	Goals include specific, precise, measurable actions and activities that directly impact the quality of the unit's processes, services, or experiences.
<b>Goal Alignment</b>	Goal is not aligned with the unit's mission, vision, or strategic plan.	Goal is partially aligned with the unit's mission, vision, or strategic plan.	Goal is aligned with the unit's mission, vision, or strategic plan.	Goal is highly aligned with the unit's mission, vision, or strategic plan.
<b>Assessment Methodology</b>	Assessment methodology is not designed to measure the extent to which goals are being achieved.	Assessment methodology is designed to measure the extent to which goals are being achieved.	Assessment methodology is designed to measure the extent to which goals are being achieved.	Assessment methodology is designed to measure the extent to which goals are being achieved.
<b>Goal Alignment</b>	No method of assessment is provided for one or more goals.	Each goal is measured by at least one method of assessment.	Each goal is measured by at least one method of assessment and the method of assessment clearly aligns with the process, service, or experience identified in the goal.	Each goal is measured by at least one method of assessment and the method of assessment clearly aligns with the process, service, or experience identified in the goal.
<b>Data Collection</b>	No information describing the collection of assessment data is provided, and the goal of the assessment method is not measurable.	Information is provided on some aspects of assessment data collection (e.g., assessment data collection, data analysis, data storage, etc.) which is required for the assessment to be conducted.	Information is provided on how assessment data will be collected (e.g., at what time or location) and the data will be analyzed (e.g., what statistical methods will be used).	Information is provided on how assessment data will be collected (e.g., at what time or location) and the data will be analyzed (e.g., what statistical methods will be used).
<b>Assessment Data</b>	Assessment data are not reported, compared to peer results, or interpreted in relation to the goal, and are provided with staff.	Assessment data are reported, compared to peer results, or interpreted in relation to the goal, and are provided with staff.	Assessment data are reported, compared to peer results, or interpreted in relation to the goal, and are provided with staff.	Assessment data are reported, compared to peer results, or interpreted in relation to the goal, and are provided with staff.
<b>Reporting Results</b>	Results are not reported for each assessment and goal.	Results are reported (e.g., clearly aligned with the goal).	Results are reported and are clearly aligned with the goal.	Results are reported and are clearly aligned with the goal.
<b>Interim Completion of Results</b>	No interim results comparison is made.	Information is provided indicating when interim results for the assessment have been compared.	Information is provided indicating when interim results for the assessment have been compared, and how they will be used to inform the assessment.	Information is provided indicating when interim results for the assessment have been compared, and how they will be used to inform the assessment.
<b>Interpreting Results</b>	No interpretation of results is provided.	Interpretation of results is provided, and the interpretation relates to the goal.	Interpretation of results is provided, and the interpretation relates to the goal.	Interpretation of results is provided, and the interpretation relates to the goal.

# Activity

## Overcoming Barriers to Peer Review

Time  
commitment

➔ Dedicated but  
contained time

Sense of  
vulnerability

➔ Addressed up  
front

Doubt of value

➔ Added value  
of participants

## Enhancing Assessment Practices



Thank you and we welcome  
your questions!

