



Meta-Analysis of Assessment Reports

CIE Spring 2017 Workshop Series

Gail Fernandez

Interim Dean of Assessment

What is the Meta-Analysis?

- An opportunity to review all the assessment reports in each two-year cycle:
 - Tabulate results
 - Analyze
 - Make recommendations

Why Conduct a Meta-Analysis?

- To communicate clear expectations regarding quality of outcomes assessment at the unit-level
- Communicate overall performance at the institutional-level
- To help create consistency in reports
- To let faculty/staff know that we value their work

SUMMATIVE RATING RUBRIC FOR OUTCOMES ASSESSMENT REPORT

No Report	<ul style="list-style-type: none"> • Report not submitted
Incomplete	<ul style="list-style-type: none"> • Did not complete the assessment cycle <ul style="list-style-type: none"> ○ Did not follow through with the program's assessment plan ○ No evidence that assessment data were collected
Below Satisfactory	<ul style="list-style-type: none"> • Completed the assessment cycle • Not clear as to what outcome (s) was/were assessed • Assessment method did not link well with the outcome being assessed • Minimal effort was given to assessment • Did not show any evidence of faculty/staff dialogue regarding assessment results
Satisfactory	<ul style="list-style-type: none"> • Showed evidence that the program's assessment plan was followed through • Assessment method was appropriate for assessing the stated program learning outcome/department outcome • Showed some evidence of faculty/staff dialogue regarding assessment results
Exemplary	<ul style="list-style-type: none"> • In addition to being <i>SATISFACTORY</i>- <ul style="list-style-type: none"> ○ Employed a validated assessment tool or a rubric developed by faculty/staff ○ Focused on assessing program-level outcome (for academic programs only) ○ Focused on assessing a significant department/program outcome (for AES units) ○ Showed strong evidence of faculty/staff dialogue regarding assessment results and application of the results

What Do We Look For?

- Appropriateness and usefulness of the assessment project to the program/unit
- Contribution of faculty/staff to the assessment process
- Evidence of meaningful departmental dialog and action around assessment results



For More Information

- Yun Kim, Vice President of Institutional Effectiveness, yunkim@bergen.edu
- Gail Fernandez, Interim Dean of Assessment, gfernandez@bergen.edu
- Assessment Fellows:
 - Joanna Campbell, ycampbell@bergen.edu
 - Maureen Ellis-Davis, mellisdavis@bergen.edu
 - Amarjit Kaur, akaur@bergen.edu
 - Ilene Kleinman, ikleinman@bergen.edu
 - Melissa Krieger, mkrieger@bergen.edu
 - Jill Rivera, jrivera@bergen.edu