

# Using Peer Review Feedback to Guide Assessment Capacity-Building

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# Framework

Holy Grail: Learning Organization

- Engaged participation
- Meaningful process – value

Challenge: Building faculty capacity

## Refining the Focus of Capacity-Building

Using the report feedback process:

- Developed a feedback rubric linked to the report template
- Recruit, train and pay faculty as peer reviewers
- Detailed feedback to program; summaries to administration

# Value-added Process

## Improved feedback

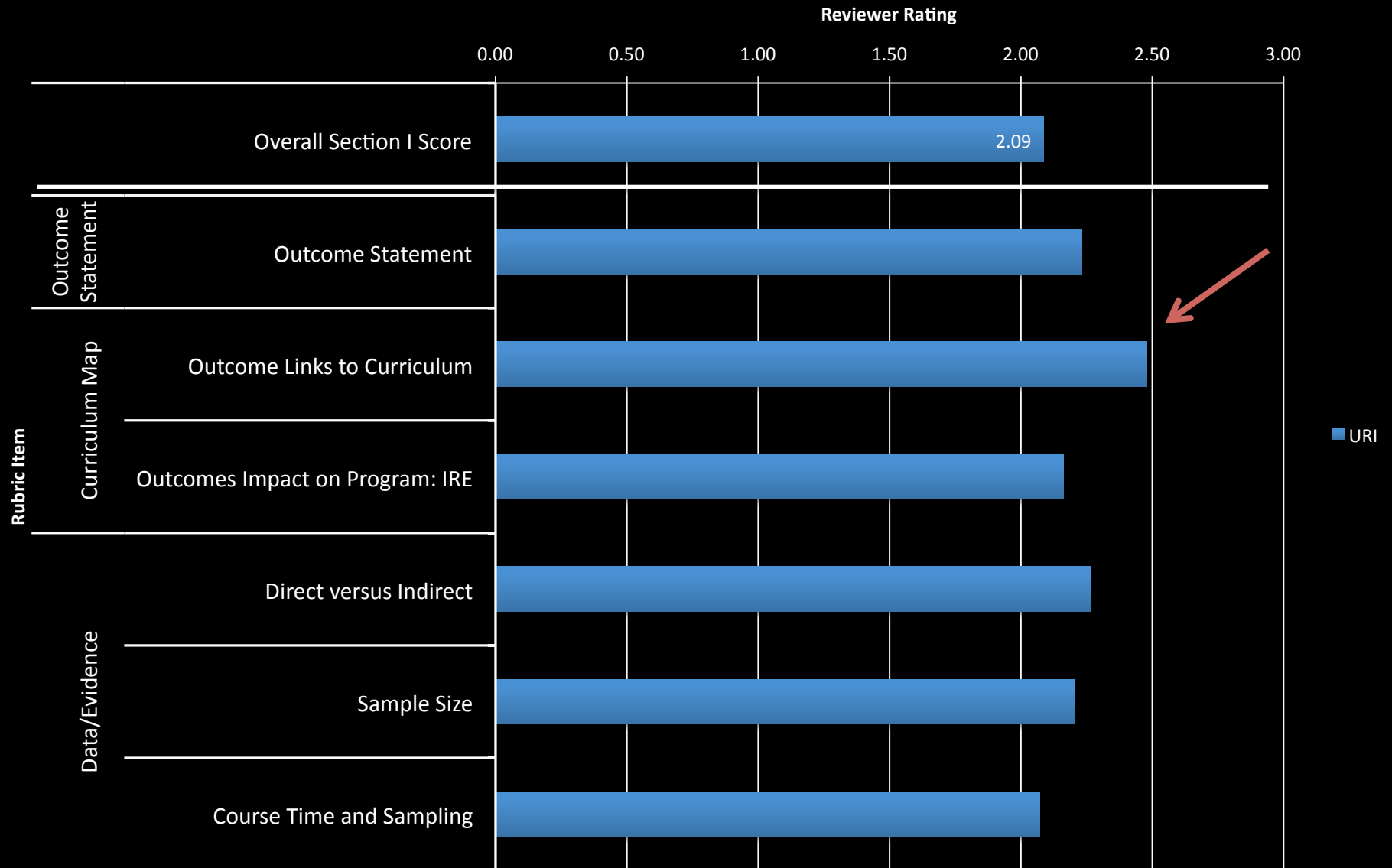
- Familiar and credible process
- Results linked to faculty development
- Metrics for program improvement and recognition
- Flexible quantitative analysis

# Assessment Reporting Summary

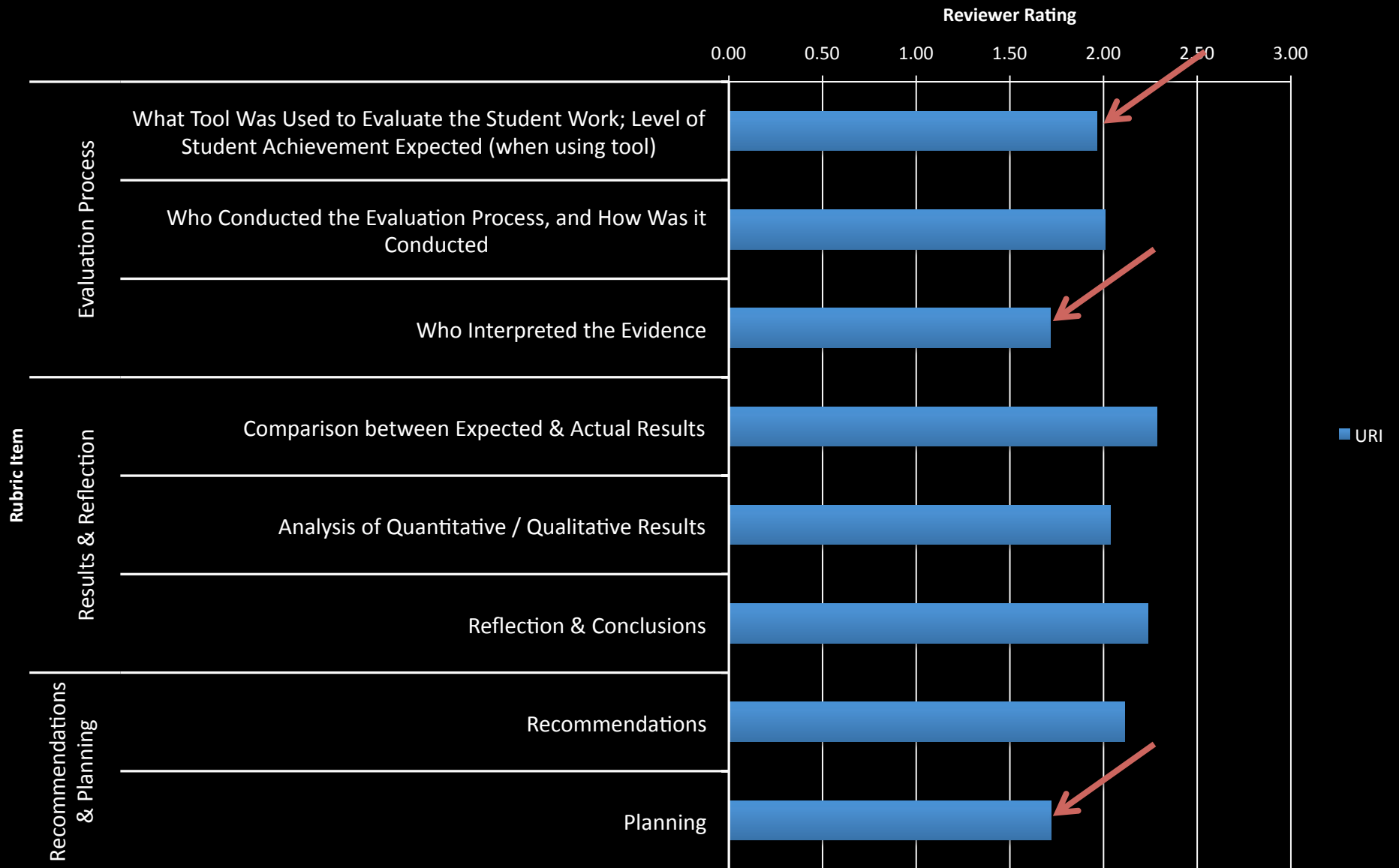
## Performance by Rubric Criteria/Sub-criteria

<u>Rubric Criteria</u>	<u>Rubric Sub-criteria</u>
Outcome Statement	Outcome Statement
Curriculum Map	Outcome Links to Curriculum
	Outcomes Impacts on Program: IRE
Data/Evidence	Direct versus Indirect
	Sample Size
	Course Time and Sampling
Evaluation Process	What Tool Was Used to Evaluate the Student Work; Level of Student Achievement Expected (when using tool)
	Who Conducted the Evaluation Process, and How Was it Conducted
	Who Interpreted the Evidence
Results & Reflection	Comparison between Expected & Actual Results
	Analysis of Quantitative / Qualitative Results
	Reflection & Conclusions
Recommendations & Planning	Recommendations
	Planning

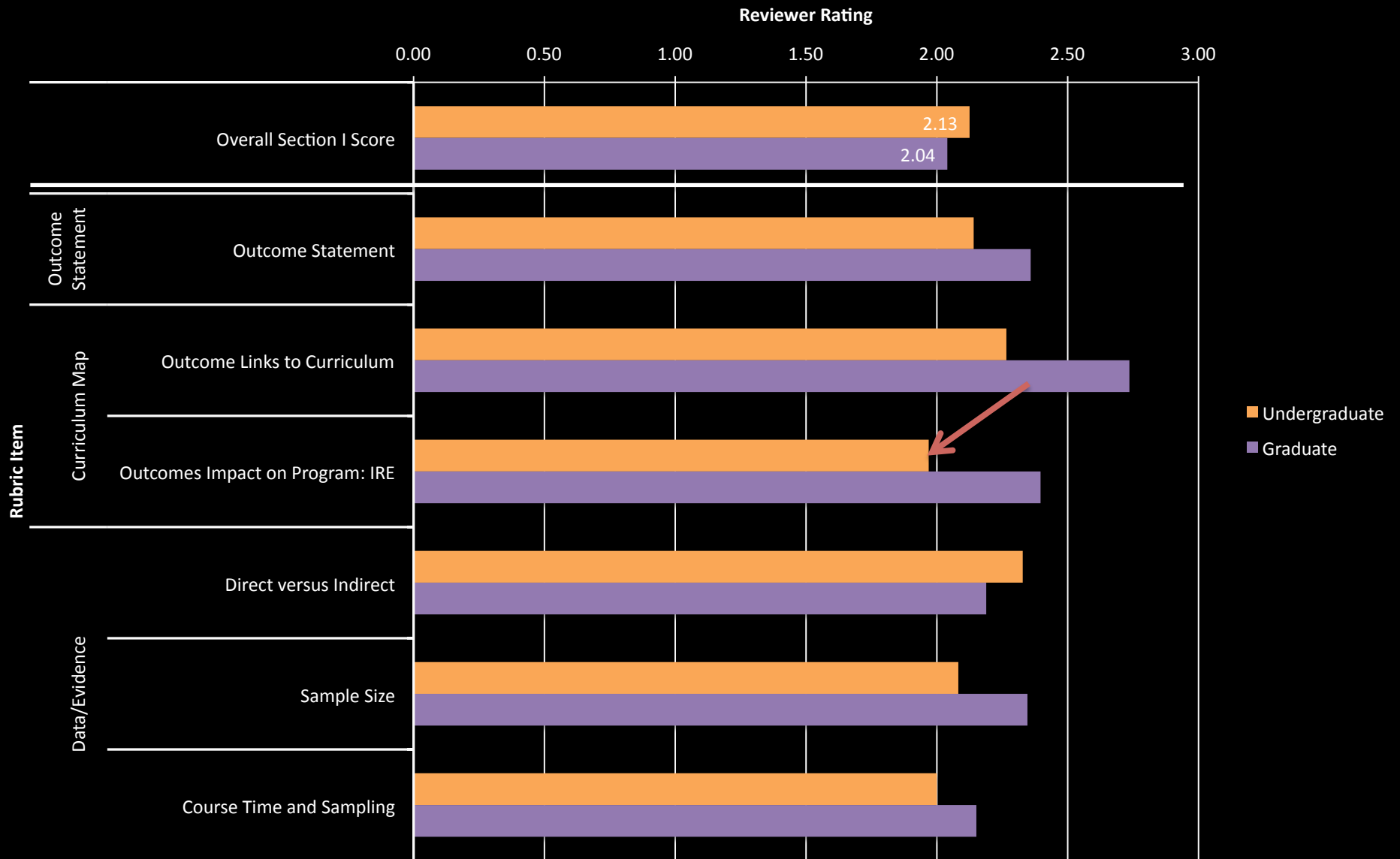
# 2014 Assessment Reporting Summary: "New Loop" Performance



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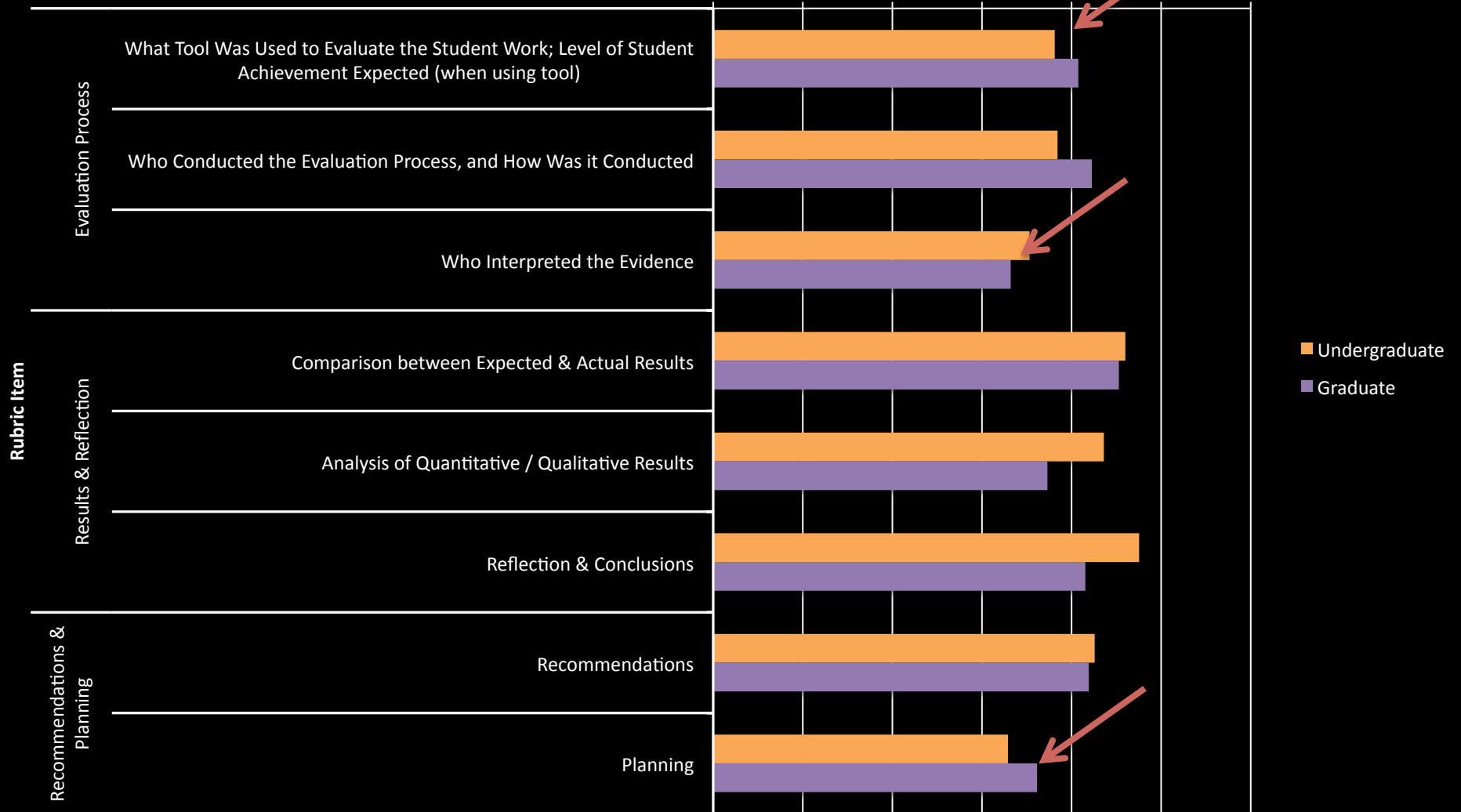
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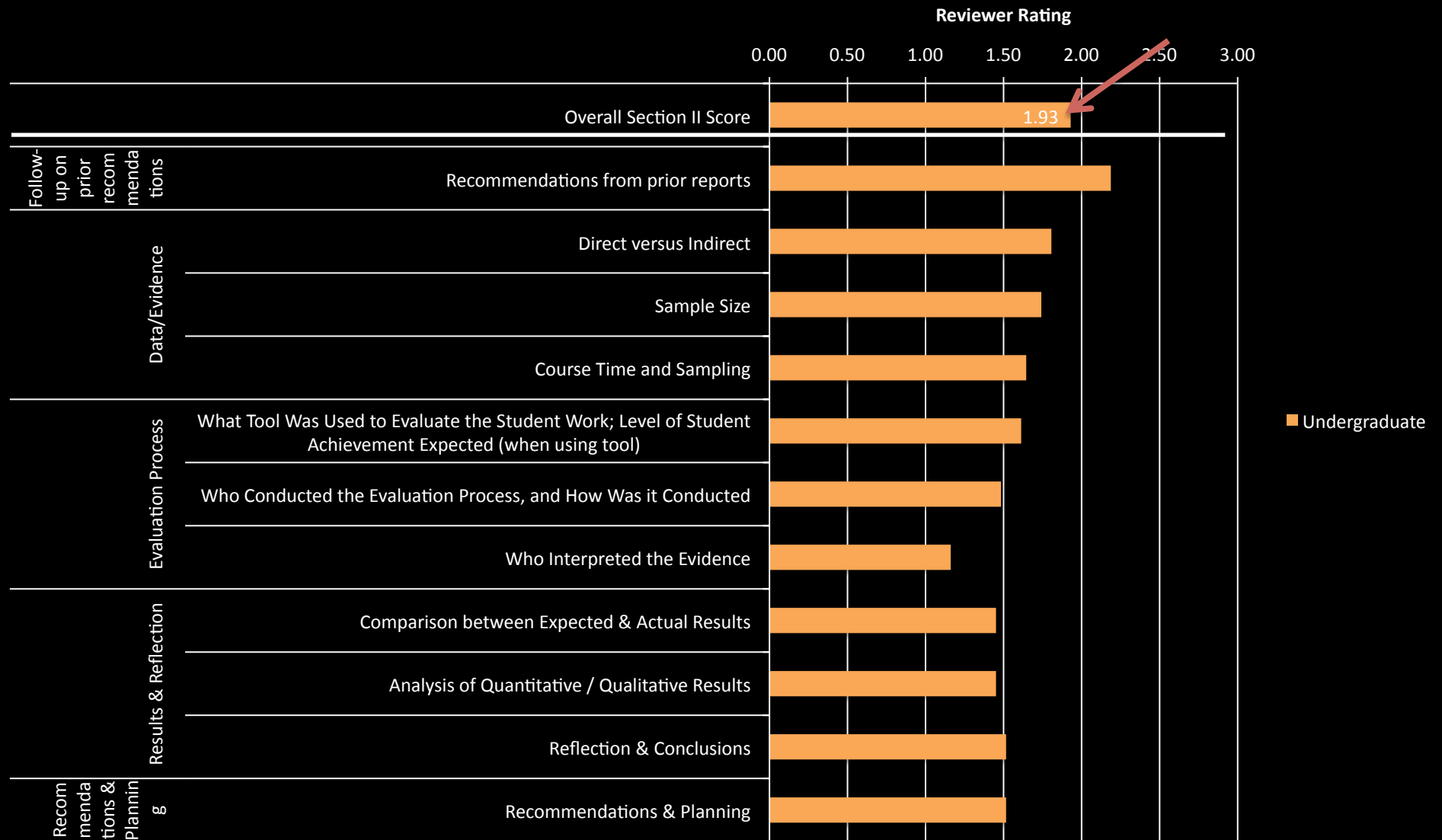
Reviewer Rating

0.00 0.50 1.00 1.50 2.00 2.50 3.00





# 2014 Assessment Reporting Summary: "Follow-up" Loop (UG Only)



# Group Comparisons

## Overall Program Report Scores: (14 UG programs)

- New Loop and Follow-up
  - Means: New Loop = 2.14; Follow-up = 1.86; t-test n.s.
  - Correlation:  $r = .567, p < .05$
- Completed Curriculum Map predicts overall score on New Loop  $f(2,21)=6.33, p=.007$

## Sub-criteria Scores: (all programs)

- Accredited vs. Non-accredited: no significant differences
- Undergraduate vs. Graduate: no significant differences
- Prior reporting experience: number of prior reports completed negatively correlated to Outcome Statement score  $r = -.363, p = .018$

# Implications of Results: Future Capacity-Building

## Next Steps:

- Follow-up Loop difficulties
  - Fund programs to implement recommendations and re-assess outcomes for the impact of the change
  - Funding linked to faculty development requirements
  - Target UG/G programs; the later steps covered in reports
- New Loop problem areas
  - Focus workshop and website materials on difficult areas with more case examples (Planning; Interpretation process; Methods for quantification)
- Experienced program outcome statements: Need targeted renewal efforts

# In Conclusion...

Peer review feedback process supports the *learning organization*, and assessment capacity building:

- Results identify faculty development needs
- Results used to refine reviewer training, refine rubric language
- Faculty reviewers learning reinforced
- Programs learn from feedback

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For more information...  
reporting template and rubric can be found at:  
[www.uri.edu/assessment](http://www.uri.edu/assessment)  
(*Planning and Reporting*)