

An aerial photograph of the Grand Canyon University campus at sunset. The sun is low on the horizon to the right, casting a warm orange and yellow glow over the scene. The campus buildings are visible in the foreground and middle ground, with a range of mountains in the distance under a sky with soft, wispy clouds. The overall color palette is dominated by the warm tones of the sunset and the purple/blue hues of the sky.

GRAND CANYON  
UNIVERSITY™

**EXCAVATING ASSESSMENT DATA:  
DIGGING INTO STUDENT ARTIFACTS**

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# Learning Outcomes

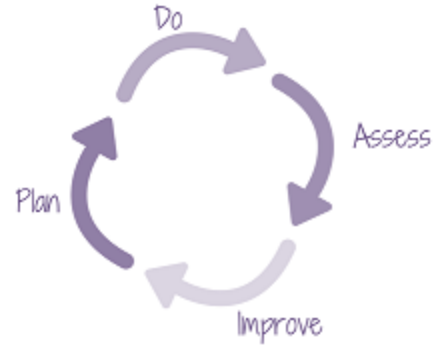
- Understanding... the importance of collecting this type of institution-wide data
- Understanding... how to select valid and relevant assignments to be assessed
- Understanding... how to vet, or approve assignments to be included in the assessment
- Understanding... next steps in the process of assessing student learning





# Why do we Assess Students in this Manner?

- Culture of assessment
- Engages stakeholders
- Institutional goals and benchmarks

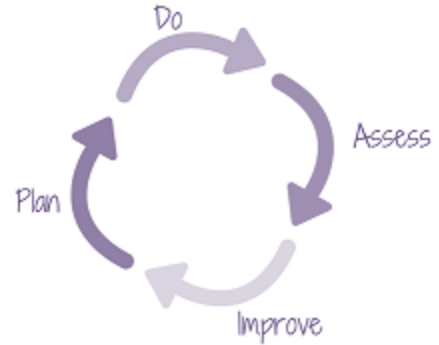


# Institution-Wide Assessment

- Culture of assessment vs.

Accreditation deadlines

- Faculty representation
- Measurable criterion



# The ASL Rubric for Effective Communication (EC) and Critical Thinking (CT)

- 6-point rubric
  - 2 Domains = EC and CT
  - 2 Competencies per Domain
    - EC = Writing Effectiveness and Writing Mechanics
    - CT = Critical Evaluation and Critical Analysis
  - 2 Dimensions per Competency
    - Writing Effectiveness = Position/Purpose and Audience
    - Writing Mechanics = Conventions of standard written English and Use/Attribution of source
    - Critical Evaluation = Exploration and Evidence Selected
    - Critical Analysis = Development and Conclusion

—	
—	✓
—	✓

# Selecting Valid and Relevant Assignments



- Student work for all levels are assessed (undergraduate students) and hours (graduate and doctoral students)
- College faculty and leadership review assignments to determine which should be considered for ASL
- The UAC vets each assignment



# General Parameters for Selecting Assignments

- Is the assignment new or has it been vetted previously?
- Are the assignments representative across student levels and credit hours?
- Are the assignments representative across Programs of Studies?
- Assignment criteria commensurate with rubric criteria



# Vetting Assignments

UAC members are responsible for vetting each Assignment

- Multiple perspectives
- College specific insight

Steps for Review and Discussion

- Initial review
- Interactive discussion
  - In-person
  - Zoom



# Vetting Assignments

Do the Assignment details prompt the student to

- Assume a position or purpose for writing?
- Develop the topic logically and thoroughly?
- Support the ideas with appropriate evidence?
- Use format, language, and style appropriate to the task?



# Vetting Exercise

## ASSIGNMENTS Document

#1 – Literary Research Paper

#2 – Forensic Photography & Reconstruction

#3 – Project Human Resources & Communication  
Management



# Vetting Questions

Do the Assignment details prompt the student to

- Assume a position or purpose for writing?
- Develop the topic logically and thoroughly?
- Support the ideas with appropriate evidence?
- Use format, language, and style appropriate to the task?
- What is the length of the Assignment deliverable?



# Vetting Exercise

## Literary Research Paper

### Guidelines

#### Part 1: Research Topic

Select a Research Paper Topic from the following options:

Provide a brief description (150-200 words) to convey the option chosen, the approaches, and additional materials to be used.

#### Option 1: Comparative Fiction

Compare *Brave New World* (1932) and one of the following works of fiction:

1. *Fahrenheit 451* (1953) by Ray Bradbury
2. *1984* (1949) by George Orwell
3. *Lord of the Flies* (1954) by William Golding

#### Option 2: Critical Approach

Define new historicism as a critical approach and apply it to an analysis of *A Portrait of the Artist as a Young Man*.

#### Option 3: Character Comparison

Compose a character study of Elizabeth Bennett in which you compare her to the character of Marianne Dashwood in *Sense and Sensibility* or to Emma Woodhouse in *Emma*.

# Vetting Exercise

## Literary Research Paper

### Guidelines

#### **Part 2: Rough Draft & Peer Review**

Outline your paper, locate research resources, read, and continue your research.

There are two assignments to submit in this phase.

Developing the topic that you selected, compose a 1,250-1,500 word rough draft of the essay.

The draft should have a clear guiding thesis statement in the introductory paragraph.

Incorporate at least four of the seven scholarly sources required for your final paper.

Participate in the online rough draft workshop and peer review. Be sure to consider the feedback from the peer review you received as you develop Part 3 – the Final Draft.

# Vetting Exercise

## Literary Research Paper

### Guidelines

#### Part 3: Final Draft

Write and submit a well-developed research paper of 2,000-2,500 words that is based on your topic.

The paper should have a clear guiding thesis statement in the introductory paragraph and at least seven scholarly sources properly cited in the body of your paper and on the Works Cited page.

Prepare this assignment according to the MLA guidelines found in the MLA Style Guide.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.



# Vetting Exercise

Assignment #1 Literary Research Paper	Vetting Notes
Assume a position or purpose for writing?	<i>Yes, the student will be selecting one of the three options in the Assignment. They will select a Comparative Fiction, Critical Approach, or Character Comparison.</i>
Develop the topic?	<i>Yes, there are specifics to develop a brief description, a rough draft with peer review, and a final version.</i>
Support w/evidence?	<i>Yes, seven scholarly sources</i>
Use format/lang/style?	<i>Yes, this paper should follow MLA guidelines</i>
Length of deliverable?	<i>2,000 – 2,500 total word count. *A bit high for ASL</i>

# Vetting Exercise

<b>Assignment #2 Forensic Photography &amp; Reconstruction</b>	<b>Vetting Notes</b>
Assume a position or purpose for writing?	
Develop the topic?	
Support w/evidence?	
Use format/lang/style?	
Length of deliverable?	

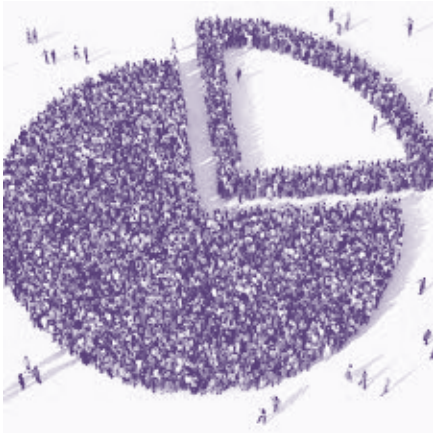
# Vetting Exercise

<b>Assignment #3</b> <b>Project HR &amp; Communication</b> <b>Mgmt</b>	<b>Vetting Notes</b>
Assume a position or purpose for writing?	
Develop the topic?	
Support w/evidence?	
Use format/lang/style?	
Length of deliverable?	

# Vetting Exercise Results

Assignment #	Determination	Vetting Notes
#1 – Literary Research Paper	<b><i>Easily Approved</i></b>	<i>Part 3 approved for use in ASL</i>
#2 – Forensic Photography	<b><i>Not Approved</i></b>	<i>Length very short (500 words) No sources; not challenging enough</i>
#3 – Project HR & Communication	<b><i>Approved – Not an Easy Approval</i></b>	<i>College rep will gather more info. Based on student examples, narrative form generally used. College may revise Assignment</i>

# After vetting is complete



- Obtain the student population file
- Determine the sample of students that will be assessed
- 600-800 artifacts assessed for undergraduate and graduate students
- 500-600 artifacts assessed for doctoral students
- Determine the number of normed readers that will be needed for the double-blind review of the artifacts.

# Norming Preparation

- Recruitment of faculty readers
  - 40-60 readers are needed to assess 20-25 artifacts each
- Faculty are invited to participate in asynchronous norming
- Tasks and discussions take place over a 10-day period
- Readers complete a calibration exercise at the end



# First Phase of Review

- Sent email with deliverables and the timeline to complete analyses
- Folder attached to email containing
  - Student artifacts
  - Rubrics for each
  - A stipend request form



# Faculty Readers

- Review 20-25 student artifacts against ASL rubric
- Two readers are sent identical folders
- Two weeks to complete assessment
- Scores analyzed to determine inter-reader agreement
  - Where scores differ by no more than 1 point.
- Analysis reveals which artifacts need to be reassessed
  - Historically, 25-30%





# Final Review

- 20-25 artifacts
  - Historically, 6-10 folders have been created for the 3<sup>rd</sup>. reads.
- Readers are recruited
- Faculty are given two weeks to return the completed rubrics
- Agreement after 3<sup>rd</sup> reads has historically been 99%



# Presentation of Results

The data are prepared in various ways for certain groups of stakeholders, like:

- The Academic Leadership Team
- The University Assessment Committee (UAC)
- Each college
  - College-Specific data to share internally



# Visual presentation of the data

2019-20 Effective Communication Competency Levels									
Academic Level	Meets Competency (7+)		Approaching Competency (5 – 6)		Developing Competency (3 – 4)		Does Not Meet Competency (1 – 2)		Total*
	N	%	N	%	N	%	N	%	N
Sophomore									
Junior									
Senior									
Total									

# Improvement Action Plan

- The UAC recommends improvements based on the ASL results
- The actions are thematic
- Presented at ALT for approval
- Work begins
- Loop is closed



# Overall Timeline for Steps in ASL Process

- Vetting of assignments = 1 month
- Obtaining population file = 2 weeks
- Obtaining the sample = 1 week
- Recruiting faculty readers = 2 weeks
- Pulling and stripping artifacts of identifiers = 1 month
- Modifying LMS content = 2 weeks
- Adding faculty to LMS = 1 week
- Norming = 10 days
- Folder preparation = 2 weeks
- Double-blind review = 2 weeks
- Analysis of first review = 1 week



## Timeline Continued



- 3<sup>rd</sup> Reader folders prep = 1 week
- Review of artifacts by Readers = 2 weeks
- Analysis of 3<sup>rd</sup> reader scores = 1 week
- Creating PPTs = 1-2 weeks
- Improvement Action Plan (IAP) = 3 weeks
- Reporting out on data = varies based on availability

***Total time from assignment vetting to creating the IAP =  
7 months***

# thank you!



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# References

- Heinerichs, S., Bernotsky, R. L., & Danner, L. R. (2015). Guiding principles to impact an institution-wide assessment initiative. *Research & Practice in Assessment, 10*, 60-64.
- McGowan, V. F., (2018). Higher educations' institutional transparency of general education competencies, assessment measures, and analysis of assessment data. *The Journal of General Education, 66*(3-4), 252-282.



## ASSIGNMENT #1

### Literary Research Paper Guidelines

This assignment is split into three parts; the final part is the ASL Assignment under consideration.

#### Part 1: Research Topic

Select a Research Paper Topic from the following options:

##### **Option 1: Comparative Fiction**

Compare *Brave New World* (1932) and one of the following works of fiction:

1. *Fahrenheit 451* (1953) by Ray Bradbury
2. *1984* (1949) by George Orwell
3. *Lord of the Flies* (1954) by William Golding

##### **Option 2: Critical Approach**

Define new historicism as a critical approach and apply it to an analysis of *A Portrait of the Artist as a Young Man*.

##### **Option 3: Character Comparison**

Compose a character study of Elizabeth Bennett in which you compare her to the character of Marianne Dashwood in *Sense and Sensibility* or to Emma Woodhouse in *Emma*.

Provide a brief description (150-200 words) to convey the option chosen, the approaches, and additional materials to be used.

#### Part 2: Rough Draft & Peer Review

Outline your paper, locate research resources, read, and continue your research. There are two assignments to submit in this phase.

Developing the topic that you selected, compose a 1,250-1,500 word rough draft of the essay. The draft should have a clear guiding thesis statement in the introductory paragraph. Incorporate at least four of the seven scholarly sources required for your final paper.

Participate in the online rough draft workshop and peer review. Be sure to consider the feedback from the peer review you received as you develop Part 3 – the Final Draft.

#### **Part 3: Final Draft** – *this is the portion vetted for ASL*

Write and submit a well-developed research paper of 2,000-2,500 words that is based on your topic.

The paper should have a clear guiding thesis statement in the introductory paragraph and at least seven scholarly sources properly cited in the body of your paper and on the Works Cited page.

Prepare this assignment according to the MLA guidelines found in the MLA Style Guide.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

## **ASSIGNMENT #2**

### **Forensic Photography and Reconstruction – Crime Scene Photography and the Christian Worldview.**

This topic discusses some of the basic concepts of good photographs: lighting, depth of field, composition, clarity, and focus, to name a few. If these concepts are not considered when taking photographs of a crime scene and associated evidence, it will compromise the quality and effectiveness of both the investigation and evidence processing.

**In a paper of no more than 500 words, analyze how ethical decisions are made regarding the photographic documentation of crime scenes from the Christian worldview.**

- What happens to photographs in which the composition is unclear?
- What happens when the lighting is incorrect?
- What happens when the depth of field and focus are not correct?
- From a Christian worldview, what ethical dilemmas can these pose to the investigation?

Prepare this assignment according to the guidelines found in the Style Guide. Refer to the “Crime Scene Photography and the Christian Worldview Grading Checklist,” prior to beginning the assignment to become familiar with the expectations for successful completion.

## **ASSIGNMENT #3**

### **Project Human Resources and Communications Management**

Construct a 1,000-1,250-word response that addresses the following:

1. Read the “Franklin Equipment, Ltd.” case study 11.3 in chapter 11 of the textbook. Respond to Questions 1 through 4 of the case.
2. Discuss strategies for conflict resolution for stakeholders that you believe would be applicable for this case.
3. Finally, discuss how the key challenges raised on the case could be framed within a Christian perspective. In other words, how could the key challenges in the case be addressed using Christian principles? (Christian World View/Integration of Faith, Learning, & Work)

Be sure to cite three to five relevant scholarly sources in support of your content. Use only sources found at the University Library or those provided in Topic Materials.

Prepare this assignment according to the guidelines found in the APA Style Guide.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.