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**How involved are you in  
assessment at your  
institution?**

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# LEADING BY COMMITTEE: FOSTERING PROGRAMMATIC OWNERSHIP OF ASSESSMENT

*Dr. Maggy Carmack – Exec. Program Director College of General Education*

*Jeff Pizek – Institutional Analyst*

*Jenna Obee – University Librarian*

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**What are your biggest challenges/concerns related to assessment?**

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# TODAY'S LEARNING OUTCOMES

1. Understand the importance of artifact selection in the validity and actionability of assessment.
2. Identify the key elements for the selection of viable artifacts for assessment.
3. Develop an artifact selection process.
4. Enhance ownership of assessment across an institution.

# **FLAWS IN PRIOR ARTIFACT SELECTION PROCESS**

**Colleges chose assessment artifacts  
with no additional review.**

- Disconnected from the rest of the assessment process
- Mismatch of artifacts and outcomes
- “Tunnel vision” – no outside voices

# UNINTENDED EFFECTS OF PRIOR ARTIFACT SELECTION PROCESS

- Lack of consensus on definitions
- Lack of buy-in from colleagues
- Lack of trust in data generated

# SOLUTIONS:



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**Do you feel there is cross-department collaboration on Assessment at your Institution?**

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# Membership

- College Representative
  - Librarian
- Institutional Analyst
- Other members of University staff

# REVIEW PROCESS

## College Selects Artifacts

Identify artifact  
Pull together review elements.

## Present to Committee

Committee Reviews  
Discusses artifact

- Are we assessing at the appropriate point in the sequence?
- Does the artifact align with the outcome?
- Does the artifact align with rubric?

## Committee Recommendation

Recommend to move forward as is.  
Recommend alternative actions.

- Revise assignment
- Select another course/assignment

# Elements for Review

- “Communicate effectively by developing and articulating ideas in a variety of formats for various audiences”

- Meets a few: “Artifact Demonstrates some development of an idea(s) and the articulation of an idea(s)...”

Outcome

Rubric

Assignment  
Description

Program  
Sequence

- Think about recent ... answer the questions.
- How did the nonverbal communication used affect the conversation?
- How will understanding nonverbal communication make you a more effective communicator in your personal life or in the workplace?

- Second Session
- Required by all programs

# LESSONS LEARNED

*Who should be involved?*

- Program Leadership
- Point person for assessment



# CHALLENGES

## Accreditors

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- Managing individual accreditors expectations/requirements

## Rubrics

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- Validity
- Reliability

## Consistency

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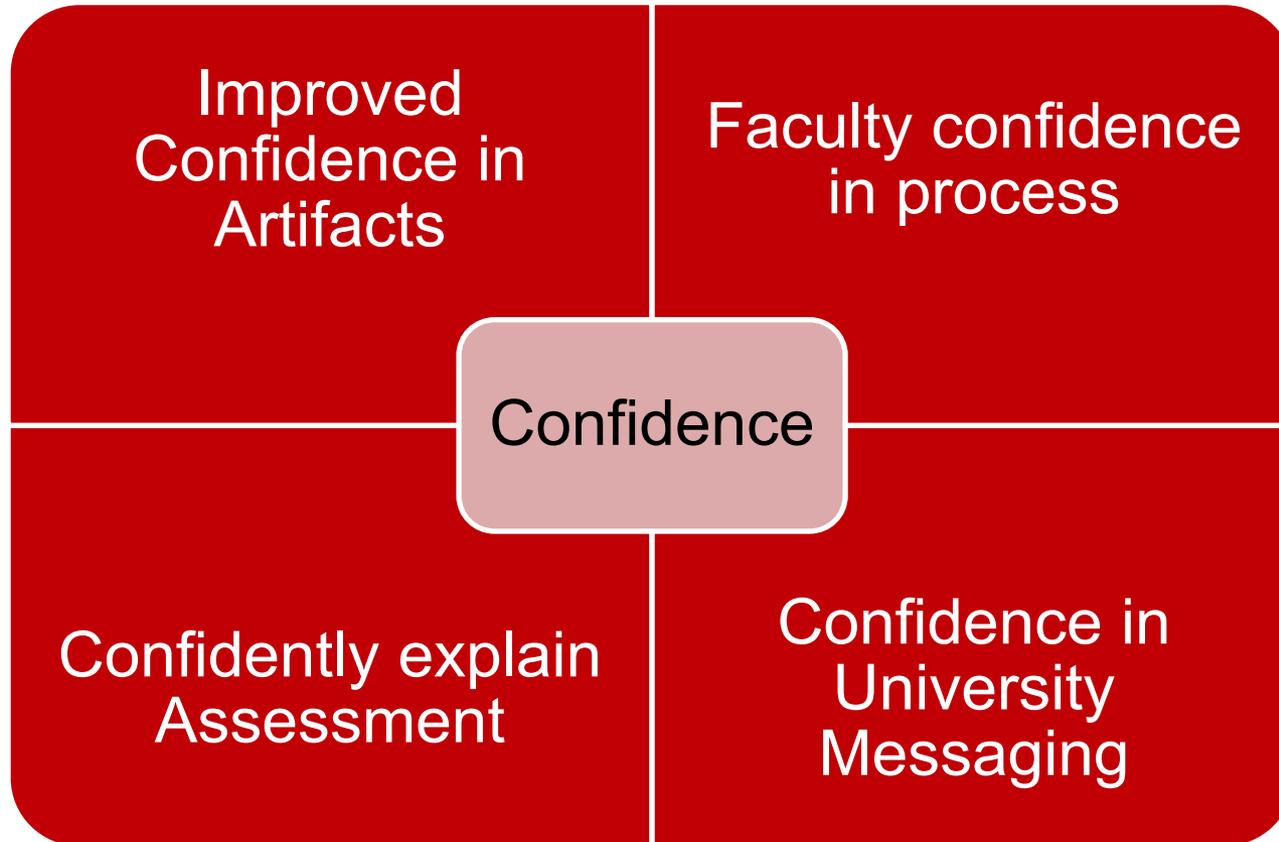
- Maintain measurements throughout cycle

# CHALLENGES

<u>Outcome(s) assessed</u>	<u>Performance Indicator focus of outcome</u>	<u>Does Not Meet Any Expectations</u>	<u>Meets A Few Expectations</u>
Communicate effectively by developing and articulating ideas in a variety of formats for various audiences.	<i>Artifact includes demonstration of clearly developed idea(s), with intentional focus on engaging the audience through the content in a variety of formats (e.g. blog post, presentation, memo, video).</i>	The artifact does not demonstrate evidence of the outcome.	The artifact demonstrates some development of an idea(s) and the articulation of an idea(s) in a single format.

<u>Meets Most Expectations</u>	<u>Meets All Expectations</u>	<u>Exceeds Expectations</u>
The artifact demonstrates the clear development of at least one idea and articulates that idea in at least two formats.	The artifact demonstrates the clear development of more than one idea. These ideas are articulated in at least two formats.	The artifact clearly demonstrates the development of multiple ideas that are articulated in multiple distinct formats, clearly intended for various audiences.

# LESSONS LEARNED



# Example of artifact **mismatch**

- **Doctoral Learning Outcome:**

“Develop the appropriate process of scholarly inquiry to examine industry phenomena.”

- **2021 assignment chosen:** Students compose a rationale for using either a qualitative or quantitative method in their dissertation research.
- **Assessment rubric:** Artifact must include some examples of the process of scholarly inquiry in the appropriate industry setting.
  - **Assessors found that this assignment did not sufficiently prompt students to address the process of scholarly inquiry (62% results fell short of 75% target)**

# Artifact mismatch **corrected**

- **Doctoral Learning Outcome:**

“Develop the appropriate process of scholarly inquiry to examine industry phenomena.”

- **2022 assignment chosen:** Students compose a plan reviewing specific types of literature they will explore for their dissertation and the rationale guiding their process.
- **Assessment rubric:** Artifact must include some examples of the process of scholarly inquiry in the appropriate industry setting.
  - **Artifact Review Subcommittee** and assessors found that this assignment sufficiently prompted students to address the process of scholarly inquiry (**80%** results exceeded 75% target)

# LET'S KEEP THE CONVERSATION GOING!

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# OUR MISSION

Colorado Technical University's mission is to provide industry relevant higher education to a diverse student population through innovative technology and experienced faculty, enabling the pursuit of personal and professional goals.