

Concord University

Annual University Assessment Report

2022-2023

Director of University Assessment

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Table of Contents

University Assessment	3
University Learning Goals and Outcomes	5
General Education Assessment	5
Annual Program Assessment Reports	7
5-Year Program Reviews	8
<i>5-Year Program Review Findings & Recommendations</i>	8
University Assessment Goals	9
Co-Curriculum	10
General Education Assessment Day – Spring 2022	Error! Bookmark not defined.
Upcoming Changes/Area for Improvement	10
References	12
Appendix.....	13

Table of Figures

Figure 1: Fall 2022 General Education Assessment Data.....	6
Figure 2: Spring 2023 General Education Assessment	6

University Assessment

Concord University assessment process has evolved over the last decade. The University has focused on the development of programmatic and university-wide assessment based on data collection and analysis. Assessment was placed under the responsibility of the Vice President of Academic Affairs in 1997. A Director of Assessment and a University-wide assessment committee with representation from the administration, each of the eleven academic departments, as well as from student affairs was charged with oversight of university assessment activities shortly thereafter. A regular review of programmatic and university assessment was established and implemented at that time.

In keeping with the West Virginia Higher Education Policy Commission's (WVHEPC) Series 10-Policy Regarding Program Review and Planning, Concord University's Board of Governors is responsible for reviewing the external demand, quality of outcomes, and delivery costs. The WVHEPC mandates that "each institution shall perform an evaluation of all academic programs at least once every five years and provide a report on the status of these programs to the West Virginia Higher Education Policy Commission in a format determined by the Commission. In keeping with policy, approximately 20% of the University's programs are reviewed each year.

Each five-year program review includes a self-study that addresses the programs development and expectations, internal and external demand, quality of inputs and outcomes, delivery costs and program impact. As specified by WVHEPC policy, each five-year program review must be reviewed by an outside evaluator from outside the

program or outside the institution, as well as by University administrators, and the institutional governing board. At Concord, the outside evaluation is conducted by the University Assessment Committee, the Provost and President, and the Concord University Board of Governors.

In addition to each five-year program review, each academic program is expected to conduct annual assessment reviews and submit a report to the University Assessment Committee. As of Fall 2022, these reports include assessment and programmatic information on all academic minors. These reports use a common template to provide programmatic summary data and analysis for each academic year that is used to inform program faculty and drive indicated changes.

The Annual University Assessment reports are reviewed by the University Assessment Committee and written feedback/recommendations are provided to program department chairs and University administrators.

Co-curricular at Concord University includes programs and activities that complement the curriculum, enhance student experience, and reinforce the University's Mission and Student Learning Goals. Examples: student research opportunities, domestic and international study trips, internships and practicum, service organizations and student government, honor societies, athletics, etc. Concord assesses co-curricular programs in multiple areas across campus including Bonner Scholar, CACD, Housing and Res Life, Multicultural Affairs, Student Activities, and Student Support Services.

University Learning Goals and Outcomes

Goal #1: Knowledge/Mastery of Content

Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

Goal #2: Critical Thinking

Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

Goal #3: Communication

Students will demonstrate the ability to communicate clearly and effectively.

Goal #4: Personal, Civic, Cultural and Global Competence

Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

General Education Assessment

Concord University's general education assessment process is designed to sustain and strengthen student learning across the core courses as well as programmatic progression. In the 2022-2023 academic year, a total of 238 distinct courses assessed general education outcomes from one of the four learning goals. This is down from 401 courses the previous year.

The tables below illustrate the overall learning outcome average for the Spring 2023 data and a six-semester comparison.

Figure 1: Spring 2023 General Education Assessment Data by Category

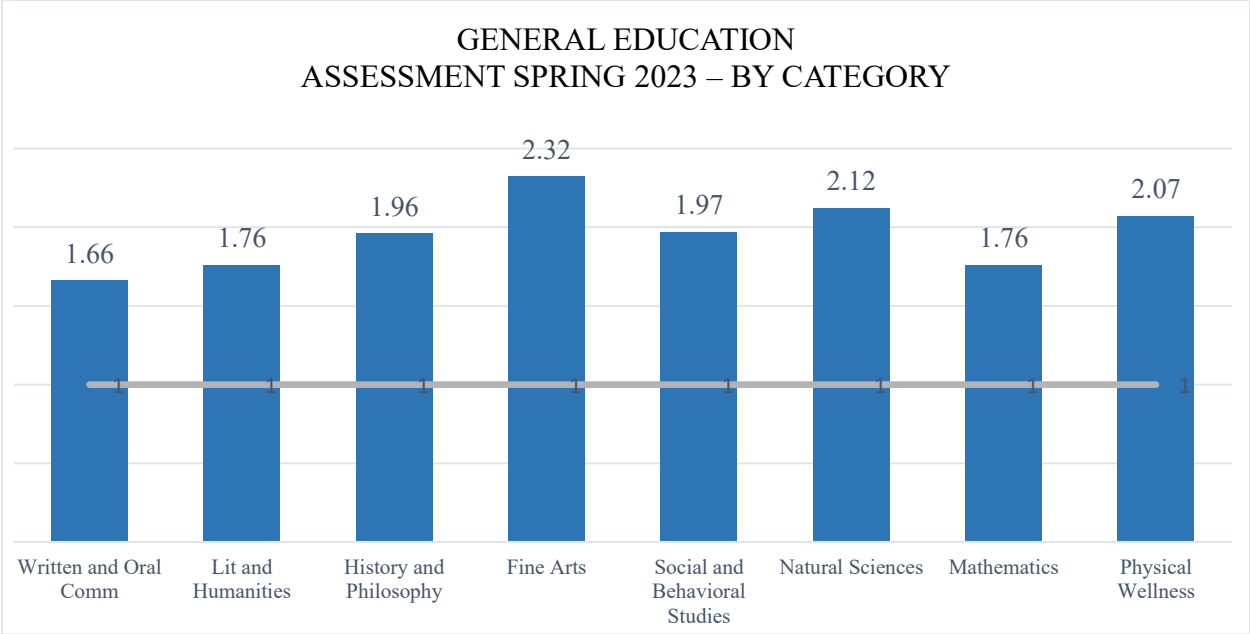


Figure 2: Spring 2023 General Education Assessment Data by Goal

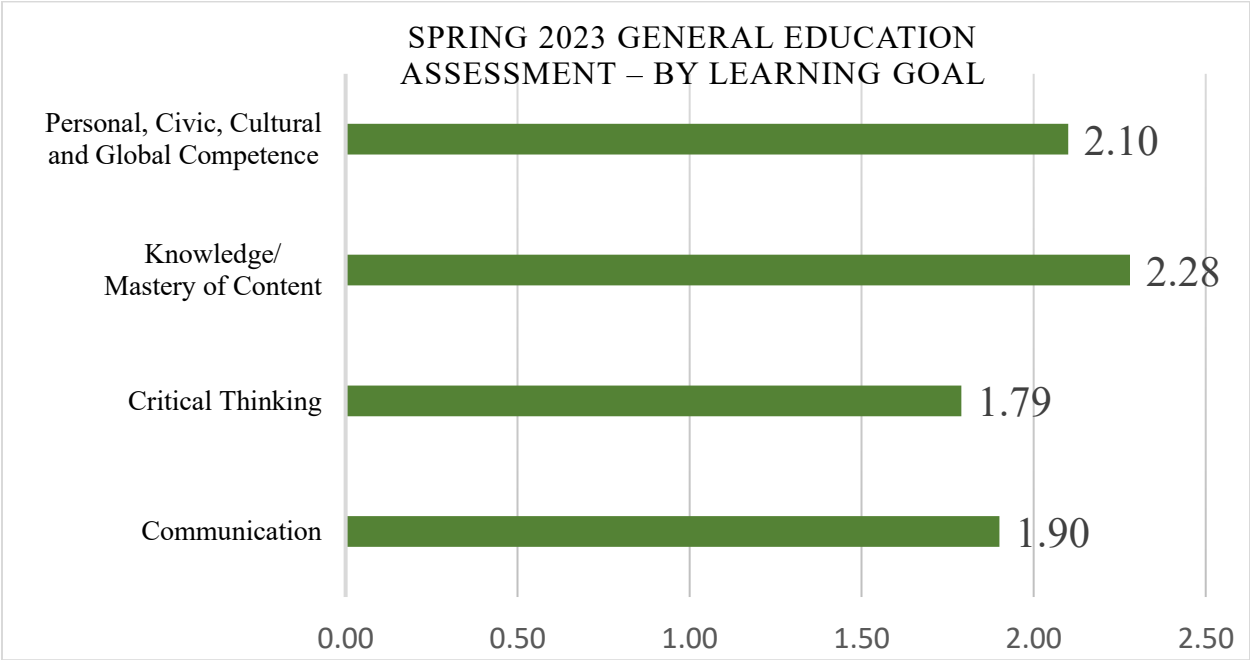
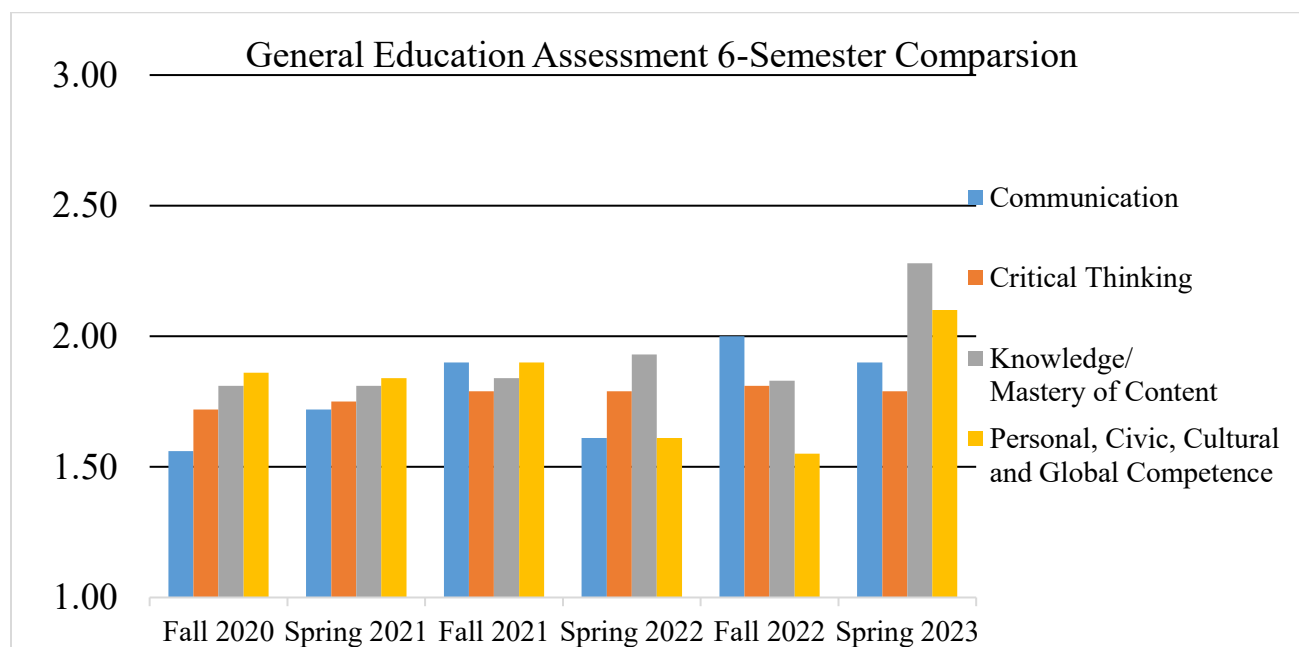


Figure 3: General Education Assessment Data 6-semester Comparison



Each area assessed in general education saw a slight increase from the previous year.

Critical Thinking has maintained around a 1.8 over six semesters. The benchmark for general education is set at Satisfactory (1). Although each area consistently scored above the benchmark, programs continue to analyze data and review for improvement.

Assessment data retrieved from General Education is shared with the assessment committee, department chairs, deans, and provost. Data comparison from the previous three semesters is also posted on the assessment committee website. Departments are encouraged to review data with faculty and make plans for improvements, if needed.

Annual Program Assessment Reports

All University academic programs (excluding programs up for 5-year program review) submitted an Annual Assessment Report in 2022. Included in these reports were data on indicators of program specific goals as well as the disciplines contribution

to learning in the General Education curriculum. University Assessment Committee members reviewed the reports and, where applicable, suggested improvements. In addition to academic programs, academic support programs, or co-curricular activities, have been integrated into the University assessment process. A separate section to address General Education assessment was added to the annual assessment reports as of fall 2021. The purpose of this section to identify program courses that are included in the general education curriculum, the University Goal that is assessed and how. After review, all reports are forwarded to department chairs and/or supervisors. Several academic disciplines have expanded their curricula as a result of feedback from assessment reports. Key findings and recommendations are noted below.

5-Year Program Reviews

Five programs were scheduled for program reviews during the 2017-2022 academic year including RBA, MSW, BSW, Communication Arts, and Interdisciplinary Studies. After providing recommendations, the University Assessment Committee submits 5-year program review summaries to the Provost and Board of Governors for approval. When reviewing the 5-year program reviews, attention is given to the enrollment and program graduates, viability and program cost factors, adequacy and rationale for the program, assessment of student learning, and consistency with mission.

5-Year Program Review Findings & Recommendations

Recommendations for improvements were given to four out of the five programs. Consistent areas to improve upon included assessment, plans for future progress,

better data tracking for graduate information, and increase recruitment and retention efforts.

Programs should work toward annual assessment reports that identify where University and programmatic goals and outcomes are addressed and assessed with quantitative data. Using data, faculty should document how analysis and review of data resulted in changes or adjustments of course material or reinforcements within the classroom. Program reports should illustrate benchmarks and plans for improvement to meet and exceed these benchmarks.

Future plans are a result of a clear program identity and direction of where the program is going and how the program will meet its goals. Future plans or upcoming changes should be addressed within the program review plans. Plans should be a result of data, working with employers, research, etc. Plans may include how to strengthen recruitment and/or retention efforts and how to better track graduate and employer satisfaction data.

University Assessment Goals

During this academic year, the University Assessment Committee set University Assessment Goals. The goals of University Assessment are to:

- Provide and maintain a formal assessment plan for the university, including a statement of the university's learning goals and a system of regularly reporting the extent to which they are being achieved
- Provide a system by which units of the college will regularly assess their own performance and assist faculty/staff in reporting as needed

- Integrate assessment with planning, both at the level of the strategic plan and the level of departments, programs, and offices of the university
- Maintain expertise in methods of assessment and act as a resource for individuals and areas on campus that seek to improve their educational impact
- Gather, summarize, and share what practitioners at Concord University are learning about student learning
- Assess and advance student learning by working with and collaborating with faculty
- Serve as a campus resource for faculty and staff from across the university who are engaging in assessment, and seek out partnerships with curricular and co-curricular groups

Co-Curriculum

Co-curricular at Concord University includes programs and activities that complement the curriculum, enhance student experience, and reinforce the University's Mission and Student Learning Goals.

Examples: student research opportunities, domestic and international study trips, internships and practicum, service organizations and student government, honor societies, athletics, etc. Concord assesses co-curricular programs in multiple areas across campus including Bonner Scholar, CACD, Housing and Res Life, Multicultural Affairs, Student Activities, and Student Support Services.

Upcoming Changes/Area for Improvement

Several steps will be made in the 2023-2024 academic year to continue strengthening the assessment process within Concord University. The following

initiatives have been identified to continue a culture of assessment and for faculty to clearly help facilitate the alignment of University mission, goals, and learning outcomes:

- Increased faculty involvement
- Critical Thinking Assessment Day
- Helping faculty link data/assessment results to decision making
- Continue bi-annual assessment newsletter

References

University Assessment. (2019). *Concord University*. Retrieved from
<https://www.concord.edu/About/History-Future/University-Assessment.aspx>

Appendix

Concord University Goals Preamble

Concord University strives to ensure that students come away from their experience with knowledge and skills that will enable them to fulfill their personal and professional aspirations and awareness in respect to their chosen discipline. The learning goals and outcomes are derived from national research and best practices surrounding liberal arts education and Concord University's mission. The goals are a shared vision of what is expected of all Concord graduates. The educational programs of Concord University are designed to foster knowledge/mastery of content, critical thinking, communication, and personal, civic, cultural, and global competence.

General education, the core of all undergraduate curricula, is an essential element in an educational process designed around student learning expectations. Continuous improvement of courses, curricula, and programs is essential for institutions to ensure the improvement and sustainability of student learning and effective instruction.

Assessment of general education is not only necessary to satisfy accrediting bodies and stakeholders, but to provide evidence to answer our own question – Did students learn what we wanted them to learn? (Assessing General Education Programs, Allen, 2006)

University Goals and Learning Outcomes

1. Knowledge/Mastery of Content

Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

2. Critical Thinking

Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

3. Communication

Students will demonstrate the ability to communicate clearly and effectively.

4. Personal, Civic, Cultural, and Global Competence

Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

A Statement on the Philosophy of Assessment and Our University Goals

Concord's mission is clear: to provide a quality, liberal arts education that fosters scholarship, creativity, and service. Our university goals are the principal means to assess the effectiveness of our efforts to accomplish that mission. They provide a measurable, manageable, and efficient means of assessment. They render us accountable to our students, faculty, administrators, and, as a public university, the wider community. They provide a comprehensive definition of the parameters of our mission. Finally, they are inclusive, applicable to all of Concord's academic programs, co-curricular and other activities. (T. J. Mc Kenna, 2018)