

# Concord University

## Annual University Assessment Report

### 2023-2024

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#### University Assessment

Concord University's assessment of academic achievement is used to make informed curricular and instructional decisions to improve student learning. The University maintains an ongoing assessment process aligned with its mission and educational goals.

The Director of University Assessment oversees assessment activities, supported by the University Assessment Committee (UAC), which includes representatives from academic programs, administration, and student services. The University continues to strengthen its assessment processes through improved data collection, analysis, and use of results.

Assessment processes align with West Virginia Higher Education Policy Commission (WVHEPC) Series 10 requirements. Programs complete annual assessment reports and participate in five-year program reviews to ensure quality, viability, and alignment with institutional goals.

#### University Learning Goals and Outcomes

Goal #1: Knowledge/Mastery of Content

Goal #2: Critical Thinking

Goal #3: Communication

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

These goals guide assessment across academic programs and general education and serve as the foundation for evaluating student learning outcomes across the institution.

#### General Education Assessment

During the 2023-2024 academic year, Concord University continued to strengthen its general education assessment processes through intentional analysis of longitudinal data and increased faculty engagement.

Fall 2023 data included 191 courses assessing general education outcomes. Average scores (3.0 scale) were:

- Communication: 1.9
- Critical Thinking: 1.9
- Knowledge/Mastery of Content: 2.1
- Personal, Civic, Cultural, and Global Competence: 1.9

Spring 2024 data included 108 unique courses assessing general education outcomes. The distribution of assessment submissions across learning goals included 28 courses in Communication, 78 in Critical Thinking, 39 in Knowledge/Mastery of Content, and 12 in Personal, Civic, Cultural, and Global Competence. Average scores (on a 3.0 scale) were as follows:

- Communication: 1.76
- Critical Thinking: 2.1

- Knowledge/Mastery of Content: 2.0
- Personal, Civic, Cultural, and Global Competence: 1.7

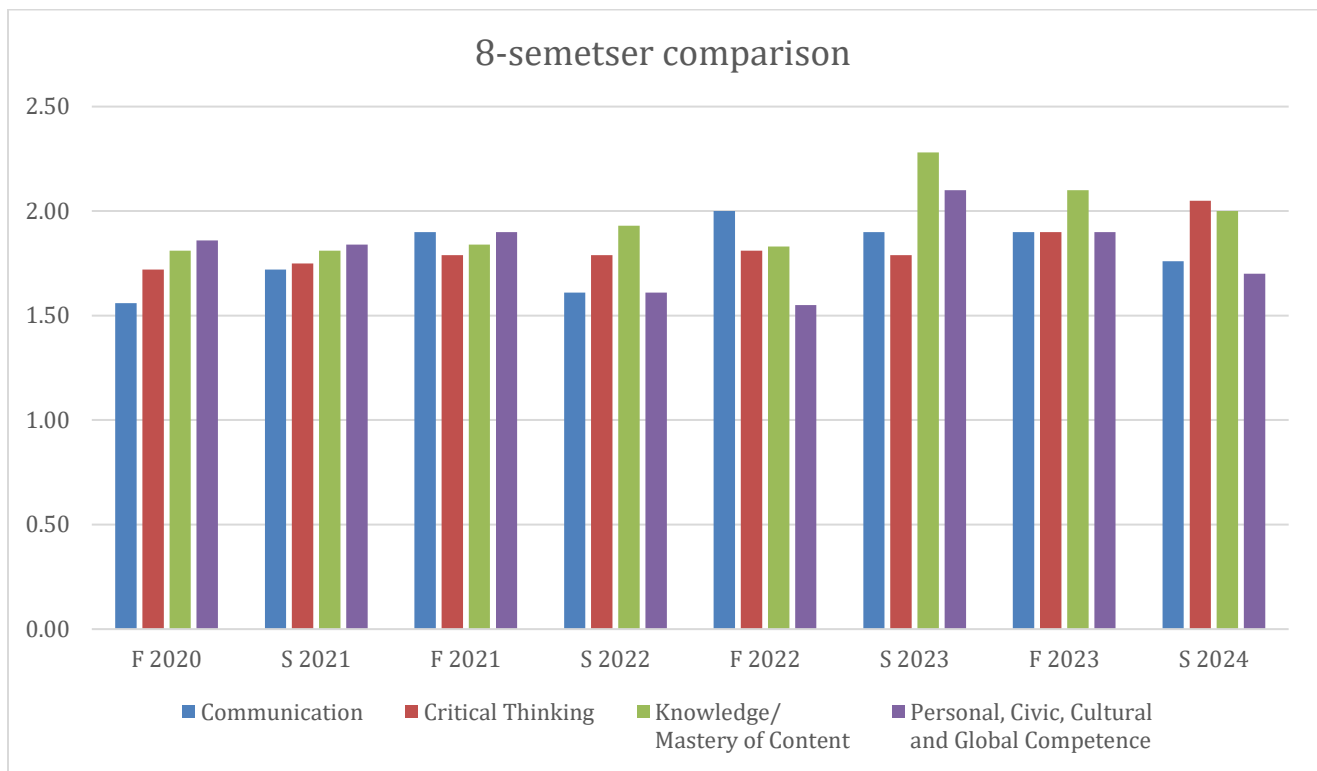
All outcomes exceeded the institutional benchmark of 1.0 across both Fall 2023 and Spring 2024, indicating continued strong student achievement in all areas of general education. When examining trends across multiple semesters, several important patterns emerge. Communication and Critical Thinking demonstrate overall stability with modest upward movement, with Critical Thinking showing particularly strong performance in Spring 2024, suggesting that instructional strategies targeting these skills are producing sustained and, in some cases, improving outcomes. Knowledge/Mastery of Content remains the strongest performing area, consistently meeting or exceeding 2.0 in recent semesters, indicating strong disciplinary grounding across programs. Personal, Civic, Cultural, and Global Competence shows greater variability across terms; however, performance remains above benchmark, with fluctuations highlighting ongoing opportunities for refinement in both assessment practices and instructional approaches.

Overall, the data indicate that Concord University has established a stable and effective general education assessment process with evidence of continuous improvement over time.

Faculty engagement has been a key driver of these improvements. Ongoing discussions related to general education mapping, rubric clarity, and interpretation of results have strengthened consistency across programs. These efforts are contributing to a clearer alignment between learning outcomes, instructional practices, and assessment measures.

Assessment results are regularly shared with faculty, department chairs, and administration, supporting data-informed decision-making and reinforcing a culture of continuous improvement.

General Education Trends (8-Semester Comparison):



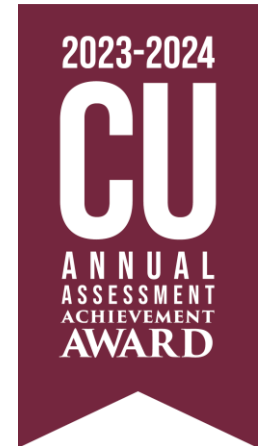
## Assessment Recognition

The University implemented the Annual Assessment Achievement Award (AAAA) to recognize excellence in assessment practices.

In Spring 2024, the first AAAA recipients were:

- Biology
- Elementary Education

These programs demonstrated exemplary use of assessment data, strong alignment of learning outcomes, and a clear commitment to continuous improvement in student learning. Their work serves as a model for assessment excellence across the institution.



## Annual Program Assessment Reports

All academic programs submitted annual assessment reports through the Concord Assessment Portal System (CAPS). Reports included outcome data, analysis, and action plans tied to program learning outcomes and University Learning Goals.

Enhancements to CAPS implemented in 2023 improved access to program-level analytics, including enrollment trends, retention, graduation rates, and course production data. These updates strengthened faculty ability to engage in meaningful, data-driven assessment.

Reports continue to emphasize alignment of outcomes, use of quantitative data, and documentation of improvements based on findings.

## 5-Year Program Reviews

Programs scheduled for review during the 2023-2024 academic year included:

- BA History
- BS Psychology
- BS Political Science
- BS Sociology

The review process followed WVHEPC Series 10 policy and included faculty self-study, committee review, administrative review, and Board of Governors approval.

## 5-Year Program Review Findings & Recommendations

Common recommendations across program reviews included:

- Strengthening use of assessment data to inform program changes
- Enhancing recruitment and retention strategies
- Improving tracking of graduate outcomes
- Refining curriculum structure and program identity

Programs are encouraged to clearly connect assessment findings to actionable improvements and long-term planning.

## University Assessment Committee Activities and Initiatives (2023–2024)

The University Assessment Committee (UAC) met regularly throughout the academic year to guide assessment efforts, review program reports, and support institutional improvement.

Key initiatives included the continued implementation of updates to the five-year program review process, including revised timelines, improved templates, and enhanced faculty support. Feedback from faculty indicated that the updated review format and use of multiple reviewers strengthened the quality and usability of program reviews.

The Committee also emphasized faculty development through training opportunities, including Center for Teaching and Learning (CTL) sessions focused on understanding assessment expectations, rubric use, and program review processes. Additional workshops and support opportunities were discussed to further strengthen assessment practices.

Significant work was completed on general education assessment, including continued refinement of general education mapping and ongoing discussions related to rubric clarity and interpretation of assessment data. These efforts aim to improve consistency and transparency in assessing student learning outcomes.

The Committee continued to promote data-informed decision-making and encouraged increased participation in the Graduating Senior Survey to better capture student feedback.

To further build a culture of assessment, the Committee developed and implemented the Annual Assessment Achievement Award to recognize programs demonstrating excellence in assessment practices. Plans were also established to highlight strong assessment efforts and share best practices across campus.

Additional initiatives included updates to the Assessment Handbook, exploration of the role of artificial intelligence in assessment, and development of timelines for updated academic program assessment plans.

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## University Assessment Goals

The University Assessment Committee continues to focus on:

- Maintaining a formal assessment plan
- Supporting faculty in assessment practices
- Integrating assessment with institutional planning
- Promoting data-informed decision-making
- Serving as a resource for faculty and staff
- Strengthening collaboration across campus

## Assessment Initiatives and Communication

The University continued its bi-monthly assessment newsletter, SUCCESSMENT, to promote awareness and understanding of assessment across campus.

Topics included assessment resources, feedback practices, general education data, updates to program review processes, and strategies for improving teaching and learning. The newsletter also introduced and highlighted the Annual Assessment Achievement Award.

CAPS system enhancements and assessment resource development further strengthened communication and accessibility of assessment-related information.

## Upcoming Changes/Areas for Improvement

Several initiatives have been identified to continue strengthening assessment practices at Concord University:

- Increase faculty engagement in assessment activities
- Continue refining general education assessment and mapping
- Expand assessment training and professional development opportunities
- Improve use of assessment data for decision-making
- Increase student participation in assessment surveys
- Continue enhancing CAPS functionality and reporting capabilities
- Finalize updates to the Assessment Handbook

These efforts will support a continued culture of assessment and ongoing improvement of student learning outcomes.

## References

University Assessment. Concord University. <https://www.concord.edu>