

Concord University Assessment Day Agenda

Wednesday, August 11, 2021

Time	Topic		Location
8:30-9:00am	Informal Reception		Student Center Ballroom
9:00-9:10am	Welcome	Provost	
	Introduction of Guest Speakers		
9:10-10:20am	Guest Speakers	Dr. Betsy Hayes, Dr. Jamie Frueh, and Dr. Melanie Laliker	
10:20-10:30am	Q & A Session	Guests, AD, and Provost	
10:30-10:45am	Break		
10:45-11:30am	Who are our students and how do they learn?	Dr. Sarah Beasley	
11:30am-12:15 pm	Gen Ed Assessment Update	Dr. Amanda Sauchuck	
12:15-1:15pm	Lunch (provided)		
General Education Session			
1:15-2:15pm	General Education Assessment (if you teach in a general education course, you must attend the General Education session)	Written and Oral Communication	Student Center Ballroom
		Literature and Humanities	
		Fine Arts	
		Social and Behavioral Sciences	
		Natural Sciences	
		Mathematics	
		Physical Wellness	
Concurrent Session 1			
1:15-2:15pm	Student Learning Outcomes	Presented by Darla Wise	State Room
	Integrating Co-Curricular Activities	Presented by Phil Lewis	Conference Room A-B
	Incorporating High Impact Practices	Presented by Kathryn Pridgen	1872 Room
2:15-2:30pm	Break		
Concurrent Session 2			
2:30-3:30pm	Student Learning Outcomes	Presented by Darla Wise	State Room
	Integrating Co-Curricular Activities	Presented by Phil Lewis	Conference Room A-B
	Incorporating High Impact Practices	Presented by Kathryn Pridgen	1872 Room
3:30-3:45pm	Wrap Up		Student Center Ballroom
3:45-5:30pm	Reception at the President's House		President's House



Assessment Day – General Education

- A. **Select a team leader** or leaders to help organize and move forward/report your work for the day.
- B. **Determine what is it you want to know.** What do you want to know about your students' learning/skills/development as a result of their experience in your general education course? This should be linked to the appropriate General Education Learning Goal (attached). Identify the General Education Learning Goal(s) that your course(s) will assess.

General Education Learning Goal mapping is attached. Please review. Is this accurate?

- C. **Determine the evidence and how to collect.** What is the evidence of that learning, those skills, or that development? What will allow you and your colleagues to know the degree to which your students have achieved this? What can you examine to learn more about this? Note: These are your **ARTIFACTS**. Artifacts can be papers, portfolios, tests, quizzes, assignments, etc. ARTIFACTS do not have to be pieces of paper. How else (other than a test or a quiz) do students demonstrate their learning/development in your program? You should consider presentations, videos, e-Portfolios, and other non-conventional forms of assessment. And you don't have to limit yourself to just one artifact.

Same/similar courses should use the same artifact and/or assess the same General Education Learning Goal.

- D. **Evaluate the collected artifacts.** Once you have artifacts, how will they be rated to report on your learning outcome(s)? The general education assessment provides **rubrics** designed to evaluate the student artifact.
- This evaluation should include a discussion of your findings among all faculty and staff. This discussion should lend itself to explore ideas and make plans for additional assessment or assignment re-design in order to make learning outcome improvements. This is called closing the loop.
 - Discuss the process of continuous improvement. This includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

- E. **Complete the ASSESSMENT DAY WORKSHEET** provided to you and submit an electronic copy as well as a sample of the artifact or artifact instructions to the Director of University Assessment (one per general education course). Please understand that the assessment template will be referenced and/or updated in future years to show improvements and assessment trends.



Assessment Day Worksheet

Assessment Day Worksheet			
General Education Course:			
Measurable Goal	What is your measurement instrument or process	Action taken or improvements made	Analysis and sharing of results
Which University Learning Goal(s) is assessed?	(Indicate type of instrument) direct, indirect, summative, formative, internal, external, comparative	What did you improve, change, or what is your next step?	What is the plan to analyze and share assessment results on a regular basis?