

Volume 2 | Issue 1  
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# SUCCESSMENT

CONCORD UNIVERSITY'S  
ASSESSMENT NEWSLETTER

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*In this Issue:*

*What's Happening in  
Assessment*

*Fall 2021 General  
Education Data*

*Assessment Tip of the  
Month*

*Reporting on Minors*

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The goal of this newsletter is to promote better awareness and understanding of assessment, and to keep Concord faculty, staff, and students informed on important and relevant information related to assessment and accountability.

## What's Happening in Assessment

### Annual Assessment Reports and 5-Year Program Reviews

The University Assessment Committee had a busy break and beginning semester reviewing Annual Program Assessment Reports and 5-Year Program Reviews. A total of 27 reports and reviews were submitted to the committee. The review summaries will be available through CAPS to each department by the end of March.

### National Survey of Student Engagement

Concord University is once again participating in the National Survey of Student Engagement (NSSE). The NSSE collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Approximately 873 freshman and seniors began receiving an invitation to participate in late February with email reminders going out every week.



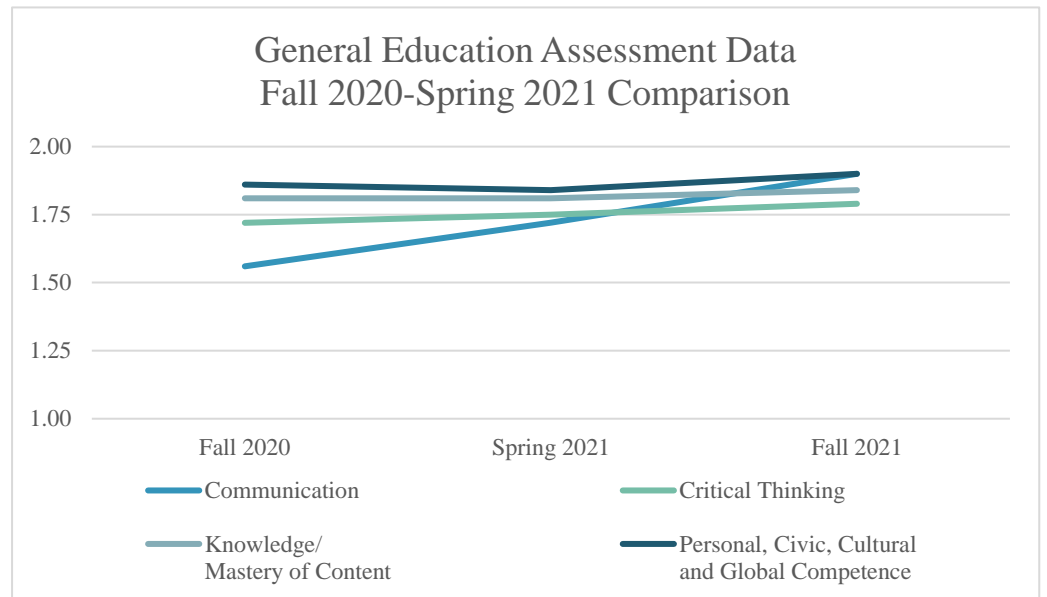
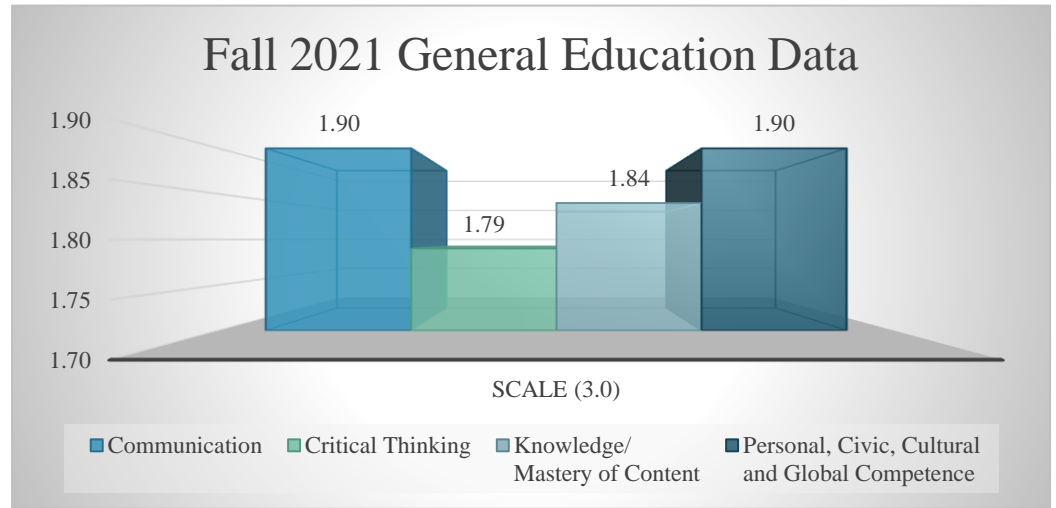
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## UPCOMING **Fall 2021 General Education Assessment Data**

*Minor assessment reporting, Fall 2022*

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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 Fall 2021, a total of 131 distinct courses assessed general education outcomes from one of the four University Learning Goals. Results from the assessment are below as well as a comparison for the last three semesters. Data for specific general education categories will be been submitted to department chairs for faculty review and continuous improvement.



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## QUESTIONS OR **Assessment Tip of the Month**

### COMMENTS? **How should Programs use the assessment results to inform decisions and actions?**

*Contact* Assessment results are worthless if not used. This step is a critical step of the assessment process. The assessment process has failed if the results do not lead to adjustments or improvements in programs. The results of assessments should be disseminated widely to faculty in the department in order to seek their input on how to improve programs from the assessment results. In some instances, changes will be minor and easy to implement. In other instances, substantial changes will be necessary and recommended and may require several years to be fully implemented.

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A program should review assessment results and develop action steps as needed based on the review. Data-informed decisions and actions taken should be documented. Consider exploring differences in the abilities of students to meet the various program and/or general education student learning outcomes (SLO) (e.g. 90% of students sampled met/exceeded proficiency score for SLO #1, but only 25% of students met/exceeded proficiency score for SLO #4). Consider evaluating student performance relative to SLOs across different delivery methods (e.g. in class, online, day/night, etc.). Include information on the process within the program for reviewing and sharing assessment results with faculty (e.g., results initially reviewed by assessment committee, and then shared with full faculty along with recommendations at last faculty meeting of the spring semester). Also include a summary of any decisions or actions taken (e.g., curriculum revision, no changes recommended, explore new assignments within courses to better align with learning outcomes). The data you provide relative to program and/or general education courses can also be used later to aid in the completion of academic program reviews for academic programs.

Sources:

The Assessment Process. Missouri State. <https://www.missouristate.edu/assessment/the-assessment-process.htm>

UNO Guide for the Assessment of General Education Student Learning Outcomes. <https://www.unomaha.edu/general-education/docs/17-18-gened-assessment-guide-template.pdf>

## Reporting on Minors

### Fall 2022

Beginning in Fall 2022, minor assessment data collected for the past two semesters will be submitted through CAPS. An additional section in the program annual assessment report within CAPS will be dedicated to reporting on minor data, analysis, and results, just as the general education section was added a few years ago.

The below sections will be added to the annual assessment reports in CAPS:

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Minor(s)

For each program minor, answer the following questions.

- a) What are the goals of the minor in terms of student learning?
  - b) What are the outcomes of the minor in terms of student learning? How do they compare to the findings/results from the previous academic year? Describe data collection methods.
  - c) How did program faculty analyze the student learning assessment data collected? What are the findings/results? How do they compare to the findings/results from the previous academic year?
  - d) Who was involved in the review of the findings from the analysis of student learning assessment data? When did the review process take place?  
 (Every program should review collaboratively assessment data at least once a year)
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As you are gathering your minor assessment data, remember that direct measures of assessment may not always be the most appropriate. Below are examples of both direct and indirect measures.

#### Direct Measures

- Performance on selected exam questions in foundational courses
- Scoring of a sample of student papers using rubrics linked to learning goals
- Comparisons of responses to exam questions given earlier and later in a quarter, or characteristics of papers written in lower-level and advanced courses
- Analysis of characteristics of senior theses
- Analysis of electronic discussion threads or of in-class presentations or discussions

#### Indirect Measures

- Interviews of students completing Graduation Applications
- Responses to graduate survey questions
- Surveys of recent graduates
- Counts of students involved in faculty research or choosing particular types of courses
- Surveys of faculty regarding student preparation for advanced classes or surveys of employers regarding knowledge, skills, and attitudes your graduates bring to the workplace
- A curriculum map showing how the content and the learning objectives for individual courses, or for sets of courses fulfilling the same requirement, fit with your general learning goals

Adapted from “Developing A Major or Minor Assessment Plan”, Northwestern Weinberg College of Arts & Sciences, <https://weinberg.northwestern.edu/faculty/teaching-research-service/teaching-curriculum/major-minor-assessment.html>