

Volume 2 | Issue 2
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SUCCESSMENT

CONCORD UNIVERSITY'S
ASSESSMENT NEWSLETTER

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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

University Assessment Committee Goals

During the 2021-2022 academic year, the university assessment committee drafted and adopted specific goals to guide its future efforts, measure progress, and determine the tasks that must be improved to meet those goals.

Concord University Assessment is dedicated to the improvement of educational practice through assessment of teaching and learning and through evaluation and support of educational programs and services. Concord uses assessment to make informed curricular and instructional decisions for the purpose of improving student learning.

The goals of University Assessment are to:

1. 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
2. Provide a system by which units of the college will regularly assess their own performance and assist faculty/staff in reporting as needed
3. Integrate assessment with planning, both at the level of the strategic plan and the level of departments, programs, and offices of the university
4. Maintain expertise in methods of assessment and act as a resource for individuals and areas on campus that seek to improve their educational impact
5. Gather, summarize, and share what practitioners at Concord University are learning about student learning
6. Assess and advance student learning by working with and collaborating with faculty
7. 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

University Assessment will use these goals to guide its initiatives each academic year.

Co-Curricular Programs and Assessment

University Assessment Committee also defined co-curricular as aligned to the University mission and Learning Goals:

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.

UPCOMING

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.

2022-2023

5-Year Program

Reviews

MSW – Social Work

BSW – Social Work

BS – Communication Arts

BA/BS –

Interdisciplinary Studies

BA – Regents Bachelor of
Arts

Assessment Tip of the Month

Preparing for the 5-Year Program Review

Faculty who were involved with the development and submission of past 5-year program reviews were asked to give advice for upcoming preparers.

The following is a compilation of that feedback.

1. Map out an alignment between your annual assessment report and individual assessments of student learning with the 5-year program review criteria. Incorporating data required for the 5-year report into the annual assessment reports on an annual basis will decrease the workload for the final report.
2. Reach out to alumni and do so early in the process. We used a survey that was sent to all alumni we could reach several months before the main writing process began. The results were used in conjunction with exit surveys that the department had administered to graduating seniors for many years. The information from these surveys proved invaluable in documenting the effectiveness of the program.
3. Divide the labor. The model we used was to assign different parts of the review to different faculty, with the Chair writing a share of the sections and also being responsible for reviewing and compiling the contributions from other faculty. The task of writing a five-year review could easily be overwhelming for a single individual.
4. Begin the process punctually. Our five-year review was the product of about two months' work for the actual writing, with multiple special department meetings to coordinate material and discuss areas of difficulty.
5. Maintain good records. Most programs will submit annual assessment reports, which serve to help faculty keep current on statistics related to the assessment process. Beyond this, efforts to maintain records on student performance and other benchmarks from semester to semester will be well rewarded when it comes time to write the larger review.

QUESTIONS OR

COMMENTS?

Thank you to Dr. Allen and Dr. Creer for their feedback.

Contact

Specific assessment related CTL workshops are being planned for late August/early September to review the 5-year program review requirements, assist with related questions, and overall help preparers in the development of their reports.

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Special Thanks

University Assessment would like to offer a special **THANK YOU** to the University Bookstore, Sheila Conner, and to the Office of Advancement, Sarah Turner, for donating incentives toward the National Survey of Student Engagement.

Preliminary NSSE results will be provided in the next newsletter.
