

# Concord University

## Annual University Assessment Report

### 2024–2025

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#### University Assessment

Concord University's assessment of academic achievement is used to inform curricular and instructional decisions with the goal of improving student learning. The University maintains a comprehensive and ongoing assessment process aligned with institutional mission and supported by faculty, administration, and the University Assessment Committee (UAC).

Assessment practices continue to evolve, with a strong emphasis on data-informed decision-making, continuous improvement, and alignment with WVHEPC Series 10 requirements.

#### 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

During the 2024–2025 academic year, Concord University continued to demonstrate strong student achievement across all general education learning outcomes.

Fall 2024:

- Communication: 1.92
- Critical Thinking: 1.92
- Knowledge/Mastery of Content: 2.11
- Personal, Civic, Cultural, and Global Competence: 2.11

Spring 2025:

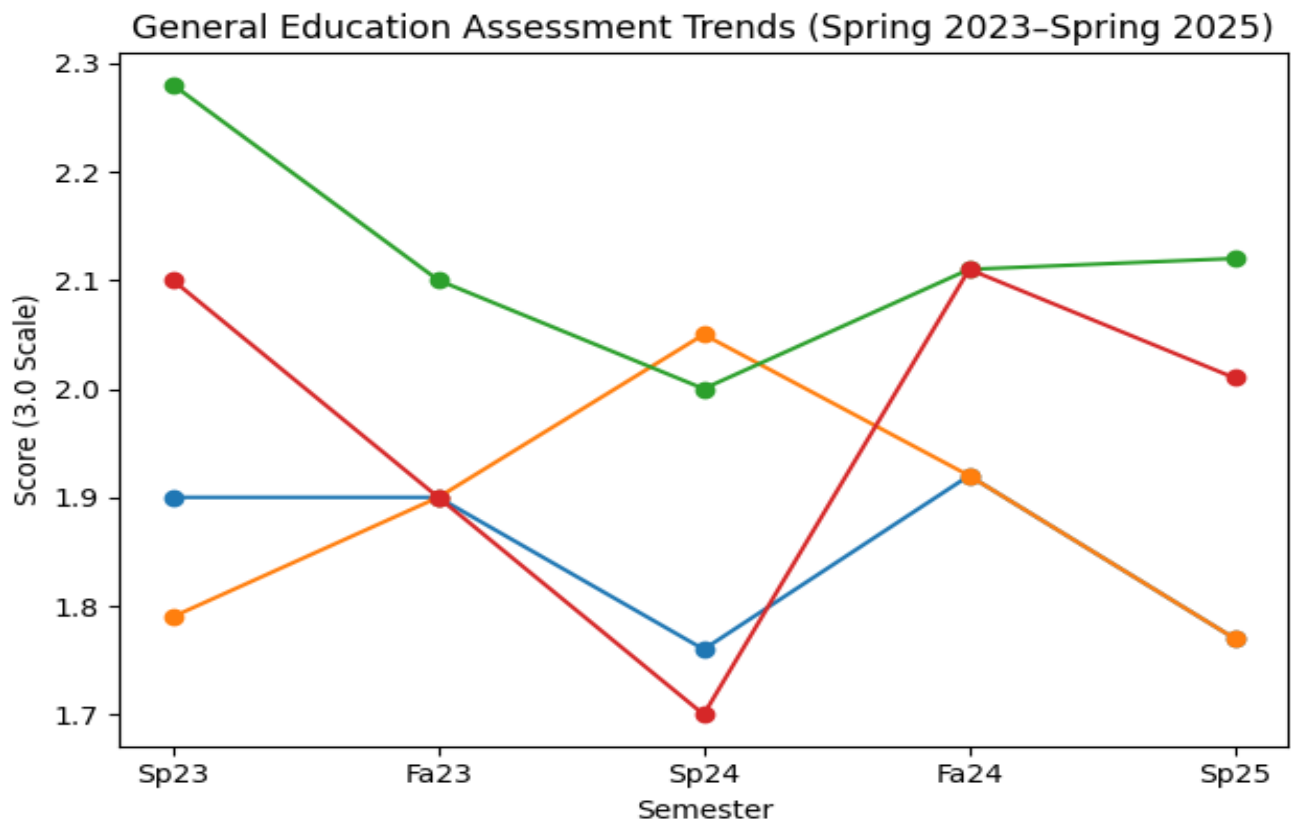
- Communication: 1.77
- Critical Thinking: 1.77
- Knowledge/Mastery of Content: 2.12
- Personal, Civic, Cultural, and Global Competence: 2.01

All outcomes exceeded the institutional benchmark of 1.0 across all semesters, indicating sustained student achievement in general education. However, a closer review of trends across Spring 2023 through Spring 2025 reveals more nuanced patterns:

- Communication shows relative stability over time, generally ranging between 1.76 and 1.92. While performance peaked in Fall 2024 (1.92), a slight decline in Spring 2025 (1.77) suggests variability between semesters rather than a consistent upward trend.
- Critical Thinking demonstrates the most fluctuation among the four areas. After increasing to a high of 2.05 in Spring 2024, scores declined to 1.92 in Fall 2024 and further to 1.77 in Spring 2025. While still above benchmark, this pattern suggests a need to monitor consistency and reinforce gains made in earlier semesters.
- Knowledge/Mastery of Content remains the most consistently strong outcome. Although it decreased from a high of 2.28 in Spring 2023, it has stabilized above 2.0 across subsequent semesters (2.10–2.12), indicating sustained strength in disciplinary knowledge and alignment of course content with learning outcomes.
- Personal, Civic, Cultural, and Global Competence shows the greatest variability. After declining to 1.70 in Spring 2024, scores rebounded significantly in Fall 2024 (2.11) and remained strong in Spring 2025 (2.01). This pattern suggests that recent instructional or assessment adjustments may be contributing to improved outcomes in this area.

Overall, the data indicate a stable general education assessment system with consistent achievement above benchmark across all learning goals. While Knowledge/Mastery of Content remains a clear strength, fluctuations in Critical Thinking and Personal, Civic, Cultural, and Global Competence highlight opportunities for continued attention to instructional alignment, assessment consistency, and targeted improvement efforts.

General Education Trends:



## Annual Program Assessment Reports

All academic programs submitted Annual Program Assessment Reports through the Concord Assessment Portal System (CAPS) during the 2024–2025 academic year. This represents full participation across academic programs and reflects a continued institutional commitment to assessment and continuous improvement.

Overall, program reports demonstrated several key strengths:

- Alignment of program learning outcomes with University Learning Goals, ensuring consistency between course-level, program-level, and institutional assessment
- Increased use of direct assessment measures, including embedded course assignments, and capstone experiences
- Improved data analysis and interpretation, with many programs moving beyond description of results to identifying trends and areas for action
- Evidence of “closing the loop,” with programs documenting how assessment findings informed curricular revisions, instructional changes, or program enhancements

Additionally, some programs showed growth in their ability to integrate assessment across the student experience, particularly through scaffolded assignments and culminating assessments that measure student learning over time.

While overall quality continues to improve, several areas for continued development were identified:

- Greater consistency in data interpretation, particularly in distinguishing between anecdotal observations and measurable outcomes
- Stronger linkage between data and specific action steps, ensuring that all reported changes are clearly tied to assessment findings
- Enhanced use of longitudinal data, allowing programs to better track trends over multiple years

The continued emphasis on faculty engagement, supported by assessment training, CAPS enhancements, and institutional resources, is expected to further strengthen the quality and impact of program-level assessment.

## 5-Year Program Reviews

In accordance with WVHEPC Series 10 policy, Concord University conducted five-year program reviews for the following programs during the 2024–2025 academic year:

- Business Administration
- Health Sciences
- Advertising/Graphic Design
- English
- Studio Art
- Master of Business Administration (MBA)
- Master of Arts in Health Promotion (MAHP)

These reviews included comprehensive self-studies, evaluation of student learning outcomes, analysis of enrollment and retention data, assessment of program costs and external demand, and review by the University Assessment Committee, Provost, and Board of Governors.

Findings from the program reviews highlighted several institutional strengths:

- Programs such as Business Administration and Advertising/Graphic Design demonstrated strong, data-driven assessment practices and alignment with workforce needs
- Health Sciences showed significant growth and strong demand, with effective program design supporting multiple student pathways
- Several programs demonstrated responsiveness to industry trends and institutional priorities, particularly through curriculum updates and experiential learning opportunities

At the same time, program reviews identified areas for continued improvement:

- Strengthening assessment processes, particularly in data collection, analysis, and use of results to drive program changes
- Improving graduate tracking and external demand data, to better demonstrate program effectiveness and workforce alignment
- Enhancing clarity and depth of improvement plans, ensuring that recommendations are data-informed and actionable
- Ensuring accurate and complete use of institutional data, including program costs and productivity metrics

Overall, the five-year review process continues to serve as a critical mechanism for evaluating program quality, supporting strategic decision-making, and reinforcing a culture of continuous improvement.

## Assessment Initiatives and Communication

During the 2024–2025 academic year, Concord University continued to strengthen its culture of assessment through intentional communication, faculty support, and the development of institutional resources.

The SUCCESSMENT newsletter remained a primary communication tool, providing faculty and staff with timely updates, best practices, and national perspectives on assessment. Topics throughout the year included learning analytics, artificial intelligence in assessment, development of strong student learning outcomes, and strategies for effectively “closing the loop”.

A major institutional advancement this year was the release of the updated Assessment Handbook, which provides comprehensive guidance on the full assessment cycle, including outcome development, data collection, analysis, and implementation of improvements. The handbook aligns with national best practices and accreditor expectations and serves as a foundational resource for faculty across all programs.

Additional initiatives included:

- Continued faculty development through CTL workshops, focused on assessment practices, report writing, and rubric use
- Ongoing enhancements to CAPS, improving access to data and streamlining reporting processes
- Increased emphasis on data-informed decision-making, particularly through discussions of longitudinal trends and program-level analysis
- Preparation for participation in the National Survey of Student Engagement (NSSE), with results expected to inform future institutional initiatives

Together, these efforts reflect a coordinated institutional approach to strengthening assessment practices, supporting faculty, and ensuring that assessment results are meaningfully used to improve student learning.

### **Upcoming Changes/Areas for Improvement**

- Increase faculty engagement
- Improve data use
- Enhance general education assessment
- Expand training
- Use NSSE data for improvement