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*In this Issue:*

*Updated Program  
Review Process and  
Planning*

*Assessment Tip of The  
Month*

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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.

## Updated Program Review Process and Planning

The Program Review template has been updated to align with the new WVHEPC policy on Program Review and Planning. The new template has been added to the [University Assessment webpage](#).

“The program review process is designed to improve the performance of institutions’ academic programs by providing a systematic method to evaluate student outcomes, productivity, and need. It also allows institutions to demonstrate alignment with the general standards of academic programs through descriptive information and supporting documentation” (Series 10 Policy Regarding Program Review and Planning. (n.d.). Retrieved from <https://www.concord.edu/wp-content/uploads/About/Final-File-SOS-Series-10-HEPC-Program-Review-2022-08-02-1.pdf>).

The updated program review focuses on the following evaluative components:

- History, development, and expectations
- Internal demand
- External demand
- Quality of Program Inputs
- Quality of Program Outcomes
- Delivery Cost
- Essentiality and Impact

A Viability Assessment section has also been added to the Annual Assessment report. This change was also driven by the WVHEPC policy change. The Viability Assessment prompts academic programs to report annually on 5-Year Enrollment Trends and Fall to Fall program retention rate.

Changes to the Program Review and Annual Assessment report will be implemented for the 2023-2024 academic year. Updates to CAPS are currently underway and will be complete by the fall reporting period.

Programs up for 5-year program review:

BA – History

BS – Political Science

BS – Psychology

BS – Sociology

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## Assessment Tip of the Month

### Using AI in Assessment

“In an era dominated by rapid technological advancements, universities face the challenge of adapting their assessment methods to the age of artificial intelligence (AI). While the issue of authenticity in academic work predates AI, the widespread availability of this technology has opened new avenues for students to access information and potentially compromise the integrity of the work they produce. Furthermore, the use of AI by students, particularly for mundane or routine tasks, raises questions about their engagement with course content. However, this technological shift also presents an opportunity for universities to reassess their course content and delivery, as well as assessment methods. Universities can look to leverage this into an opportunity to collaborate with students in co-creating innovative approaches that ensure meaningful evaluation and genuine learning outcomes.”

<https://universitas21.com/news-and-events/news/embracing-age-ai-rethinking-assessment-higher-education>

*Contact*

*QUESTIONS OR  
COMMENTS?*

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The following links provide thoughtful insights into assessment and the use of AI.

Artificial Intelligence to Assist, Tutor, Teach and Assess in Higher Ed

<https://www.insidehighered.com/digital-learning/blogs/online-trending-now/artificial-intelligence-assist-tutor-teach-and-assess>

AI in Higher Education: Impact of AI on Student Assessment

<https://www.tensorway.com/post/ai-for-student-assessment-in-higher-education>

The potential of artificial intelligence in assessment feedback

<https://www.timeshighereducation.com/campus/potential-artificial-intelligence-assessment-feedback>

Generative AI can change assessment for the better

<https://wonkhe.com/blogs/generative-ai-can-change-assessment-for-the-better/>

Assessments for Higher Education Students in the AI Era

<https://www.linkedin.com/pulse/assessments-higher-education-students-ai-era-fawad-naseer>

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