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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 Complete**

Thank you to all departments and programs for completing their Annual Assessment Reports. The submission cycle for this year's reports has officially concluded, and the University Assessment Committee has completed its review process.

Department chairs and individuals who contributed to the reports now have access to reviewer recommendations and feedback within CAPS. These recommendations provide valuable feedback designed to support programs in strengthening assessment practices, improving alignment between learning outcomes and assessment methods, and identifying opportunities for program improvement.

Reviewer feedback is intended to be constructive and supportive. Programs are encouraged to carefully review the comments and consider how they may inform future assessment planning, curriculum adjustments, and instructional strategies.

### **Making the Most of Reviewer Feedback: Best Practices for Programs**

Receiving feedback on assessment reports is an important step in the continuous improvement process. Research consistently shows that assessment is most effective when faculty actively engage with feedback and use it to guide program decisions.

Below are several best practices for reviewing and incorporating assessment feedback.

1. Review feedback as a faculty team - assessment findings are most impactful when interpreted collaboratively. Schedule time during department meetings to review reviewer recommendations together and discuss how they relate to program goals.
2. Identify themes rather than isolated comments - rather than focusing on individual suggestions, look for recurring patterns across feedback. These may indicate areas where outcomes, assessment tools, or reporting practices could be strengthened.
3. Connect feedback to program outcomes - when reviewing recommendations, ask:  
Does this suggestion improve alignment between outcomes and assignments?  
Does it clarify how student learning is being measured?  
Does it improve how we interpret and act on data?
4. Prioritize feasible improvements - not every suggestion must be implemented immediately. Programs should identify two or three realistic changes that can improve assessment quality or student learning outcomes in the coming year.
5. Document actions taken - closing the loop is essential. When implementing changes based on reviewer feedback or assessment results, document: what changes were made, why they were made, and how they will be evaluated in the next assessment cycle.

Engaging meaningfully with feedback strengthens program quality and demonstrates that assessment results are used to improve student learning.

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## Reminder: Program Assessment Plans Due April 30

Please remember that all academic programs will be expected to submit a Program Assessment Plan to the Director of University Assessment by April 30, 2026.

A [Program Assessment Plan Template](#) is available on the University Assessment webpage. This template provides a clear and structured framework for organizing:

- Program learning goals and outcomes
- Assessment methods (direct and indirect)
- Data collection timelines
- Planned use of results for continuous improvement

## QUESTIONS OR COMMENTS?

### Contact

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By planning ahead, programs can streamline future annual reporting, ensure more systematic data collection, and reduce the burden of compiling reports each year. The plan also encourages faculty collaboration and helps build a sustainable culture of data-informed decision making.

Programs do not need to submit this plan annually. Instead, plans should only be revisited and resubmitted during the program's 5-Year Review cycle, and only if changes are made to learning outcomes, assessment tools, or methods.

## Why Reviewing General Education Data Matters

General Education assessment data provides important insights into how well students are achieving University Learning Goals across disciplines. While course-level assessment focuses on individual classes or programs, General Education assessment offers a broader institutional perspective on student learning.

Reviewing General Education data helps faculty:

- identify patterns in student learning across disciplines
- understand how foundational skills develop across the curriculum
- improve alignment between courses and university learning goals
- strengthen cross-department collaboration around shared outcomes

## Best Practices for Reviewing General Education Data

1. Examine trends over time

Rather than focusing on a single semester, review multiple years of data to identify meaningful trends.

2. Review data by university learning goal

Analyzing performance across learning goals, such as communication, critical thinking, or civic engagement, can reveal areas where additional curricular support may be needed.

3. Look across disciplines

General education learning is cumulative. Reviewing results across multiple disciplines helps identify where students are encountering challenges or demonstrating growth.

4. Discuss findings collaboratively

Assessment conversations across departments can lead to valuable insights about how students develop key competencies throughout the curriculum.

5. Connect Results to Teaching Practices

Use the data to reflect on assignment design, rubric alignment, and scaffolding of skills across courses.

When faculty engage with General Education data collectively, institutions gain a clearer picture of how students are progressing toward the university's shared learning goals.

You can find Concord's General Education data by going to the [Assessment webpage](#) and by going to [Assessment Resources](#) on the intranet.

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*QUESTIONS OR  
COMMENTS?*

## Resources on Assessment Best Practices

*Contact*

The following resources provide additional guidance on effective assessment practices, interpreting assessment data, and using results to improve student learning. Several of these reputable sources were also consulted in the development of this newsletter and informed the recommendations and strategies shared above.

*Dr. Amanda Sauchuck*  
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