SUCCESSMENT

CONCORD UNIVERSITY'S
ASSESSMENT NEWSLETTER

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 Meeting Schedule – Fall 2022
Wednesday, September 21, 10:15-12:55pm (Zoom) Special Events Schedule ✓
Wednesday, October 19, 11:00-12:00pm (Zoom) ✓
Wednesday, November 30, 11:00-12:00pm (Zoom) ✓

Fall Assessment CTL's
Writing the 5-Year Program Review (Zoom)✓
      Tuesday, September 6, 10-11am
      Wednesday, September 7, 1-2pm
Tips for the Annual Program Assessment Report (Zoom)✓
      Tuesday, September 20, 12-1pm
      Friday, September 23, 10-11am
NSSE Results ✓
      Monday, November 7, 4-5pm (Zoom)
      Tuesday, November 8, 10-11am Rahall 317

Collaborative Learning

When reviewing the results of the 2022 National Survey of Student Engagement, students rated opportunities for Collaborative Learning much lower than in 2019. Collaboratively Learning can:

- Increase student engagement
- Create active learning spaces
- Boost student achievement
- Immersive learning
- Promote positive Learning
- Promote Interaction
- Boosts student retention, self-esteem, and responsibility

Thinking forward to Spring and Fall course development, consider the following Collaborative Learning strategies to incorporate into your course, if appropriate.
- Think-Pair-Share
- Problem Based Learning
- Guided Design
- Case Studies
- Simulations
- Peer Teaching
- Peer Editing
- Jigsaw strategy

For a full list and explanation of each strategy above, visit the University Assessment webpage under Assessment Resources.

Review of Faculty Feedback

During the Fall Opening session, faculty were asked to complete a brief questionnaire on 'How Can University Assessment Help You'. The University Assessment committee reviewed all of the survey comments and identified actionable items or areas of most need. The committee identified the following items to be addressed or improved upon within the next year:

1. Request for access to general education assessment raw data ✓
2. Additional training or resources on
    a. how to use the data
    b. how and why we do assessment
    c. mapping outcomes
3. Creation of template or document on step by step processes in assessment
4. Sample of best practices ✓✓

General Education Assessment

- Fall 2021 General Education Assessment Artifacts
- Spring 2022 General Education Assessment Artifacts

General Education Raw Data

- Spring 2020 General Education Raw Data.xlsx
- Fall 2020 General Education Raw Data.xlsx
- Spring 2021 General Education Raw Data.xlsx
- Fall 2021 General Education Raw Data.xlsx
- Spring 2022 General Education Raw Data.xlsx

✓ Faculty can now find general education assessment raw data on the University Assessment Resource page on the intranet. A new section call General Education Raw Data has been added along with 5 semesters of results.

✓✓The assessment committee has begun plans to create an 'Assessment Spotlight' to recognize an outstanding work of a program/department on assessment.

Assessment Tip of the Month

Alignment and mapping

An aligned curriculum is one in which there are direct, intentional, and transparent relationships between Program Learning Outcome (PLOs), Course Learning Outcomes (CLOs), and equitable opportunities for students to learn, develop, and demonstrate their attainment of PLOs. Curriculum analysis is the process that results in a curriculum map

We cannot hold students responsible for demonstrating mastery of learning outcomes unless we provide sufficient number and sufficiently varied opportunities for them to achieve those outcomes. Curriculum analysis is an intentional, iterative, and collaborative examination of the degree to which the program's curriculum provides sufficient and sufficiently scaffolded opportunities for students to learn, develop, and demonstrate their attainment of PLOs.

Sufficient in number: the program's curriculum includes multiple opportunities for students to develop, reinforce, and demonstrate their attainment of the knowledge/kills associated with each PLO.
Sufficiently scaffolded: the program includes opportunities for increasing levels of engagement with each PLO through which students develop, reinforce, and demonstrate their attainment of the knowledge/skills associated with each PLO.

Mapping is a curriculum strategy including visualizing the areas where we think learning is occurring (usually identified as introduced, reinforced, or mastered/assessed) as it relates to specific learning outcomes. The process of curriculum analysis yields a curriculum map, which visually represents the opportunities the program provides for students to engage with skill(s)/knowledge related to each PLO. Strong curriculum maps must include: A) all of the PLOs; B) required courses offered by the department / program; and C) Intended levels of engagement.

For more alignment and mapping information, visit the University Assessment webpage.
Adapted from Student Learning Outcomes Assessment, University of California, Davis
https://assessment.ucdavis.edu/get-curious/alignment