

# 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.

## **Annual Assessment Achievement Award Program Recognition**

Two academic programs, Biology and Elementary Education, have been selected as recipients of the Annual Assessment Achievement Award (AAAA) for the 2023-2024 academic year!

The AAAA is an honor given to program(s) that demonstrate exceptional achievement in their annual assessment reports, recognizing excellence in the process of assessing educational learning and driving continuous improvement.

Both the Biology and Elementary Education programs were carefully chosen by the University Assessment Committee based on the thoroughness, effectiveness, and impact of their assessment practices as outlined in their annual assessment reports.

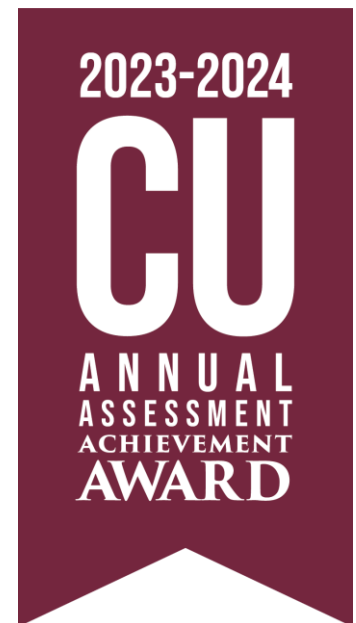
The Biology program impressed the committee with their thoughtful approach, involving three department members who contributed their unique perspectives and insights, resulting in a comprehensive evaluation. Similarly, the Elementary Education program stood out for its proactive approach to addressing areas for improvement and outlining strategies for improvement based on collected data.

Please join me in congratulating the Biology and Elementary Education programs on this well-deserved recognition.

## **Assessment Tip of the Month**

### **End of Semester Assessment Advice for Faculty**

As the semester concludes, faculty members have a prime opportunity to reflect on and enhance their teaching practices using student evaluations and course assessments. Faculty can use the below strategies to foster professional growth and improve course design for future offerings.



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## QUESTIONS OR COMMENTS?

### Contact

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1. Begin with a self-reflection into your teaching philosophy and how it aligns with the feedback received. Consider if the student evaluations reflect your stated values and teaching goals. This self-assessment is crucial in identifying areas where adjustments might be necessary to better align your teaching approach with your educational values and the learning needs of your students.
2. Systematically gather all forms of feedback—student evaluations, peer observations, and personal reflections. Analyze this feedback to discern patterns and key insights that can guide your teaching improvements. Look for discrepancies between your intentions and students' experiences to identify specific areas for adjustment.
3. Engage with your institution's teaching and learning center. These centers offer workshops, one-on-one consultations, and resources that can help you understand your evaluations in the context of broader educational trends and standards.
4. Reflect on the course design and its effectiveness. Use principles of 'backward design' to align learning objectives, assessments, and teaching activities. Ensure that the course structure facilitates student learning and engagement, addressing feedback from previous semesters.
5. Adjust your teaching strategies based on the feedback. For instance, if students find certain teaching methods or course content challenging, consider revising those areas. Implement changes that can make an immediate impact, and plan long-term revisions for future courses.
6. Cultivate an environment where feedback is valued. Encourage students to provide honest and constructive feedback. Explain the importance of their input in shaping the course and improving teaching practices. Facilitate this process by providing specific prompts that guide students in reflecting on their learning experiences.

By integrating these strategies, faculty can enhance their teaching effectiveness and enrich the learning experiences of their students. Reflecting on the semester's successes and challenges not only aids in personal and professional growth but also contributes to the academic development of the students.

### References

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