

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.

Assessment Resources

Navigating Concord's Assessment Resources

Seeking assessment resources or grappling with the challenge of finding the appropriate guidance to initiate assessment activities? Look no further than the University Assessment webpage and the assessment resource intranet, both offering an array of resources and information tailored to assist faculty and staff in comprehending, developing, implementing, communicating, and utilizing evidence of student learning.

The University Assessment webpage encompasses a comprehensive range of tools and materials, including alignment and mapping, assessment handbook, templates for annual assessment reports, and guidance on various assessment-related processes.

Additionally, the webpage provides access to valuable assessment data, including General Education assessment data, Academic Achievement Assessment Reports, and co-curricular assessment initiatives, all aimed at informing evidence-based decision-making and driving continuous improvement efforts.

See the full list below of resources located on the [University Assessment webpage](#):

- Assessment Resources – links and resources include Alignment and Mapping, Assessment Handbook, Bloom's Taxonomy, Co-Curricular Annual Assessment Report Template, Collaborative Learning, Concord Assessment Portal System Training, Annual Assessment Report Template, Concord University Plan for Assessing Student Learning, Developing a Program or Minor Assessment Plan, Five-Year Program Review Schedule and Process, Getting to Know University Assessment, How Can University Assessment Help You Faculty Results, Program Review & Planning Board Of Governors Policy, Reviewing Annual and 5-year report, Using the General Education Assessment Rubric, West Virginia Higher Education Commission-Series 10 Policy Regarding Program Review (5-year review), West Virginia Higher Education Commission-Series 10 Policy Regarding Program Review updated 9/22 (5-year review)
- Bimonthly University Newsletter
- General Education Assessment - Assessment Rubric, Yearly Assessment Data, General Education Mapping, University Goals and Learning Outcomes, Assessment Day documents
- Explaining Assessment
- Academic Achievement Assessment Report
- Graduating Senior Survey
- National Survey of Student Engagement
- University Assessment Charge and Committee Goals

The [Assessment Resources page](#), located on the intranet, provides additional information including general education assessment resources. These resources have been collected to assist faculty across campus to reinforce and assess general education goals. Resources include sample course lessons and helpful website links for both faculty and students. General education assessment artifacts and yearly raw data can also be found on the assessment resources page.

For individuals with assessment questions or those seeking additional training in assessment-related areas, we encourage you to contact Amanda Sauchuck at asauchuck@concord.edu.

QUESTIONS OR COMMENTS?

Assessment Tip of the Month

They Don't Read My Feedback! by Peterson-Ahmad, Keeley, & Roberts

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The article "They Don't Read My Feedback!" provides strategies to enhance the reception and application of course feedback, authored by Maria B. Peterson-Ahmad, Randa G. Keeley, and Marilyn Roberts. It addresses the common frustration among faculty when students fail to engage with feedback provided, leading to a perceived disconnect between effort invested in feedback and its impact on student learning.

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The concept of Feedback Literacy, introduced by Sutton in 2012, emphasizes the importance of students being able to interpret and utilize feedback effectively. To cultivate feedback literacy, faculty must embody skills that support the provision of effective feedback and understand key standards such as commitment to improvement, active engagement with feedback, and acknowledgment of emotions associated with feedback.

The article proposes four foundational aspects for faculty to provide effective feedback: trust, communication, consistency, and authenticity. Establishing trust and clear communication sets the stage for productive feedback interactions, while consistency and authenticity ensure that feedback is perceived as meaningful and actionable by students.

The authors further outline strategies for embedding effective feedback into course design, aligned with the feedback literacy framework. These strategies include encouraging students to view feedback as an opportunity for improvement rather than solely a means to achieve better grades, promoting active engagement with feedback through scaffolded assignments, addressing emotions associated with feedback, and fostering a reciprocal feedback process where students seek feedback from multiple sources.

By integrating these strategies into course design and feedback practices, faculty can create an environment where student development is closely tied to the application of feedback. Ultimately, the article underscores the critical role of feedback in supporting student learning and suggests practical approaches for maximizing its impact within university courses.

Reference

Peterson-Ahmad, M. B., Keeley, R. G., & Roberts, M. (2022, November 14). They Don't Read My Feedback! Strategies to Encourage Reception and Application of Course Feedback. Faculty Focus. Retrieved from <https://www.facultyfocus.com/articles/educational-assessment/they-dont-read-my-feedback-strategies-to-encourage-reception-and-application-of-course-feedback/>

Annual Assessment Achievement Award

The University Assessment Committee has established the Annual Assessment Achievement Award (AAAA). The AAAA is an honor given to an academic program(s) that demonstrates exceptional achievement in their annual assessment report. This award recognizes excellence in the process of assessing educational learning and driving continuous improvement.

QUESTIONS OR COMMENTS?

Recipients are nominated and selected by the University Assessment Committee, based on the thoroughness, effectiveness, and impact of their assessment practices as outlined in their annual assessment reports. Nominations may also be made when a program excels in a specific portion of the assessment report or process.

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In essence, the Annual Assessment Achievement Award (AAAA) serves as a symbol of distinction for programs committed to continuous improvement through rigorous and effective assessment processes, ultimately contributing to the advancement of education, student learning, and organizational excellence.

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The first AAAA will be selected Spring 2024.

Fall 2023 General Education Assessment Data

Concord University’s general education assessment process is designed to sustain and strengthen student learning across the core courses as well as programmatic progression. In Fall 2023, a total of 191 distinct courses assessed general education outcomes from one of the four University Learning Goals. Full data results for specific general education categories will be sent to department chairs after the Spring 2024 data has been collected.

