



GETTING TO KNOW
UNIVERSITY
ASSESSMENT

Concord University

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- What is Assessment
- CU Assessment Process
- How and What Do We Assess
- Misconceptions

WHAT IS ASSESSMENT

- **Assessment** is a systemic process in higher education that uses empirical data on student learning to refine programs and improve student learning.
- **Assessment** is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.
 - Assessment through data collection and analysis
 - Assessment driven by mission, University Learning Goals and Outcomes
 - Assessment through continued improvement

Assessment Process



University Learning Goals

Learning goals should express expectations that reflect the expected depth and breadth of student knowledge and skills that are the sustainable foundations for life-long learning in support of their professional and personal development.

Knowledge/Mastery of Content

Critical Thinking

Communication

Personal, Civic, Cultural, and Global
Competence

ASSESSING LEARNING OUTCOMES

- **Purpose: To obtain information that can be used by the University to answer the following questions:**
 - Are our students learning what we think is important?
 - Are they learning what they need to succeed in this field or profession?
 - Are we improving in our ability to help students learn?
 - Should our curriculum or teaching strategies be modified?
 - Are there other techniques or additional resources that would help our students learn more effectively?

HOW DO WE ASSESS

- General Education Assessment
- Annual Program Assessment Reports
- 5-year Program Reviews
- Graduating Senior Survey
- National Survey of Student Engagement

GENERAL EDUCATION ASSESSMENT

- Designed to sustain and strengthen student learning across the core courses as well as programmatic progression
- Approximately 181 distinct
- Qualtrics
- Result shared with the assessment committee, department chairs, deans, and provost
- Data comparison
- Posted on Assessment webpage

ANNUAL PROGRAM ASSESSMENT

- Common template
- Program goals and outcomes
- Programmatic summary data and analysis
- Inform program faculty and drive indicated changes
- Include Co-curricular activities/department
- Reviewed by University Assessment Committee members
- Feedback shared with preparer, Chairs, and Deans

5-YEAR PROGRAM ASSESSMENT

- Approximately 20% of the University's programs are reviewed each year
- Self-study
- Assessment of student learning, enrollment and program graduates, viability and program cost factors, adequacy and rationale for the program, and consistency with mission
- Recommendations for program improvement
- Summaries/feedback is shared with Chairs, Deans, and Provost
- BOG for approval

GRADUATING SENIOR SURVEY & NATIONAL SURVEY OF STUDENT ENGAGEMENT

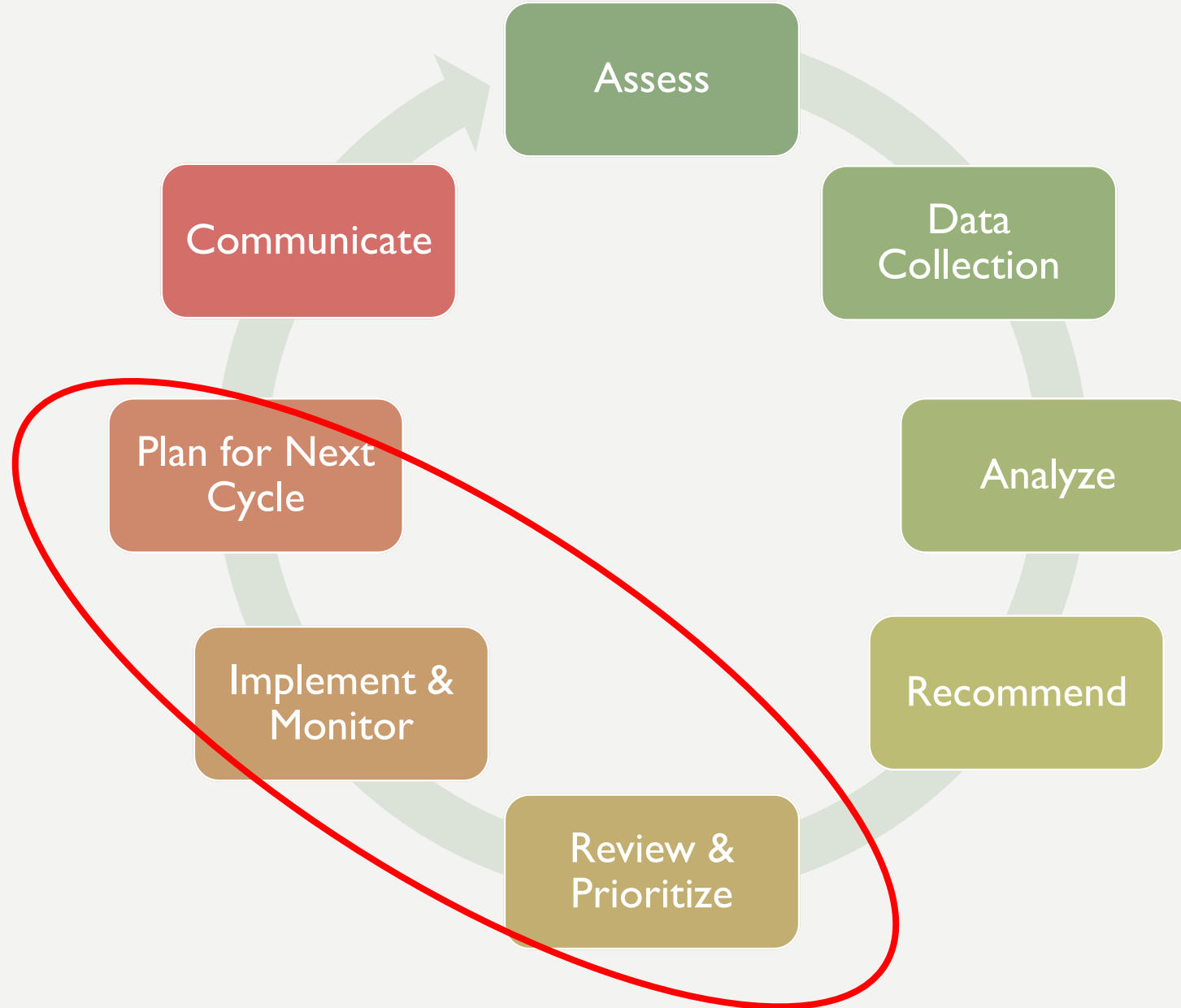
NSSE

- Student responses regarding the characteristics and quality of their undergraduate experiences
- Response rate above national average
- Consistently higher ratings than comparative data
- High Impact Practices decreased

GSS

- Student experiences
- Fall and Spring Grad Fairs
- Academic advising, general education, teaching, and a variety of University services and facilities

Assessment Process



ASSESSMENT METHODS

- Direct Method
 - Demonstration of an expected learning outcome
 - Provides evidence of knowledge/learning
 - Actual samples of students work
- Indirect Methods
 - Students, or others, report their perception of how well a given learning outcome has been achieved
 - Not based directly on student performance, but on opinions or thoughts about student learning
 - Gathering information through means other than actual samples of students work

TYPES OF ASSESSMENTS

- Formative
 - Designed to give feedback to improve what is being assessed and is ongoing
 - Informs students and educators about student understanding so that adjustments may be made during the process
- Summative
 - Designed to provide an evaluative summary of the effectiveness of the program
 - Comprehensively assesses student learning and program effectiveness
 - Measures the level of success or proficiency obtained at the completion of the program

ANALYZING AND REPORTING ASSESSMENT RESULTS

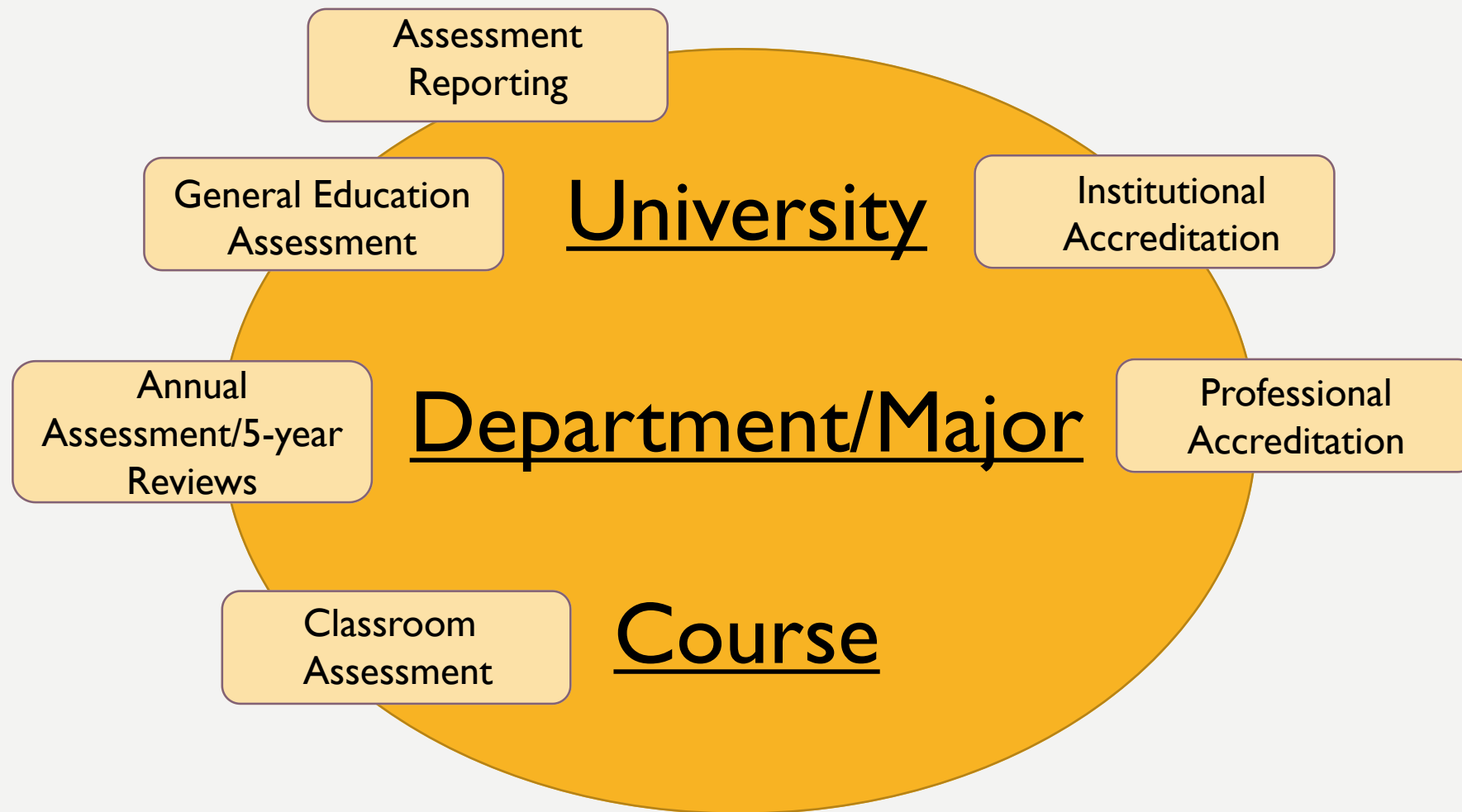
The Best Ways to Analyze and Interpret Assessment Information

- Present the data in relation to the identified goals and objectives
- Both qualitative and quantitative methods
- Vary your analysis and reporting procedures according to identified audiences
- Develop recommendations based on the analysis of data

ASSESSMENT RUBRIC

- A **rubric** is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual.
- Rubrics improve feedback to faculty and staff
- Examine existing rubrics that are related
- Determine what the performance levels should be and how many.
- Be consistent with terminology and the means by which the criteria are evaluated.

Institutional Assessment



MISCONCEPTIONS ABOUT ASSESSMENT

- 1. The results of assessment will be used to evaluate faculty performance.**
No. Faculty awareness, participation, and ownership are essential, but assessment should not be used to evaluate or judge individual faculty performance. Assessment findings are used to improve programs.
- 2. Our program is working well; we don't need to bother with assessment.**
Program assessment findings are used to improve programs – and there's always room for improvement.
- 3. One person can do this; too many faculty will only complicate things.**
Having all faculty involved means bringing in different perspectives and ideas for improving the academic program – and helps with buy-in.

MISCONCEPTIONS ABOUT ASSESSMENT

4. Program assessment might be used to eliminate some programs.

Program assessment is generally intended to be formative evaluation.

5. Assessment is a waste of time and does not benefit the students.

Assessment “forces” articulation of objectives and learning outcomes in order to improve student learning.

Is this a waste of time?

6. Not so bad; we’ll come up with a good plan and keep using it.

Program assessment must be an ongoing and continuous process.

7. Okay – but it’s time-consuming and complex.

Effective program assessment will take some of your time and effort, but there are ways to make it manageable.

A **faculty-owned** and managed process

Objective is to **provide feedback to the faculty** about how well they are meeting their program goals; not an administrative tool for making decisions regarding program cuts.

Added benefit: Assessment results provide objective information that can be used in program review or budget planning to document the need for additional resources necessary to improve student learning.

“Closing the Loop” – Documenting **how you used results to make program improvements** is as important.

A FEW
POINTS
ABOUT
ASSESSING
LEARNING
OUTCOMES





Thank you!

REFERENCES

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