

SUCCESSMENT

CONCORD UNIVERSITY'S
ASSESSMENT NEWSLETTER

In this Issue:

*What's Happening in
Assessment*

*Assessment Tip of the
Month*

Upcoming

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

Outstanding NSSE response

During the Spring semester, Concord participated in the National Survey of Student Engagement (NSSE). The NSSE measures the participation of first-year and senior students in programs and activities that our institution provides for their learning and personal development. Concord uses this data to identify aspects of the undergraduate experience, both inside and outside the classroom, that can be improved through changes in policies and practices more consistent with good practices in undergraduate education.

Concord used several various efforts to encourage students to take the survey such as table tents in the cafeteria and throughout the student center, five reminder emails, posted signage, incentives, and faculty encouragement. Due to these efforts we received our highest respondent count and response rate since beginning this survey in 2007. Respondent and response rates for 2019 and 2022 are listed below.

NSSE				
	Respondent Count		Response Rate (%)	
Year	FY	SR	FY	SR
2022	186	233	46	50
2019	170	148	30	37

Full NSSE results will be available mid-August.

UPCOMING **Assessment Tip of the Month**

2022-2023

5-Year Program

Reviews

MSW – Social Work

BSW – Social Work

BS – Communication Arts

BA/BS –

Interdisciplinary Studies

BA – Regents Bachelor of
Arts

Improving Assessment

There are several steps you can take to improve your departmental/program assessment to make it as meaningful as possible. Here are some ways to put that to work.

First, have a conversation.

Don't just assign one person (chair or assessment rep) to take care of all assessment matters alone. Have a conversation to determine what individuals in your department or program are interested in knowing about student learning. Even if one person winds up doing most of the work, they will be working on behalf of the whole community.

Second, start your assessment process as early in the year as possible.

Yes, you have many other things going on, but the earlier you start figuring out what you need to assess this year and how, the better your assessment will be, and the more you will learn.

Third, reconsider where to look for demonstrations of student learning.

Much of the University has made productive use of capstone projects but there are many other places to inquire about student learning.

1. What about assessing learning in a gateway/core/majors entry course?
2. What about assessing learning in methods courses not linked directly to your capstone?
3. What about assessing learning in theory courses not linked directly to your capstone?

Focus specifically on skills in "techniques" courses or course sections: lab skills, field skills, art skills, music performance skills, theater performance skills, dance performance skills...

Assess learning at two points across the major simultaneously (early and late, for example)

Fourth, follow your curiosity rather than picking the easiest point of assessment.

Ask targeted "why" questions:

- Why do students in multiple courses seem to have trouble with this particular outcome?
- Why do our seniors use some methods more effectively than other methods in capstone research?
- Are there demographic differences or other differences of interest between majors that might relate in any way to different success with learning outcomes?

Fifth, get creative with your demonstrations of student learning.

Several programs include an exit interview with majors that involves discussing "big ideas" that call for connection and reflection, for example. Hypothetically, a course on religion could include a "create a religion" portfolio consisting of a multimedia "archaeological find" of a variety of materials associated with a religion never before heard of, with the intent of demonstrating student understanding of the different elements of religions and how they work together.

Sixth, have a bigger conversation.

Once you are using some of the above approaches, talk about assessment with other departments and programs and perhaps even colleagues at other colleges and universities. What are they doing? Can you learn from them? Teach them?

QUESTIONS OR COMMENTS?

Contact

Dr. Amanda Sauchuck
asauchuck@concord.edu

Assessment. Colorado College. (2022, April 7). Retrieved July 2, 2022, from <https://www.coloradocollege.edu/other/assessment/how-to-assess-learning/improving-assessment.html>
