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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.

Updated Program Review Process and Planning

The Program Review template has been updated to align with the new WVHEPC policy on Program Review and Planning. The new template has been added to the [University Assessment webpage](#).

“The program review process is designed to improve the performance of institutions’ academic programs by providing a systematic method to evaluate student outcomes, productivity, and need. It also allows institutions to demonstrate alignment with the general standards of academic programs through descriptive information and supporting documentation” (Series 10 Policy Regarding Program Review and Planning. (n.d.). Retrieved from <https://www.concord.edu/wp-content/uploads/About/Final-File-SOS-Series-10-HEPC-Program-Review-2022-08-02-1.pdf>).

The updated program review focuses on the following evaluative components:

- History, development, and expectations
- Internal demand
- External demand
- Quality of Program Inputs
- Quality of Program Outcomes
- Delivery Cost
- Essentiality and Impact

A Viability Assessment section has also been added to the Annual Assessment report. This change was also driven by the WVHEPC policy change. The Viability Assessment prompts academic programs to review their average 5-Year Enrollment Trend and Fall to Fall program retention rate.

Changes to the Program Review and Annual Assessment report will be implemented for the 2023-2024 academic year. Updates to CAPS (Concord Assessment Portal System) are currently underway and will be complete by the fall reporting period.

Faculty are encouraged to begin working on their assessment reports and 5-year program reviews prior to CAPS being available. Save your information in a Word document and once CPAS is available, you can copy and paste program information in the designated fields.

Programs up for 5-year program review:

BA – History	BS – Psychology
BS – Political Science	BS – Sociology

Assessment Tip of the Month

Are Your Assessments Balanced?

Martin (2023) emphasizes the importance of student assessment and feedback in the teaching and learning process in higher education. Assessment goes beyond mere grading and should connect student performance with specific learning objectives. Feedback is also a crucial component of assessment, promoting a communication process where learners use information to enhance the quality of their work and learning strategies. Effective feedback helps students monitor their progress, make necessary course corrections, and better understand learning objectives.

QUESTIONS OR COMMENTS?

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Faculty should look for ways to incorporate both formative and summative assessments in their assessment plans. Formative assessments, occurring during instruction, focus on assessment for learning and inform ongoing instruction to improve student outcomes. Summative assessments, on the other hand, occur after instruction and evaluate the overall effectiveness of past instruction. Both types of assessments are essential for effective learning, with formative assessments supporting the learning process and summative assessments validating the appropriateness of formative assessment.

Examples of Formative Assessments	Examples of Summative Assessments
Weekly quizzes	Multiple-choice/short-answer exams
In-class discussion	Oral presentations
Discussion board (Blackboard or Canvas)	Essays
One-minute papers	Research paper
Kahoot	Team projects
Poll Everywhere	Portfolios
Quizlet	Lab report
Muddiest point	Group exams
One-sentence summary	Prezi
Homework	Create a video
Jigsaw	Concept maps

It is important to balancing formative and summative assessments in course design and delivery to provide a comprehensive view of student progress and learning outcomes. There is a need for timely feedback and data-driven approaches to improve instruction and help students achieve their learning goals. Ultimately, assessments play a significant role in shaping how students learn, their motivation to learn, and how teachers teach, with a shift towards a focus on what students have learned rather than just what was taught.

Sources

Carless, D., & Winstone, N. (2019). Designing effective feedback processes in higher education: A learning-focused approach. London, UK: Routledge.

Hughes, Gwyneth, Holly Smith and Brian Creese (2015). 'Not Seeing the Wood for the Trees: Developing a Feedback Analysis Tool to Explore Feed Forward in Modularised Programmes', *Assessment and Evaluation in Higher Education* 40, no. 8: 1079–94

Martin, D. (2023). Are you Assessments Fair and Balanced? *Faculty Focus*, September 20, 2023. Retrieved from https://www.facultyfocus.com/articles/educational-assessment/are-your-assessments-fair-and-balanced/?st=FFdaily;sc=FF230920;utm_term=FF230920&mailingID=5497&utm_source=ActiveCampaign&utm_medium=email&utm_content=Are+Your+Assessments+Fair+and+Balanced%3F&utm_campaign=FF230920