



**Academic Assessment Handbook
2020-2021**

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Overview

Academic assessment and institutional effectiveness refer to the process of articulating, aligning, and assessing academic outcomes in support of Concordia College's mission and over-arching institutional goals. Information gleaned from assessments drive improvement plans and decision making. Assessment is the vehicle used to measure how well we are meeting our goals and outcomes.

Academic assessment is a shared practice with faculty, the office of Academic Affairs and Institutional Research and Assessment. We take part in building and sustaining institutional effectiveness through a systematized academic planning and assessment process. The Director of Institutional Research, Assessment and Compliance works closely with the office of Academic Affairs, the Assessment Committees and faculty. The collaborative efforts provide valuable information used to help sustain institutional effectiveness initiatives.

Academic Assessment Oversight

1. The Vice President for Academic Affairs has the oversight responsibility for academic assessment.
2. The Assessment Committees– standing Faculty committees – are responsible for monitoring assessment of program student learning outcomes. The committees review program assessment plans and offer feedback to the departments for improvements of assessment plans and methods.
3. The Director of Institutional Research, Assessment and Compliance serves as a liaison between the VP, Schools, departments, and the Assessment Committees. The Director is also responsible for helping faculty and departments with the development, implementation, and overall maintenance of program assessment.
4. Deans are responsible for the successful operation of assessment within the School or department.
5. Program Faculty have the most say in what is to be assessed in the program. By aligning the Program Learning Student Outcomes (PSLOs) with the Institutional Student Learning Outcomes (ISLOs), and selecting benchmarks to assist with assessment, faculty determine where the specialized knowledge, applied learning and intellectual skills are taught in the curriculum and when to assess if the students know and are able to demonstrate, what they have been taught.

Who Benefits from Assessment?

- First, and foremost, students benefit because learning outcomes provide clear expectations about what is important in the program or course. Program improvements based on assessment can help students in their learning experiences.
- Second, faculty benefit because assessment helps determine what is working and what is not working in the program. Assessment lends itself to writing the 'story' of the program and can demonstrate to interested constituencies of the institution the quality of the program. All faculty can have a say in what is assessed which strengthens the cohesive nature of teaching and learning.
- Third, administration benefits when the assessment process demonstrates institutional commitment to continuous improvement of academic and student support services. Valuable information is also shared with state and local governments, or private supporters when requesting funding. Results of assessment can be easily shared with the College's stakeholders and show the impact that education has on our students and community.

Our MISSION

(who we are, what we do and why we do it)

Concordia College New York is a Christian higher education community of learning where mutual respect flourishes, responsibility is developed and reverence for God is cultivated so that students can pursue lives of passion, purpose, and service.

Our VALUES

(our judgement about what matters most here)



- **Identity:** We are anchored in a living Lutheran heritage as we strive to follow Jesus Christ. We express this identity with an ethics-infused curriculum and a faith-informed community life.
- **Quality:** As an academic *community*, we embrace hospitality, civility and respectful dialogue across differences; as an academic *institution*, we are committed to intellectual rigor as well as co-curricular and pedagogical experiences that are personalized, enduring and actionable.
- **Diversity:** Our community reflects diversity as we reach out with a globally engaging worldview capitalizing on the international destination that is the classroom of Metropolitan New York City. Providing access to networks of vocational success, full human flourishing becomes a possibility for our students, their families, and the world.
- **Innovation:** We embrace technological innovation. In our dynamic environment, we adapt our educational and business models in a manner that is responsive to the needs of our students.
- **Vocation:** We reinforce the formation of identity, leadership, integrity, and collaboration so that students, faculty, staff, and alumni may realize God’s calling in every life they touch.

Planning and Assessment Information and Resources

Two College committees help support academic planning and assessment -- the Institutional Academic Assessment Committee and the Core Curriculum Assessment Committee.

The academic assessment committees are led by the Vice President for Academic Affairs (VPAA), and the Director of Institutional Research, Assessment, and Compliance (IRAC). The committees are comprised of one faculty representative from each academic program. Committee members function as liaisons between the VP, Director, and the academic programs. These committees play a vital role in the program evaluation process.

Program assessment is an ongoing and year-round process that insures our continuing commitment to students and compliance with [accreditation](#) requirements plus Middles States Commission on Higher Education (MSCHE) Standards, and especially Standard V - Educational Effectiveness Assessment, “*Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education*”, and related affiliations (www.msche.org).

Concordia uses assessment results to

- insure useful assessments of student learning and institutional effectiveness,
- make improvements, to inform plans and resource allocations,
- develop evidence-informed strategies to improve student learning and success.
- design effective curricula,
 - Approval of new courses and removal of courses is conducted by the Academic Policies Committee (APC) and Graduate Academic Policies Committee (GAPC).

Assessment Plan Templates

The documents in the Appendices are templates for program assessment and include instructions for completion:

- Academic Program Assessment Plan
 - Program Student Learning Outcomes (PSLOs) are mapped to ISLOs, benchmarks are selected (multiple courses that will be taught during the semester) and at the end of the semester the results are gathered and analyzed and then actions are determined
 - The Core Curriculum is assessed with the Academic Program Assessment Plan
- Core Curriculum (Course) Assessment
 - The Core Curriculum is assessed through the assessments of individual courses taught within a semester,
- Institutional Student Learning Outcomes (ISLOs) Assessment
 - The results of the assessment within a program of one (or more) PSLO that was mapped to an ISLO is presented on this document. Along with the summary and action plan.

Word versions of the templates are in the shared drive: S:\Assessment

Institutional Student Learning Outcomes

Concordia’s Institutional Student Learning Outcomes (ISLOs) are statements of the general knowledge and skills that all students and graduates should be able to demonstrate as college students and at the time of graduation, regardless of academic program of study.

COMMUNICATION	• Communicate effectively.
ETHICS	• Employ ethical decision making.
ANALYSIS	• Analyze and apply knowledge.

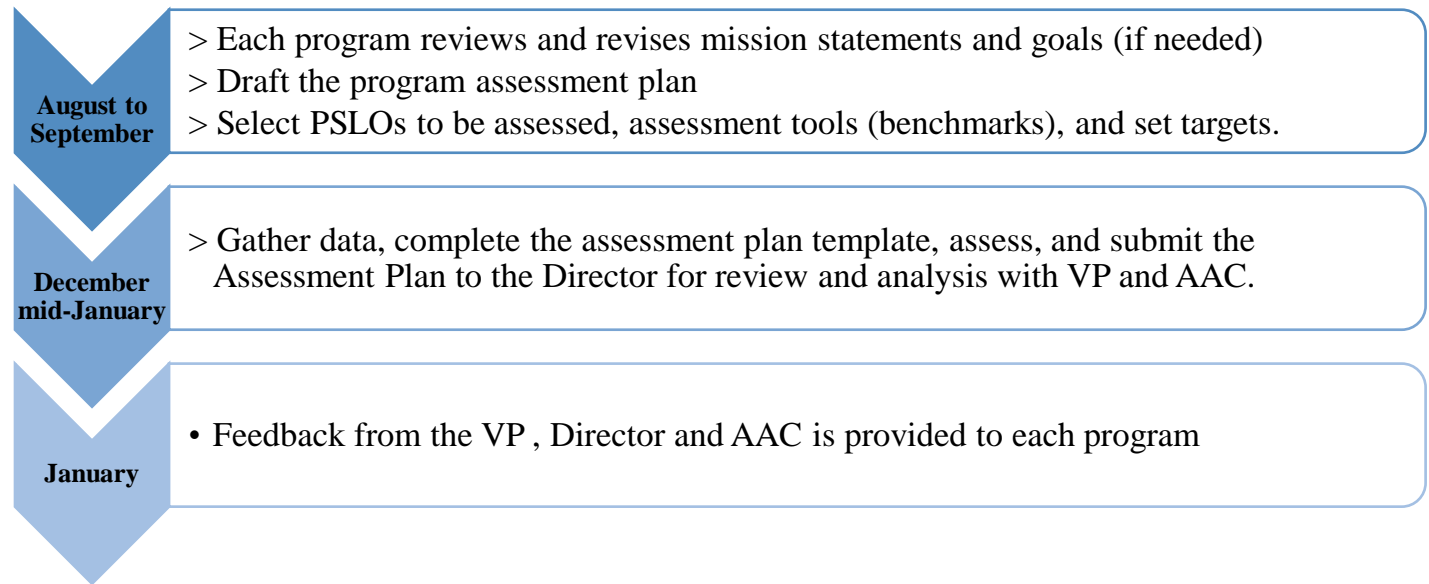
Cycle of Assessment-Program Review

Student-learning assessment takes place at the essential learning level and the academic program level.

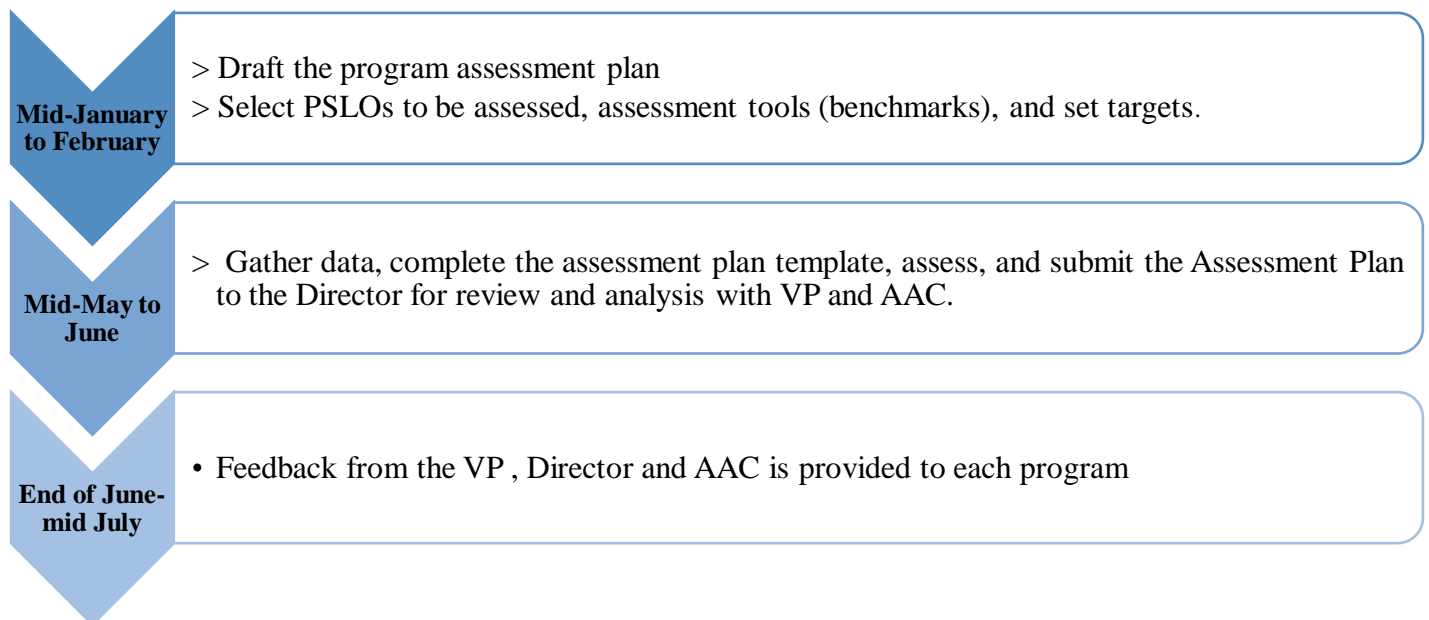
Academic Year, Fall - Spring

The assessment of essential learning timeframe is:

FALL SEMESTER



SPRING SEMESTER



Appendices

NOTE: Templates and instructions for on Word templates are in the S Drive, S:\Assessment

Appendix A: Academic Program Assessment, (template)

Appendix B: Core (Course) Curriculum Assessment (template)

Appendix C: Institutional Student Learning Outcomes (ISLOs) Assessment (template)

Appendix A: Academic Program Assessment (template)

ACADEMIC PROGRAM ASSESSMENT				
PROGRAM: _____		AUTHOR: _____		
ISLOs: 1) COMMUNICATION (S20) Communicate effectively; 2) ETHICS (F20-S21) Employ ethical decision making; 3) ANALYSIS (F21-S22) Analyze and apply knowledge.				
1) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)	2) INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)	3) COURSE/ ASSESSMENT & CRITERIA (Benchmark)	4) SUMMARY OF ASSESSMENT	5) USE OF RESULTS/ ACTIONS UNDERTAKEN

ACADEMIC PROGRAM ASSESSMENT | CONCORDIA COLLEGE NY

INSTRUCTIONS

- Use these instructions as a brief guide to complete the Academic Program Assessment plan for each semester. At the end of the spring semester the assessment plan will include data from the fall and spring semesters to reflect the academic year.
- Each row of the template represents a specific Program Student Learning Outcomes, PSLO, that is being assessed in the program and mapped to at least one ISLO.
- Academic Program Assessment Plans should include a minimum of at least three (3) PSLOs to measure within the semester and to evaluate the Institutional Student Learning, ISLO, identified. One or more benchmarks/courses can be used per semester (more than one is preferable.)

Program: Identify a primary program for this Academic Program Assessment plan template.

Column 1: Program Student Learning Outcomes, PSLOs

- Enumerate and write the Program Student Learning Outcome(s) that will support the stated ISLO in Column 2, including any tangible outputs or tasks that will be accomplished.

Column 2: Institutional Student Learning Outcomes, ISLO

- Identify an ISLO you expect to be made more effective by the success of the program activity to be implemented and assessed

Column 3: Assessment

- Identify appropriate outcome measures that will be used to evaluate the effectiveness of the outcomes entered in Column 1.
- Outcome measures should be meaningful and likely to reflect improvement towards the achievement of objectives entered in Column 1.
- Where appropriate, multiple methods of measurement should be considered to ensure robust evaluation.
- Criteria for determining success are to be provided for each outcome measure.
- Each criterion should be attainable and meaningfully represent achievement of an outcome.
- Criteria that describe both average outcomes and variability in outcomes will assist in identifying overall effectiveness as well as potential gaps in effectiveness.

Column 4: Effectiveness Results/Summary of Data

- Results are clearly summarized for each effectiveness measure and evaluated using its criterion of success indicated in Column 3.
- Numeric data is reported in summary form, with frequencies expressed in both raw counts and sample percentages [e.g., 59 of 84 (70%)].
- Sample sizes and measures of variability should be provided when reporting averages [e.g., "based upon 134 respondents, the average survey rating was 4.5 with a range of 1.5 to 5.0].

Column 5: Use of Results/Actions Undertaken

- Based upon the information provided in Column 4, identify how results were or will be used to improve effectiveness in the future.
- Changes to existing programs, policies, procedures, and practices based on data and results may be summarized and documented (i.e., meeting minutes, action plans, approval of changes/revisions to existing materials, etc.).
- Avoid aspirational language that describe future actions or decisions that you "plan to" or "hope to" accomplish; content in this column should reflect concrete actions or specific decisions actually taken.

NOTE THE ROWS ON THE FOLLOWING PAGES OF THIS WORD TEMPLATE WILL EXPAND AS YOU TYPE AND THE COLUMN HEADINGS WILL REPEAT ON SUBSEQUENT PAGE(S)

For assistance, guidance or questions contact Nereida Quiles-Wasserman, Ed.D., Director of Institutional Research, Assessment, and Compliance; Assistant Professor Nereida.Quiles@Concordia-NY.edu or 914-337-9300 ext. 2134, or cell phone 914-879-9076

Appendix B: Core (Course) Curriculum Assessment (template)

CORE COURSE ASSESSMENT

CORE COURSE: _____ AUTHOR: _____
 ISLOs: 1) COMMUNICATION (S20) Communicate effectively; 2) ETHICS (F20-S21) Employ ethical decision making; 3) ANALYSIS (F21-S22) Analyze and apply knowledge.

1) CORE COURSE STUDENT LEARNING OUTCOMES (CCSLOs)	2) INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)	3) COURSE/ ASSESSMENT & CRITERIA (Benchmark)	4) SUMMARY OF ASSESSMENT	5) USE OF RESULTS/ ACTIONS UNDERTAKEN

CORE COURSE ASSESSMENT | CONCORDIA COLLEGE NY

INSTRUCTIONS

THIS COURSE ASSESSMENT WILL BE USED ALONG WITH OTHER CORE COURSE ASSESSMENT TO ASSESS THE CORE CURRICULUM

- o Use these instructions as a brief guide to complete the CORE COURSE Assessment plan for each semester. At the end of the spring semester the assessment plan will include data from the fall and spring semesters to reflect the academic year.
- o Each row of the template represents a specific CORE Course Student Learning Outcomes, CCSLO, that is being assessed and mapped to at least one ISLO.
- o A CORE Course Assessment Plan should include a minimum of at least three (3) CCSLOs to measure within the semester and to evaluate the Institutional Student Learning, ISLO, identified. One or more benchmarks/courses can be used per semester (more than one is preferable.)

CORE COURSE: Identify a CORE COURSE for this assessment plan template.

Column 1: CORE Course Student Learning Outcomes, CCSLOs

- Enumerate and write the CORE CCSLO that will support the stated ISLO in Column 2, including any tangible outputs or tasks that will be accomplished.

Column 2: Institutional Student Learning Outcomes, ISLO

- Identify an ISLO you expect to be made more effective by the success of the CORE activity to be implemented and assessed

Column 3: Assessment

- Identify appropriate outcome measures that will be used to evaluate the effectiveness of the outcomes entered in Column 1.
- Outcome measures should be meaningful and likely to reflect improvement towards the achievement of objectives entered in Column 1.
- Where appropriate, multiple methods of measurement should be considered to ensure robust evaluation.
- Criteria for determining success are to be provided for each outcome measure.
- Each criterion should be attainable and meaningfully represent achievement of an outcome.
- Criteria that describe both average outcomes and variability in outcomes will assist in identifying overall effectiveness as well as potential gaps in effectiveness.

Column 4: Effectiveness Results/Summary of Data

- Results are clearly summarized for each effectiveness measure and evaluated using its criterion of success indicated in Column 3.
- Numeric data is reported in summary form, with frequencies expressed in both raw counts and sample percentages [e.g., 59 of 84 (70%)].
- Sample sizes and measures of variability should be provided when reporting averages [e.g., "based upon 134 respondents, the average survey rating was 4.5 with a range of 1.5 to 5.0].

Column 5: Use of Results/Actions Undertaken

- Based upon the information provided in Column 4, identify how results were or will be used to improve effectiveness in the future.
- Changes to existing CORE course policies, procedures, and practices based on data and results may be summarized and documented (i.e., meeting minutes, action plans, approval of changes/revisions to existing materials, etc.).
- Avoid aspirational language that describe future actions or decisions that you "plan to" or "hope to" accomplish; content in this column should reflect concrete actions or specific decisions actually taken.

NOTE THE ROWS ON THE FOLLOWING PAGES OF THIS WORD TEMPLATE WILL EXPAND AS YOU TYPE AND THE COLUMN HEADINGS WILL REPEAT ON SUBSEQUENT PAGE(S)

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Appendix C: Institutional Student Learning Outcomes Assessment (template)

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs) ASSESSMENT

PROGRAM (name): _____

AUTHOR: _____

Assessment Year: Spring 2020

ISLO Assessed this Year: **COMMUNICATION (S20)**, students and graduates communicate effectively.

Assessment level CODE: I= Introductory; S=Skills developing; M=Mastery

Directions: in the beginning of the semester, complete this form with how the selected ISLO and PSLO will be assessed. Indicate the course and level; and describe the assessment (Benchmark) that will be used; and then at the end of the semester report the assessment. **SIMPLY COPY AND PASTE THE RELEVANT DATA FROM THE PROGRAM ASSESSMENT DOCUMENT TO THIS TEMPLATE.**

Program Learning Outcomes Aligned to ISLO	Course and Level of Assessment (Benchmark) Indicate the level: Introductory; S=Skills developing; M=Mastery	Summary of Assessment	Semester for Assessment (Spring or Fall)