ASSESSMENT
OF STUDENT LEARNING
MESSIAH UNIVERSITY

EXECUTIVE SUMMARY

OF THE

ASSESSMENT OF STUDENT LEARNING

2020-2021

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Executive Summary of the Assessment of Student Learning
2020-21
Kate Oswald Wilkins, Director of Assessment

I.   **Introduction**

The 2020-21 academic year marked a number of changes, improvements, and challenges in the assessment of student learning. This report summarizes the primary assessment efforts accomplished during the academic year, assessment performance in key areas, and goals for the 2021-22 academic year.

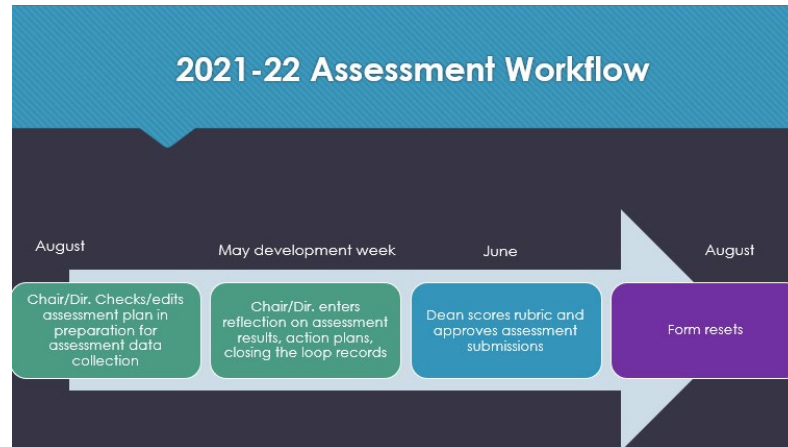II. **Strategic Initiatives Accomplished in 2020-21**

1. **Continued administrator/educator trainings/campus assessment resources:** much of this year's assessment work focused on streamlining assessment data collection for academic programs and building capacity for educators and administrators to use assessment software tools. The assessment of student learning office surveyed administrator needs, provided approximately 75 group and individual trainings over zoom, and improved written and video assessment directions on the assessment of student learning [website](#).
2. **Improve dissemination of assessment results**. Due to focus on goals 1 and 3, this goal will continue into 2021-22.
3. **Foster meaningful ways to provide educator/department reflection and feedback on general education and Student Success assessment**. The QuEST May development session focused on providing discussion and feedback on learning performance on QuEST objectives assessed during the academic year, in conversation with institutional research findings related to the objectives. QuEST educators made recommendations on ways to improve learning in each course, which will be processed by General Education Committee in Fall 2021 and implemented in the courses. Additionally, the Director of Assessment worked with Vice Provost for Student Success and Engagement and Assistant Director of Housing to create an assessment reporting workflow and form in AEFIS paralleling the academic workflow and form. The workflow will be piloted in Fall 2021 and provides an opportunity to better access and share data on the ways in which the Student Success and Engagement division is contributing to student learning aligned with the ULOs.

III. **Assessment Updates**

1. **Annual AEFIS Workflow.** All assessment tasks continue to operate within AEFIS, therefore deans, chairs, and program directors need to keep in mind dates for key assessment activities in the upcoming year.
   a. **Summary of the 2021-22 annual assessment workflow.** With the approval of Provost's Cabinet in Summer 2021, the annual assessment workflow was streamlined for the 2021-22 academic year. Changes include
      i. Assessment plan forms will remain on chair/director dashboards for the duration of the academic year, and will include end-of-year reporting fields as well as the assessment rubric.
      ii. Deans will score assessment rubrics for all academic programs during June, along with approval of end-of-year assessment submissions (assessment results, action plans, and closing the loop records).

        iii. The "closing the loop" field of the assessment plan form will pre-populate with any action plans entered for each PLO to help chairs and directors develop and respond directly to any action plans identified in May 2021.

        iv. A number of wording clarifications were made throughout the form and rubric.

    b. **Visual summary of the 2021-22 workflow.**

2021-22 Assessment Workflow

August	May development week	June	August
Chair/Dir. Checks/edits assessment plan in preparation for assessment data collection	Chair/Dir. enters reflection on assessment results, action plans, closing the loop records	Dean scores rubric and approves assessment submissions	Form resets

    c. **Maintenance of curriculum maps and completion of assignment linking within each term.** Chairs and program directors need to update their editable assessment plan forms at the beginning of the academic year and check their program curriculum maps for accuracy. Curriculum maps enable assignment linking and therefore assessment data collection. Additionally, chairs/directors need to complete all assessment assignment linking before the close of each term.

2. **AEFIS Trainings**.
    a. We will continue to offer individualized trainings, school leadership trainings, video trainings, and manuals to assist our educators and administrators in navigating the assessment process and software.

IV. **Summary Results of Assessment Performance 2020-21**
Summary results of assessment performance include the annual assessment rubric scores (School of Graduate Studies only), direct assessment results, and analysis of program assessment results, action plans, and closing the loop records.

    1. **Assessment Rubric.**
      a. **Description**. Deans and chairs/program directors co-score graduate and undergraduate program-specific assessment plans annually using our common assessment rubric. This rubric evaluates assessment plans and assessment processes on a four-point scale.

      b. **The assessment rubric includes the following categories** (see rubric in Appendix B).
        1.) **Process**: Is the plan being implemented faithfully and revised as needed?

        2.) **Engagement**: Are all relevant parties involved in the creation/revision, analysis, interpretation, and improvement processes associated with the plan?

3.) **Program Learning Objectives**: Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?

4.) **Measures**: Are the instruments used to assess learning relevant for the objective? Do measures yield information/data you can use to drive improvement?

5.) **Timeline**: Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?

6.) **Targets**: Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable?

7.) **Action Plans/Use of student learning data from prior year**: Is the department using assessment data to revise curriculum and pedagogy to support student learning?

8.) **Dissemination:** Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?

c. **Purpose.** The assessment office and school deans use the annual assessment rubric scores to document individual major/program performance on assessment plans and processes over time. The institutional expectation is for every program to score at least a three on each element of the rubric to reflect proficient assessment performance.

d. **Summary comments on the assessment rubric data**
   1.) Due to the COVID-19 disruption, only selective rubric scoring was completed and therefore overall and comparative data is unavailable. The director specifically recommended dean rubric scoring for programs in need of assessment improvement.

4. **Direct student learning assessment results.**
   a. **Description**.
      2.) **Majors/Programs**. Each academic major or graduate program collects data on at least 1/3 of the assessment measures on its assessment plan each year. All assessment data are aligned with institutional learning outcomes (i.e. ULOs or GLOs).

      3.) **QuEST**. All courses that fulfill the QuEST requirements collect student learning data aligned with one QuEST course objective per year, and all QuEST objectives are aligned with ULOs.

   b. **Purpose**. Direct evidence of student learning performance represents the degree to which Messiah students are achieving institutional learning outcomes (also required for continued Middle States accreditation). Our evidence helps tell the story of Messiah's effectiveness

and distinctiveness to external stakeholders, and internally it helps us identify targeted areas needing improvement.

5. **Direct Assessment Results: Undergraduate Learning Outcomes**
    a. **Description**. The data in the graphs represent aggregate student performance results from all assignment linkages made within academic majors/graduate programs as well as general education. Program, course, and assignment level assessment reports for academic programs are available in AEFIS under the report dashboard. See student outcome achievement report for summary assessment results and direct assessment summary or direct assessment graphs for aggregate PLO data with proficiency level details.
        i. The first graph displays the percentage of each score range.
        ii. The second displays the total number of assessments aggregated to each undergraduate learning outcome. Results are reported per term, i.e. fall and spring (including the 14 week term and May term).
        iii. Each program sets their proficient range (yellow) in accordance with the target listed in the assessment plan. For instance, if the goal is for a particular percentage of students to achieve a B or higher on the assessment, B (83 or whatever constitutes B) is set at the low end of the proficient range. Because proficiency ranges are a new feature available to us through AEFIS, educators are continuing to discuss where to set the basic, below basic, and advanced ranges. Generally, the advanced category represents A range scores and basic/below basic represents scoring poorly on the assessment (60-69) or failing the assessment (below 60).

    b. **General Education**.
        i. The assessment plan for general education sets "proficient" at 70 or above for all areas, presumably due to the lower proficiency expected for students completing courses outside of their major.
        ii. A breakdown of QuEST assessment results is available on the QuEST website and Appendix C.

    c. **Undergraduate Academic Programs.**
        i. UG Academic programs contributed to the aggregate ULO data to whatever extend they mapped and linked courses during the academic year.

    d. **Aggregate student performance data on the ULOs** includes learning from every portion of the required curriculum (i.e. general education and majors).
        i. <u>Appendix A</u> shows the mapping from program learning objectives in the major, QuEST, and Student Success and Engagement.
        ii. Please note that Student Success and Engagement PLOs contributing to ULOs are listed to show where these ULOs are enhanced through SSE, but direct assessment data does not include SSE reporting at this time. Our ultimate goal

in using AEFIS for SSE assessment data collection is to enable SSE to more easily generate annual reports and to integrate SSE assessment into this report.

e. **Reflection on Direct Assessment Results for the Undergraduate Learning Outcomes**
    i. 78-94 percent of undergraduate assessments at proficient or higher undergraduate learning outcomes (ULOs). Student performance was lowest on ULO 2, Breadth and Depth of Knowledge, at 78 percent. Student performance was highest on ULO 5, Self-Awareness, at 94 percent. However, the highest number of assessments occurred in the lowest performing ULO (ULO 2 Breath and Depth of Knowledge – 17,761 assessments), while the lowest number of assessments occurred in the highest performing ULO (ULO 5 Self-Awareness – 2,008).
    ii. The total percentage of targets met dipped slightly across the board in the undergraduate division (5-8 percent), which may be unsurprising given the COVID related challenges students experienced last academic year. On average, 88.5 percent of targets were met.

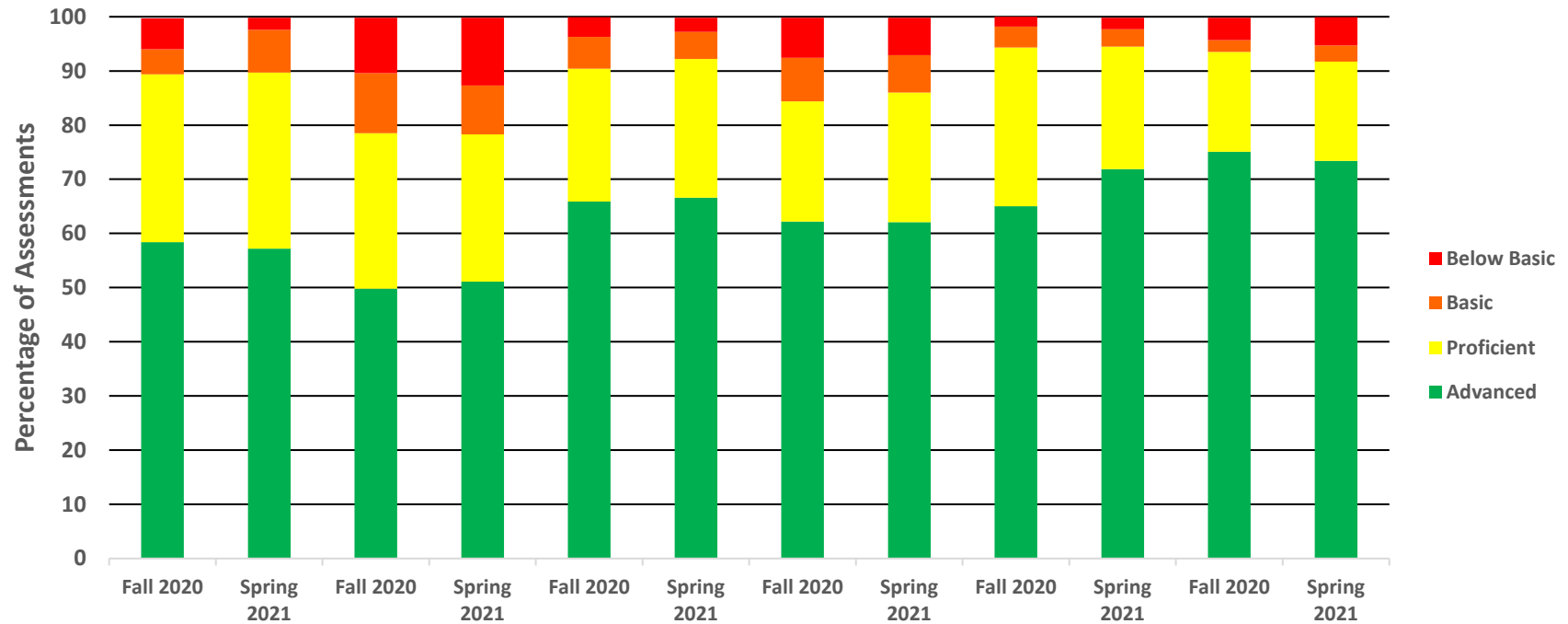6. **Direct Assessment Results: Graduate Learning Outcomes (pp. 14-15)**
    a. **Description.**
        i. Student performance data on the graduate learning outcomes (GLOs) aggregates from assignments linked to program learning objectives within graduate program assessment plans.
    b. **Reflection on Direct Assessment Results for the Graduate Learning Outcomes**
        i. 83 to 96 percent of graduate student assessments were proficient or higher on data aggregated to the graduate learning outcomes (GLOs). GLO 2, Scholarly Activities, was the highest performing GLO at 96 percent. GLO 4, Christian Faith, was close behind at 95 percent. GLO 5, Ethical Principles, was the lowest performing GLO at 83 percent. There is a notable dip in fall 2020 data for this GLO.
        ii. The highest number of assessments occurred in GLO 1, Specialized Knowledge (1,835 assessments), while the lowest number of assessments occurred in GLO 2 Scholarly Activities (326 assessments).
        iii. Notable changes in the percentage of assessments scored at proficient or higher during the 2020-21 academic year were an increase from 88 to 96 percent in scholarly activities and a decrease from 96 to 83 percent in ethical principles (although the previous year in 2019-20 the percent at proficient was 84).

Direct Assessment Results: Undergraduate Institutional Level

Y-axis: Percentage of Assessments (0–100)

Legend:
- Below Basic (red)
- Basic (orange)
- Proficient (yellow)
- Advanced (green)

X-axis categories (each with Fall 2020 and Spring 2021):

ULO #1	ULO #2	ULO #3	ULO #4	ULO #5	ULO #6
Foundations of Learning	Breadth and Depth of Knowledge	Faith Knowledge and Application	Specialized Skills and Scholarship	Self-Awareness	Social Responsibility
90% scored Proficient or Above	78% scored Proficient or Above	91% scored Proficient or Above	85 % scored Proficient or Above	94% scored Proficient or Above	93% scored Proficient or Above

Direct Assessment Results: Undergraduate Institutional Level

	ULO #1	ULO #2	ULO #3	ULO #4	ULO #5	ULO #6
	Foundations of Learning	Breadth and Depth of Knowledge	Faith Knowledge and Application	Specialized Skills and Scholarship	Self-Awareness	Social Responsibility
	5,338 out of 5,952 scored Proficient or Above	13,939 out of 17,761 scored Proficient or Above	2,635 out of 2,890 scored Proficient or Above	10,318 out of 12,115 scored Proficient or Above	1,898 out of 2,008 scored Proficient or Above	4,139 out of 4,469 scored Proficient or Above

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Direct Assessment Results 2018-2021
Percentages of Assessment Targets Met: Undergraduate Institutional Level
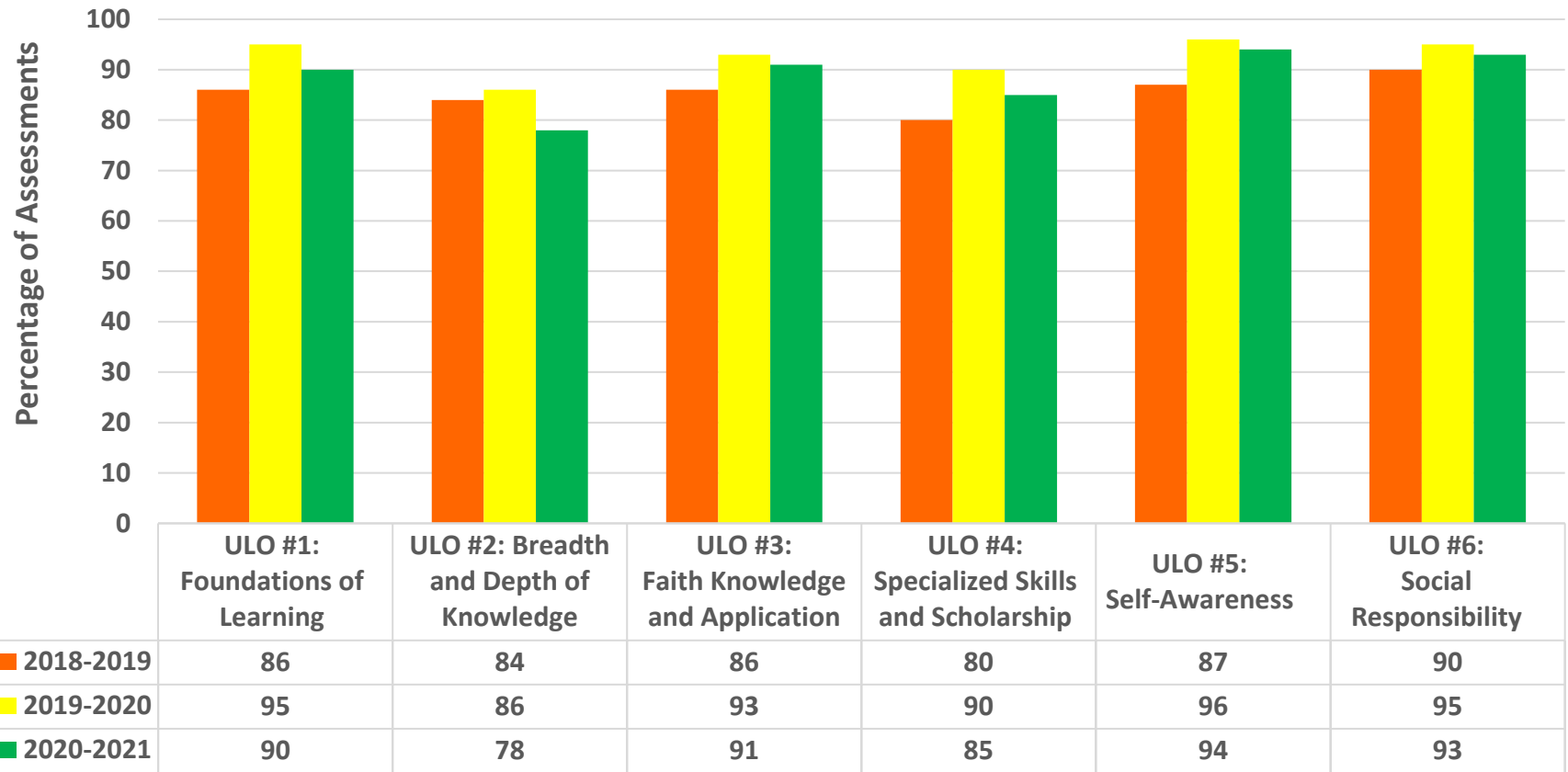
	ULO #1: Foundations of Learning	ULO #2: Breadth and Depth of Knowledge	ULO #3: Faith Knowledge and Application	ULO #4: Specialized Skills and Scholarship	ULO #5: Self-Awareness	ULO #6: Social Responsibility
2018-2019	86	84	86	80	87	90
2019-2020	95	86	93	90	96	95
2020-2021	90	78	91	85	94	93

Direct Assessment Results: School of Graduate Studies

Chart with y-axis "Percentage of Assessments" (0 to 100) and x-axis terms repeated: Fall 2020, Spring 2021, Summer 2021 across six GLO groups. Legend: Below Basic (red), Basic (orange), Proficient (yellow), Advanced (green).
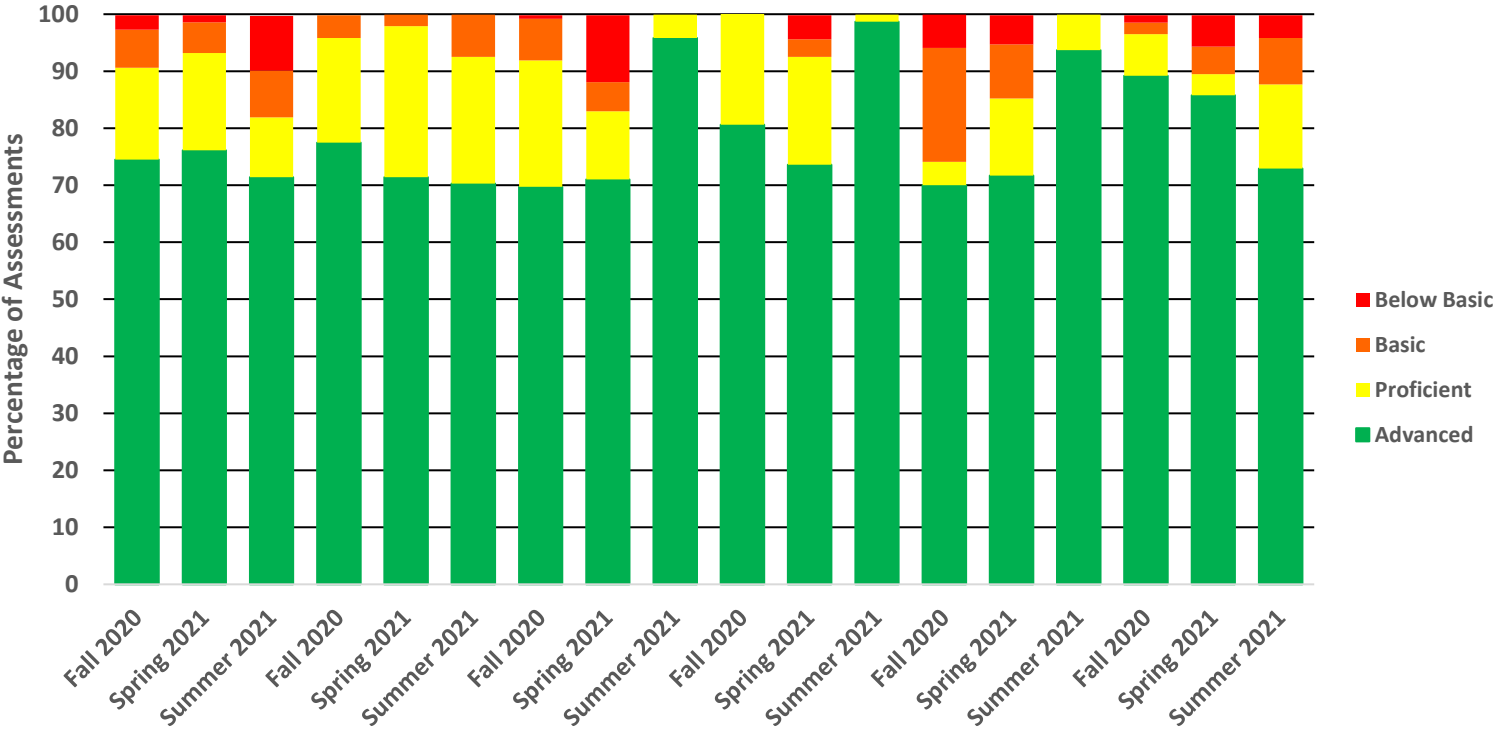
GLO #1	GLO #2	GLO #3	GLO #4	GLO #5	GLO #6
Specialized Knowledge	Scholarly Activities	Mastery of Competencies	Christian Faith	Ethical Principles	Intercultural Competencies
91% scored Proficient or Above	96% scored Proficient or Above	88% scored Proficient or Above	95% scored Proficient or Above	83% scored Proficient or Above	91% scored Proficient or Above

Direct Assessment Results: School of Graduate Studies

Number of Assessments (y-axis: 0, 100, 200, 300, 400, 500, 600, 700, 800, 900, 1,000)

Legend:
- ■ Below Basic (red)
- ■ Basic (orange)
- ■ Proficient (yellow)
- ■ Advanced (green)

X-axis categories (repeated per GLO): Fall 2020, Spring 2021, Summer 2021

GLO #1	GLO #2	GLO #3	GLO #4	GLO #5	GLO #6
Specialized Knowledge	**Scholarly Activities**	**Mastery of Competencies**	**Christian Faith**	**Ethical Principles**	**Intercultural Competencies**
1,670 out of 1,835 scored Proficient or Above	313 out of 326 scored Proficient or Above	737 out of 833 scored Proficient or Above	339 out of 354 scored Proficient or Above	354 out of 425 scored Proficient or Above	469 out of 513 scored Proficient or Above

Direct Assessment Results 2018-2021
Percentages of Assessment Targets Met: School of Graduate Studies

	GLO #1: Specialized Knowledge	GLO #2: Scholarly Activities	GLO #3: Mastery of Competencies	GLO #4: Christian Faith	GLO #5: Ethical Principles	GLO #6: Intercultural Competencies
2018-2019	89	89	100	100	84	97
2019-2020	94	88	94	95	96	94
2020-2021	91	96	88	95	83	91
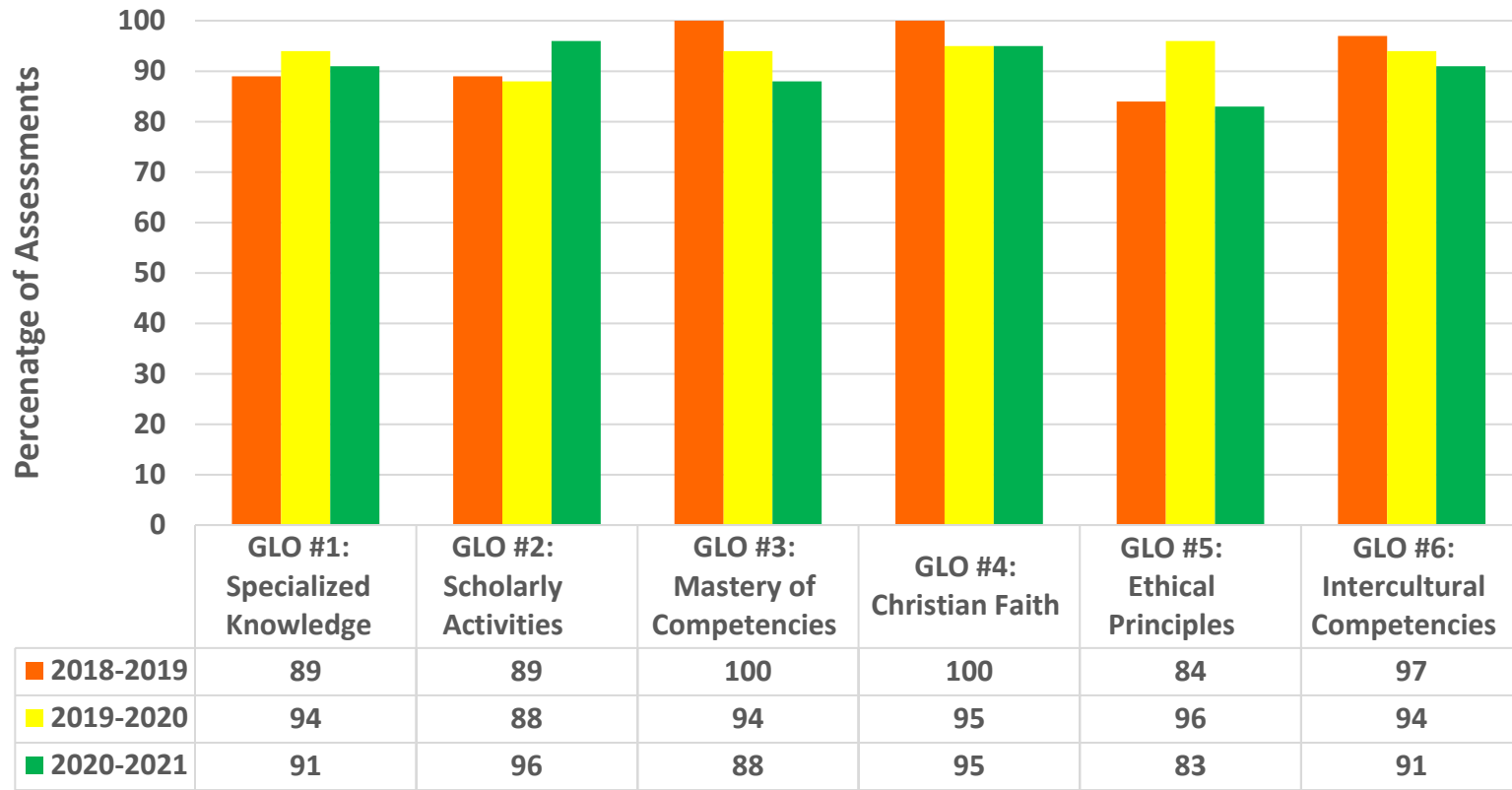
7. **2020-21 Action Plans and Closing the Loop Records**
   a. **Analyze, report, create action plans.**
      i. During May development week each year, academic departments analyze and reports assessment results in accordance with their assessment plans.
      ii. **General education** units had the opportunity to view section level and aggregate assessment results during May development week, discuss instruction and assessment strategies, and identify action plans to improve student performance.
      iii. **Academic departments** analyze assessment results, identify action plans to execute during the upcoming academic year, and report progress on the previous year's action plans in AEFIS (closing the loop). Deans approve end of year reporting and monitor progress on action plans in the upcoming academic year.

   b. **Dissemination of assessment results.** Stakeholders expect to see assessment results.
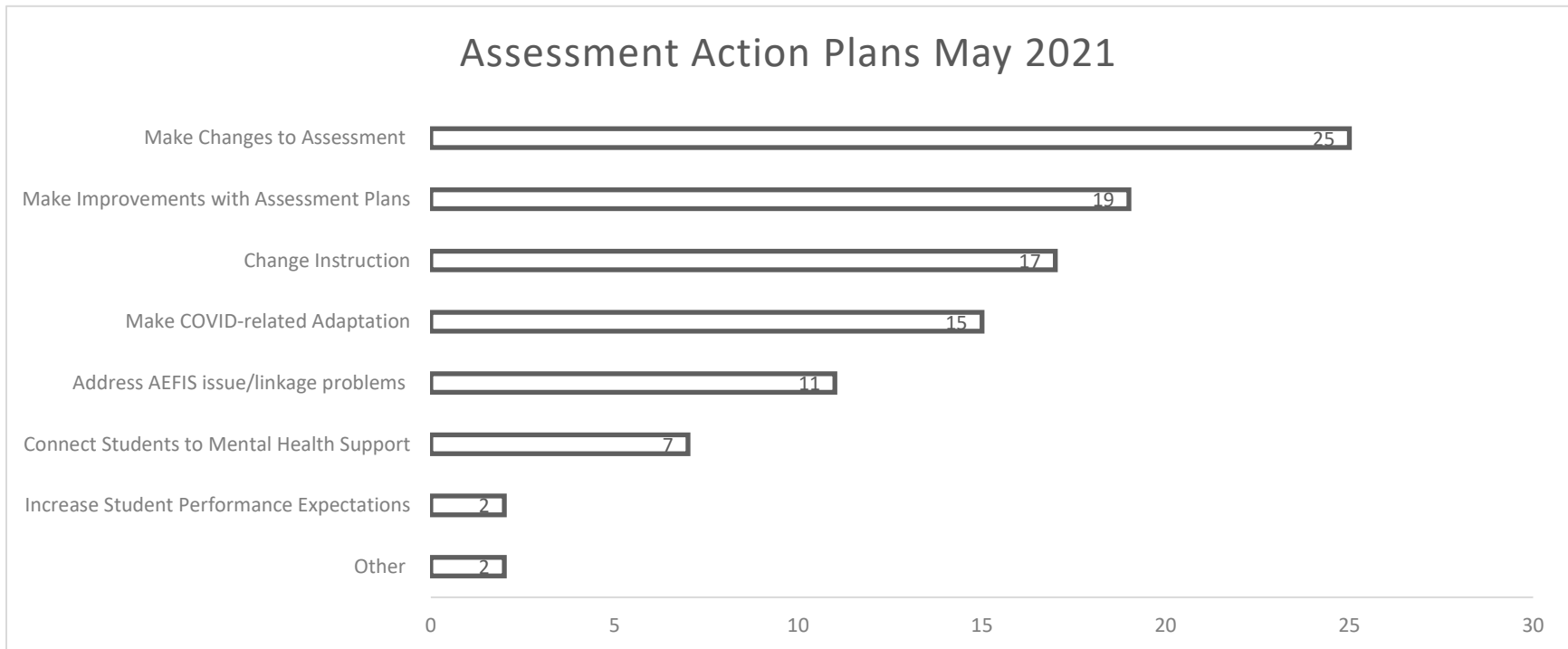   i. **Institution-level**. We will share aggregated institution-level results on the Messiah website.
      ii. **General Education.** QuEST assessment results are posted on the QuEST website annually.
      iii. **Program-level**. Academic departments should share results as appropriate via their website and with faculty, students, alumni, prospective students, and local employers.

   c. **Assessment results, action plans, and closing the loop records entered for 2020-21**
      i. **End of year assessment entry includes:**
         1. **Assessment results:** report whether targets were met for each measure assessed, in addition to any department discussion about explanation for student performance
         2. **Action plans**: if any targets were not met, determine changes that need to occur (for example add supplemental instruction, change an assignment, add instruction in a previous course, frame the learning more effectively, add a course)
         3. **Closing the loop records**: if a department had an action plan related to this PLO during the 2019-20 academic year, they should report what they did to improve learning, assess the change, and indicate whether additional action is needed.
   ii. **Results on year end reporting**: the following graphs summarize academic department entries for the action plans and closing the loop fields within the assessment workflow form.

Assessment Action Plans May 2021

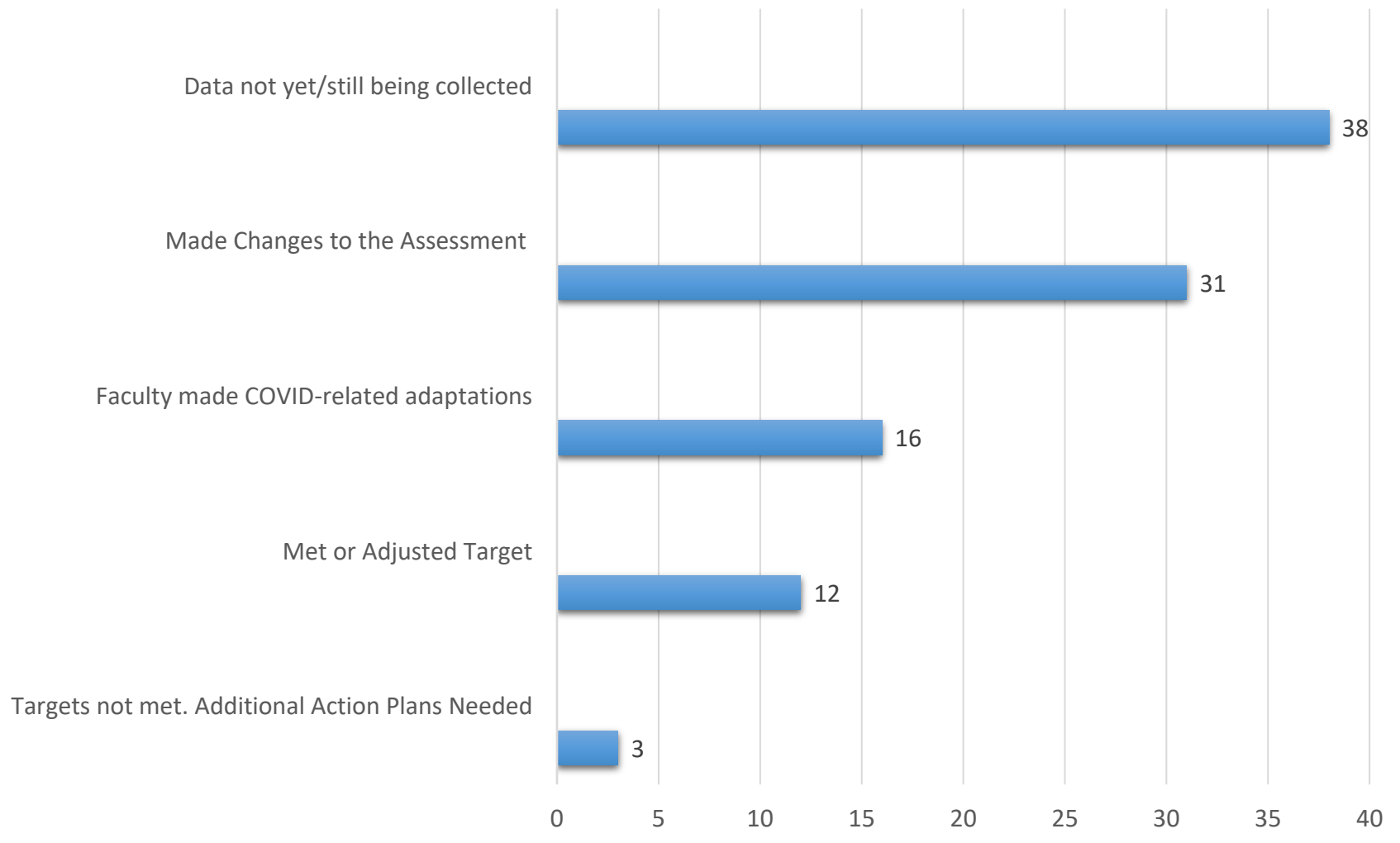| Category	Value
Make Changes to Assessment	25
Make Improvements with Assessment Plans	19
Change Instruction	17
Make COVID-related Adaptation	15
Address AEFIS issue/linkage problems	11
Connect Students to Mental Health Support	7
Increase Student Performance Expectations	2
Other	2

iii. **Analysis of Action Plans**
a) The highest number of respondents (25) indicated they would change the assessment, i.e., change some aspect of the assignment to better align with or measure the stated learning objective or better assess student performance on the learning.
b) The second highest number of respondents (19) reported plans to change their assessment plans, including adding or changing the measure of student performance, adjusting the target, etc.
c) 17 programs reported an intention to improve instruction related to the learning.

a. All three as top responses signal health with assessment processes, because ideally assessment works in concert with objectives and instruction to improve student learning.

Learning objectives

Assessment of student learning

Instruction
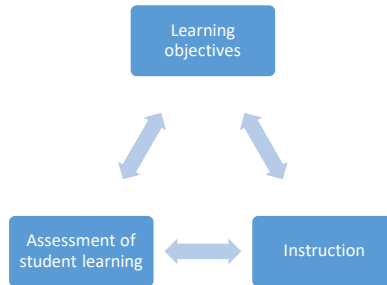
d) 15 programs reported the need to make COVID related adaptations, which is reasonable given the challenges that occurred during the academic year.

e) 11 programs reported issues with AEFIS assignment linking which prevented them from evaluating student performance.

    a. In a number of instances, program administrators waited until the last minute to confirm assignment linkages and data coming through reports, so in those cases departments may not have had complete data for May development faculty conversation. Dean support for working ahead to compile and interpret assessment data prior to the May development meeting helps departments remember the level of preparation required to do meaningful assessment. We also appreciate knowing about departments who might benefit from our assistance in advance of May development week.

f) Seven programs indicated plans to connect students with mental health support. Our campus has become more aware of student mental health needs, so it is positive to see this as an action step required to address specific student learning barriers. The context of a COVID year provides additional context for the need.

g) Finally, two programs noted plans to increase targets, and two responses were classified as "other" because the comments did not relate to learning improvements.

h) Six programs submitted forms with no action plans.

Closing the Loop Records May 2021

Category	Value
Data not yet/still being collected	38
Made Changes to the Assessment	31
Faculty made COVID-related adaptations	16
Met or Adjusted Target	12
Targets not met. Additional Action Plans Needed	3

iv. **Analysis of Closing the Loop**
1. The highest number of programs (38) indicated that follow-up data was not yet collected or still being collected. This may be because the course associated with last year's action plan was not offered in this academic year. It might also signal that the course was offered, but either the action plan was not implemented or data were not collected again for comparison.
   a. As chairs and program directors come to better understand the meaning and importance of closing the loop, we hope to see the number of these responses related to the latter scenario decrease.
2. 31 programs indicated that they changed the assessment assignment to accomplish the action plan. Often, this is proposed to create better alignment with the learning objective or greater clarity/description of the desired learning.
3. 16 programs said they made COVID adaptations. Either the program entered this response for both action plans and closing the loop, or they are suggesting they made COVID adaptations instead of any normally planned action steps.
4. 12 programs said the action plan resulted in meeting the target, and a few programs had executed a plan to change a target.
5. Three programs determined that action plans did not result in improvements, and additional actions are needed.
6. 17 programs submitted forms with no closing the loop records. We would like to improve this in the upcoming year, given the importance of documenting continuous improvement efforts.

8. **Assessment of Student Learning Goals for 2021-22**
    a. **Equip our campus to engage in meaningful assessment**. While educators, chairs, and program directors have made improvements in learning assessment processes over the past number of years, we are still hearing and observing cases in which departments struggle to find assessment meaningful. This academic year, Teaching and Learning presentations, assessment resources, and deans/chairs meetings will provide assistance and positive examples to encourage meaningful assessment.
    b. **Improving on closing the loop**. In the 2019-20 executive summary, we reported chair/director confusion over closing the loop expectations, and 17 forms were submitted with no closing the loop records. This year, through changes to the form and other planned communications and resources, we hope to improve in this area.
    c. **Assessment engagement.** The institutional expectation is that all educators contributing to a program would be aware and involved in the assessment of the curriculum. In places, chairs/directors manage assessment in isolation. We hope to provide strategic support to assist these programs.
    d. Dissemination: With the availability of direct assessment reports, departments are able to articulate the areas where our students excel. Institutionally, we need to learn how to share these stories in ways that communicate value and excellence to our stakeholders. This is an ongoing goal and we are looking for ways to disseminate assessment results in ways that are meaningful, targeted to appropriate audiences, and manageable to update annually.
    e. **Develop the next assessment strategic plan.** Our current strategic plan runs through 2022, so ASLC will begin development of the next strategic plan this academic year. We may decide to wait to finalize the next strategic plan until we receive feedback from MSCHE during our upcoming review.

Appendix A. Undergraduate Learning Outcomes Mapping to the Curriculum

1. *Foundations for learning.*
   a. **Description**. Students will develop skills common to the liberal arts and sciences: research, analysis, reflection, and communication.
   b. Program learning objectives mapped to this ULO include:
      - **QuEST.** Abilities of the liberal arts: to think, read, write, and speak effectively
        o First Year Seminar
        o Created and Called for Community
        o Oral Communication
      - **Student Success and Engagement:** Dig Deep.
        o Common Chapel & Sixers
        o Co-curricular Educational Programming
        o Student Leadership Programming
        o Semester-long programs

2. *Breadth and Depth of Knowledge:*
   a. **Description.** Students will develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise.
   b. Program learning objectives mapped to this ULO include:
      - **QuEST.** Knowledge of the liberal arts: to promote students' grasp of the larger picture
        o Mathematical & Natural Sciences,
        o Languages & Culture,
        o Social Sciences & History,
        o Non-western studies,
        o Humanities
        o Arts
      - **Majors.** Program-level learning objectives aligned with CWEO 4.1 (disciplinary knowledge)

3. *Faith Knowledge and Application*
   a. **Description**. Students will develop informed and mature convictions about Christian faith and practice.
   b. Program learning objectives mapped to this ULO include:
      - **QuEST.** Deepen faith: Christian faith encourages the development of an informed Christian conviction
        o Knowledge of the Bible
        o Christian Beliefs
      - **Majors.** Program-level learning objectives aligned with CWEO 4.5 (Christian faith and the discipline/vocation)
      - **Student Success and Engagement**: Be Rooted: formation of maturing sense of self, identity, self-esteem, confidence, ethics, integrity, maturing sense of relationship to God resulting in spiritual practices, character building, reconciliation, service, intentional growth.

4. *Specialized Skills and Scholarship*
    a. **Definition.** Students will become proficient in the scholarship of their discipline and demonstrate specialized skills required for employment.
    b. Program learning objectives mapped to this ULO include:
        * **Major.** Program-level learning objectives aligned with CWEO 4.2 (scholarship) and 4.3 (applied disciplinary skills)

5. *Self-Awareness*
    a. **Definition.** Students will gain self-awareness of identity, character, and vocational calling.
    b. Program learning objectives mapped to this ULO include:
        * **QuEST.** To inspire action: Social Responsibility spurs students to know self
            o Created and Called to Community
            o Wellness
        * **Major.** Program-level learning objectives aligned with CWEO 4.4 (vocational awareness).
        * **Student Success and Engagement.** Be Strong: gain realistic self-appraisal, self-understanding, set personal goals, become interdependent and collaborative, work with others different from self
            o Student Activities Board
            o Career Coaching
            o Martin & Flowers Program
            o Recreational Sports
            o Wellness Initiatives
            o Intercollegiate Athletics
            o Into the City
            o Life Hacks

6. *Social Responsibility:*
    a. **Definition.** Students will demonstrate a commitment to service, reconciliation, and justice, and respond effectively and ethically to the complexities of an increasingly diverse and interdependent world.
    b. Program learning objectives mapped to this ULO include:
        * **QuEST.**
            o To inspire action: Social Responsibility spurs students to know good and do good.
                ▪ Ethics
                ▪ World Views
                ▪ Pluralism
            o Modern language objectives (a and b)
            o Cross Cultural course objectives (b-d)
        * **Majors.** Encouraged but not required.
        * **Student Success and Engagement:**
            o Be Cultivated: Understand, value and appreciate human differences, develop cultural competency, understand and pursue reconciliation
                ▪ Inclusivity Training
                ▪ Off-campus programs

- ▪ Intentional connections
- ▪ Heritage Months
- o Branch Out: Civic responsibility, commitment to service, effective in leadership, commitment to living in community
  - ▪ Outreach Teams
  - ▪ Leadership Retreats
  - ▪ Service Day
  - ▪ MLK Day
  - ▪ ELI

Appendix B. Assessment Rubric

Criteria	1	2	3	4
Process Is the plan being implemented faithfully and revised as needed?	Assessment plan is not implemented.	Most aspects of plan are being implemented or all aspects are implemented to some degree.	Assessment plan is fully implemented.	Plan is faithfully executed and modified/evaluated as needed.
Explanations:				
Engagement Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	Limited involvement beyond chair/director	All educators delivering the curriculum are aware of process and results	All educators delivering the curriculum participate in conversations regarding the use of assessment data to improve student learning	All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.
Explanations:				

Criteria	1	2	3	4
Program Learning Objectives (PLOs) Are the student learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	PLOs are clear, measureable, aligned with ULOs/GLOs, and represent an overview of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program, accounting for variations in learning outcomes due to tracks/concentrations	PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning that is important for this program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and accounting for variations in learning outcomes due to tracks/concentrations
Explanations:				

Criteria	1	2	3	4
Measures Are the instruments used to assess learning relevant for the objective? Do measures yield information/data you can use to drive improvement?	Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. ***And two of the following four criteria:*** • Objectives measured more than one point in time (formative). • Indirect measures are used strategically. • Plan incorporates different forms of assessment (survey, exam, project). • Plan incorporates data from a variety of sources (course, program, activity).	Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).
Explanations:				

Criteria	1	2	3	4
Timeline Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	Not identified clearly for all measures.	Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.
Explanations				
Targets Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable?	Some targets are missing.	Targets are arbitrarily chosen or reflect minimal expectations.	Targets are challenging and achievable based on prior data, and reflect the level of performance a novice professional knows/can do.	Targets are challenging and achievable. Targets are based on professional standards and/or prior data and experience with student work and reflect the level of performance a novice professional knows/can do. Targets are set at a level to inspire program improvement.
Explanations:				

| Criteria	1	2	3	4
Use of student learning data from prior academic year (closing the loop) Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	•Data collected, documented and discussed by department. •Department reviewed confidence in measures and data as sufficient indicators of student performance. •If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	•Data collected, documented and discussed by department. •Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. •Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. •If prior year data warranted action plans, the department implemented the changes.	•Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary, and/or •Data confirms effective curriculum and pedagogy for learning outcomes. *Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.
Explanations:				
Dissemination Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	No record of assessment results and changes made as a result of assessment findings.	The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.
Explanations:				

QuEST Assessment Results

First Year Seminar

Results

- Based on AEFIS direct assessment data, 96% of students scored proficient or above on this outcome. Athletes had higher levels of mastery (average of 3.79) than non-athletes (average of 3.66).
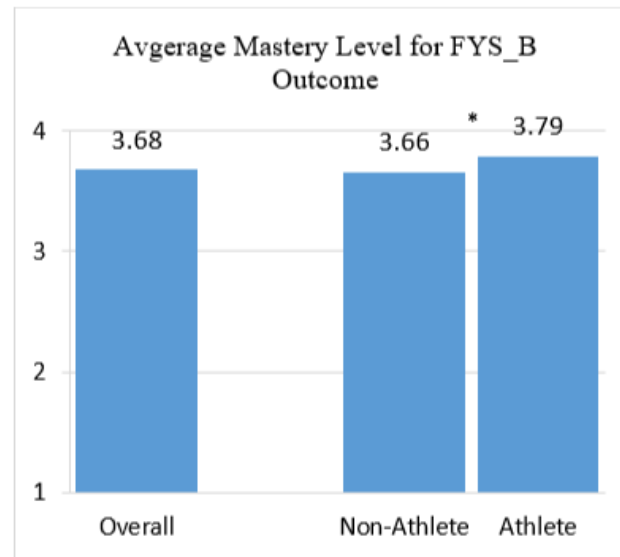
QuEST Assessment Results
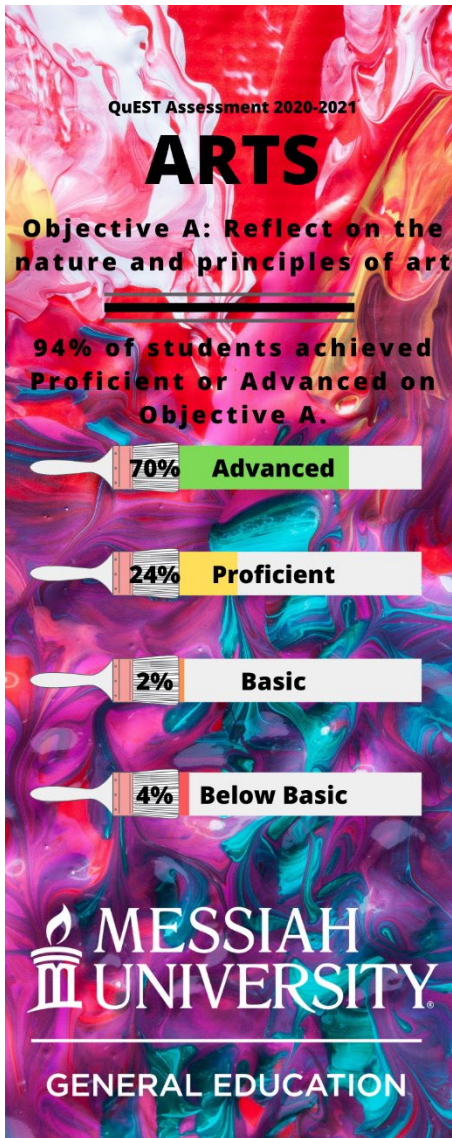
Created and Called for Community

Results

•   Based on AEFIS direct assessment data, 95% of students scored proficient or above on this outcome. Athletes and non-athletes, students of color and white students, and women and men all scored similarly on this outcome.

•   On the College Senior Survey administered in 2019, 90% of seniors stated that Messiah University contributed to their knowledge of people from different races/cultures. Results from the National Survey of Student Engagement in 2020 confirm this high level of contribution across first year and senior classes. Further, Messiah first years and seniors reported similar levels of institutional contribution to understanding of people from different backgrounds as students from institutions similar to Messiah (e.g., CCCU, Carnegie Classification).

•   On the College Senior Survey, 74% of seniors indicated that improving their understanding of other countries and cultures is important. Women were more likely to agree with this statement than men.

•   First years and seniors indicated on the National Survey of Student Engagement that they often include diverse perspectives in course discussions and assignments. Students from similar institutions that administered this survey last year also reported often including diverse perspectives.

QuEST Assessment Results

Arts

QuEST Assessment 2020-2021

ARTS

Objective A: Reflect on the nature and principles of art

94% of students achieved Proficient or Advanced on Objective A.

70% Advanced

24% Proficient

2% Basic

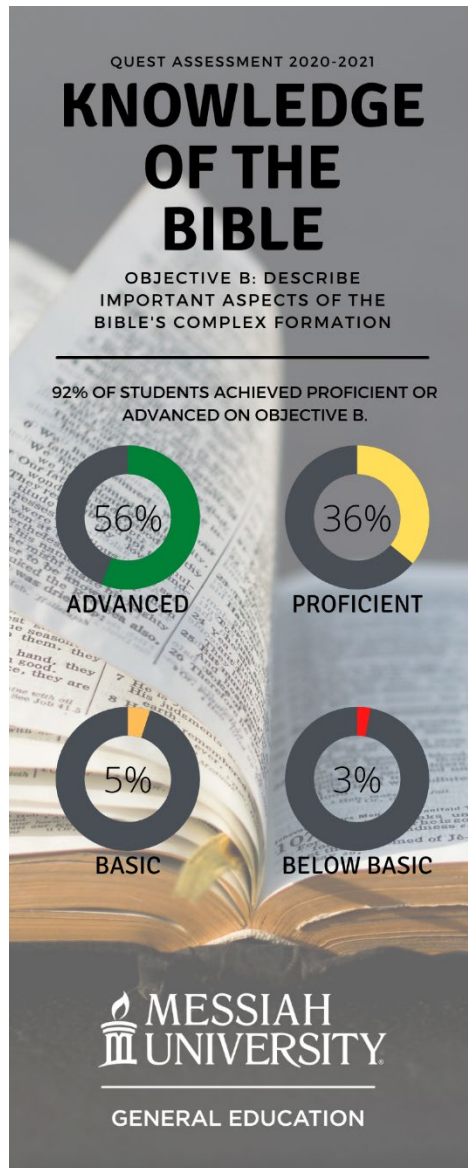4% Below Basic

MESSIAH UNIVERSITY

GENERAL EDUCATION

Results

- Based on AEFIS direct assessment data, 94% of students scored proficient or above on this outcome. White students had higher levels of mastery (average of 3.65) than students of color (average of 3.41). Also, women achieved this outcome at higher levels (average of 3.67) than men (average of 3.45).

QuEST Assessment Results

Bible

QUEST ASSESSMENT 2020-2021

KNOWLEDGE OF THE BIBLE

OBJECTIVE B: DESCRIBE IMPORTANT ASPECTS OF THE BIBLE'S COMPLEX FORMATION

92% OF STUDENTS ACHIEVED PROFICIENT OR ADVANCED ON OBJECTIVE B.

56% ADVANCED

36% PROFICIENT

5% BASIC

3% BELOW BASIC
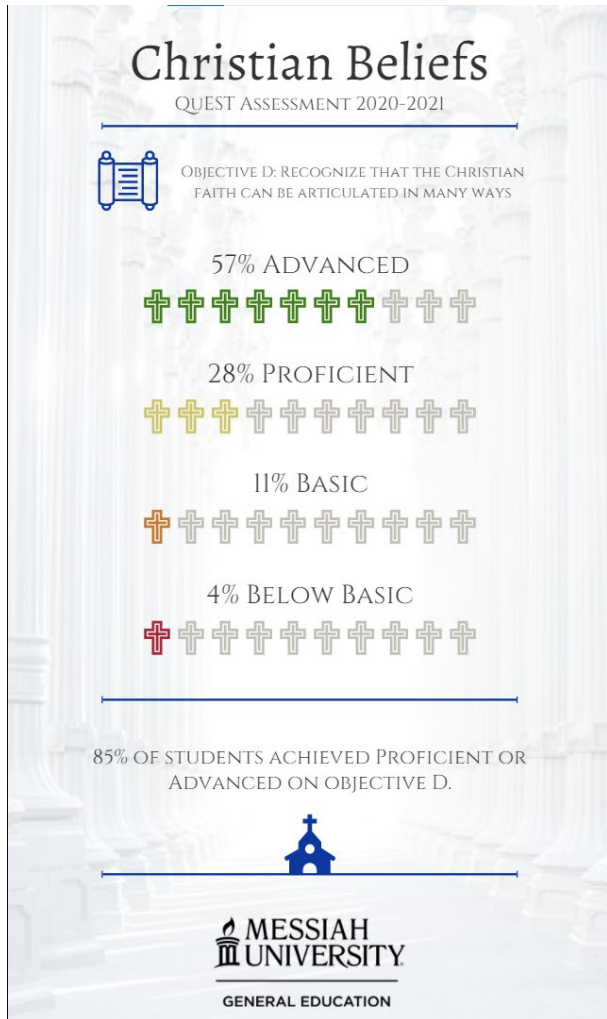
MESSIAH UNIVERSITY

GENERAL EDUCATION

Results

- Based on AEFIS direct assessment data, 92% of students scored proficient or above on this outcome. Athletes and non-athletes, students of color and white students, and women and men all scored similarly on this outcome.

QuEST Assessment Results

Christian Beliefs

Results

- Based on AEFIS direct assessment data, 85% of students scored proficient or above on this outcome. Women had higher levels of mastery (average of 3.46) than men (average of 3.25).
- On the National Survey of Student Engagement administered in 2020, first years and seniors both agreed that they need to be open to consider new insights and truths about their faith. Students from the CCC&U had similarly high levels of agreement to this statement.

QuEST Assessment Results

Communication

Oral Communication
QuEST Assessment 2020-2021

Objective A: Identify key elements of communication within a variety of contexts

65% Advanced
32% Proficient
1% Basic
1% Below Basic

97% of students achieved Proficient or Advanced on Objective A.

MESSIAH UNIVERSITY
GENERAL EDUCATION

Avgerage Mastery Level for COMM_A Outcome

	Overall	Students of Color	White
	3.61	3.44	*** 3.65

Source: AEFIS
*p<0.05, **p<0.01, ***p<0.001
Below Basic=1, Basic=2, Proficient=3, Advanced=4

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?: Speaking clearly and effectively

	Messiah	CCC&U	Carnegie	Bench. & Comp.
	2.8	2.8	2.7	2.7
	3.2	3.1	3.0	3.0

Source: National Survey of Student Engagement
*p<0.05, **p<0.01, ***p<0.001
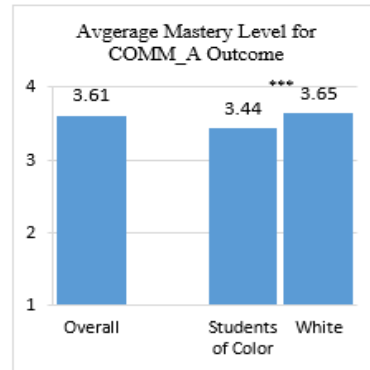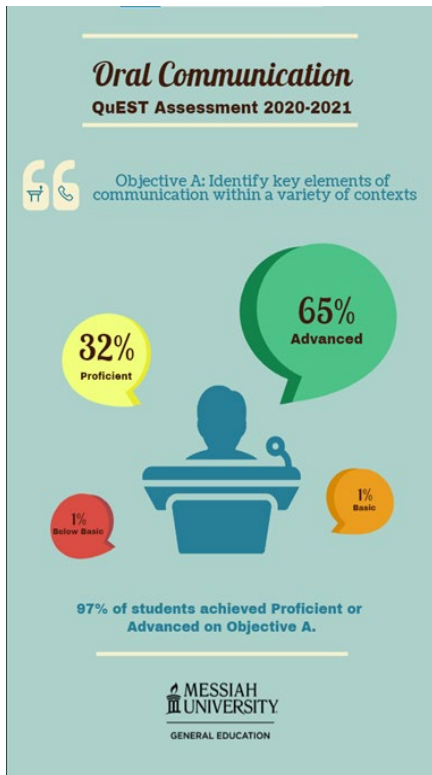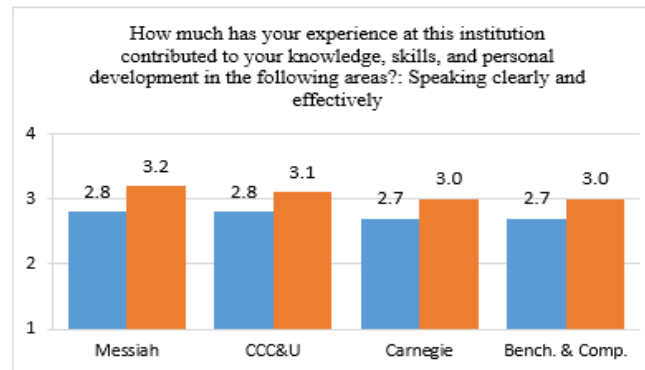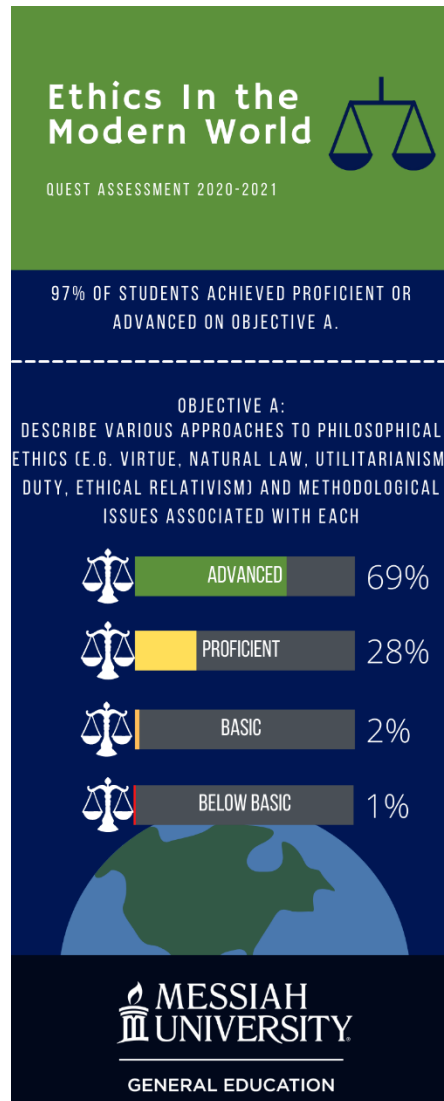Very Little=1, Some=2, Quite a Bit=3, Very Much=4

Results

- Based on AEFIS direct assessment data, 97% of students scored proficient or above on this outcome. White students had higher levels of mastery (average of 3.65) than students of color (average of 3.44).
- On the National Survey of Student Engagement administered in 2020, first years and seniors both reported that Messiah University has contributed quite a bit to their development in speaking clearly and effectively. Messiah student responses were not different than students from institutions similar to Messiah (e.g., CCCU, Carnegie Classification).

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QuEST Assessment Results

Ethics

Ethics In the Modern World

QUEST ASSESSMENT 2020-2021

97% OF STUDENTS ACHIEVED PROFICIENT OR ADVANCED ON OBJECTIVE A.

OBJECTIVE A:
DESCRIBE VARIOUS APPROACHES TO PHILOSOPHICAL ETHICS (E.G. VIRTUE, NATURAL LAW, UTILITARIANISM, DUTY, ETHICAL RELATIVISM) AND METHODOLOGICAL ISSUES ASSOCIATED WITH EACH

ADVANCED		69%
PROFICIENT		28%
BASIC		2%
BELOW BASIC		1%

MESSIAH UNIVERSITY
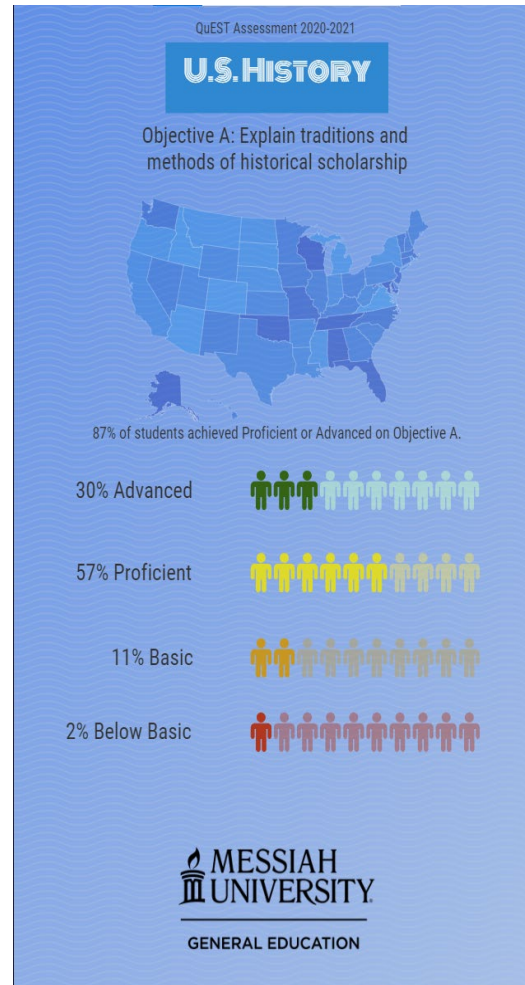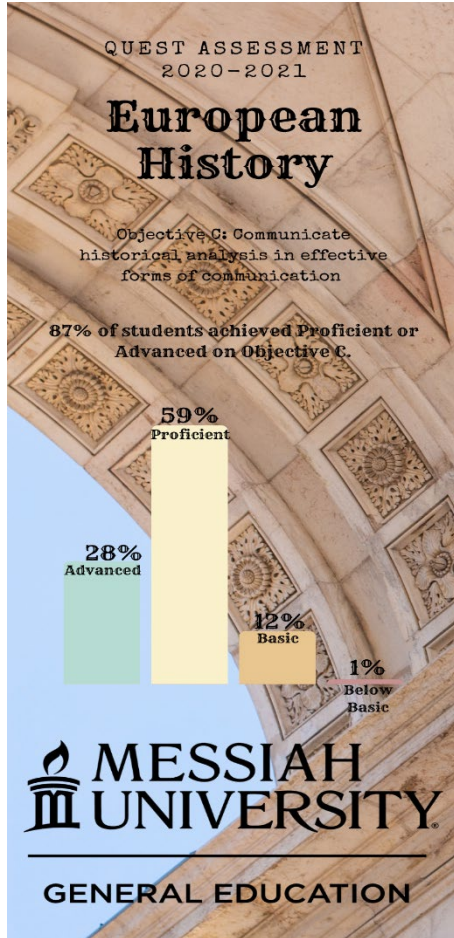
GENERAL EDUCATION

Results

▪ Based on AEFIS direct assessment data, 97% of students scored proficient or above on this outcome. Athletes and non-athletes, students of color and white students, and women and men all scored similarly on this outcome.
▪ On the National Survey of Student Engagement administered in 2020, first years and seniors both stated that Messiah University contributed quite a bit to developing a personal code of ethics. Further, Messiah first years and seniors reported similar levels of institutional contribution as students from institutions similar to Messiah (e.g., CCCU, Carnegie Classification).

QuEST Assessment Results

Euro/ US History

QUEST ASSESSMENT 2020-2021

European History

Objective C: Communicate historical analysis in effective forms of communication

87% of students achieved Proficient or Advanced on Objective C.

59% Proficient

28% Advanced

12% Basic

1% Below Basic

MESSIAH UNIVERSITY

GENERAL EDUCATION

QuEST Assessment 2020-2021

U.S. HISTORY

Objective A: Explain traditions and methods of historical scholarship

87% of students achieved Proficient or Advanced on Objective A.

30% Advanced

57% Proficient

11% Basic

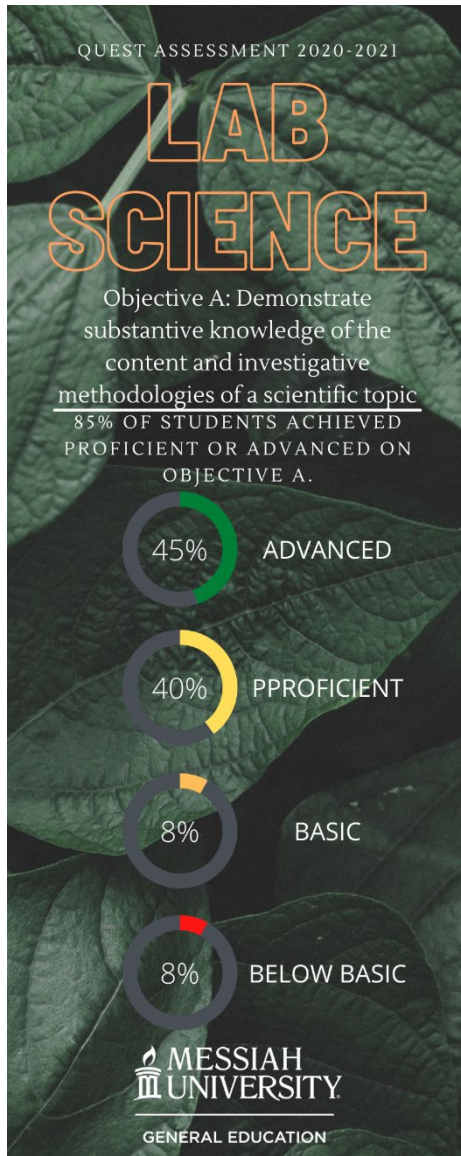2% Below Basic

MESSIAH UNIVERSITY

GENERAL EDUCATION

Results

▪ Based on AEFIS direct assessment data, 87% of students scored proficient or above on this outcome. Athletes and non-athletes, students of color and white students, and women and men all scored similarly on this outcome.
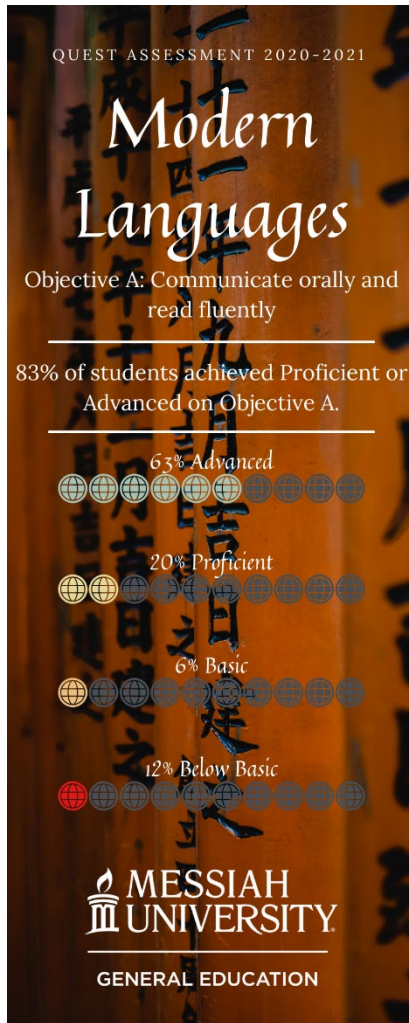
35

QuEST Assessment Results

Lab Sciences

Results

▪ Based on AEFIS direct assessment data, 85% of students scored proficient or above on this outcome. Athletes and non-athletes, students of color and white students, and women and men all scored similarly on this outcome.

▪ On the College Senior Survey administered in 2019, 57% of seniors stated that they frequently looked up scientific research articles and resources. There were no differences in responses by race/ethnicity or gender for this question.

QuEST Assessment Results

Languages

QUEST ASSESSMENT 2020-2021

Modern Languages

Objective A: Communicate orally and read fluently

83% of students achieved Proficient or Advanced on Objective A.

63% Advanced

20% Proficient

6% Basic

12% Below Basic

MESSIAH UNIVERSITY

GENERAL EDUCATION

Literary Languages

QuEST Assessment 2020-2021

Objective B: Explain patterns and institutions of history and culture of the Near East, the Mediterranean and or Europe

71% Advanced

24% Proficient

0% Basic

5% Below Basic

95% of students achieved Proficient or Advanced on Objective B.

MESSIAH UNIVERSITY

GENERAL EDUCATION

Results

- Based on AEFIS direct assessment data, 83% of students who completed a modern language course scored proficient or above on this outcome. Women had higher levels of mastery (average of 3.42) than men (average of 3.21).
- AEFIS data indicate that 95 percent of students scored proficient or above on the literary languages outcome (no significant differences in performance among student demographic groups).
- On the College Senior Survey administered in 2019, 56% of seniors stated that Messiah University contributed to their foreign language abilities.

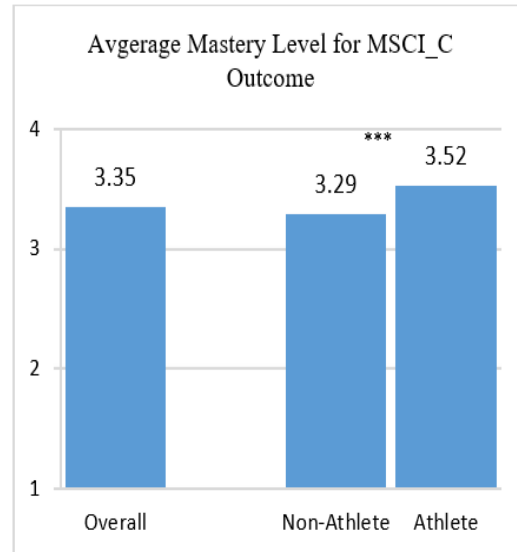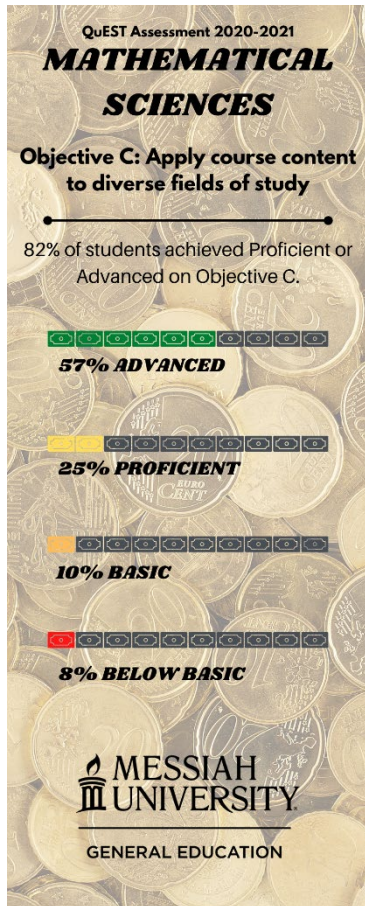# QuEST Assessment Results

Literature
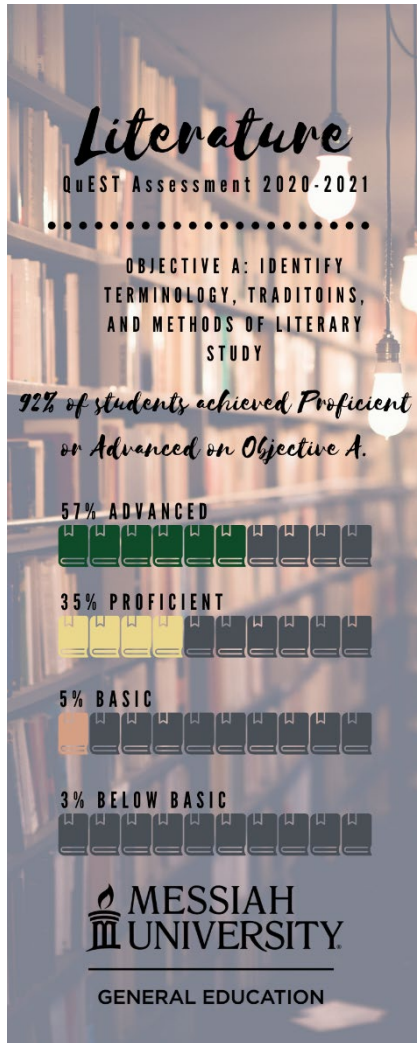
Results

▪ Based on AEFIS direct assessment data, 92% of students scored proficient or above on this outcome. Women had higher levels of mastery (average of 3.55) than men (average of 3.32).
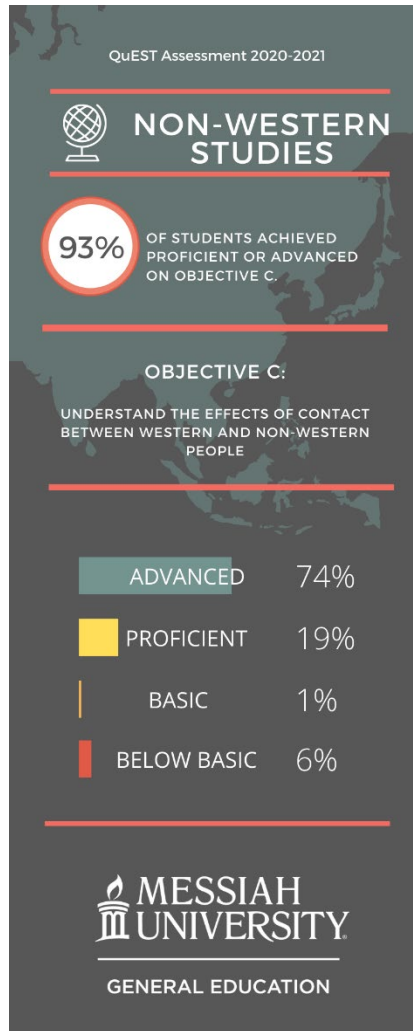
QuEST Assessment Results

Math Science

QuEST Assessment 2020-2021
MATHEMATICAL SCIENCES

Objective C: Apply course content to diverse fields of study

82% of students achieved Proficient or Advanced on Objective C.

57% ADVANCED

25% PROFICIENT

10% BASIC

8% BELOW BASIC

MESSIAH UNIVERSITY

GENERAL EDUCATION

Avgerage Mastery Level for MSCI_C Outcome

Overall 3.35 Non-Athlete 3.29 Athlete 3.52 ***

Source: AEFIS
*p<0.05, **p<0.01, ***p<0.001
Below Basic=1, Basic=2, Proficient=3, Advanced=4

Results

- Based on AEFIS direct assessment data, 84% of students scored proficient or above on this outcome. Athletes had higher levels of mastery (M = 3.52, SD = 0.81, N = 178) than non-athletes (M = 3.29, SD = 0.96, N = 575) (t(343) = -3.19, p = 0.0016, p < 0.01, Effect Size (Hedges' g) = 0.-0.2505).

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QuEST Assessment Results

Non-Western

QuEST Assessment 2020-2021

NON-WESTERN STUDIES

93% OF STUDENTS ACHIEVED PROFICIENT OR ADVANCED ON OBJECTIVE C.

OBJECTIVE C:

UNDERSTAND THE EFFECTS OF CONTACT BETWEEN WESTERN AND NON-WESTERN PEOPLE

ADVANCED	74%
PROFICIENT	19%
BASIC	1%
BELOW BASIC	6%

MESSIAH UNIVERSITY

GENERAL EDUCATION

Results

▪   Based on AEFIS direct assessment data, 94% of students scored proficient or above on this outcome. Athletes and non-athletes, students of color and white students, and women and men all scored similarly on this outcome.

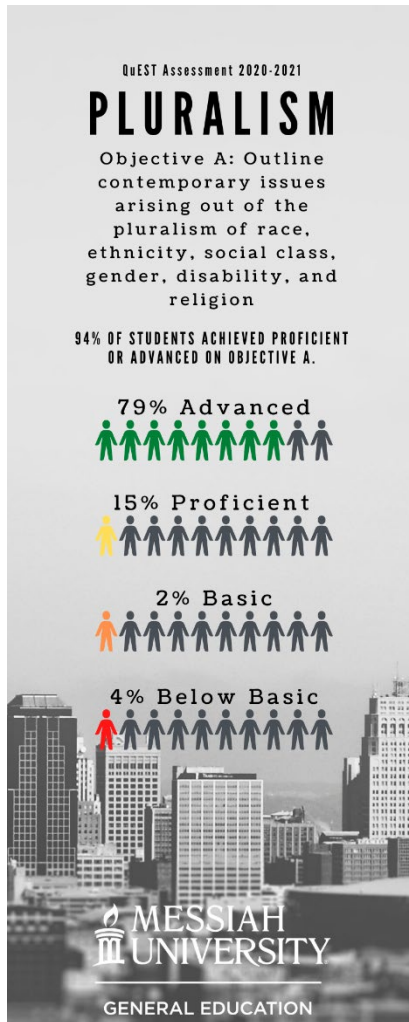# QuEST Assessment Results

Philosophy

Results

- 97 percent of students scored by May 3 scored proficient or above on the learning outcome.
- On the College Senior Survey administered in 2019, 64% of seniors stated that they frequently support their opinions with a logical argument. This is a similar frequency compared to the same students when they were first years.
- On the National Survey of Student Engagement administered in 2020, first years and seniors both reported that Messiah University has contributed quite a bit to their development in thinking critically and analytically. Messiah student responses were not different than students from institutions similar to Messiah (e.g., CCCU, Carnegie Classification).
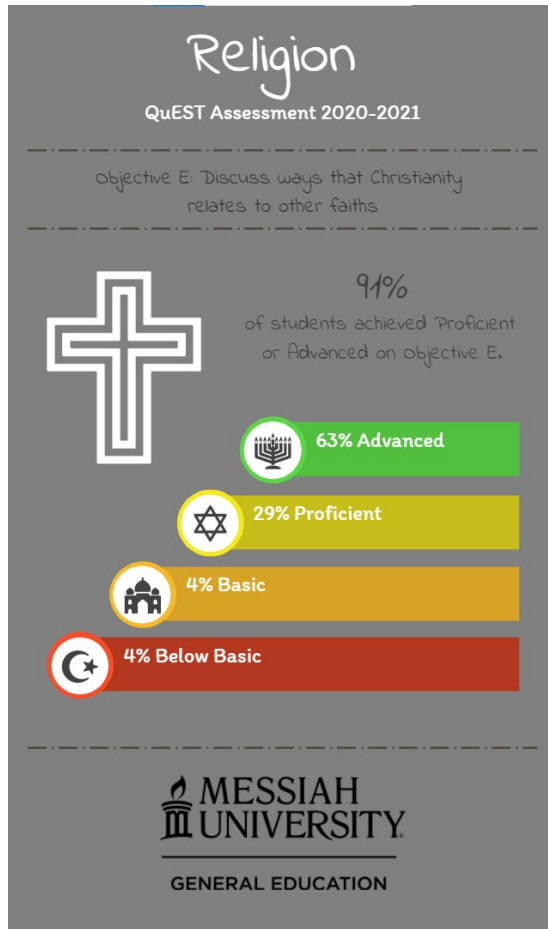
QuEST Assessment Results

Pluralism

QuEST Assessment 2020-2021

PLURALISM

Objective A: Outline contemporary issues arising out of the pluralism of race, ethnicity, social class, gender, disability, and religion

94% OF STUDENTS ACHIEVED PROFICIENT OR ADVANCED ON OBJECTIVE A.

79% Advanced

15% Proficient

2% Basic

4% Below Basic

MESSIAH UNIVERSITY
GENERAL EDUCATION

Results

- Based on AEFIS direct assessment data, 94% of students scored proficient or above on this outcome.
- On the College Senior Survey administered in 2019, 9% of seniors stated that racial discrimination is no longer a major problem in America. This is a similar level of agreement/disagreement compared to the same students when they were first years.
- On the National Survey of Student Engagement administered in 2020, first years and seniors both stated that they often connected their learning to societal problems and issues. Messiah student responses were not different than students from institutions similar to Messiah (e.g., CCCU, Carnegie Classification).
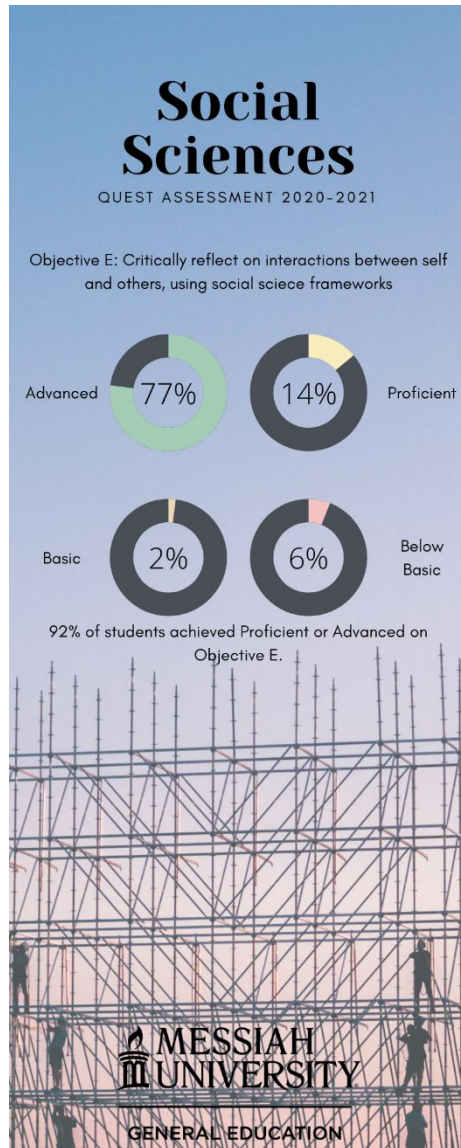
QuEST Assessment Results

Religion

Results

- Based on AEFIS direct assessment data, 91% of students scored proficient or above on this outcome.
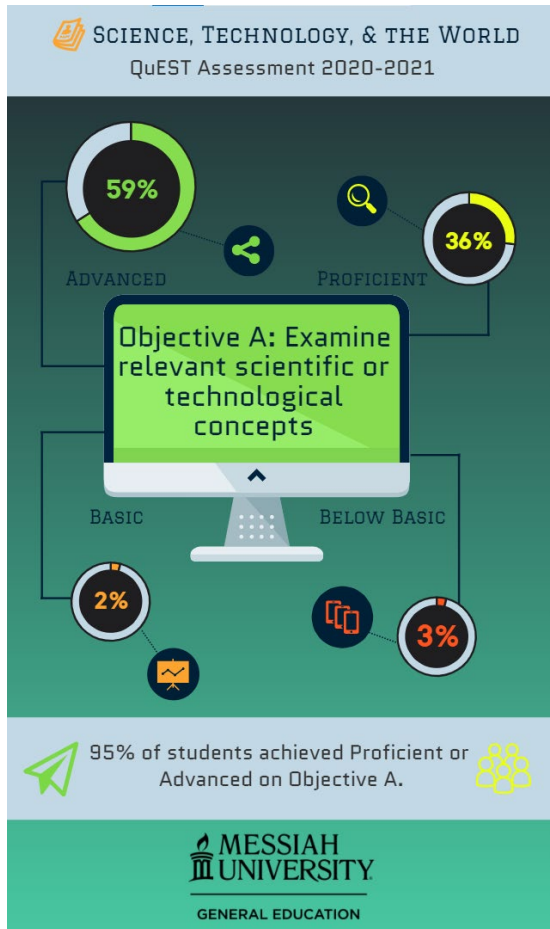
QuEST Assessment Results

Social Science

Social Sciences

QUEST ASSESSMENT 2020-2021

Objective E: Critically reflect on interactions between self and others, using social sciece frameworks

Advanced 77%   14% Proficient

Basic 2%   6% Below Basic

92% of students achieved Proficient or Advanced on Objective E.

MESSIAH UNIVERSITY

GENERAL EDUCATION

Results

o   Based on AEFIS direct assessment data, 91% of students scored proficient or above on this outcome. Athletes and non-athletes, students of color and white students, and women and men all scored similarly on this outcome.

QuEST Assessment Results
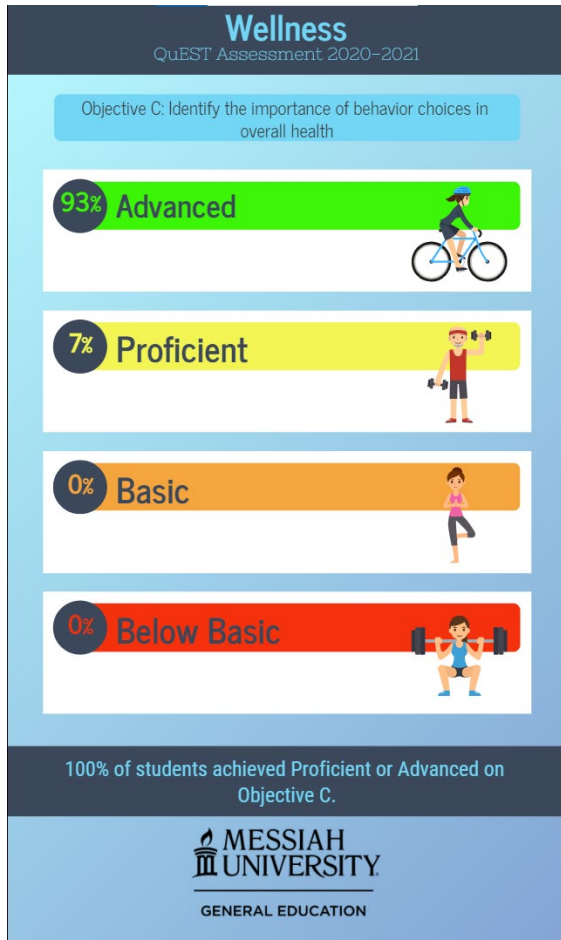
Science/Technology/World Discussion

Results

- Based on AEFIS direct assessment data, 95% of students scored proficient or above on this outcome. Athletes and non-athletes, students of color and white students, and women and men all scored similarly on this outcome.

QuEST Assessment Results

Wellness

Results

- Based on AEFIS direct assessment data, women had higher levels of mastery (average of 3.87) than men (average of 3.74).
- On the National College Heath Assessment administered in 2018, 90% of Messiah students reported that their health was good, very good, or excellent. Athletes and non-athletes, students of color and white students, and women and