



# ASSESSMENT OF STUDENT LEARNING

MESSIAH UNIVERSITY

EXECUTIVE SUMMARY  
OF THE  
ASSESSMENT OF STUDENT LEARNING  
*2021-2022*

## *Table of Contents*

<b>I. Introduction .....</b>	<b>3</b>
<b>II. Strategic Initiatives Accomplished in 2021-22 .....</b>	<b>3</b>
<b>III. Assessment Updates .....</b>	<b>5</b>
<b>IV. Summary Results of Assessment Performance 2021-22 .....</b>	<b>7</b>
1. Assessment Rubric.....	7
2. Direct Student Learning Assessment Results .....	9
3. Direct Assessment Results: Undergraduate Learning Outcomes.....	9
4. Direct Assessment Results: Graduate Learning Outcomes.....	10
5. Action Plans & Closing the Loop Records .....	18
7. Assessment of Student Learning Goals for 2022-23 .....	21
<b>Appendix A. Undergraduate Learning Outcomes Mapping to the Curriculum .....</b>	<b>22</b>
<b>Appendix B. Assessment Rubric .....</b>	<b>Error! Bookmark not defined.</b>
<b>Appendix C. QuEST Assessment Results.....</b>	<b>29</b>

**Executive Summary of the Assessment of Student Learning  
2021-22  
Kate Oswald Wilkins, Director of Assessment**

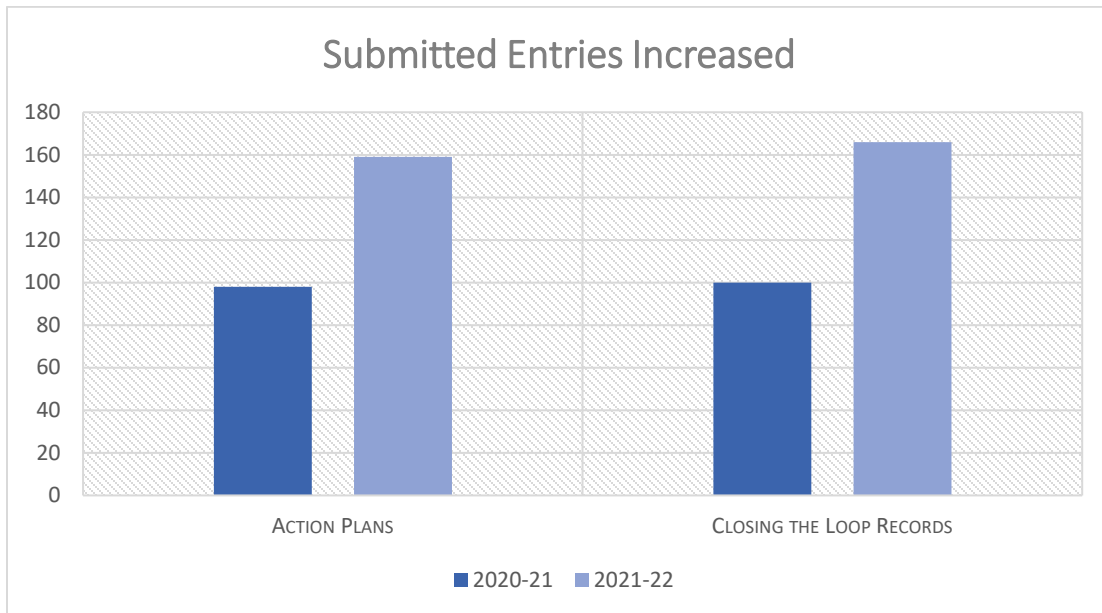
**I. Introduction**

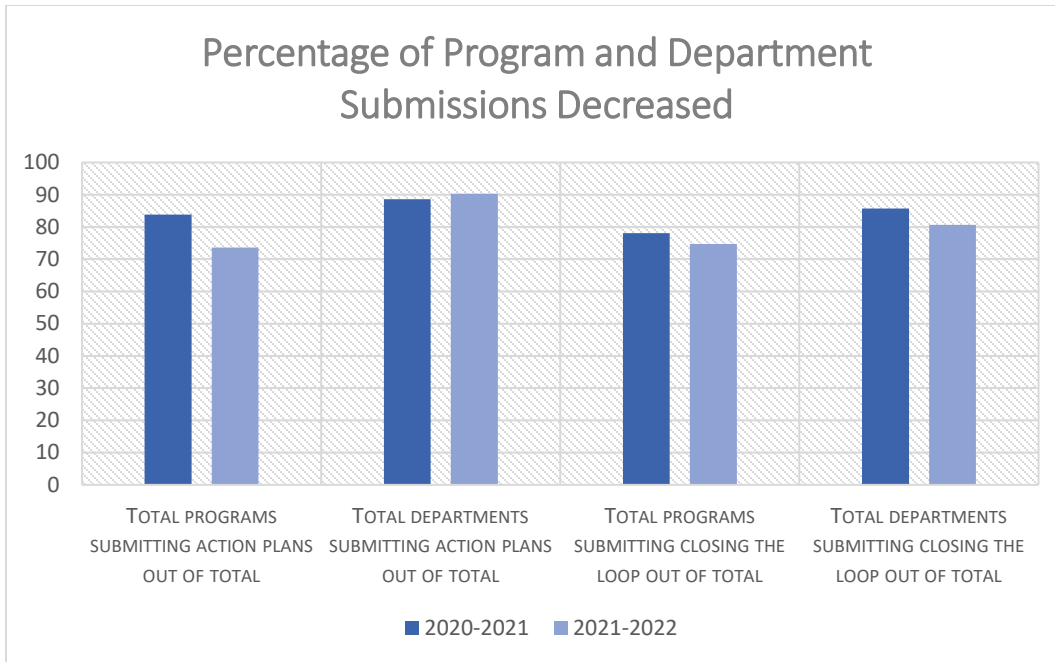
The 2021-22 academic year marked a number of changes, improvements, and challenges in the assessment of student learning. This report summarizes the primary assessment efforts accomplished during the academic year, assessment performance in key areas, and goals for the 2022-23 academic year.

**II. Strategic Initiatives Accomplished in 2021-22**

1. **Making assessment meaningful.** The purpose of assessment is to use data to make meaningful improvements in learning. During the 2021-2022 academic year, we focused on sharing strategies for connecting educators' interests with assessment work and emphasizing the importance of collective faculty sense-making about assessment results. Our office produced numerous resources to help departments toward this end (see May development section in assessment resources tab of the assessment of student learning website: "How to dig into your assessment data infographic," "Examples of end-of-year assessment reporting," "May development discussion guide"). This is an ongoing initiative and requires continued one-to-one work with chairs and departments.
2. **Assessment engagement.** Relatedly, meaningful assessment is possible when all faculty contributing to a program participate in assessing and reflecting on student performance. Building a common vocabulary for assessment and gaining opportunities to talk with chairs and educators about assessment was a key strategy for improving assessment engagement in 2021-2022. The assessment office hosted several events to assist and discuss assessment efforts with chairs, program directors, administrative assistants, and educators. In December 2021, we offered a "ChristmASSESSMENT" event, where participants received assistance linking assignments and troubleshooting any assessment issues. In February, we offered "assessment speed dating" as another troubleshooting or assistance opportunity. In May, two events targeted different audiences. The educator event was a beach and surf themed event, where we gave out AEFIS beach balls, sunglasses, water bottles, etc. The department chair/program director and administrative assistant event was presented as an appreciation event, providing boxed lunches and offering help finalizing linkages and running assessment reports. We also used the May events as an opportunity to push the May development resources. To summarize the scope of the year's meetings and events:
  - a. Total of 28 one on one formal meetings with 21 different chairs/admins/program directors (out of 31 total department chairs/program directors, including interdisciplinary programs)
  - b. Four events in AY 2021-22 with an estimated 70 attendees in total:
    - i. December ChristmASSESSMENT event – 17
    - ii. February Assessment Speed Dating – 10
    - iii. May Surf Assessment Event for faculty – 13
    - iv. May Chair/Director/Admin Picnic Event – 30

3. **Improving on closing the loop.** The assessment office used several strategies to help our overall performance on closing the loop, i.e., documented completion of previous year action plans and evidence of their effectiveness on end-of-year assessment submissions. Below is a summary of our strategies and an evaluation of the aggregate performance on closing the loop:
- i. Pre-populating previous year action plans in the closing the loop field of the assessment plan forms continues to help departments track action plans from one year to the next.
  - ii. We emphasized closing the loop in 1:1 meetings and produced examples (see assessment of student learning website, assessment resources, May development section, examples of end-of-year assessment submissions).
  - iii. In the 2021-22 assessment year, 166 total closing the loop records were submitted. In 2020-21, 88 closing the loop records were submitted, nearly a 100 percent increase in the number of entries submitted this year.
  - iv. In 2021-22, 68/91 (75 percent) of individual program assessment forms contained at least one closing the loop record. In 2020-21, 82/105 (78%) program assessment plan forms were submitted with at least one closing the loop record entered. Missing submissions were concentrated in departments, as 25/31 (80%) departments submitted at least one closing the loop record, compared to 86% of departments (30/35) submitting in 2020-21.





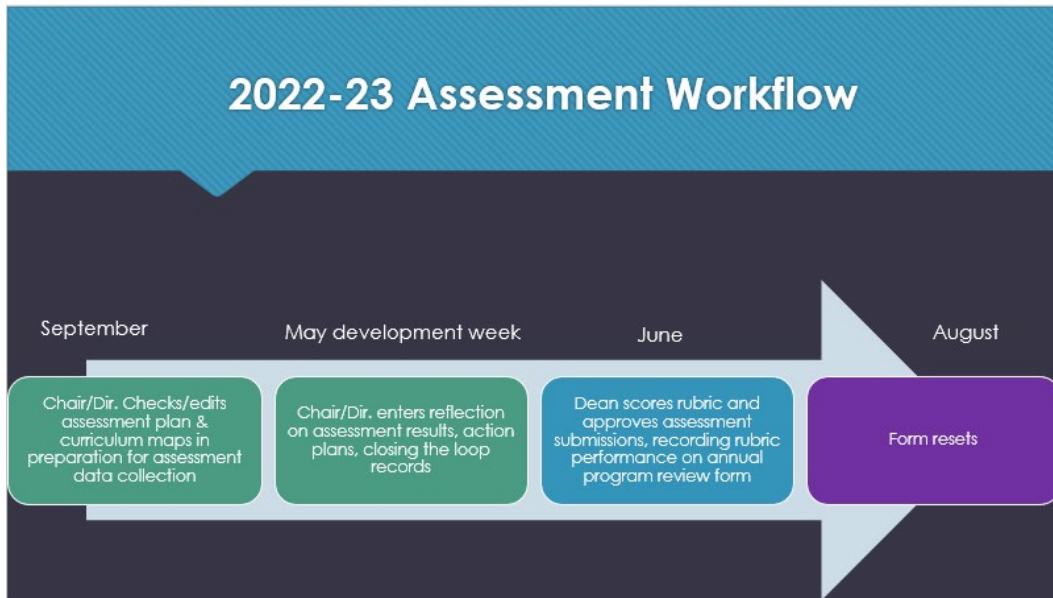
4. **Defining what we mean by dissemination of assessment results, making dissemination more manageable and sustainable for academic departments.** Transparency is an important value/ethical standard in assessment and sharing of assessment results is included in the institutional assessment rubric (dissemination criterion). This is difficult to implement in practice because numeric program assessment data aren't always meaningful for external audiences. Departments are discussing improvements in a broader sense during prospective student presentations, and graduate programs have employer/alumni boards to which assessment information is shared, but this goal continues to be challenging for UG non-accredited programs. More work is needed to accomplish this goal.
5. **Write the next strategic plan.** This goal was deferred; we will create the next assessment strategic plan until after the MSCHE review so that strategic plan goals align with any MSCHE recommendations.
6. **Contribution to MSCHE review.** Goal completed.

### 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 2022-23 annual assessment workflow.** The Provost's Cabinet provided input into the annual assessment workflow during summer 2022, and new assessment plan forms launched in September.
    - i. Like last year, 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. This year, the rubric is not editable and is therefore more visually compact. Deans will not complete the rubric in AEFIS but rather evaluate rubric performance in the annual program review forms.
- iii. The “closing the loop” field of the assessment plan form will again pre-populate with any action plans entered for each PLO in 2021-22 to remind chairs and directors develop and respond directly to these action plans. In May, deans will approve end-of-year assessment submissions (assessment results, action plans, and closing the loop records).

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



**2. 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 should complete all assessment assignment linking before the close of each term.

**3. AEFIS Trainings.**

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

#### IV. Summary Results of Assessment Performance 2021-22

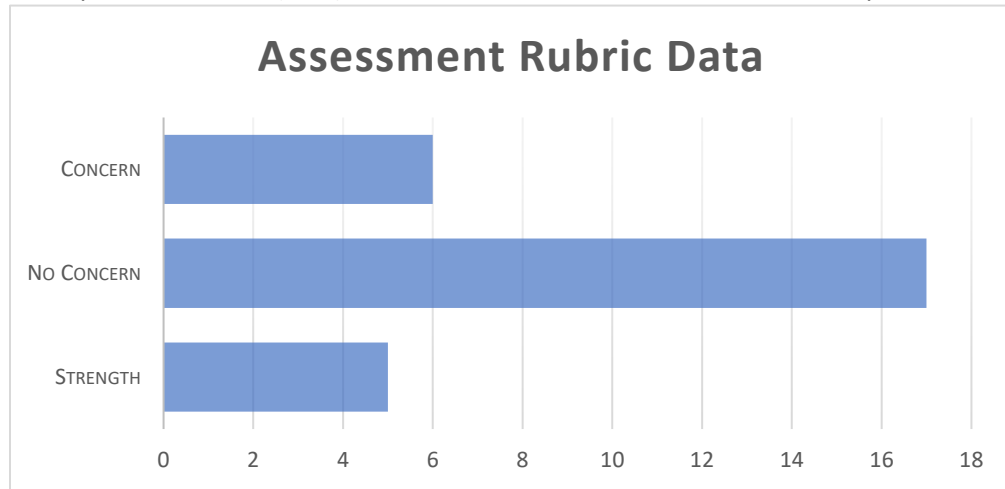
Summary results of assessment performance include the annual assessment rubric feedback, direct assessment results, and analysis of program assessment results, action plans, and closing the loop records.

##### 1. Assessment Rubric.

- a. **Description.** Deans evaluate program assessment plans annually using our common assessment rubric. This rubric evaluates assessment plans and assessment processes on a four-point scale. In 2021-22, deans recorded assessment performance based on the rubric on the annual program review form.
  
- 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 educators contributing to the program 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 inform decision making and program review effectively?
  
  - 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, so dean concerns should be noted any time a program demonstrates sub-3 performance on any of the rubric criteria.

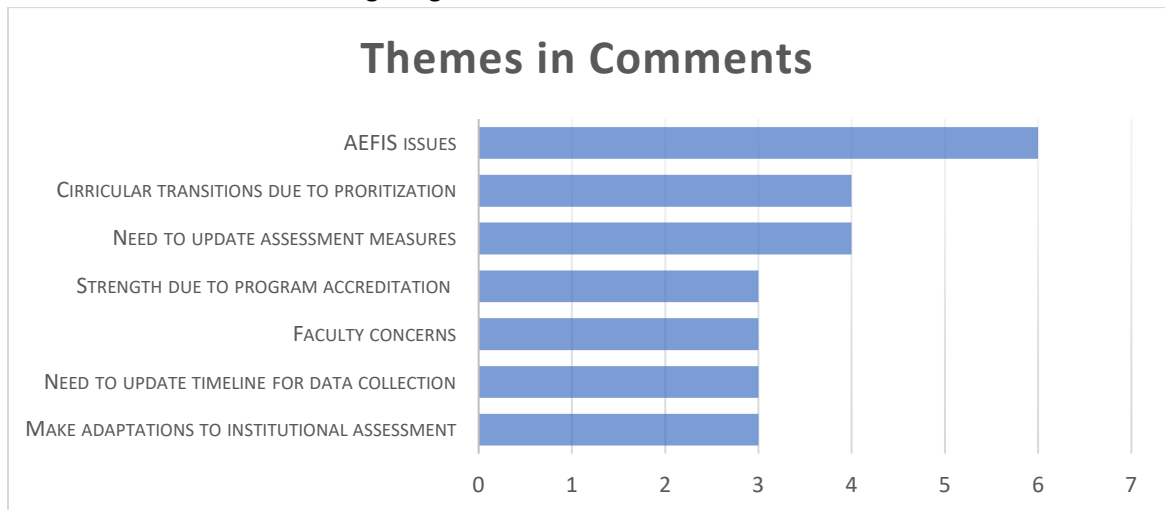
**d. Summary comments on the assessment rubric data**

- 1.) Five department forms (18%) indicated assessment as a strength in the department.
- 2.) 17 department forms (61%) showed there was no concern related to assessment.
- 3.) Six department forms (21%) marked assessment as a concern for the department.



**e. Themes of Dean Comments on Annual Program Assessment Forms**

- 1.) The majority of the dean comments (6) focused on issues with assessment pertaining to AEFIS.
- 2.) The second highest number of dean comments (4) described challenges related to prioritization-related curriculum changes and their impact on assessment efforts.
- 3.) An additional four dean comments indicated the need to update assessment measures.
- 4.) At three comments each, other issues addressed included faculty concerns (such as disruptions due to faculty leave and concerns with adjuncts), the need to update assessment timelines in the assessment plan, making adaptations to institutional assessment (especially in the case of accreditation standards) and the fact that accreditation encourages rigorous assessment.





## 1. Direct student learning assessment results.

### a. Description.

5.) **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).

6.) **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.

## 2. 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.

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, basic represents scoring poorly on the assessment (60-69), and below basic represents 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.

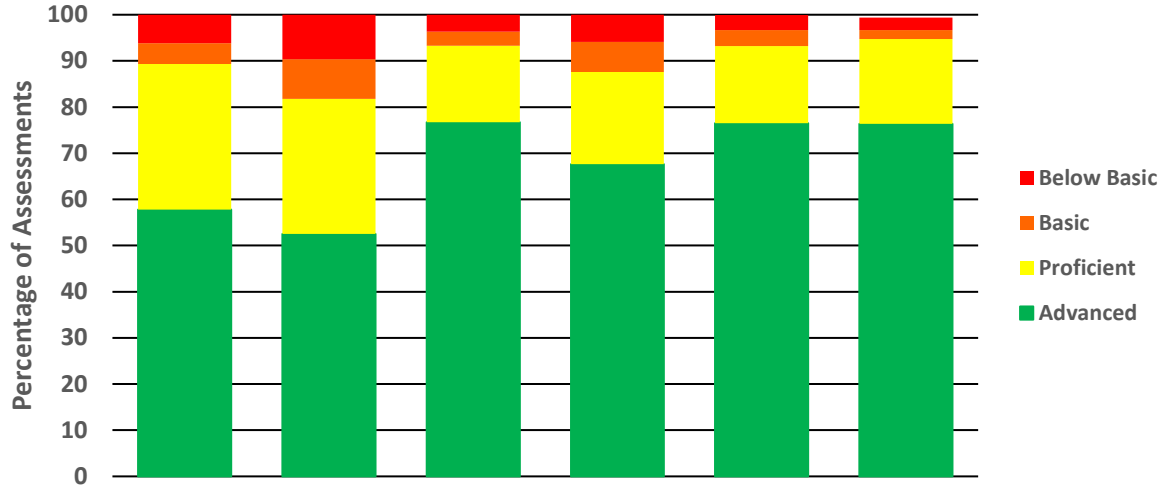
- c. **Undergraduate Academic Programs.**
  - i. UG Academic programs contributed to the aggregate ULO data to whatever extent they mapped and linked courses during the academic year.
- d. **Aggregate student performance data on the ULOs** includes learning from every portion of the required curriculum (i.e. general education and majors).
  - i. Appendix A 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. This year, we are piloting a data collection workflow for SSE and will use this information to showcase the relationship between academic and SSE results.
- e. **Reflection on Direct Assessment Results for the Undergraduate Learning Outcomes**
  - i. 82 to 95 percent of undergraduate student assessments were scored at proficient or higher on data aggregated to the undergraduate learning outcomes (ULO). ULO 6, Social Responsibilities, was the highest performing ULO at 95 percent. Notably, Breadth and Depth of Knowledge was the lowest scoring outcome in 2021-22.
  - ii. The highest number of assessments occurred for ULO 2, Breadth and Depth of Knowledge (12,632, down from 17,761 assessments in 2020-21), while the lowest number of assessments occurred in ULO 5 Self-Awareness (2,353).
  - iii. Percentage of assessments at proficient or higher increased for four ULOs in 2021-22 and decreased by one percent in the remaining two ULOs. The most significant increase was four percent (ULO 2 Breadth and Depth of Knowledge).

### 3. Direct Assessment Results: Graduate Learning Outcomes

- 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. 85 to 96 percent of graduate student assessments were scored at proficient or higher on data aggregated to the graduate learning outcomes (GLOs). GLO 5, Ethical Principles, was the highest performing GLO at 96 percent. Notably, Ethical Principles was the lowest scoring outcome in 2020-21. GLO 1, Specialized Knowledge, was the lowest performing GLO this year at 85 percent.
  - ii. The highest number of assessments occurred for GLO 1, Specialized Knowledge (3,067, up from 1,835 assessments in 2020-21), while the lowest number of assessments occurred in GLO 4 Christian Faith (409).

- iii. Percentage of assessments at proficient or higher increased for three GLOs in 2021-22 and decreased in the remaining three GLOs. The most significant drop was six percent (GLO 1 Specialized Knowledge) and the most significant increase was 13 percent (GLO 5 Ethical Principles).

## Direct Assessment Results: Undergraduate Learning Outcomes (2021-2022)



**ULO 1**  
Foundations  
of Learning

89%  
scored  
Proficient  
or Above

**ULO 2**  
Breadth and  
Depth of  
Knowledge

82% scored  
Proficient or  
Above

**ULO 3**  
Christian  
Faith

93%  
scored  
Proficient  
or Above

**ULO 4**  
Specialized  
Skills &  
Scholarship

88%  
scored  
Proficient  
or Above

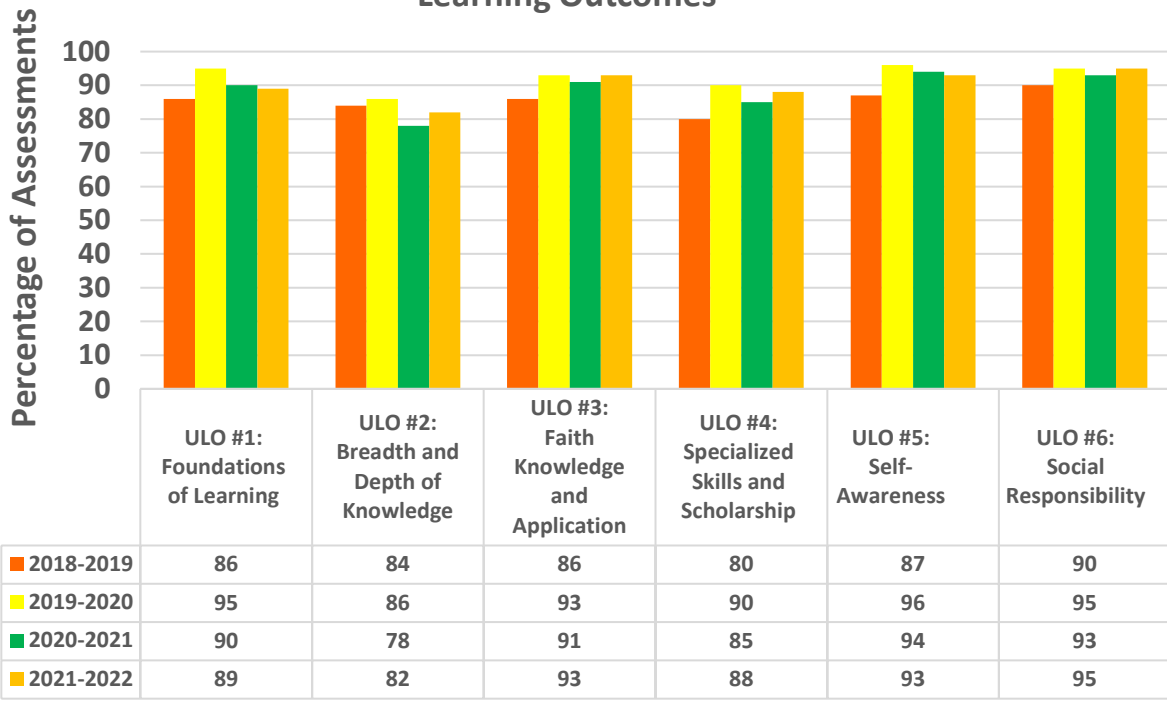
**ULO 5**  
Self-  
Awareness

93%  
scored  
Proficient  
or Above

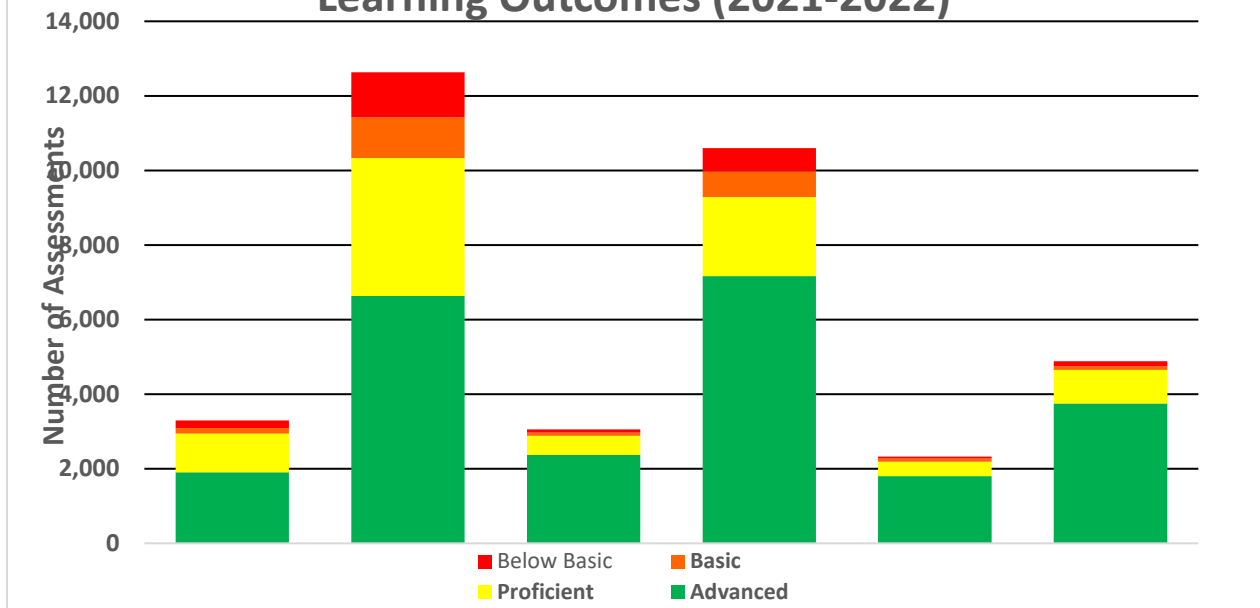
**ULO 6**  
Social  
Responsibility

95% scored  
Proficient  
or Above

**Direct Assessment Results 2018-2022**  
**Percentages of Assessment Targets Met: Undergraduate Learning Outcomes**

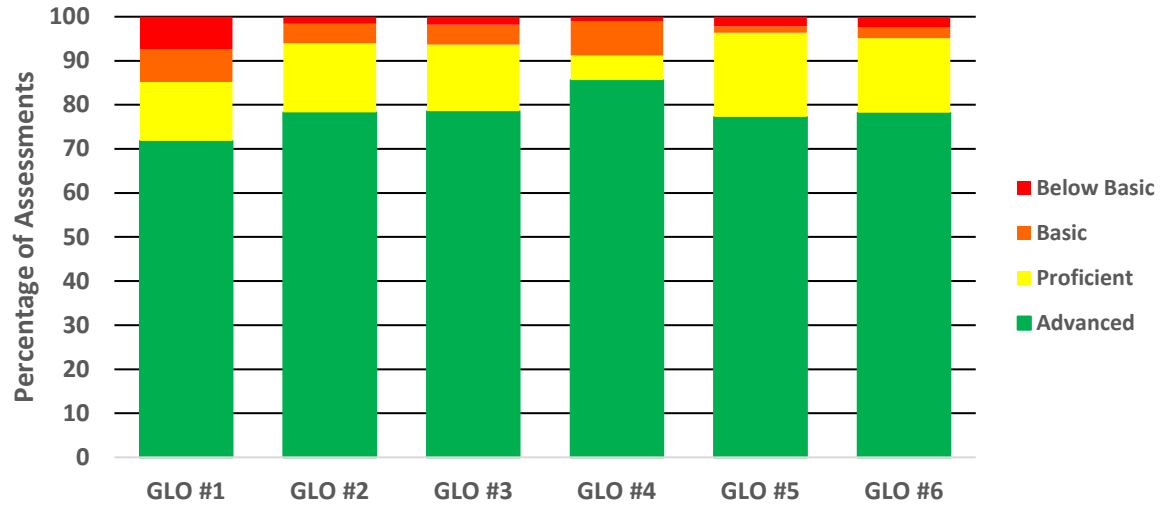


## Direct Assessment Results: Undergraduate Learning Outcomes (2021-2022)



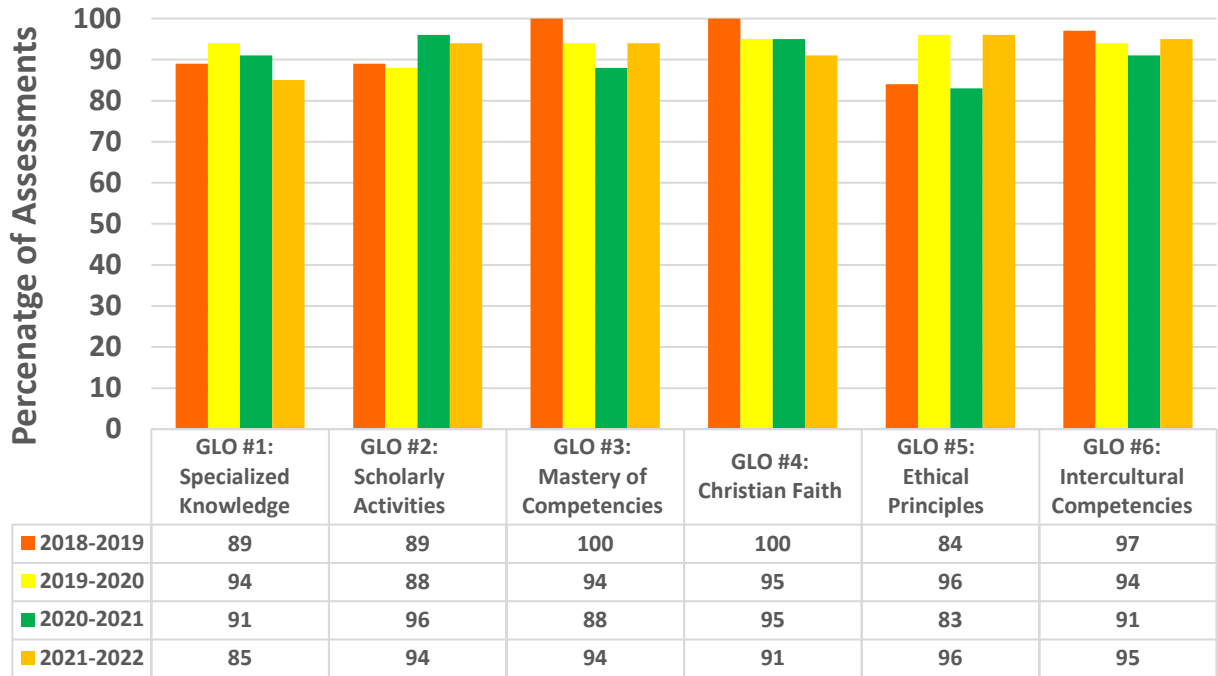
ULO #1	ULO #2	ULO #3	ULO #4	ULO #5	ULO #6
<b>Foundations of Learning</b>	<b>Breadth and Depth of Learning</b>	<b>Christian Faith</b>	<b>Specialized Skills &amp; Scholarship</b>	<b>Self-Awareness</b>	<b>Social Responsibility</b>
2,942 out of 3,294 scored Proficient or Above	10,333 out of 12,632 scored Proficient or Above	2,880 out of 3,087 scored Proficient or Above	9,283 out of 10,597 scored Proficient or Above	2,193 out of 2,353 scored Proficient or Above	4,652 out of 4,912 scored Proficient or Above

## Direct Assessment Results: Graduate Learning Outcomes (2021-2022)



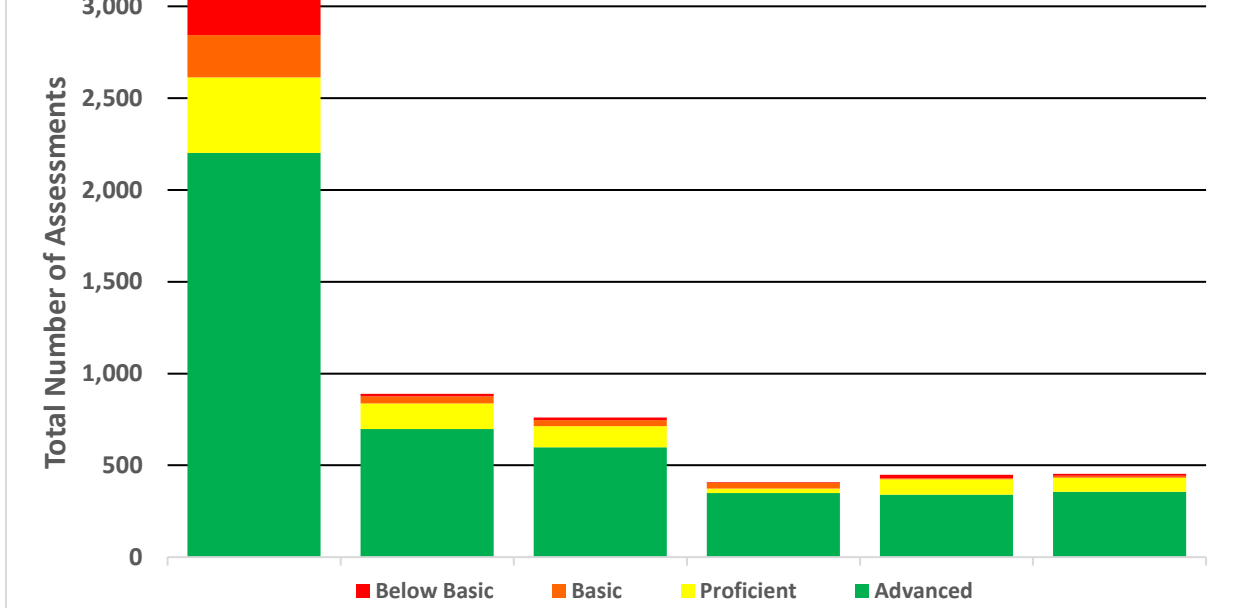
Specialized Knowledge	Scholarly Activities	Mastery of Competencies	Christian Faith	Ethical Principles	Intercultural Competencies
85% scored Proficient or Above	94% scored Proficient or Above	94% scored Proficient or Above	91% scored Proficient or Above	96% scored Proficient or Above	95% scored Proficient or Above

**Direct Assessment Results 2018-2022**  
**Percentages of Assessment Targets Met: Graduate Learning Outcomes**





**Direct Assessment Results: Graduate Learning Outcomes  
(2021-2022)**



2,613 out of 3,067 scored Proficient or Above

**GLO #1**

**Specialized Knowledge**

837 out of 890 scored Proficient or Above

**GLO #2**

**Scholarly Activities**

713 out of 761 scored Proficient or Above

**GLO #3**

**Mastery of Competencie**

373 out of 409 scored Proficient or Above

**GLO #4**

**Christian Faith**

433 out of 455 scored Proficient or Above

**GLO #5**

**Ethical Principles**

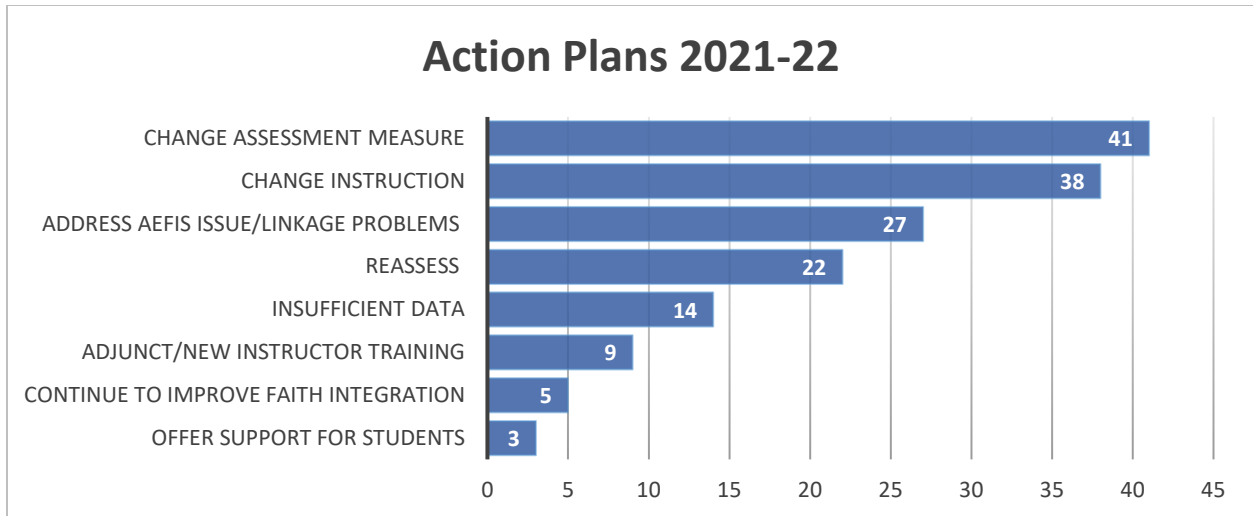
424 out of 440 scored Proficient or Above

**GLO #6**

**Intercultural Competencies**

## 2021-22 Action Plans and Closing the Loop Records

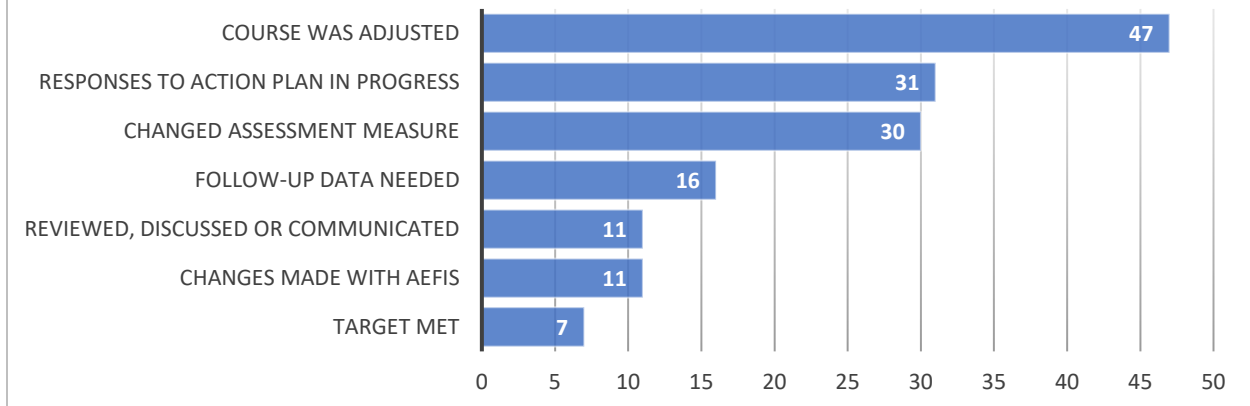
- a. **Analyze, report, create action plans.**
  - iv. During May development week each year, academic departments analyze and reports assessment results in accordance with their assessment plans.
  - v. **General education** units had the opportunity to view section level and aggregate assessment results during May development week, discuss instruction and assessment strategies, and identify action plans to improve student performance.
  - vi. **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.
  - vii. **Institution-level.** We will share aggregated institution-level results on the Messiah website.
  - viii. **General Education.** QuEST assessment results are posted on the QuEST website annually.
  - ix. **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**
  - x. **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 an 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.
  - xi. **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.



**xii. Analysis of Action Plans**

- a) The highest number of action plans (41) indicated the department would change instruction to improve student performance.
- b) Second, 38 action plans indicated an intention to change their assessment plans, including changing the rubrics for clarity, adjusting the target, etc.
- c) The third highest number of action plans (27) reported the need to address AEFIS issues and linkage problems, which included curriculum mapping.
- d) 22 action plans indicated the need to reassess by collecting additional data to determine an appropriate action plan.
- e) 14 action plans addressed insufficient data, due to low numbers of students or some students not having completed the assessment.
- f) In total, the academic division submitted 159 action plans for the 2021-22 assessment cycle, which is a 62 percent increase from 99 action plans in 2020-21.
- g) In 2021-22, among all individual program assessment plan forms, 76% submitted at least one action plan (69/91). This is a decrease from 84% (88/105) in 2020-21. 28/31 or 90% of departments submitted at least one action plan. This is a slight increase from 89% (31/35) in 2020-21.

## Closing the Loop Records 2021-22



### xiii. Analysis of Closing the Loop Records

1. The highest number of respondents (47) reported adjusting their course in their closing the loop record. This included changing textbooks, utilizing alternative teaching methods and giving a different amount of tests.
2. Second, 31 closing the loop plans indicated their action plans are still in progress.
3. The third highest number of responses (30) described changing the assessment measure, which included updating rubrics, changing assessment plans and changes to when assessment will occur.
4. 16 closing the loop records stated that follow-up data has not been or is still being collected.
5. In the 2021-22 assessment year, 166 total closing the loop records were submitted. In 2020-21, 88 closing the loop records were submitted, nearly a 100 percent increase in the number of entries submitted this year.
6. In 2021-22, 68/91 (75 percent) of individual program assessment forms contained at least one closing the loop record. In 2020-21, 82/105 (78%) program assessment plan forms were submitted with at least one closing the loop record entered. Missing submissions were concentrated in particular departments, as 25/31 (80%) departments submitted at least one closing the loop record, compared to 86% of departments (30/35) submitting in 2020-21

**4. Assessment of Student Learning Goals for 2022-23**

- a. Continue to equip educator and administrator use of assessment software. (SP theme 1, goal 1).
- b. Equip educators and departments to use assessment data to inform program improvements (action plans, closing the loop).
- c. Develop sustainable structure for assessment support by establishing a working relationship with instructional designers and by using ETS ticket system.
- d. Improve SSE assessment process by employing AEFIS data collection tool.

## 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
    - First Year Seminar
    - Created and Called for Community
    - Oral Communication
  - **Student Success and Engagement: Dig Deep.**
    - Common Chapel & Sixers
    - Co-curricular Educational Programming
    - Student Leadership Programming
    - 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
    - Mathematical & Natural Sciences,
    - Languages & Culture,
    - Social Sciences & History,
    - Non-western studies,
    - Humanities
    - 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
    - Knowledge of the Bible
    - 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
    - Created and Called to Community
    - 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.
    - Student Activities Board
    - Career Coaching
    - Martin & Flowers Program
    - Recreational Sports
    - Wellness Initiatives
    - Intercollegiate Athletics
    - Into the City
    - 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.**
    - To inspire action: Social Responsibility spurs students to know good and do good.
      - Ethics
      - World Views
      - Pluralism
    - Modern language objectives (a and b)
    - Cross Cultural course objectives (b-d)
  - **Majors.** Encouraged but not required.
  - **Student Success and Engagement:**
    - Be Cultivated: Understand, value and appreciate human differences, develop cultural competency, understand and pursue reconciliation
      - Inclusivity Training
      - Off-campus programs

- Intentional connections
- Heritage Months
- 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
<p><b>Process</b></p> <p>Is the plan being implemented faithfully and revised as needed?</p>	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.
<p><b>Engagement</b></p> <p>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</p>	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.
<p><b>Program Learning Objectives (PLOs)</b></p> <p>Are the student learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p>	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, measurable, 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

### Appendix B. Assessment Rubric

Criteria	1	2	3	4
<p><b>Measures</b></p> <p>Are the instruments used to assess learning relevant for the objective? Do measures yield information/data you can use to drive improvement?</p>	<p>Not all objectives have a measure identified.</p> <p>OR</p> <p>Measures do not directly connect to the objectives.</p>	<p>All objectives have at least one direct measure.</p> <p>Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives.</p> <p>Relies almost exclusively on the same form of assessment (survey, exam, project).</p> <p>Relies almost exclusively on data from a single source (course, program, activity).</p>	<p>All objectives have at least one direct measure.</p> <p>Some objectives have multiple measures.</p> <p>Measures clearly connect to learning objectives.</p> <p><b><i>And two of the following four criteria:</i></b></p> <ul style="list-style-type: none"> <li>• Objectives measured more than one point in time (formative).</li> <li>• Indirect measures are used strategically.</li> <li>• Plan incorporates different forms of assessment (survey, exam, project).</li> <li>• Plan incorporates data from a variety of sources (course, program, activity).</li> </ul>	<p>Measures meet all of the following criteria:</p> <p>All objectives have at least one direct measure.</p> <p>Some objectives have multiple measures.</p> <p>Measures clearly connect to learning objectives.</p> <p>Objectives measured more than one point in time (formative).</p> <p>Indirect measures are used strategically.</p> <p>Plan incorporates different forms of assessment (survey, exam, project).</p> <p>Plan incorporates data from a variety of sources (course, program, activity).</p>
<p><b>Timeline</b></p> <p>Is the timeline for data collection manageable with sufficient data points to inform decision making and program review effectively?</p>	<p>Not identified clearly for all measures.</p>	<p>Clearly states semester/year for each objective/measure.</p> <p>Data analysis delayed from data collection.</p> <p>Time between collection points may not facilitate informed decision making.</p>	<p>Clearly stated and manageable schedule.</p> <p>At least two data points for each objective per review cycle.</p>	<p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

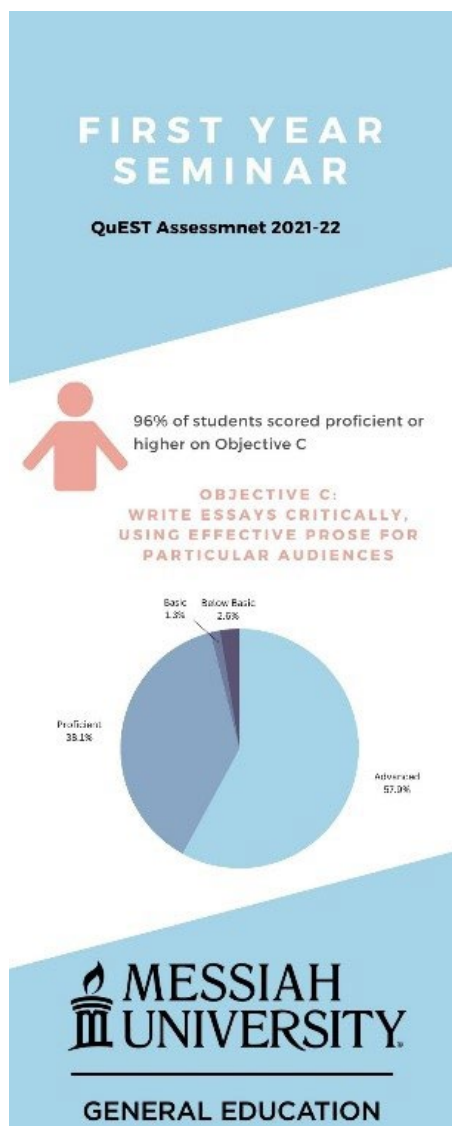
**Appendix B. Assessment Rubric**

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>Targets</b></p> <p>Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable?</p>	<p>Some targets are missing.</p>	<p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p>Targets are challenging and achievable based on prior data, and reflect the level of performance a novice professional knows/can do.</p>	<p>Targets are challenging and achievable.</p> <p>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.</p> <p>Targets are set at a level to inspire program improvement.</p>
<p><b>Use of student learning data from prior academic year (closing the loop)</b></p> <p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p>	<p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<ul style="list-style-type: none"> <li>•Data collected, documented and discussed by department.</li> <li>•Department reviewed confidence in measures and data as sufficient indicators of student performance.</li> <li>•If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</li> </ul>	<ul style="list-style-type: none"> <li>•Data collected, documented and discussed by department.</li> <li>•Department and dean confirmed confidence in measures and data as sufficient indicators of student performance.</li> <li>•Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean.</li> <li>•If prior year data warranted action plans, the department implemented the changes.</li> </ul>	<ul style="list-style-type: none"> <li>•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</li> <li>•Data confirms effective curriculum and pedagogy for learning outcomes.</li> </ul> <p>*Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

**Appendix B. Assessment Rubric**

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>Dissemination</b></p> <p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p>	<p>No record of assessment results and changes made as a result of assessment findings.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

# QuEST Assessment Results



## First Year Seminar

### Results

Based on AEFIS direct assessment data, 96% of students scored proficient or above on this outcome.

### Direct Assessment Results:

Advanced: 57.9%, Proficient: 38.1%, Basic: 1.3%, Below Basic: 2.6%

### CIRP 2021 Survey Data:

#### Self-rating:

- *Writing ability:* 1.3% lowest 10 percent, 6.9% below average, 47.7% average, 35.8% above average, 8.4% highest 10 percent

#### Diversity Rating:

- *Ability to discuss and negotiate controversial issues:* 0.5% a major weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength

### AICUP 2021 Survey Data:

- *How challenging would you rate your first-year college courses regarding writing skills?:* 13.3% not at all, 24.8% not very, 47.6% somewhat, 13.8% very, 0.5% N/A

- *How much you've changed as a result of your first-year college experience regarding writing ability?:* 0.5% much worse, 0.5% somewhat worse, 17.2% no change, 58.3% somewhat improved, 23.5% much improved

# QuEST Assessment Results



## Created and Called for Community

### Results

Based on AEFIS direct assessment data, 98% of students scored proficient or above on this outcome.

### Direct Assessment Results:

63.7% advanced, 34.5% proficient, 0.7% basic, 0.9% below basic

### CIRP 2021 Survey Data:

#### Habits of Mind:

- *Seek solutions to problems and explain them to others:* 3% not at all, 45% occasionally, 52% frequently

#### Goal:

- *Improving my understanding of other countries and cultures:* 13.5% not important, 38% somewhat important, 32.9% very important, 15.6% essential

- *Developing a meaningful philosophy of life:* 23.1% not important, 33.4% somewhat important, 28% very important, 15.6% essential

- *Helping others who are in difficulty:* 0.9% not important, 21% somewhat important, 41.5% very important, 36.6% essential

- *Helping to promote racial understanding:* 20.7% not important, 41.5% somewhat important, 25.9% very important, 11.8% essential

- *Influencing social values:* 17.9% not important, 44.4% somewhat important, 25.6% very important, 12.1% essential

#### Diversity Rating:

- *Ability to see the world from someone else's perspective:* 2% somewhat weak, 26.2% average, 47.5% somewhat strong, 24.3% a major strength

- *Tolerance of others with different beliefs:* 0.5% a major weakness, 3.2% somewhat weak, 22.8% average, 46.6% somewhat strong, 27% a major strength

- *Openness to having my own views challenged:* (1.2% a major weakness, 4.4% somewhat weak, 32.1% average, 45.6% somewhat strong, 16.7% a major strength)

- *Ability to discuss and negotiate controversial issues:* 0.5% a major weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength

- *Ability to work cooperatively with diverse people:* 0.2% a major weakness, 0.7% somewhat weak, 15% average, 42.4% somewhat strong, 41.7% a major strength

#### Self-rating:

- *Public speaking ability:* 5.8% lowest 10 percent, 27.2% below average, 39.1% average, 22.6% above average, 5.3% highest ten percent

- *Understanding of others:* 1% below average, 35% average, 48.7% above average, 15.2% highest 10 percent

#### View:

- *Colleges should prohibit racist/sexist speech on campus:* 2.7% strongly disagree, 7.9% disagree somewhat, 26.8% agree somewhat, 62.6% strongly agree

### AICUP 2021 Survey Data:

- *How much have you changed as a result of your first-year college experience regarding being able to explain ideas in front of a group?:* 0.5% much worse, 2% somewhat worse, 27.7% no change, 57.4% somewhat improved, 12.4% much improved

- *How much have you changed as a result of your first-year college experience regarding understanding of others?:* 1% somewhat worse, 20.2% no change, 51.7% somewhat improved, 27.1% much improved

# QuEST Assessment Results



## Arts

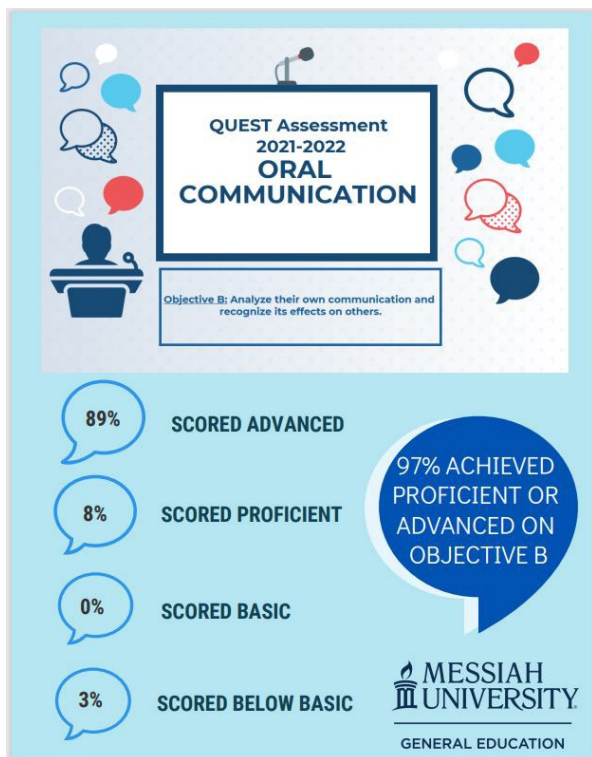
### Results

Based on AEFIS direct assessment data, 100% of students scored proficient or above on this outcome.

### **Direct Assessment Results:**

100% advanced, 0% proficient, 0% basic, 0% below basic

# QuEST Assessment Results



## Oral Communication

### Results

Based on AEFIS direct assessment data, 97% of students scored proficient or above on this outcome.

### Direct Assessment Results:

88.7% advanced, 6.7% proficient, 0% basic, 2.6% below basic

### CIRP 2021 Survey Data:

#### Habits of Mind:

- *Support your opinions with a logical argument:* 4.2% not at all, 41% occasionally, 54.8% frequently
- *Seek solutions to problems and explain them to others:* 3% not at all, 45% occasionally, 52% frequently

### Diversity Rating:

- *Ability to see the world from someone else's perspective:* 2% somewhat weak, 26.2% average, 47.5% somewhat strong, 24.3% a major strength

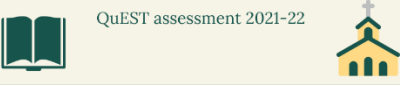
### AICUP 2021 Survey Data:

- *How much have you changed as a result of your first-year college experience regarding being able to explain ideas in front of a group?:* 0.5% much worse, 2% somewhat worse, 27.7% no change, 57.4% somewhat improved, 12.4% much improved



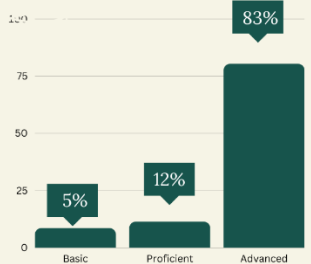

# QuEST Assessment Results

**CHRISTIAN BELIEFS**  
QuEST assessment 2021-22



**+** 95% of students scored proficient or higher on Objective E.

**OBJECTIVE E**  
Examine their theological convictions and spiritual practices.



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## Christian Beliefs

### Results

Based on AEFIS direct assessment data, 95% of students scored proficient or above on this outcome.

### **Direct Assessment Results:**

83% advanced, 12% proficient, 5% basic, 0% below basic

### **CIRP 2021 Survey Data:**

#### **Habits of Mind:**

- *Support your opinions with a logical argument:* 4.2% not at all, 41% occasionally, 54.8% frequently
- *Seek solutions to problems and explain them to others:* 3% not at all, 45% occasionally, 52% frequently

#### **Diversity Rating:**

- *Openness to having my own views challenged:* 1.2% a major weakness, 4.4% somewhat weak, 32.1% average, 45.6% somewhat strong, 16.7% a major strength

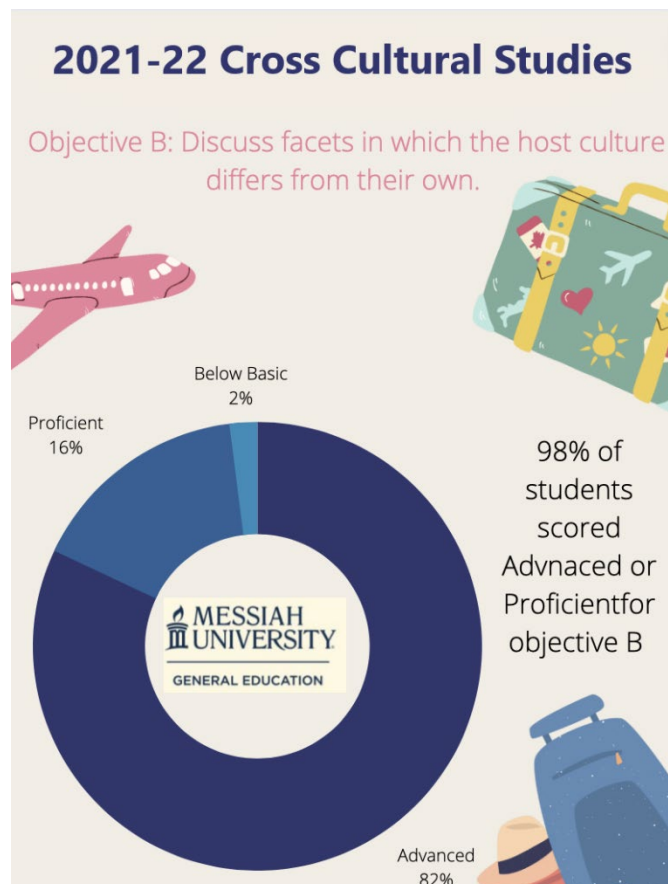
#### **Goal:**

- *Developing a meaningful philosophy of life:* 23.1% not important, 33.4% somewhat important, 28% very important, 15.6% essential

### **AICUP 2021 Survey Data:**

- *How much you've changed as a result of your first-year college experience regarding understanding of complex issues?:* 0% somewhat worse, 10.4% no change, 61.9% somewhat improved, 27.7% much improved

# QuEST Assessment Results



## Cross Cultural Studies

### Results

Based on AEFIS direct assessment data, 98% of students scored proficient or above on this outcome.

### Direct Assessment Results:

82% advanced, 15.8% proficient, 0% basic, 2% below basic

### CIRP 2021 Survey Data:

#### Goal:

- *Improving my understanding of other countries and cultures:* 13.5% not important, 38% somewhat important, 32.9% very important, 15.6% essential
- *Helping to promote racial understanding:* 20.7% not important, 41.5% somewhat important, 25.9% very important, 11.8% essential

#### Diversity Rating:

- *Ability to see the world from*

*someone else's perspective:* 2% somewhat weak, 26.2% average, 47.5% somewhat strong, 24.3% a major strength

- *Tolerance of others with different beliefs:* 0.5% a major weakness, 3.2% somewhat weak, 22.8% average, 46.6% somewhat strong, 27% a major strength
- *Openness to having my own views challenged:* 1.2% a major weakness, 4.4% somewhat weak, 32.1% average, 45.6% somewhat strong, 16.7% a major strength
- *Ability to discuss and negotiate controversial issues:* 0.5% a major weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength

### Self-Rating:

- *Understanding of others:* 1% below average, 35% average, 48.7% above average, 15.2% highest 10 percent

### AICUP 2021 Survey Data:

- *How much have you changed as a result of your first-year college experience regarding understanding of others?:* 1% somewhat worse, 20.2% no change, 51.7% somewhat improved, 27.1% much improved

# QuEST Assessment Results

**Ethics In the Modern World**  
QUEST ASSESSMENT 2021-2022

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

OBJECTIVE B:  
ARTICULATE IMPLICATIONS OF SELECTED ETHICAL ISSUES OF SIGNIFICANCE IN THE CONTEMPORARY WORLD.

ADVANCED	73%
PROFICIENT	24%
BASIC	0%
BELOW BASIC	3%

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## Ethics in the Modern World

### Results

Based on AEFIS direct assessment data, 97% of students scored proficient or above on this outcome.

### Direct Assessment Results:

73.3% advanced, 24% proficient, 0% basic, 2.7% below basic

### CIRP 2021 Survey Data:

#### Habits of Mind:

- *Support your opinions with a logical argument:* 4.2% not at all, 41% occasionally, 54.8% frequently

- *Seek solutions to problems and explain them to others:* 3% not at all, 45% occasionally, 52% frequently

#### Goal:

- *Influencing social values:* 17.9% not important, 44.4% somewhat important, 25.6% very important, 12.1% essential

- *Developing a meaningful philosophy of life:* 23.1% not important, 33.4% somewhat important, 28% very important, 15.6% essential

#### Self-Rating:

- *Understanding of others:* 1% below average, 35% average, 48.7% above average, 15.2% highest 10 percent

#### Diversity Rating:

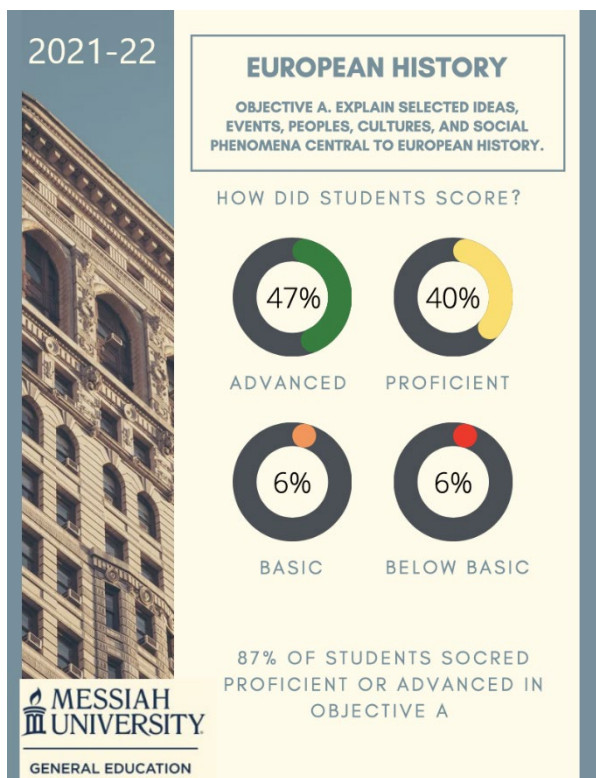
- *Ability to see the world from someone else's perspective:* 2% somewhat weak, 26.2% average, 47.5% somewhat strong, 24.3% a major strength

- *Ability to discuss and negotiate controversial issues:* 0.5% a major weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength

### AICUP 2021 Survey Data:

- *How much you've changed as a result of your first-year college experience regarding understanding of complex issues?:* 0% somewhat worse, 10.4% no change, 61.9% somewhat improved, 27.7% much improved
- *How much have you changed as a result of your first-year college experience regarding understanding of others?:* 1% somewhat worse, 20.2% no change, 51.7% somewhat improved, 27.1% much improved

# QuEST Assessment Results



## European History

### Results

Based on AEFIS direct assessment data, 87% of students scored proficient or above on this outcome.

### Direct Assessment Results:

46.9% advanced, 40% proficient, 6% basic, 6% below basic

### CIRP 2021 Survey Data:

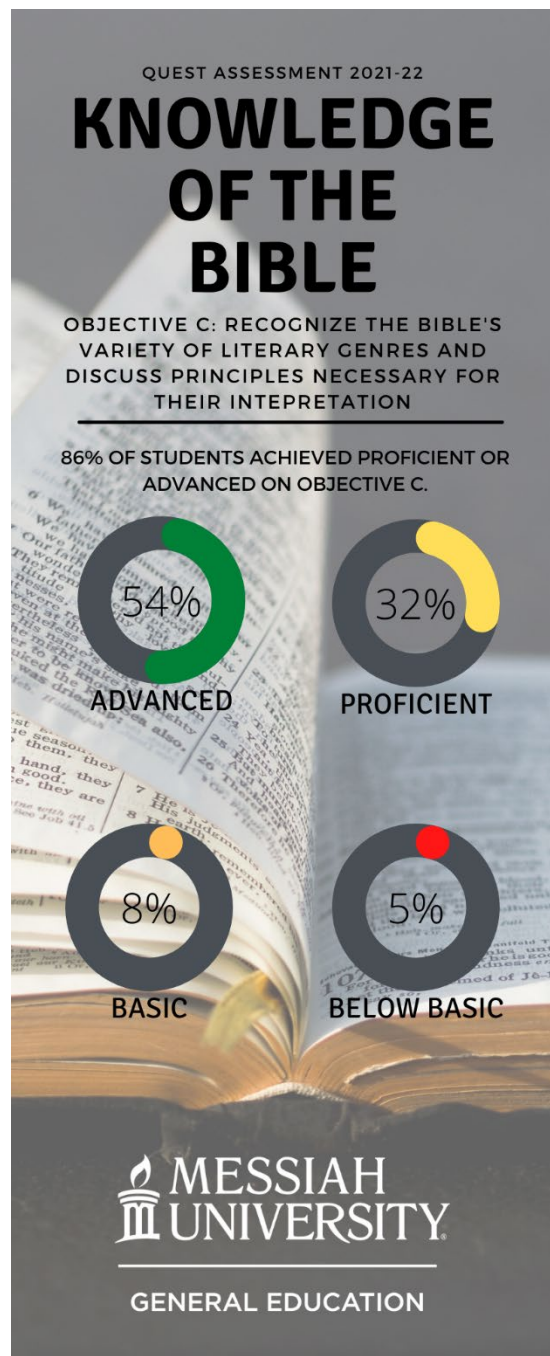
#### Goal:

- Improving my understanding of other countries and cultures: 13.5% not important, 38% somewhat important, 32.9% very important, 15.6% essential

### AICUP 2021 Survey Data:

- How challenging would you rate your first-year college courses regarding reading comprehension skills?: 18.1% not at all, 34.3% not very, 42.9% somewhat, 4.8% very
- How much you've changed as a result of your first-year college experience regarding reading analytically?: 0.5% much worse, 0.5% somewhat worse, 20.1% no change, 65.2% somewhat improved, 13.7% much improved
- How much have you changed as a result of your first-year college experience regarding being able to explain ideas in front of a group?: 0.5% much worse, 2% somewhat worse, 27.7% no change, 57.4% somewhat improved, 12.4% much improved

# QuEST Assessment Results



## Knowledge of the Bible

### Results

Based on AEFIS direct assessment data, 86% of students scored proficient or above on this outcome.

### Direct Assessment Results:

54.1% advanced, 32.2% proficient, 8.3% basic, 5.2% below basic

### CIRP 2021 Survey Data:

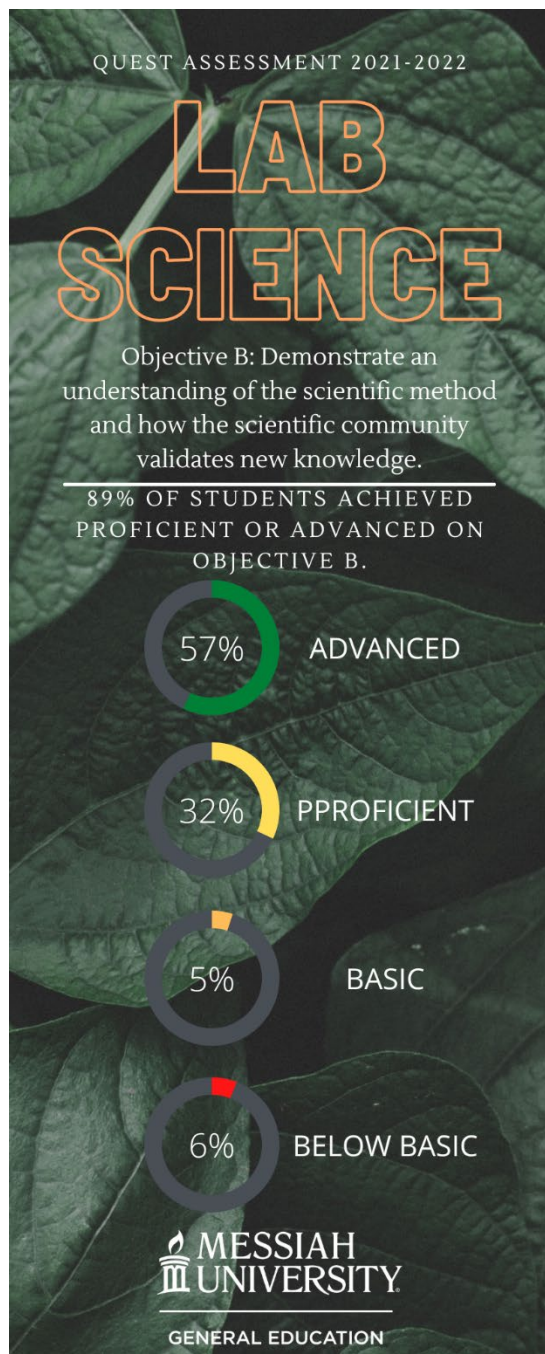
#### Diversity Rating:

- Ability to discuss and negotiate controversial issues: 0.5% a major weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength

### AICUP 2021 Survey Data:

- How much you've changed as a result of your first-year college experience regarding understanding of complex issues?: 0% somewhat worse, 10.4% no change, 61.9% somewhat improved, 27.7% much improved
- How challenging would you rate your first-year college courses regarding reading comprehension skills?: 18.1% not at all, 34.3% not very, 42.9% somewhat, 4.8% very
- How much you've changed as a result of your first-year college experience regarding reading analytically?: 0.5% much worse, 0.5% somewhat worse, 20.1% no change, 65.2% somewhat improved, 13.7% much improved

# QuEST Assessment Results



## Laboratory Sciences

### Results

Based on AEFIS direct assessment data, 89% of students scored proficient or above on this outcome.

### **Direct Assessment Results:**

57.2% advanced, 32.2% proficient, 4.7% basic, 5.8% below basic

### **CIRP 2021 Survey Data:**

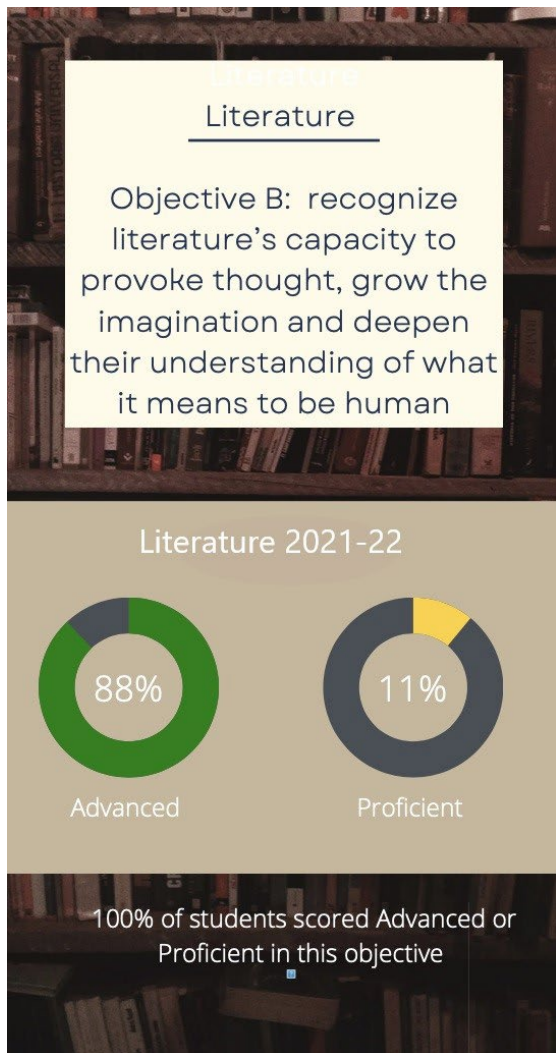
#### **Habits of Mind:**

- *Support your opinions with a logical argument:* 4.2% not at all, 41% occasionally, 54.8% frequently

### **AICUP 2021 Survey Data:**

- *How challenging would you rate your first-year college courses regarding science skills?:* 24.8% N/A, 6.7% not at all, 13.8% not very, 31.9% somewhat, 22.9% very

# QuEST Assessment Results



## Literature

### Results

Based on AEFIS direct assessment data, 100% of students scored proficient or above on this outcome.

#### **Direct Assessment Results:**

88.5% advanced, 11.5% proficient, 0% basic, 0% below basic

#### **CIRP 2021 Survey Data:**

##### **Habits of Mind:**

- *Developing a meaningful philosophy of life:* 23.1% not important, 33.4% somewhat important, 28% very important, 15.6% essential

#### **AICUP 2021 Survey Data:**

- *How much you've changed as a result of your first-year college experience-reading analytically?:* 0.5% much worse, 0.5% somewhat worse, 20.1% no change, 65.2% somewhat improved, 13.7% much improved

# QuEST Assessment Results

*Literary Language*  
QuEST Assessment 2021-2022

.....

OBJECTIVE C: ANALYZE SIGNIFICANT WORKS OF LITERATURE.

*89% of students achieved Proficient or Advanced on Objective C.*

74% ADVANCED

16% PROFICIENT

5% BASIC

5% BELOW BASIC

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The infographic features a background image of a library with bookshelves and hanging lamps. It includes a decorative dotted line and a series of colored bars representing student performance levels: 74% advanced (dark green), 16% proficient (yellow), 5% basic (orange), and 5% below basic (light green). The Messiah University logo and 'GENERAL EDUCATION' text are at the bottom.

## Literary Language

### Results

Based on AEFIS direct assessment data, 89% of students scored proficient or above on this outcome.

#### **Direct Assessment Results:**

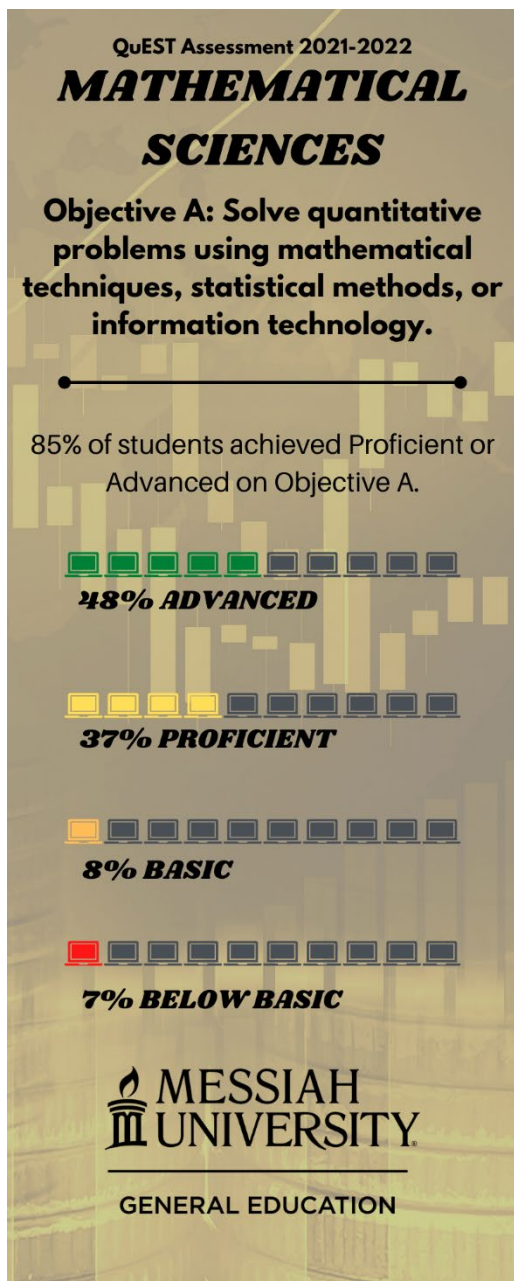
73.7% advanced, 15.8% proficient, 5.3% basic, 5.3% below basic

#### **AICUP 2021 Survey Data:**

- *How challenging would you rate your first-year college courses regarding reading comprehension skills?:* 18.1% not at all, 34.3% not very, 42.9% somewhat, 4.8% very
- *How much you've changed as a result of your first-year college experience regarding reading analytically?:* 0.5% much worse, 0.5% somewhat worse, 20.1% no change, 65.2% somewhat improved, 13.7% much improved



# QuEST Assessment Results



## Mathematical Sciences

### Results

Based on AEFIS direct assessment data, 85% of students scored proficient or above on this outcome.

### **Direct Assessment Results:**

47.6% advanced, 37.4% proficient, 8% basic, 7% below basic

### **CIRP 2021 Survey Data:**

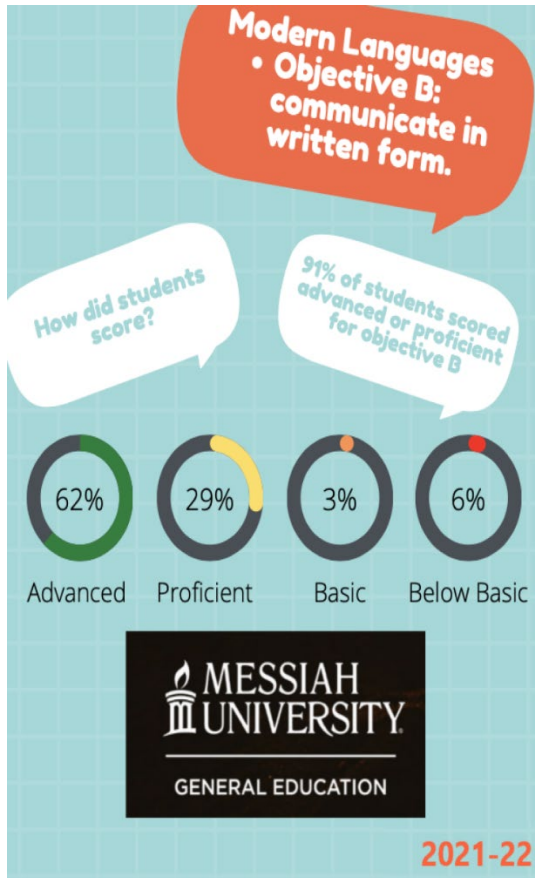
#### **Habits of Mind:**

- *Seek solutions to problems and explain them to others:* 3% not at all, 45% occasionally, 52% frequently

### **AICUP 2021 Survey Data:**

- *How much you've changed as a result of your first-year college experience regarding understanding of complex issues?:* 0% somewhat worse, 10.4% no change, 61.9% somewhat improved, 27.7% much improved
- *How challenging would you rate your first-year college courses regarding math skills?:* 23.8% N/A, 13.3% not at all, 17.6% not very, 34.3% somewhat, 11.0% very

# QuEST Assessment Results



## Modern Languages

### Results

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

### **Direct Assessment Results:**

62% advanced, 29% proficient, 3% basic, 6% below basic

# QuEST Assessment Results



## Non-Western Studies

### Results

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

### **Direct Assessment Results:**

73.4% advanced, 17.9% proficient, 6.3% basic, 2.3% below basic

### **CIRP 2021 Survey Data:**

#### **Goal:**

- *Improving my understanding of other countries and cultures:* 13.5% not important, 38% somewhat important, 32.9% very important, 15.6% essential
- *Helping to promote racial understanding:* 20.7% not important, 41.5% somewhat important, 25.9% very important, 11.8% essential

#### **Diversity Rating:**

- *Ability to see the world from someone else's perspective:* 2% somewhat weak, 26.2% average, 47.5% somewhat strong, 24.3% a major strength
- *Tolerance of others with different beliefs:* 0.5% a major weakness, 3.2% somewhat weak, 22.8% average, 46.6% somewhat strong, 27% a major strength
- *Openness to having my own views challenged:* 1.2% a major weakness, 4.4% somewhat weak, 32.1% average, 45.6% somewhat strong, 16.7% a major strength
- *Ability to discuss and negotiate controversial issues:* 0.5% a major weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength

#### **Self-Rating:**

- *Understanding of others:* 1% below average, 35% average, 48.7% above average, 15.2% highest 10 percent

### **AICUP 2021 Survey Data:**

- *How much have you changed as a result of your first-year college experience- understanding of others?:* 1% somewhat worse, 20.2% no change, 51.7% somewhat improved, 27.1% much improved
- *How much have you changed as a result of your first-year college experience- being able to explain ideas in front of a group?:* 0.5% much worse, 2% somewhat worse, 27.7% no change, 57.4% somewhat improved, 12.4% much improved

# QuEST Assessment Results

**Philosophy 2021-22**

**Objective B: analyze historical philosophical problems and their relation to contemporary thought.**

45% **Advanced**

39% **Proficient**

6% **Basic**

6% **Below Basic**

**87% of students scored Advanced or Proficient for objective B**

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## Philosophy

### Results

Based on AEFIS direct assessment data, 87% of students scored proficient or above on this outcome.

#### **Direct Assessment Results:**

45.1% advanced, 39.3% proficient, 6% basic, 6% below basic

#### **CIRP 2021 Survey Data:**

##### **Habits of Mind:**

- *Seek solutions to problems and explain them to others:* 3% not at all, 45% occasionally, 52% frequently

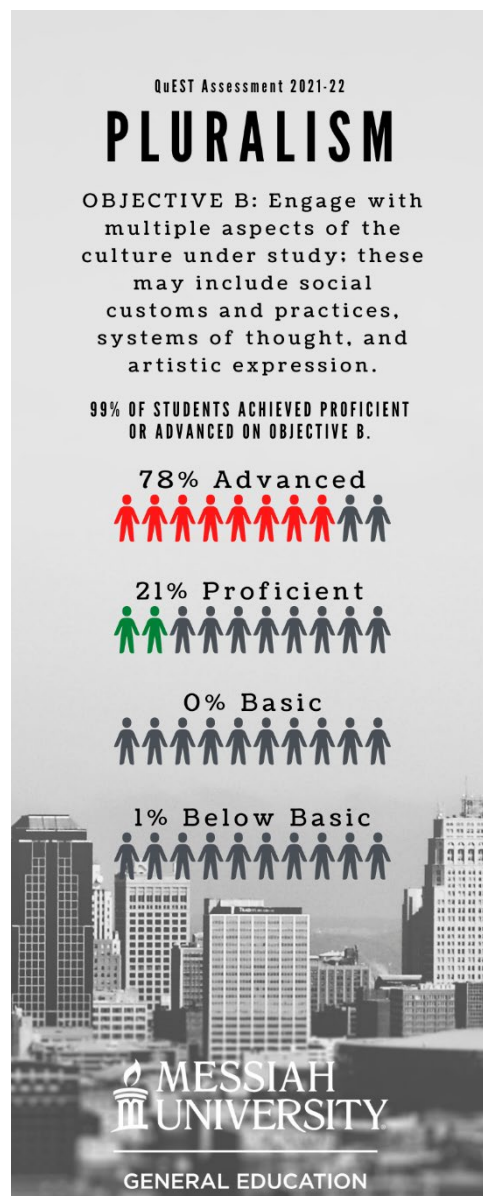
##### **Diversity Rating:**

- *Ability to see the world from someone else's perspective:* 2% somewhat weak, 26.2% average, 47.5% somewhat strong, 24.3% a major strength
- *Ability to discuss and negotiate controversial issues:* 0.5% a major weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength

#### **AICUP 2021 Survey Data:**

- *How challenging would you rate your first-year college courses regarding reading comprehension skills?:* 18.1% not at all, 34.3% not very, 42.9% somewhat, 4.8% very
- *How much you've changed as a result of your first-year college experience regarding reading analytically?:* 0.5% much worse, 0.5% somewhat worse, 20.1% no change, 65.2% somewhat improved, 13.7% much improved
- *How much you've changed as a result of your first-year college experience regarding understanding of complex issues?:* 0% somewhat worse, 10.4% no change, 61.9% somewhat improved, 27.7% much improved

# QuEST Assessment Results



## Pluralism in Contemporary Society

### Results

Based on AEFIS direct assessment data, 99% of students scored proficient or above on this outcome.

### Direct Assessment Results:

78.1% advanced, 21.1% proficient, 0% basic, 0.6% below basic

### CIRP 2021 Survey Data:

#### Goal:

- Helping to promote racial understanding: 20.7% not important, 41.5% somewhat important, 25.9% very important, 11.8% essential

#### Diversity Rating:

- Ability to see the world from someone else's perspective: 2% somewhat weak, 26.2% average, 47.5% somewhat strong, 24.3% a major strength
- Tolerance of others with different beliefs: 0.5% a major weakness, 3.2% somewhat weak, 22.8% average, 46.6% somewhat strong, 27% a major strength
- Openness to having my own views challenged: 1.2% a major weakness, 4.4% somewhat weak, 32.1% average, 45.6% somewhat strong, 16.7% a major strength
- Ability to discuss and negotiate controversial issues: 0.5% a major weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength
- Ability to work cooperatively with diverse people: 0.2% a major weakness, 0.7% somewhat weak, 15% average, 42.4% somewhat strong, 41.7% a major strength

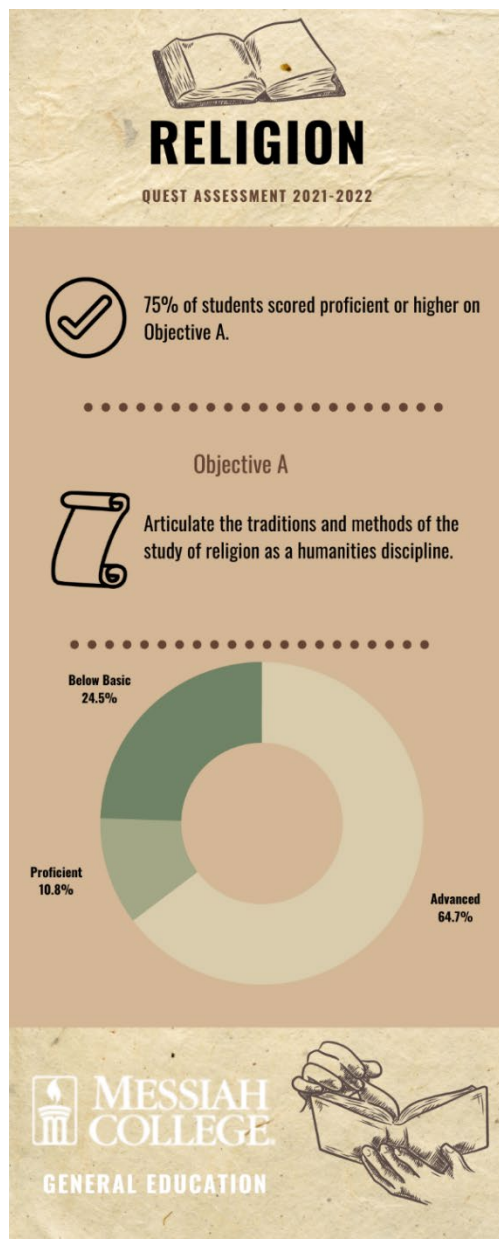
### Self-rating:

- Understanding of others: 1% below average, 35% average, 48.7% above average, 15.2% highest 10 percent

### AICUP 2021 Survey Data:

- How much you've changed as a result of your first-year college experience regarding understanding of complex issues?: 0% somewhat worse, 10.4% no change, 61.9% somewhat improved, 27.7% much improved
- How much have you changed as a result of your first-year college experience regarding understanding of others?: 1% somewhat worse, 20.2% no change, 51.7% somewhat improved, 27.1% much improved

# QuEST Assessment Results



## Religion

### Results

Based on AEFIS direct assessment data, 75% of students scored proficient or above on this outcome.

### Direct Assessment Results:

64.7% advanced, 10.8% proficient, 0% basic, 24.5% below basic

### CIRP 2021 Survey Data:

#### Habits of Mind:

- *Support your opinions with a logical argument:* 4.2% not at all, 41% occasionally, 54.8% frequently
- *Seek solutions to problems and explain them to others:* 3% not at all, 45% occasionally, 52% frequently

### CIRP 2021 Survey Data:

#### Goal:

- *Improving my understanding of other countries and cultures:* 13.5% not important, 38% somewhat important, 32.9% very important, 15.6% essential
- *Developing a meaningful philosophy of life:* 23.1% not important, 33.4% somewhat important, 28% very important, 15.6% essential

#### Diversity Rating:

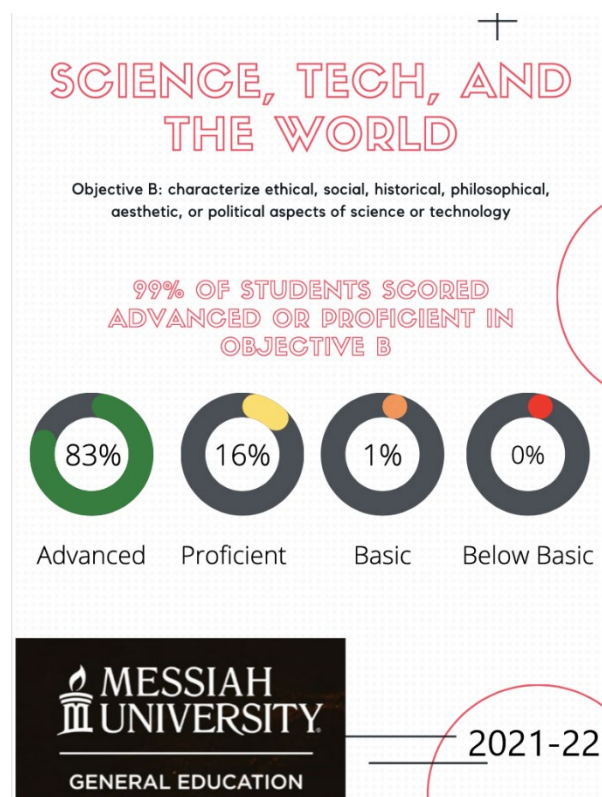
- *Ability to see the world from someone else's perspective:* 2% somewhat weak, 26.2% average, 47.5% somewhat strong, 24.3% a major strength
- *Ability to discuss and negotiate controversial issues:* 0.5% a major weakness, 8.1% somewhat

weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength

### AICUP 2021 Survey Data:

- *How much you've changed as a result of your first-year college experience regarding understanding of complex issues?:* 0% somewhat worse, 10.4% no change, 61.9% somewhat improved, 27.7% much improved
- *How much have you changed as a result of your first-year college experience regarding being able to explain ideas in front of a group?:* 0.5% much worse, 2% somewhat worse, 27.7% no change, 57.4% somewhat improved, 12.4% much improved

# QuEST Assessment Results



## Science, Technology and the World

### Results

Based on AEFIS direct assessment data, 99% of students scored proficient or above on this outcome.

### Direct Assessment Results:

83.1% advanced, 15.5% proficient, 1.3% basic, 0% below basic

### CIRP 2021 Survey Data:

#### Habits of Mind:

- *Support your opinions with a logical argument:* 4.2% not at all, 41% occasionally, 54.8% frequently

#### Diversity Rating:

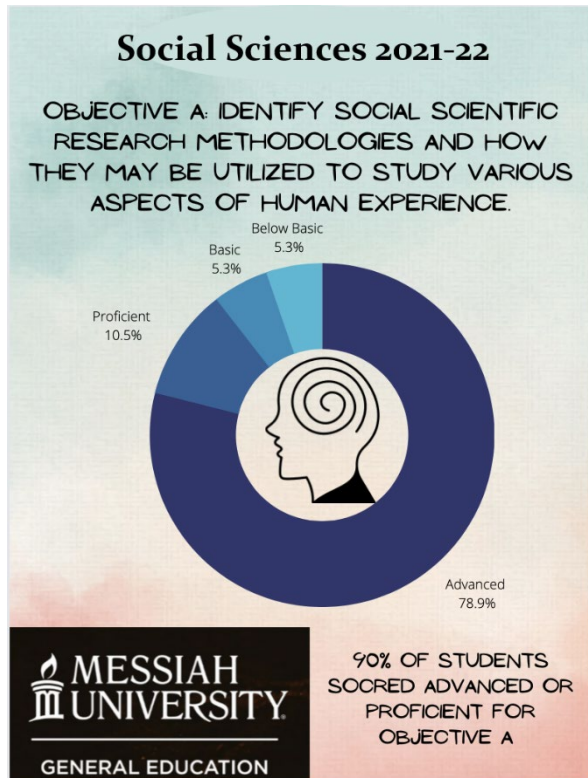
- *Ability to discuss and negotiate controversial issues:* 0.5% a major

weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength

### AICUP 2021 Survey Data:

- *How challenging would you rate your first-year college courses regarding science skills?:* 24.8% N/A, 6.7% not at all, 13.8% not very, 31.9% somewhat, 22.9% very
- *How much you've changed as a result of your first-year college experience regarding understanding of complex issues?:* 0% somewhat worse, 10.4% no change, 61.9% somewhat improved, 27.7% much improved

# QuEST Assessment Results



## Social Sciences

### Results

Based on AEFIS direct assessment data, 90% of students scored proficient or above on this outcome.

#### **Direct Assessment Results:**

78.9% advanced, 10.5% proficient, 5.3% basic, 5.3% below basic

#### **CIRP 2021 Survey Data:**

##### **Habits of Mind:**

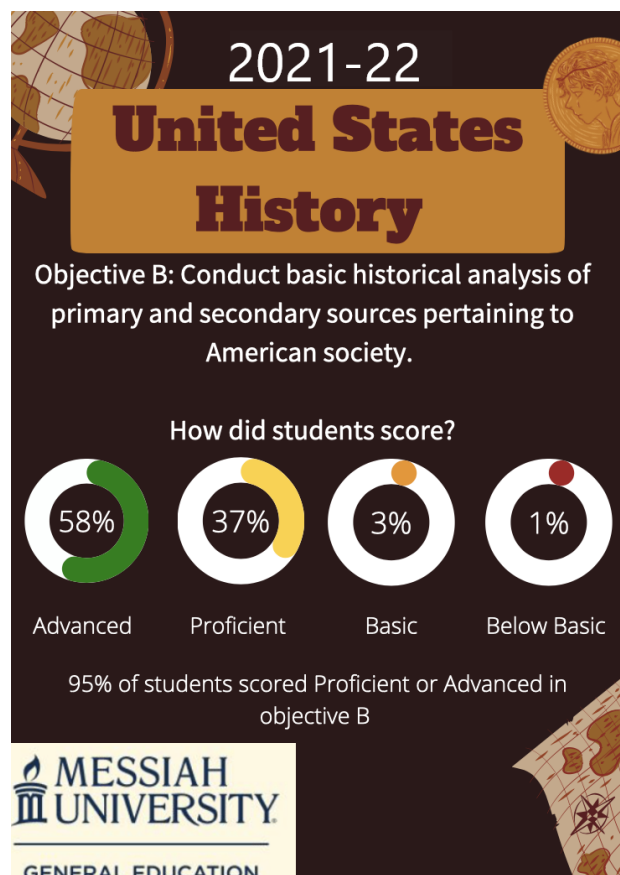
- *Support your opinions with a logical argument:* 4.2% not at all, 41% occasionally, 54.8% frequently
- *Seek solutions to problems and explain them to others:* 3% not at all, 45% occasionally, 52% frequently

#### **AICUP 2021 Survey Data:**

- *How challenging would you rate your first-year college courses regarding research skills?:* 11.4% not at all, 24.8% not very, 45.7% somewhat, 11.9% very, 6.2% N/A



# QuEST Assessment Results



## United States History

### Results

Based on AEFIS direct assessment data, 95% of students scored proficient or above on this outcome.

### **Direct Assessment Results:**

58.1% advanced, 36.6% proficient, 3% basic, 1% below basic

### **CIRP 2021 Survey Data:**

#### **Self-Rating:**

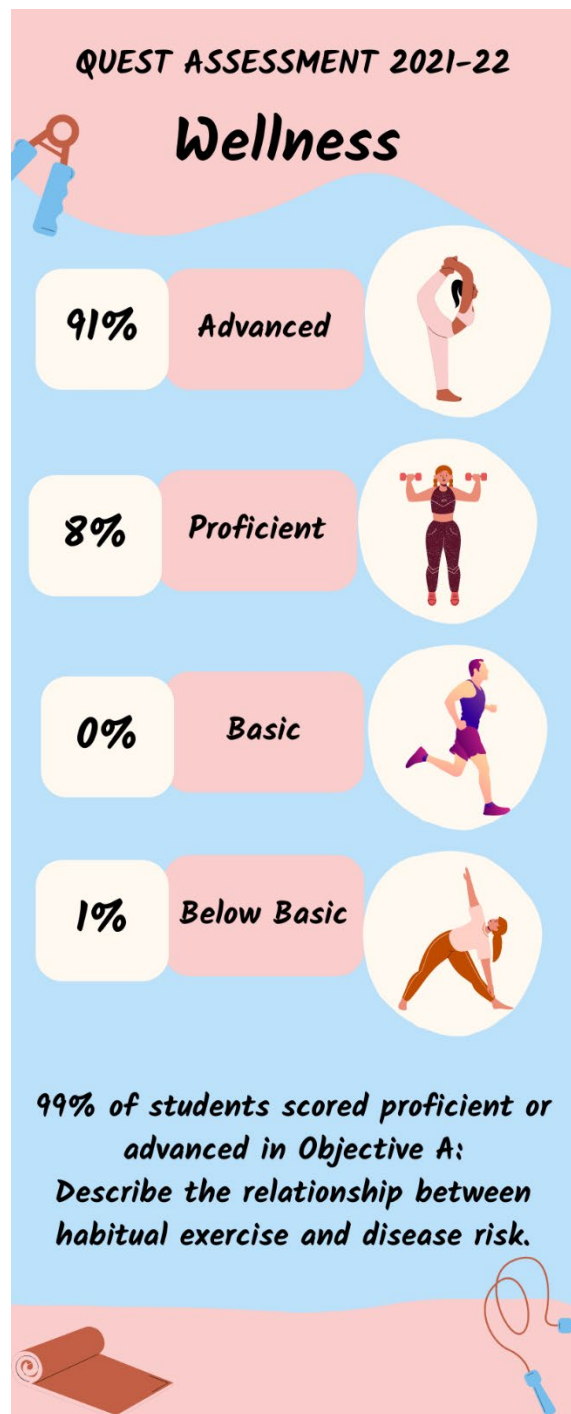
- *Understanding of others:* 1% below average, 35% average, 48.7% above average, 15.2% highest 10 percent

### **AICUP 2021 Survey Data:**

- *How challenging would you rate your first-year college courses regarding reading comprehension skills?:* 18.1% not at all, 34.3% not very, 42.9% somewhat, 4.8% very

- *How much you've changed as a result of your first-year college experience regarding reading analytically?:* 0.5% much worse, 0.5% somewhat worse, 20.1% no change, 65.2% somewhat improved, 13.7% much improved
- *How much have you changed as a result of your first-year college experience regarding understanding of others?:* 1% somewhat worse, 20.2% no change, 51.7% somewhat improved, 27.1% much improved

# QuEST Assessment Results



## Wellness

### Results

Based on AEFIS direct assessment data, 99% of students scored proficient or above on this outcome.

#### **Direct Assessment Results:**

90.8% advanced, 8% proficient, 0% basic, 1.1% below basic

#### **CIRP 2021 Survey Data:**

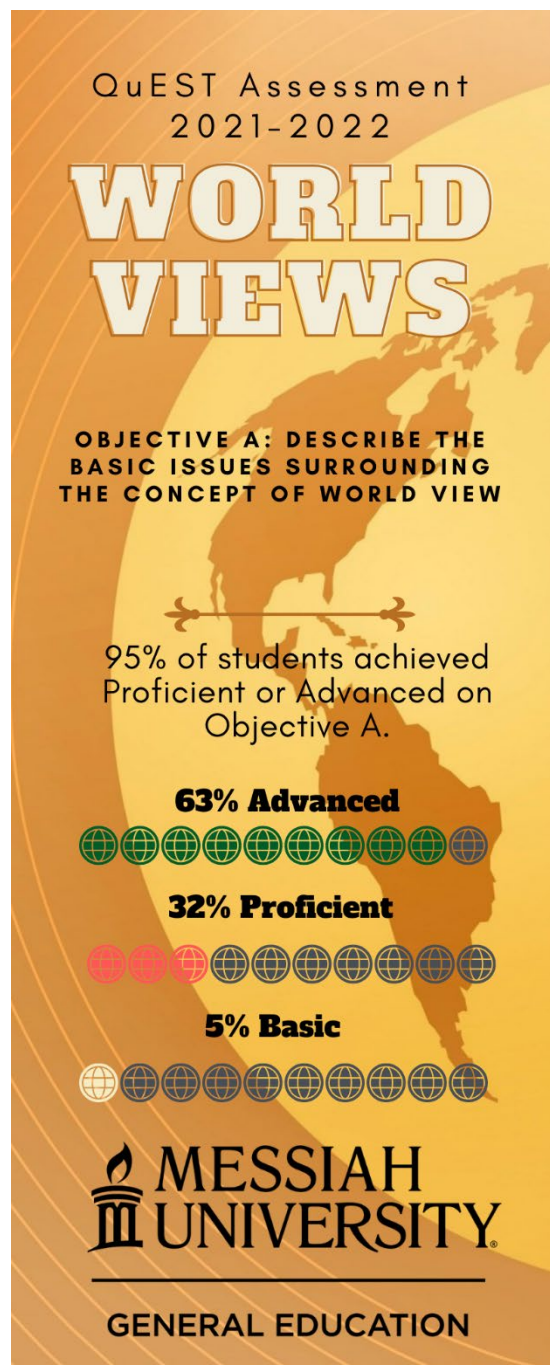
##### **Habits of Mind:**

- *Support your opinions with a logical argument:* 4.2% not at all, 41% occasionally, 54.8% frequently

#### **AICUP 2021 Survey Data:**

- *How much you've changed as a result of your first-year college experience regarding physical health?:* 2.1% much worse, 20.3% somewhat worse, 32.1% no change, 34.8% somewhat improved, 10.7% much improved

# QuEST Assessment Results



## World Views

### Results

Based on AEFIS direct assessment data, 95% of students scored proficient or above on this outcome.

### Direct Assessment Results:

63.2% advanced, 31.6% proficient, 5.3% basic, 0% below basic

### CIRP 2021 Survey Data:

#### Habits of Mind:

- *Support your opinions with a logical argument:* 4.2% not at all, 41% occasionally, 54.8% frequently

#### Diversity Rating:

- *Ability to discuss and negotiate controversial issues:* 0.5% a major weakness, 8.1% somewhat weak, 34.6% average, 34.8% somewhat strong, 22.1% a major strength
- *Ability to see the world from someone else's perspective:* 2% somewhat weak, 26.2% average, 47.5% somewhat strong, 24.3% a major strength

#### Self-Rating:

- *Understanding of others:* 1% below average, 35% average, 48.7% above average, 15.2% highest 10 percent

### AICUP 2021 Survey Data:

- *How much you've changed as a result of your first-year college experience regarding understanding of complex issues?:* 0% somewhat worse, 10.4% no change, 61.9% somewhat improved, 27.7% much improved

- *How much have you changed as a result of your first-year college experience regarding understanding of others?:* 1% somewhat worse, 20.2% no change, 51.7% somewhat improved, 27.1% much improved