



# **ASSESSMENT** OF STUDENT LEARNING

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MESSIAH UNIVERSITY

## **EXECUTIVE SUMMARY** **OF THE** **ASSESSMENT OF STUDENT** **LEARNING** *2022—2023*

# Table of Contents

Introduction .....	3
Strategic Initiatives Accomplished in 2022-23 .....	3
Assessment Updates.....	5
Summary Results of Assessment Performance 2022-23 .....	6
Preface .....	6
Assessment Rubric .....	6
Description .....	6
Assessment Rubric Categories .....	6
Purpose.....	7
Summary Comments .....	7
Dean Comments.....	7
Direct Student Learning Assessment Results .....	8
Description .....	8
Purpose.....	9
Direct Assessment Results: Undergraduate Learning Outcomes (ULOs) .....	9
Description .....	9
General Education.....	9
Undergraduate Academic Programs .....	9
Reflection on Direct Assessment Results for the ULOs.....	9
Aggregate Student Performance Data Visualizations: ULOs .....	10
Direction Assessment Results: Graduate Learning Outcomes (GLOs).....	13
Description .....	13
Reflection on Direct Assessment Results for the GLOs.....	13
Aggregate Student Performance Data Visualizations: GLOs.....	15
2022-23 Actions Plans and Closing the Loop Records.....	18
Analyze, Report, and Create Action Plans .....	18
Dissemination of Assessment Results .....	18
Assessment Results, Action Plans, and Closing the Loop Records (2022-23) .....	18
Assessment of Student Learning Goals for 23-24.....	22
Appendix A.....	23
Appendix B.....	26
Appendix C.....	31

**Executive Summary of the Assessment of Student Learning  
2022-23**

**Kate Oswald Wilkins, Director of Assessment**

**I. Introduction**

- A. The 2022-23 academic year marked several 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 2023-24 academic year.

**II. Strategic Initiatives Accomplished in 2022-23**

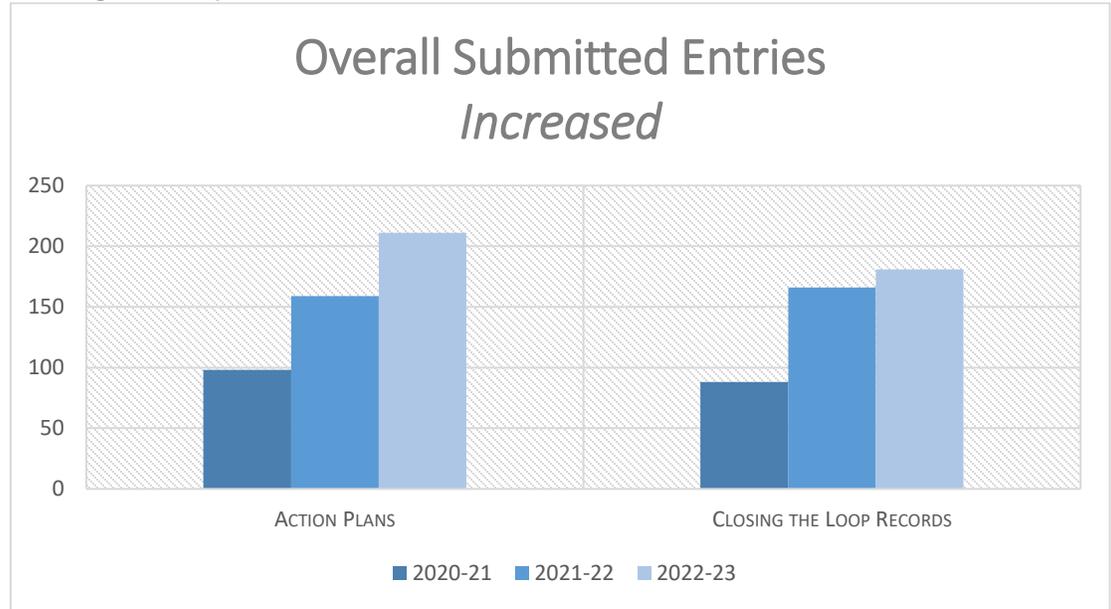
**A. Continue to equip educators and administrators with the use of assessment software.**

1. The assessment office hosted training and help events throughout the year. Regular events provide opportunities to connect with chairs, directors, administrative assistants, and assessment delegates. Even when colleagues choose not to attend the event, we build rapport when we hand-deliver fun event invitations accompanied by treats. We have also found that creative event invitations create a positive and invitational ethos for the Assessment Office. The 22-23 events included:
  - a. Afraid of Assessment? (Ghostbusters) October Training Refresher (Attendance: 22)
  - b. You Don't Have to do Assessment ALONE (Home Alone) December open house event (Attendance: 14)
  - c. Need Help with Assessment? As you Wish (Princess Bride) February open house event (Attendance: 12)
  - d. Need Help with Assessment? Anyone? Bueller? (Ferris Bueller's Day Off) Appreciation boxed lunch help event (Attendance: 32)
2. The director conducted meetings with all new chairs, directors, administrative assistants, or assessment delegates and held additional 1:1 meetings at the director or colleague's request (total 1:1 assessment meetings in 22-23: 47).

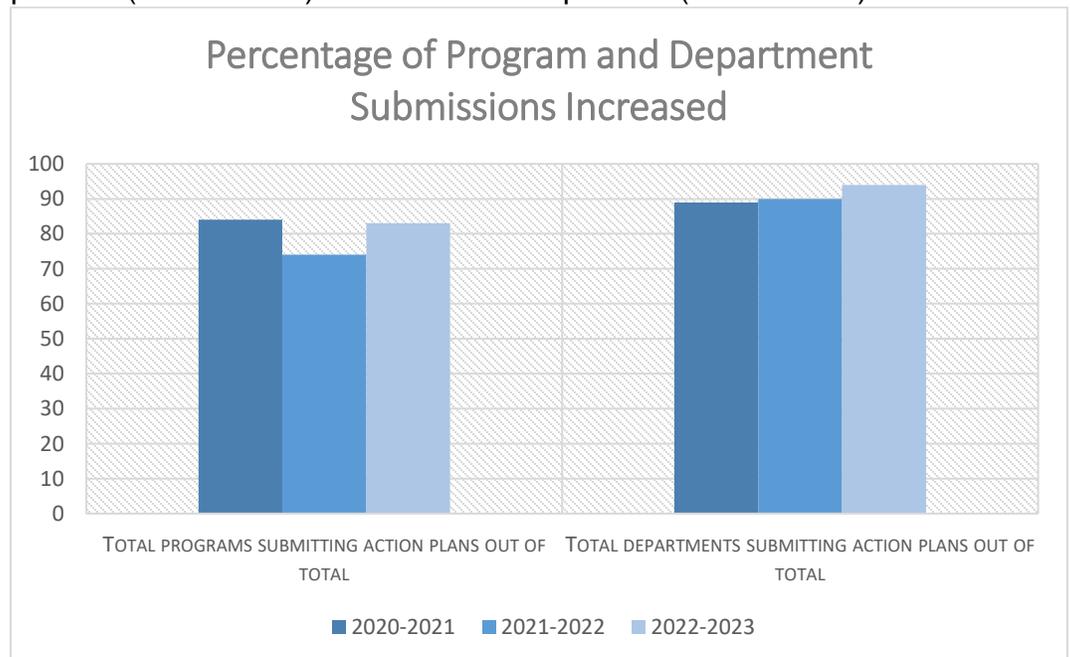
**B. Equip educators and departments to use assessment data to inform program improvements (action plans, closing the loop).**

1. The Assessment Office updated AEFIS training materials as system updates occur. AEFIS pushes changes to our production site monthly. Because numerous improvements were made to the Report Library last year, we updated our video and written directions.
2. The Assessment Office produced new communication materials to help chairs with key assessment tasks, such as quick-step direction sheets for assignment linking and effective end-of-year reporting examples.
3. Deans were encouraged to keep assessment action plans for the year on 1:1 agendas to keep chairs on track with closing the loop reporting.
4. End-of-year reporting revealed both positive results and an action step for our office.
  - a. The total number of action plans and closing the loop records entered by program administrators increased, most notably in action plans. In 2021-

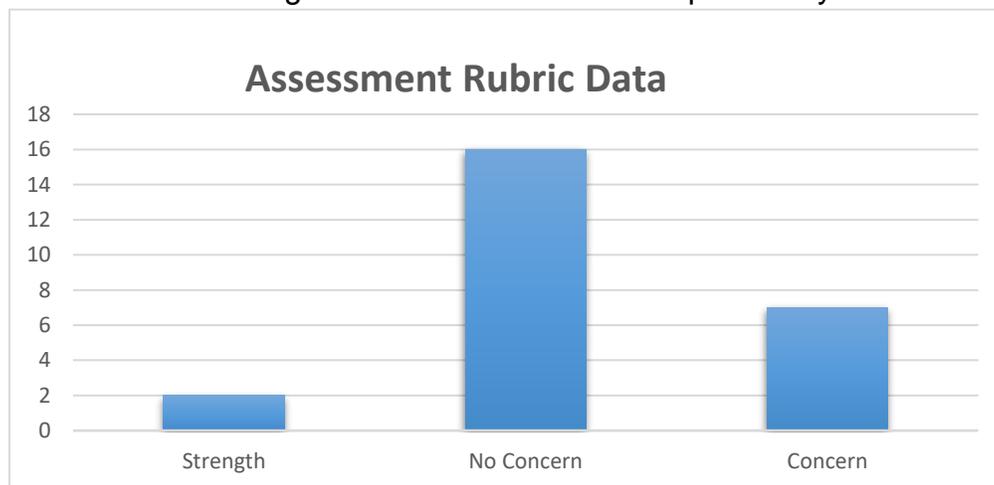
22, there were 159 individual action plan items and 166 individual closing the loop items. In 2022-23, there were 211 action plan entries and 181 closing the loop entries.



- b. Between the 2021-22 actions plan entries and 2022-23 closing the loop entries, 136 action plans (out of the 159 entries) were connected with an entry indicating that the loop has been closed (85 percent).
- c. The number of programs (i.e., individual assessment plans) submitting at least one action plan also increased since 2021-22. In 2021-22, 74 percent (67 out of 91) of programs submitted action plans. In 2022-23, 83 percent (63 out of 76) of programs submitted actions plans, indicating a 9 percent increase. Additionally, the percentage of departments that have at least one program that submitted an action plan has increased from 90 percent (33 out of 36) in 2021-22 to 94 percent (34 out of 36) in 2022-23.



- d. Deans evaluate department assessment work using our institutional meta-assessment rubric. While the majority of departments received a “no concern” evaluation for assessment, seven departments received a “concern” evaluation. Our office proactively works with departments receiving a “concern” evaluation the previous year.



- C. Develop sustainable structure for assessment support by establishing a working relationship with instructional designers and by using ETS ticket system.** Cindi Kerns and Rocky Allinger started assisting with assessment events and 1:1 instructor support last year, and they have provided valuable assistance to our office. The instructional designers are knowledgeable about our LMS and became very skilled at troubleshooting assignment linkage issues. They also learned program curriculum mapping and completed numerous mapping projects for departments overhauling assessment plans or creating new plans. Their assistance was critical during the 22-23 academic year because we were not able to hire a graduate assistant (20 hrs./week position). While we did not implement the ETS ticket system for assessment, we did implement a ticket system through the assessment website and ongoing communication from our office seems to be enough for educators to know where to direct their requests.
- D. Improve SSE assessment process by employing AEFIS data collection tool.**
1. The Director of Assessment and the SSE representative on the Assessment of Student Learning Committee worked together to draft a data collection and workflow for the educational plans used to collect SSE assessment, because the process has been manual to this point. Offices upload complete word documents to a shared file, and the administrative assistant for SSE compiles an annual report. Feedback on the forms has been minimal to this point, and reports for the academic area and SSE have been separate.
  2. While we made progress on the plan to implement the data collection tool, discussions revealed that improvements with the form and process are needed before moving forward. Additionally, the VP of SSE position was in transition, and it was important to consult with the new VP before changing assessment processes.

### III. Assessment Updates

- A. In Summer 2023, AEFIS fully transitioned to HelioCampus in their site branding. The Assessment Office has updated our communication materials accordingly.
- B. The Assessment Office welcomed a new graduate assistant in Fall '23. Gian Fabian is a student in the Master's Program of Higher Education.
- C. We will use the same workflow as last academic year, wherein assessment plan forms remain on chairs' and directors' HelioCampus dashboard throughout the academic year. Provosts' cabinet decided on a slight modification to the due date for the annual program review (APR) form due date to better align with assessment evaluation. This year, deans will again approve end-of-year assessment form submissions in June, but APR forms are due to the provost's office in August to ensure deans approve assessment forms before entering scores and comments on the APR form. *\*One potential challenge to note is that if we do not have all current year forms submitted before the new year form launches, content does not copy over into the new year's form.*

### 2023-24 Assessment Workflow



### IV. Summary Results of Assessment Performance 2022-23

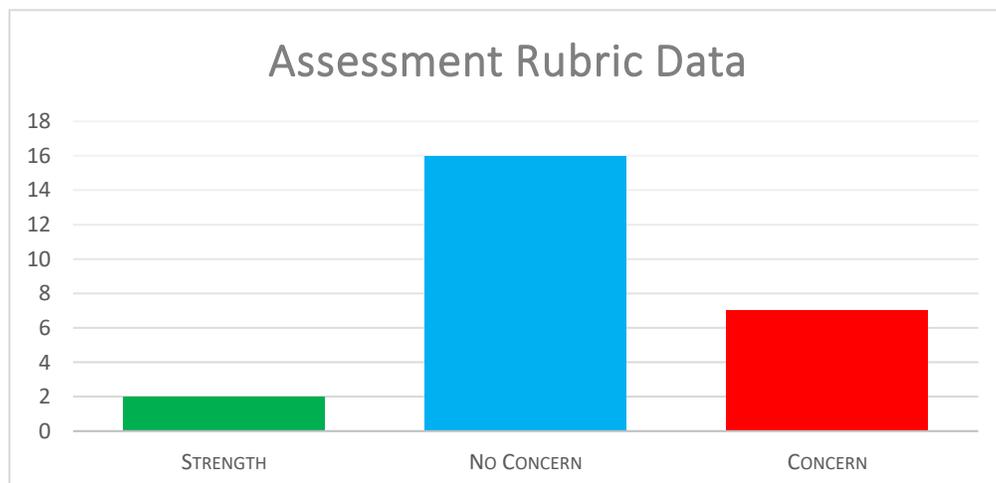
#### A. Preface

- 1. 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.

#### B. Assessment Rubric

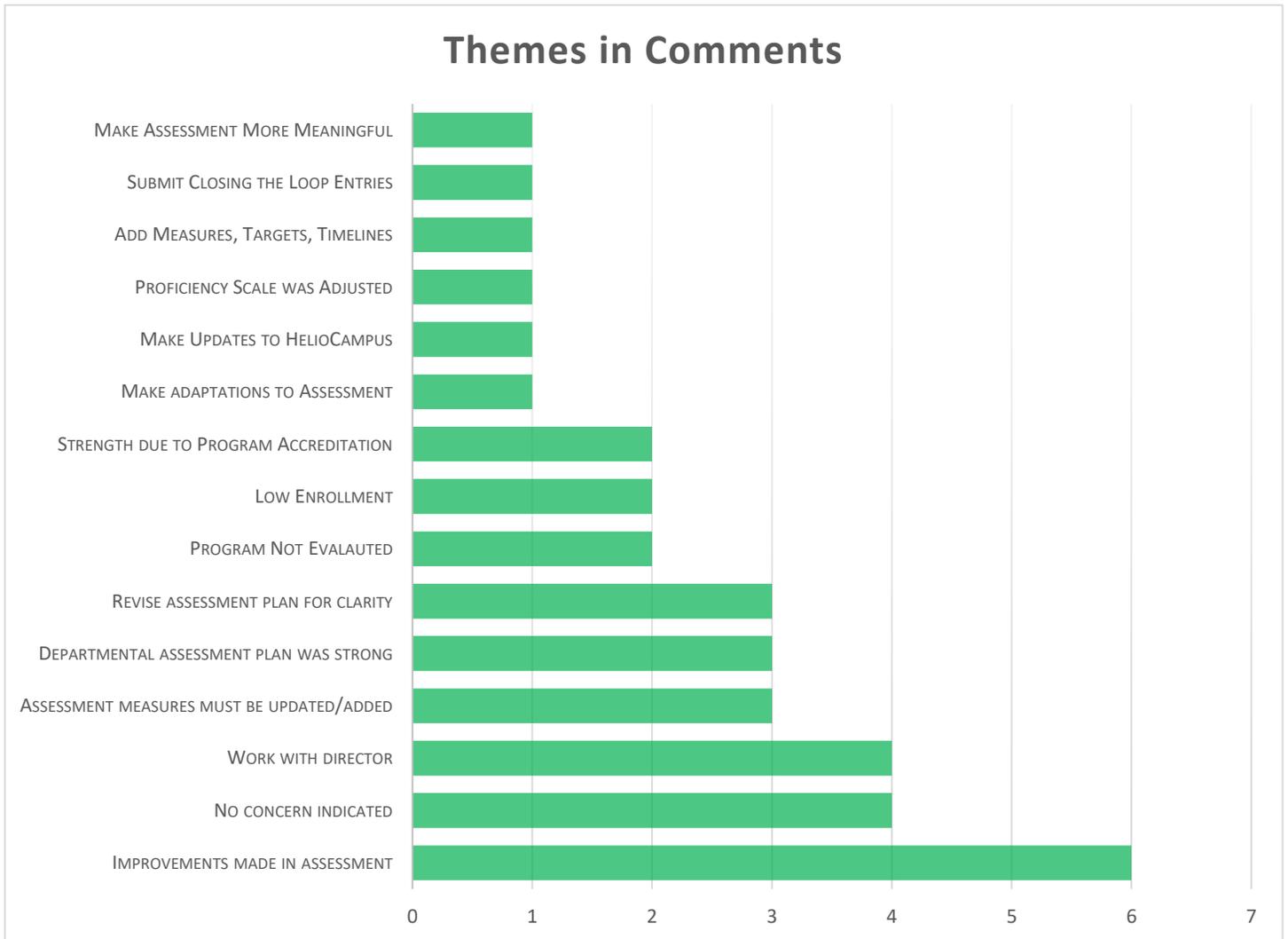
- 1. **Description**—Deans evaluate program assessment plans annually using our common assessment rubric. This rubric evaluates assessment plans and assessment processes on a four-point scale. In 2022-23, deans recorded assessment performance based on the rubric on the annual program review form.
- 2. **The assessment rubric includes the following categories** (see rubric in Appendix B).
  - a. **Process**—Is the plan being implemented faithfully and revised as needed?

- b. **Engagement**—Are all educators contributing to the program involved in the creation/revision, analysis, interpretation, and improvement processes associated with the plan?
  - c. **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?
  - d. **Measures**—Are the instruments used to assess learning relevant for the objective? Do measures yield information/data you can use to drive improvement?
  - e. **Timeline**—Is the timeline for data collection manageable with sufficient data points to inform decision making and program review effectively?
  - f. **Targets**—Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable?
  - g. **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?
  - h. **Dissemination**—Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?
3. **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.
4. **Summary comments on the assessment rubric data**
- a. **Two** department forms (**8%**) indicated assessment as a **strength** in the department (compared to 5 in 21-22).
  - b. **16** department forms (**64%**) showed there was **no concern** related to assessment (compared to 17 last year).
  - c. **Seven** department forms (**28%**) marked assessment as a **concern** for the department (compared to 6 in 21-22).



## 5. Themes of Dean Comments on Annual Program Assessment Forms

- a. The annual program review form also includes qualitative responses from the deans. Deans appear to be using the comments to note strengths, weaknesses, progress made, and progress needed. We might consider two fields or decide how to better use this form to direct departments.



## C. Direct Student Learning Assessment Results

### 1. Description

- a. **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).
- b. **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.

2. **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.

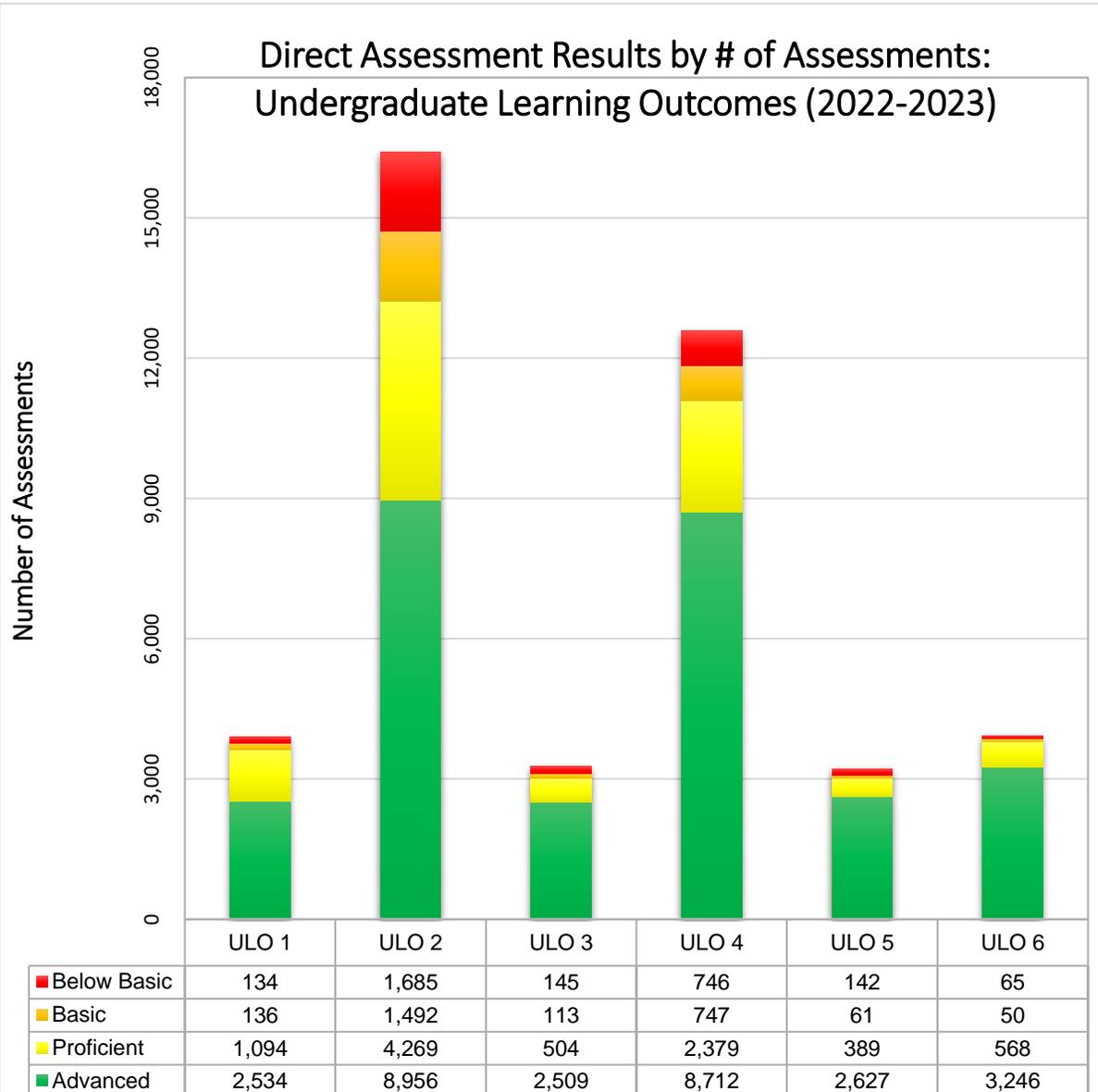
#### **D. Direct Assessment Results: Undergraduate Learning Outcomes (ULOs)**

1. **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 HelioCampus 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.
  - a. The graphs that follow display student performance on the ULOs, including the number of assessments at each performance level, the percentage of assessments at each performance level, and a comparison of 22-23 performance to past academic years.
  - b. 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 HelioCampus, educators are continuing to discuss where to set the basic, below basic, and advanced ranges. Typically, 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).
2. **General Education**
  - a. 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.
  - b. A breakdown of QuEST assessment results is available on the QuEST website and Appendix C.
3. **Undergraduate Academic Programs**
  - a. UG Academic programs contributed to the aggregate ULO data to whatever extent they mapped and linked courses during the academic year.
4. **Aggregate student performance data on the ULOs**
  - a. Includes learning from every portion of the required curriculum (i.e., general education and majors).
  - b. Appendix A shows the mapping from program learning objectives in the major, QuEST, and Student Success and Engagement.

- c. 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 currently.

**5. Reflection on Direct Assessment Results for the ULOs**

- a. The number of assessments per ULO mirrored the ratios we saw in 2021-22 with ULO 2 (breadth and depth) and ULO 4 (skills and scholarship) garnering the highest numbers of assessments, but the overall number of assessments continues to increase. For example, last year the breadth and depth ULO had the highest number of assessments at 12,632. The same ULO had 16,402 assessments in 22-23.
- b. Student performance on the ULOs was also similar to last year with some minor variations. 81-96 percent of assessments were scored at proficient performance on each of the ULOs.
  - 1. (+4%) for ULO 1, (+1%) for ULO 3, and (+1%) for ULO 6 compared to 2021-22 academic year.
  - 2. (-1%) for ULO 2 compared to 2021-22 academic year.
  - 3. No change for ULO 4 & 5 compared to 2021-22 academic year



**ULO 1**  
**Foundations of Learning**  
3,628 out of 3,898 scored Proficient or Advanced

**ULO 2**  
**Breadth & Depth of Knowledge**  
13,225 out of 16,402 scored Proficient or Advanced

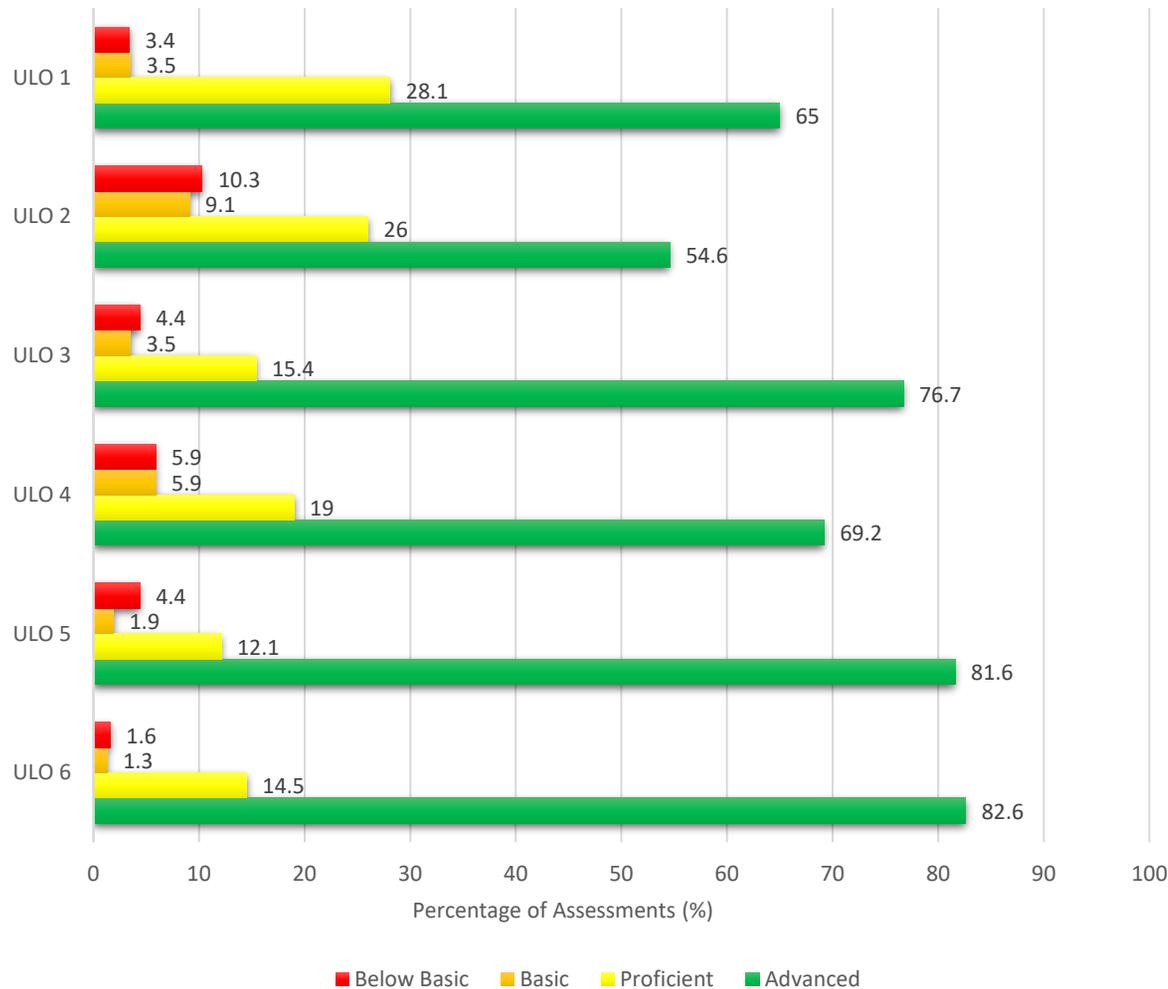
**ULO 3**  
**Christian Faith**  
3,013 out of 3,271 scored Proficient or Advanced

**ULO 4**  
**Specialized Skills & Scholarship**  
11,091 out of 12,584 scored Proficient or Advanced

**ULO 5**  
**Self-Awareness**  
3,016 out of 3,219 scored Proficient or Advanced

**ULO 6**  
**Social Responsibility**  
3,814 out of 3,929 scored Proficient or Advanced

## Direct Assessment Results by % of Performance Level: Undergraduate Learning Outcomes (2022-2023)



**ULO 1**  
**Foundations of Learning**  
~93% scored Proficient or Above

**ULO 2**  
**Breadth & Depth of Knowledge**  
~81% scored Proficient or Above

**ULO 3**  
**Christian Faith**  
~92% 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**  
~96% scored Proficient or Above

### Summary

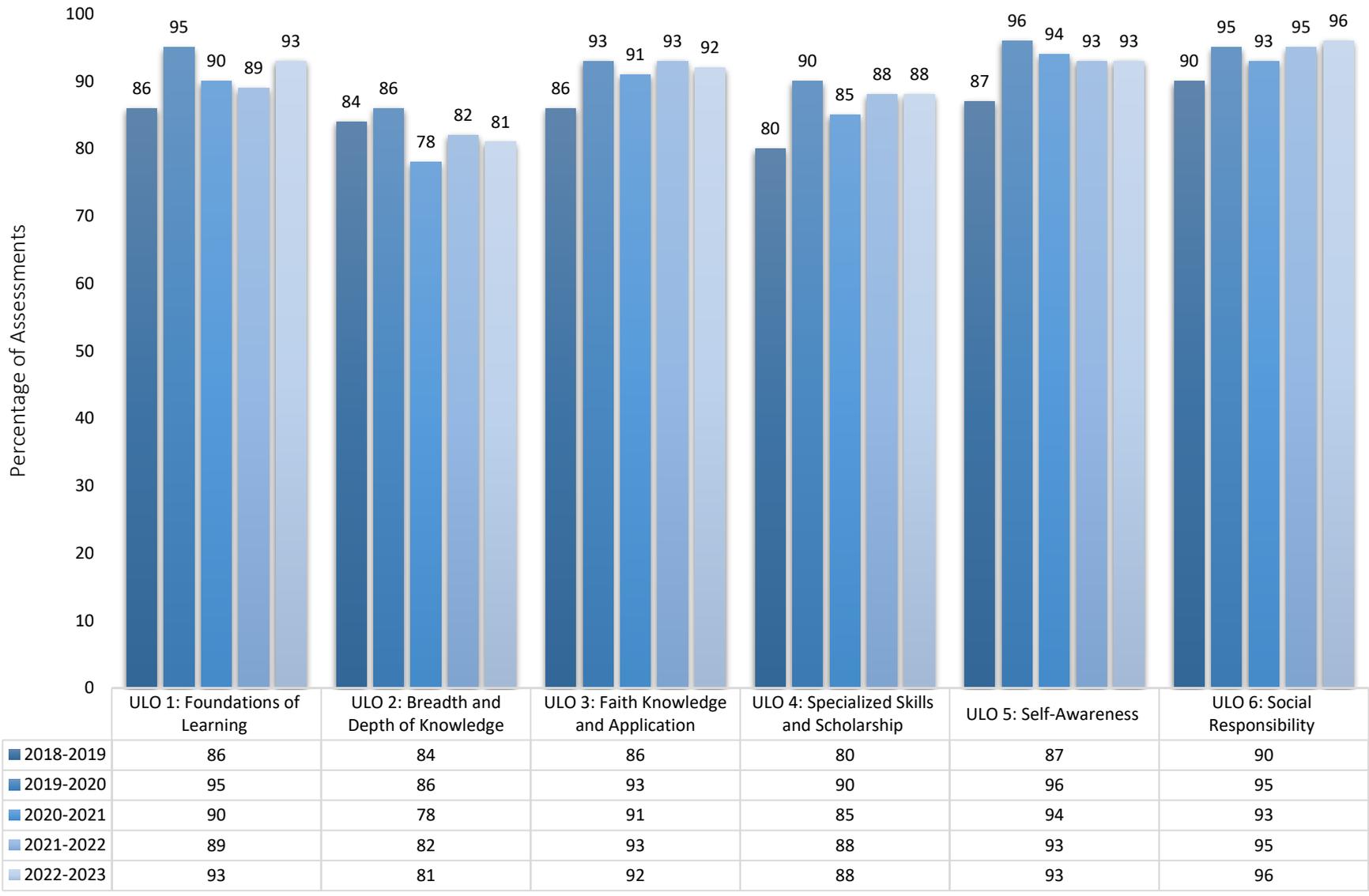
(+4%) for ULO 1, (+1%) for ULO 3, and (+1%) for ULO 6 compared to 2021-22 academic year.

(-1%) for ULO 2 compared to 2021-22 academic year.

No change for ULO 4 & 5 compared to 2021-22 academic year.

## Direct Assessment Results: Undergraduate Learning Outcomes (2018-2023)

% at Proficient or Advanced



## **E. Direct Assessment Results: Graduate Learning Outcomes (GLOs)**

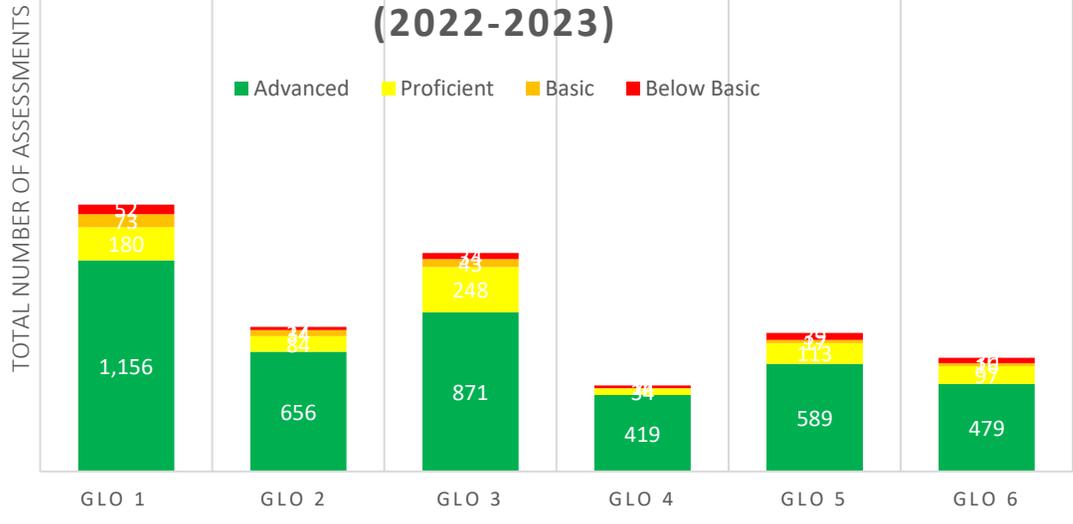
### **1. Description**

- a. Student performance data on the graduate learning outcomes (GLOs) aggregates from assignments linked to program learning objectives within graduate program assessment plans.

### **2. Reflection on Direct Assessment Results for the GLOs**

- a. Volume of data collected for the GLOs varied somewhat. The number of assessments for GLO 1 (specialized knowledge) decreased from 3,067 in 21-22 to 1,461 in 22-23. The number increased for GLO 5 (ethical principles—455 in 21-22 and 758 in 22-23) and GLO 6 (intercultural competence—440 in 21-22 and 622 in 22-23).
- b. Performance on GLOs was strong, with 91-96 percent at proficient or higher. Proficient achievement levels were similar to last year with an average student performance level across GLOs at 93 percent.
- c. The data since 2018 demonstrates a similar level of achievement in 22-23 compared to prior years.

## DIRECT ASSESSMENT RESULTS BY # OF ASSESSMENTS: GRADUATE LEARNING OUTCOMES (2022-2023)



1,336 out of 1,461 scored Proficient or Above

740 out of 791 scored Proficient or Above

1,119 out of 1,196 scored Proficient or Above

453 out of 471 scored Proficient or Above

702 out of 758 scored Proficient or Above

576 out of 622 scored Proficient or Above

**GLO #1**  
**Specialized Knowledge**

**GLO #2**  
**Scholarly Activities**

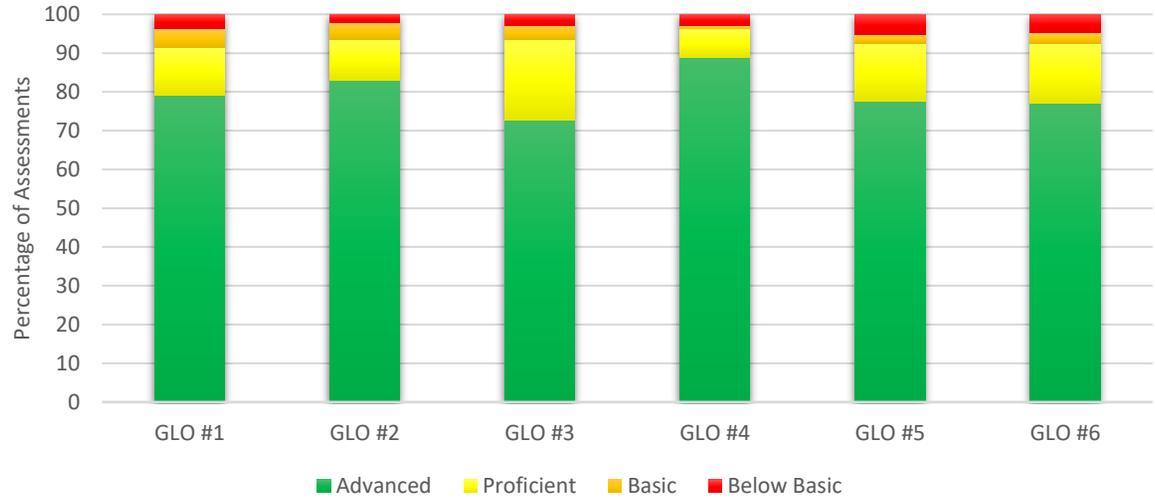
**GLO #3**  
**Mastery of Competencie**

**GLO #4**  
**Christian Faith**

**GLO #5**  
**Ethical Principles**

**GLO #6**  
**Intercultural Competencies**

## Direct Assessment Results by % of Performance Level: Graduate Learning Outcomes (2022-2023)



**Specialized Knowledge**

91% scored Proficient or Above (85% in 21-22)

**Scholarly Activities**

94% scored Proficient or Above (94% in 21-22)

**Mastery of Competencies**

94% scored Proficient or Above (94% in 21-22)

**Christian Faith**

96% scored Proficient or Above (91% in 21-22)

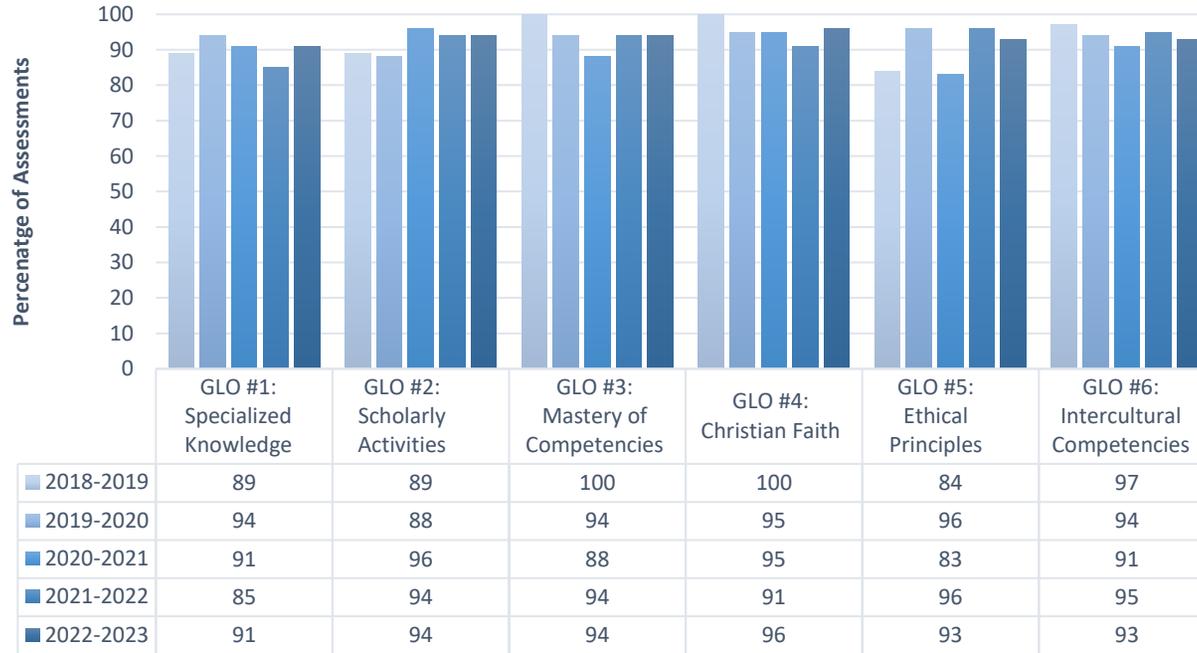
**Ethical Principles**

93% scored Proficient or Above (96% in 21-22)

**Intercultural Competencies**

93% scored Proficient or Above (95% in 21-22)

## Direct Assessment Results 2018/19-2022/23 Percentages of Assessment Targets Met: Graduate Learning Outcomes (% at Proficient/Advanced)



## F. 2022-23 Actions Plans and Closing the Loop Records

### 1. Analyze, Report, and Create Action Plans

- a. **Preface**—During May development week each year, academic departments analyze and report assessment results in accordance with their assessment plans.
- b. **General education units** have 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.
- c. **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 HelioCampus (closing the loop). Deans approve end-of-year reporting and monitor progress on action plans in the upcoming academic year.

### 2. Dissemination of Assessment Results. Stakeholders expect to see assessment results.

- a. **Institution-level**—We share aggregated institution-level results on the Messiah website.
- b. **General Education**—QuEST assessment results are posted on the QuEST website annually.
- c. **Program level**—Academic departments should share results as appropriate via their website and with faculty, students, alumni, prospective students, and local employers.

### 3. Assessment Results, Action Plans, and Closing the Loop Records (2022-23)

#### a. 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 2022-23 academic year, they should report what they did to improve learning, assess the change, and indicate whether additional action is needed.
4. **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.

#### b. Analysis of Action Plans

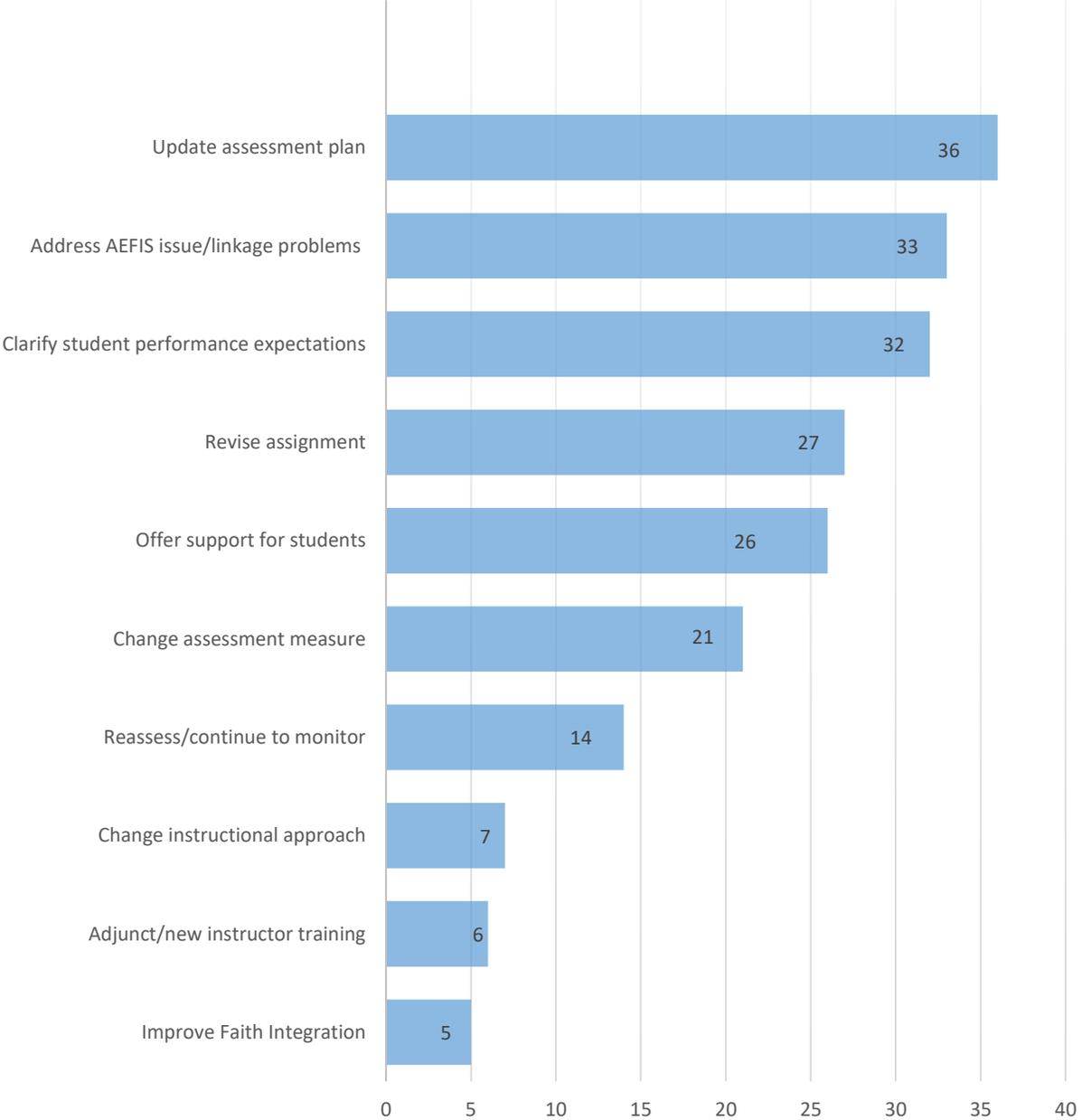
1. A quantitative content analysis of action plans showed that departments plan to modify instruction, assessment, and curriculum due to previous year assessment results. A fairly significant number of submissions indicated the need to address assignment linking

issues, which we continue to work to address during the academic year. This comment was repeated in programs in three departments. Provide support for students increased compared to past years, which may indicate greater educator awareness of student needs regarding academic support, mental health, etc.

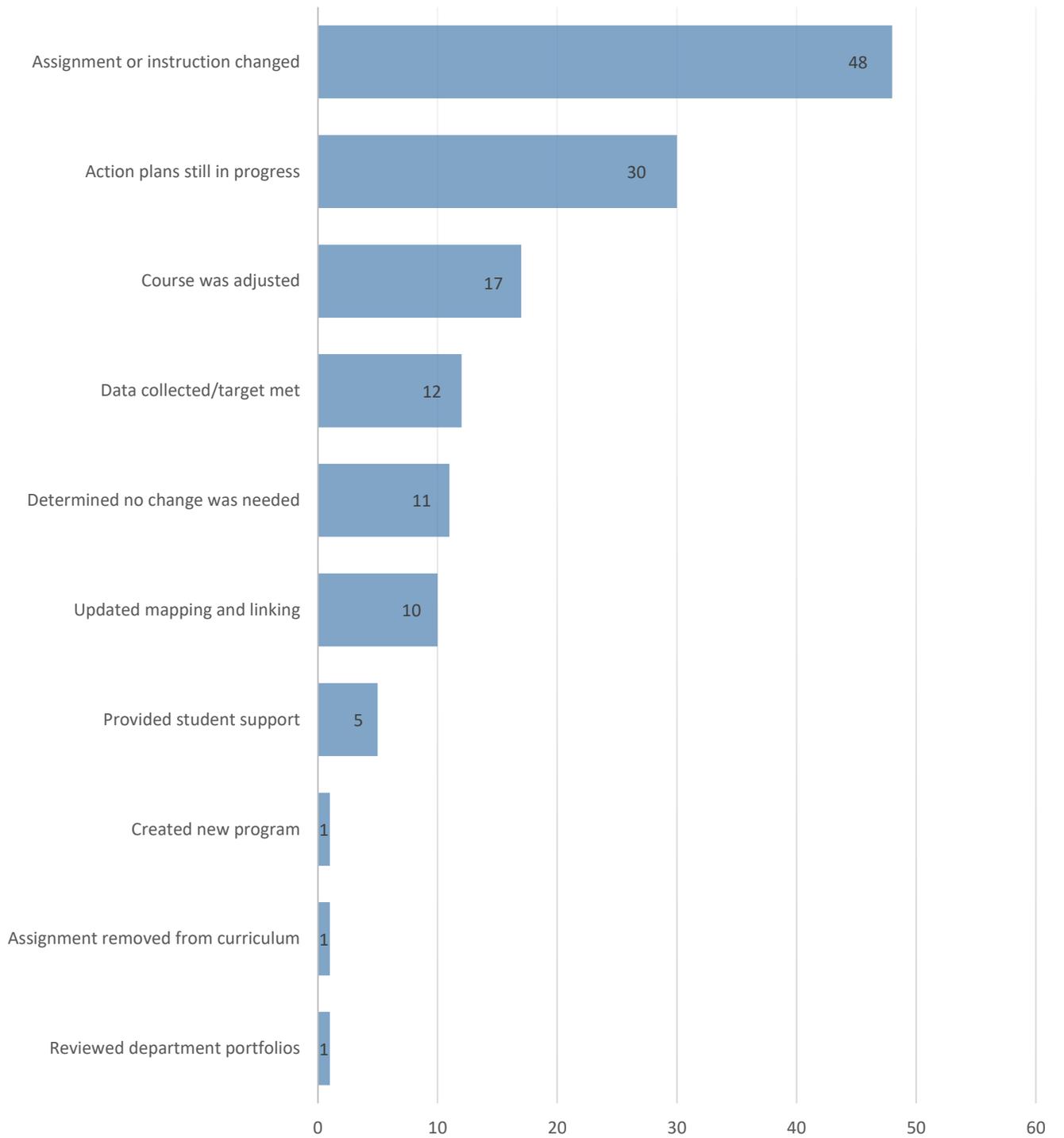
**c. Analysis of Closing the Loop Records**

1. A quantitative content analysis of closing the loop responses indicated changes educators made to instruction, assignments, and courses in order to complete action plans. The second highest response said that action plans were still in progress, which may be concerning if the delay was due to something other than the course not being offered in the 22-23 academic year to execute the action plan. Another potentially problematic response is that the department determined no action was needed as a response to what they did to accomplish the action plan. Most of these responses were repeated for programs within three departments.

# ACTION PLAN THEMES 2022-23



## CLOSING THE LOOP THEMES 2022-23



## V. Assessment of Student Learning Goals for 2023-2024

- A. Goal: Develop training and communication materials on closing the loop, and work with deans to ensure chairs enter closing the loop records for previous year action plans upon submission of end-of-year assessment reports.
  - 1. Strategies: Send deans and chairs previous year action plans as a reminder during the academic year, push new communication materials on importance of closing the loop, ways to close the loop, etc.
  - 2. Measure: Improved closing the loop records in 23-24 reporting cycle.
- B. Goal: Reduce the number of programs that submit zero action plans and closing the loop records.
  - 1. Strategies: Target assistance to programs that submitted zero action plans or zero closing the loop records in the last reporting cycle, provide proactive assistance to departments with a dean score of “concern” for the assessment category of the annual program review.
    - a. Programs that submitted zero action plans: Art Education, Public Relations, Post-Cert of Grad Studies in Teacher Leadership, STEM Education Certificate, Doctor of Nursing Practice Nursing Leadership, Nursing Administration MSN, Sport Management
    - b. Programs that submitted zero closing the loop records: Art Education, Public Relations, Post-Cert. of Graduate Studies in Teacher Leadership, STEM Education Certificate, Nursing Administration MSN, Sport Management
  - 2. Measure: Programs submitting no action plans or closing the loop records will submit in the 23-24 reporting cycle.
- C. Goal: Work with the VP of SSE to ensure meaningful, manageable assessment strategies for the division and identify ways to put academic and SSE data in conversation to tell the story of how our students are achieving institutional learning outcomes through the curriculum and co-curriculum.
  - 1. Strategies: possible adoption of SSE data collection form in HelioCampus, communication materials that combine academic and co-curricular evidence of learning.
  - 2. Measure: revised assessment processes for SSE and communication materials the combine academic and SSE data.
- D. Goal: Ensure effective assessment plan for new general education curriculum.
  - 1. Strategies: create plan based on approved course proposals, approve GE assessment plan through ASLC. Important decisions include target (currently 70 across the board = proficient) and volume of data collection (currently we collect data on one CLO per year, which means same data is not always analyzed within a three-year period due to more than 3 CLOs).
  - 2. Measure: effective, actionable data collection and reporting of new GE curriculum.

## 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 leadership, and commitment to living in community.
    - Outreach Teams
    - Leadership Retreats
    - Service Day
    - MLK Day
    - **ELI**

<b>Appendix B. Assessment Rubric</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Criteria</b>				
<p><b>Process</b></p> <p>Is the plan being implemented faithfully and revised as needed?</p>	<p>Assessment plan is not implemented.</p>	<p>Most aspects of plan are being implemented or all aspects are implemented to some degree.</p>	<p>Assessment plan is fully implemented.</p>	<p>Plan is faithfully executed and modified/evaluated as needed.</p>
<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>	<p>Limited involvement beyond chair/director</p>	<p>All educators delivering the curriculum are aware of process and results</p>	<p>All educators delivering the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p>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>
<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>	<p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p>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</p>	<p>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</p>

Appendix B. Assessment Rubric	1	2	3	4
Criteria				
<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>And two of the following four criteria:</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>

<b>Appendix B. Assessment Rubric</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Criteria</b>					
<b>Timeline</b> Is the timeline for data collection manageable with sufficient data points to inform decision making and program review effectively?	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.	
<b>Targets</b> 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.	

<b>Appendix B. Assessment Rubric</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Criteria</b>				
<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 HelioCampus.</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>

<b>Appendix B. Assessment Rubric</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Criteria</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>

## Appendix C. QuEST Assessment Results

Outcome Set	Outcome Code	Outcome Description	Total Assessments	Below Basic	Basic	Proficient	Advanced	Success
QuEST Curriculum	QU_ARTS_C	See and "hear" through personal interaction with art media.	427	6	2	19	400	98%
QuEST Curriculum	QU_CCC_D	Write critically, using effective prose for particular audiences.	599	11	10	186	392	96%
QuEST Curriculum	QU_CHBE_A	Practice theological ways of thinking and writing.	233	19	8	60	146	88%
QuEST Curriculum	QU_COMM_C	Articulate ethical responsibilities of oral communicators and, in their own communication, demonstrate adherence to those responsibilities.	495	21	20	103	351	92%
QuEST Curriculum	QU_EHIB_B	conduct basic historical analysis of primary and secondary sources pertaining to European society.	142	3	4	15	120	95%
QuEST Curriculum	QU_EMW_C	Apply Christian ethical approaches to selected ethical problems or issues.	106	3	4	27	72	93%
QuEST Curriculum	QU_FYSD_D	Apply basic methods and skills of information literacy: accessing, evaluating, and using information effectively and ethically.	546	23	23	196	304	92%
QuEST Curriculum	QU_KOBA_A	Reflect on how the Bible functions as an ancient text with authority for Christian belief and practice.	445	18	12	35	380	93%
QuEST Curriculum	QU_LIT_C	Analyze significant works of literature.	402	12	6	80	304	96%

QuEST Curriculum	QU_LSCI_C	Demonstrate the ability to conduct and analyze simple investigations in the natural sciences.	745	39	31	181	494	91%
QuEST Curriculum	QU_MOLA_C	Articulate knowledge of culture in that language.	833	65	7	181	580	91%
QuEST Curriculum	QU_MS CI_B	Use systematic reasoning appropriate to the respective discipline.	519	58	33	154	274	82%
QuEST Curriculum	QU_NW S_B	Engage with multiple aspects of the culture under study; these may include social customs and practices, systems of thought, and artistic expression.	249	11	3	46	189	94%
QuEST Curriculum	QU_PCS_C	Explain some effects of inequality, prejudice, and discrimination.	297	8	2	55	232	97%
QuEST Curriculum	QU_PHI L_C	Engage the work of significant thinkers.	394	15	7	170	202	94%
QuEST Curriculum	QU_SSCI_B	Identify socio-cultural contexts that shape human experience.	590	49	15	75	451	89%
QuEST Curriculum	QU_ST W_C	Analyze relationships between Christian Faith and science or technology within the context of a particular issue/topic.	203	12	5	32	154	92%
QuEST Curriculum	QU_USH I_C	Communicate historical analysis in effective forms of communication.	269	9	2	134	124	96%
QuEST Curriculum	QU_WELL_B	Practice exercise and physical activity that improves health.	582	6	1	58	517	99%