Executive Summary of the Assessment of Student Learning
2017-2018
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Introduction

The 2017-18 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 2018-19 academic year.

Strategic Initiatives Completed in 2017-18

- Improved communication of learning objectives publicly; now displayed with major curricula in online course catalog
- Improved communication of ULOs and GLOs on the Messiah website
- Improved assessment resources available for educators
  - Assessment Manual
  - Assessment resource handouts
  - Four teaching and learning presentations last academic year
- 100 percent completion rate for major-specific assessment rubrics
- Closer match between chair self-evaluations of assessment performance and dean assessment of department assessment performance
- Improvements in overall rubric performance, particularly in areas scoring below 3 on average (engagement & dissemination, measures, action plans)

Assessment Policy Updates

- Starting in academic year 2018-19, engagement and dissemination will have separate rubric lines in the annual assessment rubric, to provide more useful information about strengths and opportunities for improvement (see Appendix A)
- Minimum score of "3" is required of assessment plans needing ASLC review (in the case of changes impacting the assessment plan, changes to courses serving as embedded direct assessment measures, new programs)

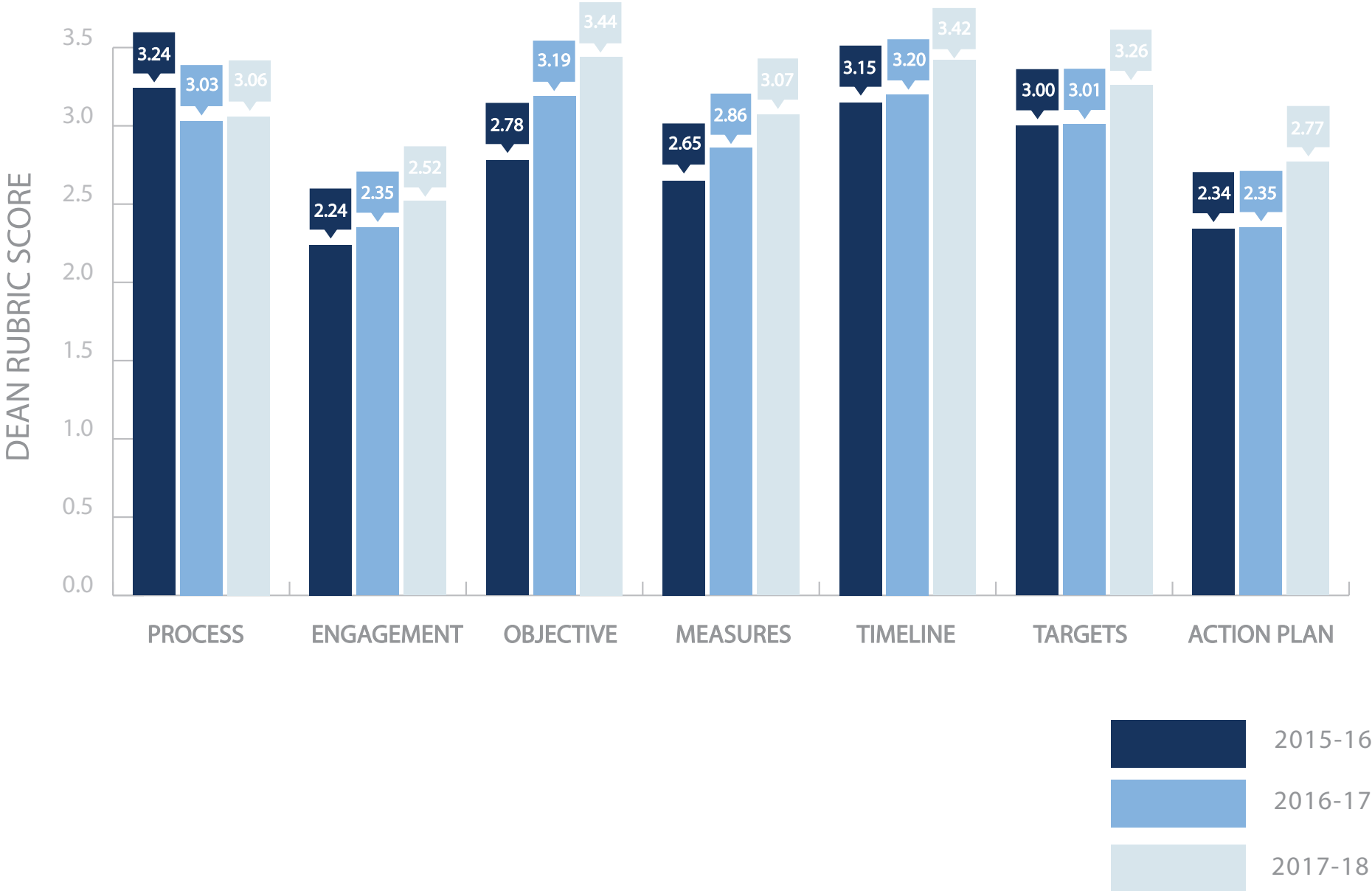**Summary Results of Assessment Performance 2017-18**

Summary results of assessment performance is based on the annual assessment survey and the annual assessment rubric.

Assessment Survey. At the end of the 2017-18 academic year, the assessment office asked academic departments/programs to reflect on their assessment work from that year by responding to a Qualtrics survey. This year's survey was again designed to help department chairs and program directors to lead a meaningful, reflective discussion with their departments about their assessment plans and goals. The survey was also intended to gather information on how chairs/program directors self-evaluated their programs on assessment performance in comparison with their school deans via the assessment performance rubric. This year we achieved the first ever 100 percent completion rate on the assessment survey. The report summarizes key aggregate responses from the assessment survey. Individual responses were also saved in each department's assessment file and reviewed with each school dean in order to facilitate the prioritization of assessment improvements that should be planned for the upcoming academic year, as well as to plan assistance for each department from the assessment office. Now that we have completed two cycles of dean scoring and we see evidence that the scores are becoming more similar, our plan is to discontinue the chair self-scoring on assessment elements. We aim to eliminate redundant data collection where possible in order to minimize chair workload at the end of the academic year.

Assessment Rubric. Deans and chairs annually co-score each major/program assessment plan and processes on a four point rubric. Annual assessment rubric scores are designed to document individual major/program performance on assessment plans and processes over time. This report uses comparative data from 2015-16, 2016-17, and 2017-18 assessment rubric scores. The assessment rubric includes the following categories:
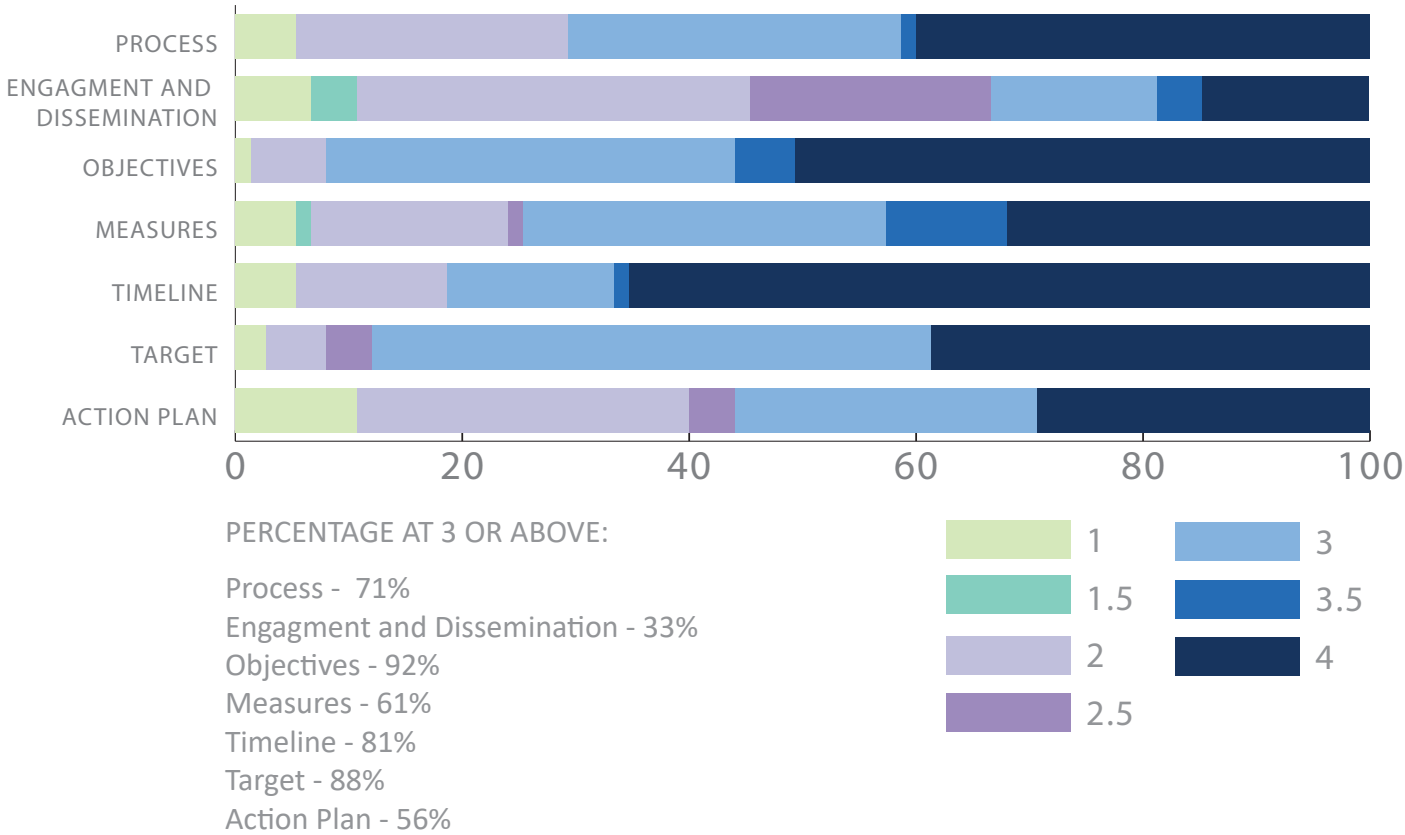
- **Process:** Is the plan being implemented faithfully and revised as needed?
- **Engagement & Dissemination:** Are all relevant parties involved in the creation/revision, analysis, interpretation, and improvement processes associated with the plan?
- **Student Learning Objectives:** Are the student learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?
- **Measures:** Are the instruments used to assess learning relevant for the objective? Do measures yield information/data you can use to drive improvement?
- **Timeline:** Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?
- **Targets:** Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable?
- **Action Plans:** Is the department using assessment data to revise curriculum and pedagogy to support student learning?

SUMMARY ASSESSMENT PERFORMANCE: AVERAGE RUBRIC SCORES 2015-2018

DEAN RUBRIC SCORE

| | 3.24 | 2.24 | 2.78 | 2.65 | 3.15 | 3.00 | 2.34 |
| PROCESS | ENGAGEMENT | OBJECTIVE | MEASURES | TIMELINE | TARGETS | ACTION PLAN |

PROCESS: 3.24 / 3.03 / 3.06
ENGAGEMENT: 2.24 / 2.35 / 2.52
OBJECTIVE: 2.78 / 3.19 / 3.44
MEASURES: 2.65 / 2.86 / 3.07
TIMELINE: 3.15 / 3.20 / 3.42
TARGETS: 3.00 / 3.01 / 3.26
ACTION PLAN: 2.34 / 2.35 / 2.77
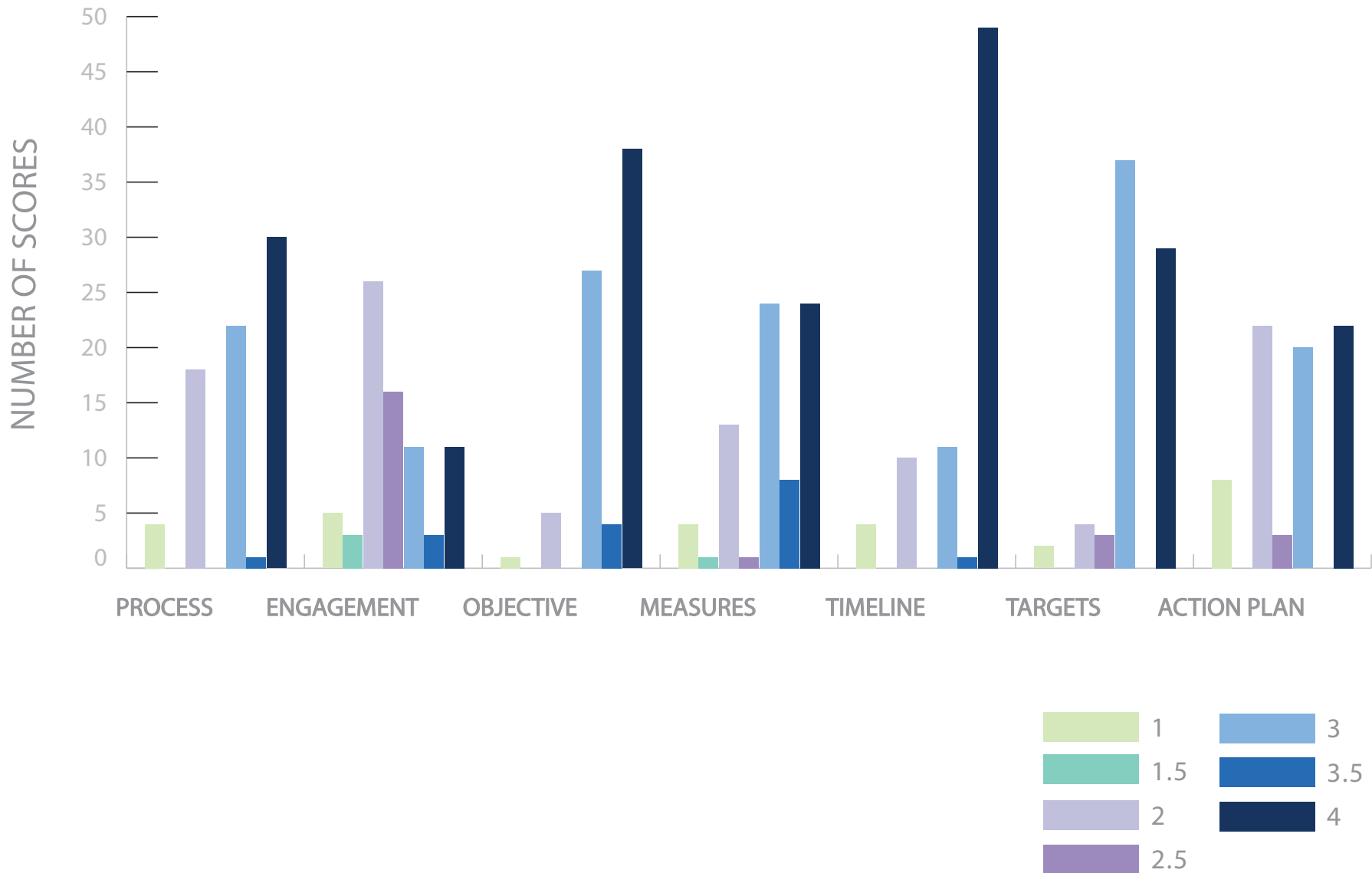
2015-16
2016-17
2017-18

This years' average assessment rubric scores show improvements in all categories of assessment plans and performance, with the greatest gains in the area of action plans, and the most modest gains in the area of process. In the 2016-17 academic year, engagement and dissemination, measures, and action plans were the college's lowest scoring (sub-3) categories on the assessment evaluation rubric. The 2017-18 results show improvements in the category of measures, and improved but still (average) sub-3 performance in engagement and dissemination as well as action plans. The visuals below show academic programs' raw scores. Our goal is to see all the scores in the blue shades, i.e. assessment plan and performance scores at a 3 or above. The revision in the rubric splitting engagement and dissemination into two categories should enable us to see more specific strengths and opportunities for growth in each area, and it is our hope that the curriculum mapping initiative will ultimately (though not immediately) help the college and individual departments improve in their ability to generate meaningful plans for improving student learning that are based on sound learning data. These two (now three) categories remain key priorities for us as we work toward advancing assessment on our campus.
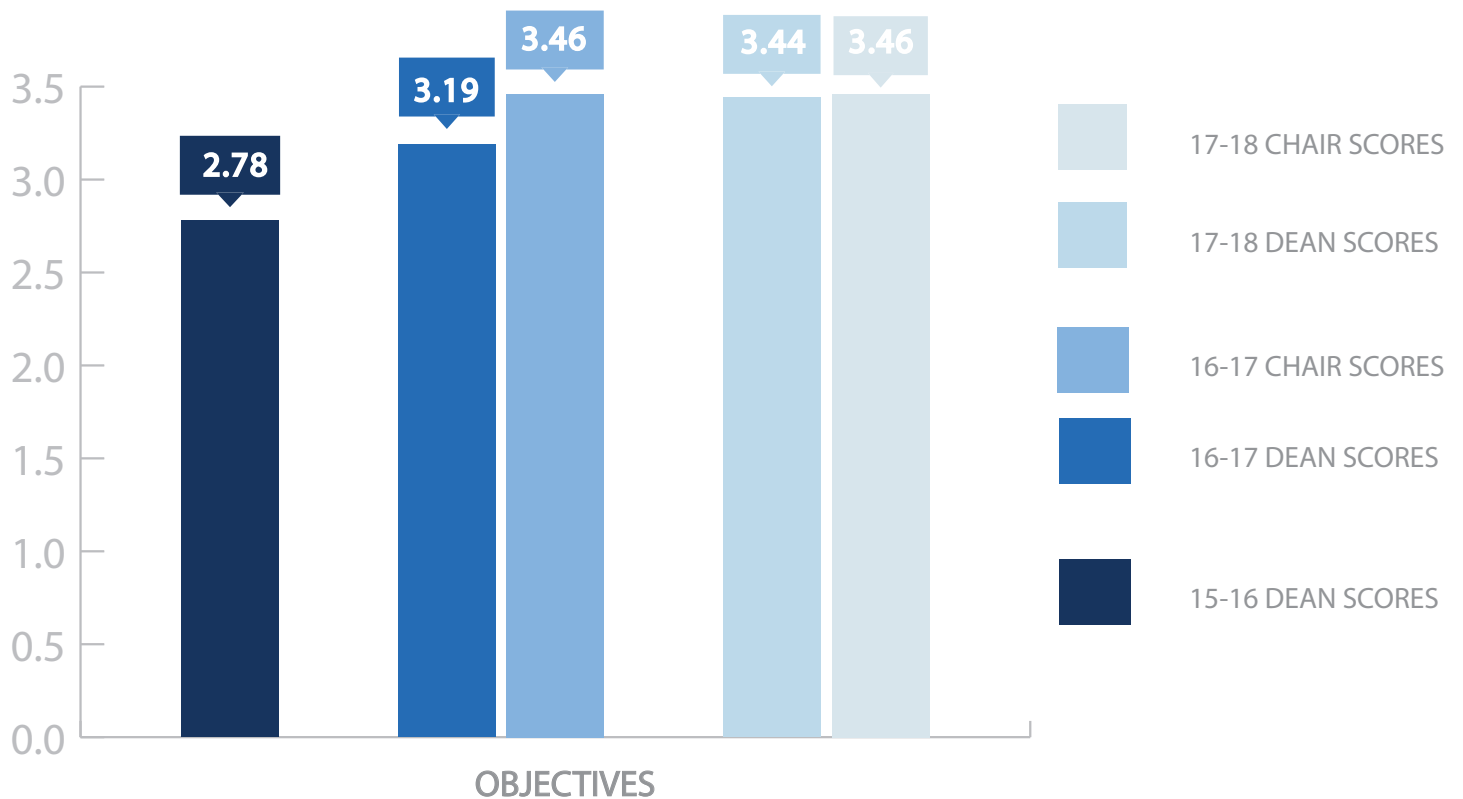
PERCENTAGES OF SCORES: ALL CRITERIA

PERCENTAGE AT 3 OR ABOVE:

Process - 71%
Engagment and Dissemination - 33%
Objectives - 92%
Measures - 61%
Timeline - 81%
Target - 88%
Action Plan - 56%

Legend: 1, 1.5, 2, 2.5, 3, 3.5, 4

ASSESSMENT EVALUATION RUBRIC SCORES BREAKDOWN

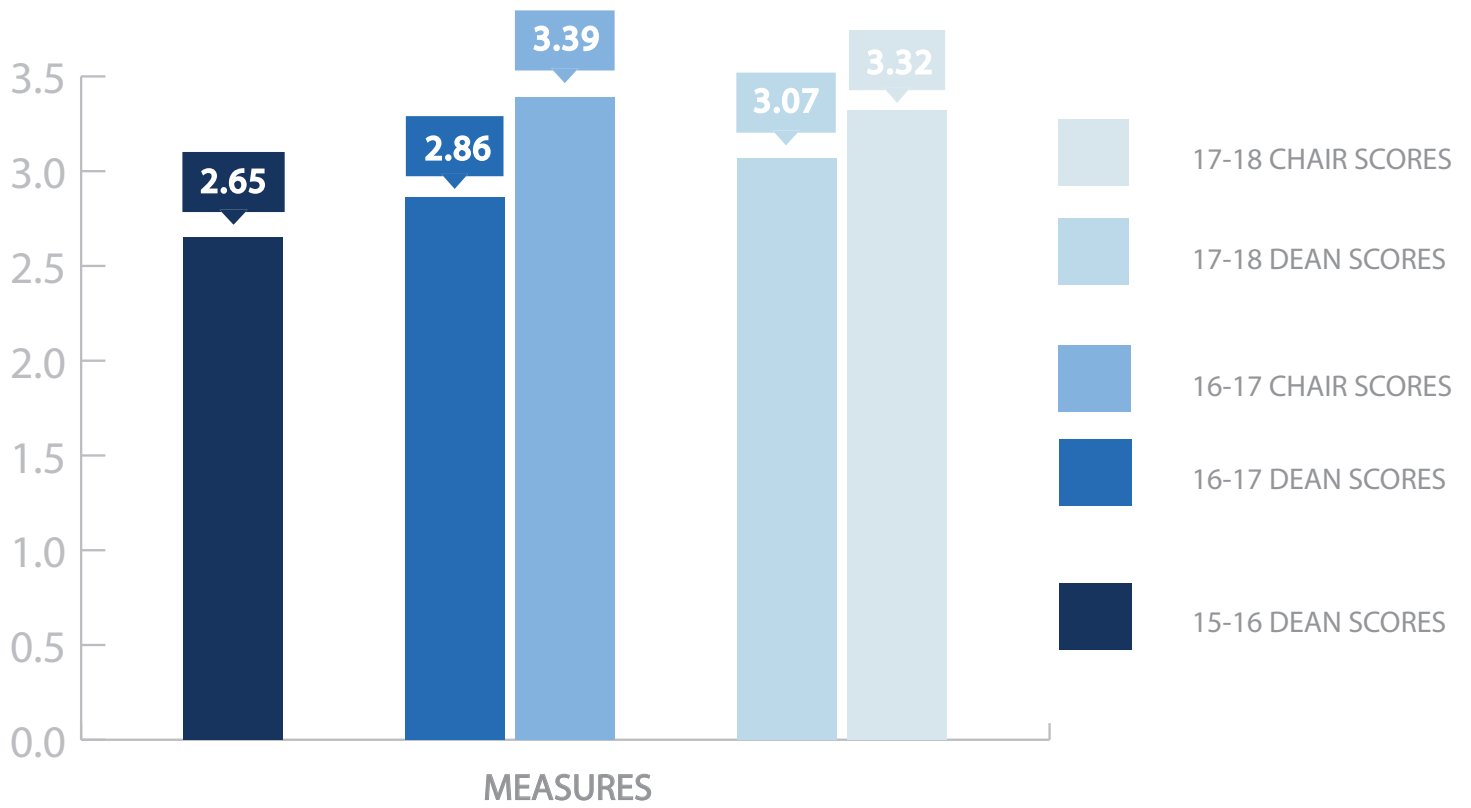NUMBER OF SCORES

Legend:
- 1
- 1.5
- 2
- 2.5
- 3
- 3.5
- 4

Dean and Chair/Prog. Director Perceptions: Comparison Ratings for Learning Objectives and Measures
Two items on the annual assessment rubric asked chairs/program directors to rate their program learning objectives and measures on a four point scale mirroring the assessment evaluation rubric completed by deans. Last year, the results indicated a significant gap in chair and dean perceptions. This year, our comparison of chairs'/program directors' self-reported evaluation of program learning objectives and measures with deans' rubric scores shows that on average, deans' and chairs' perceptions of the effectiveness of these elements of the assessment plan are becoming more similar. Specifically, the perception gap in assessment of objectives shrunk from .27 to .02, and in the category of measures the gap shrunk from a difference of .53 to .25. Note that Chairs' self-scoring in both categories remained almost identical, but deans' evaluation increased.

ALIGNMENT OF DEANS' AND CHAIRS' PERCEPTIONS: OBJECTIVES

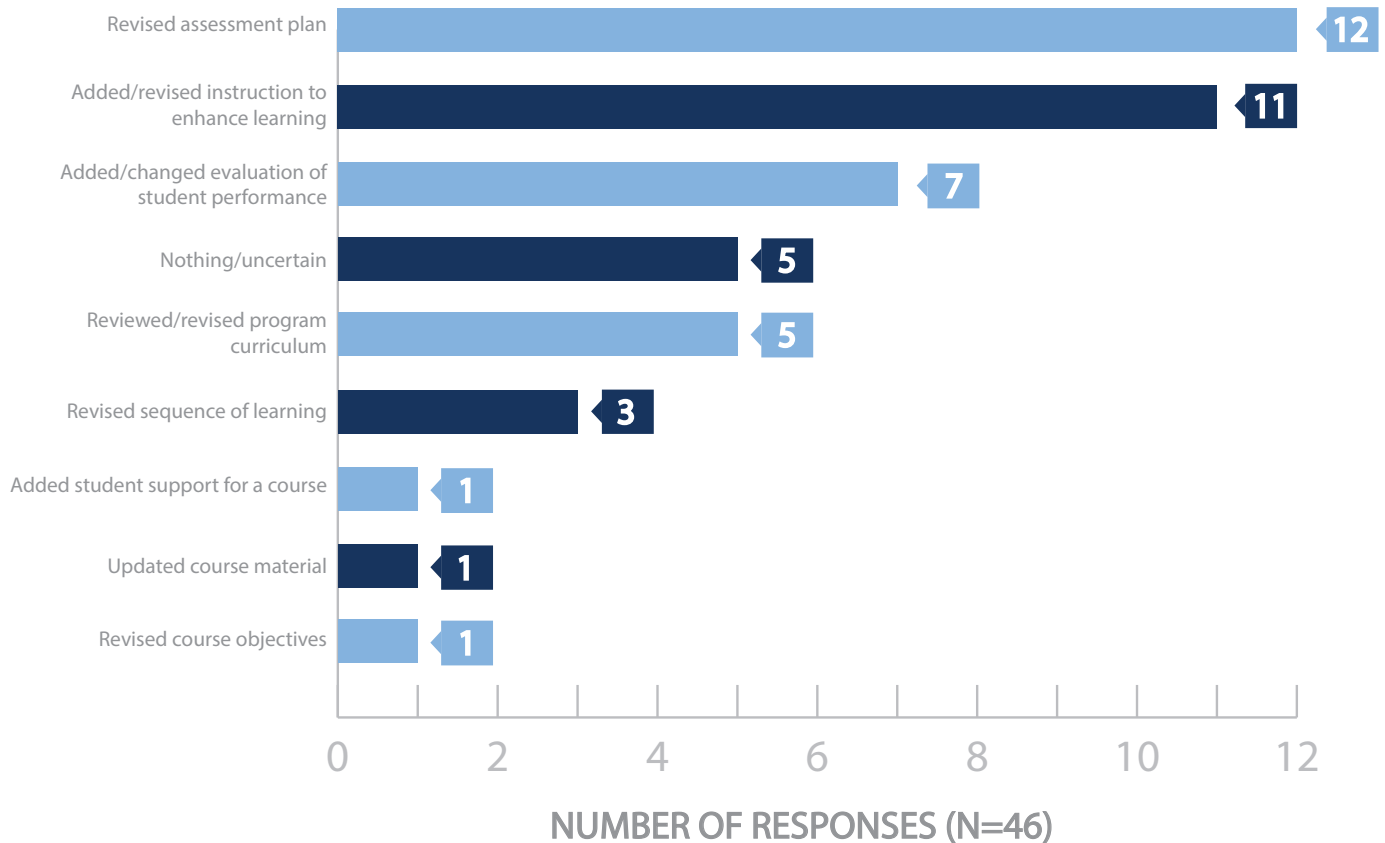# ALIGNMENT OF DEANS' AND CHAIRS' PERCEPTIONS: MEASURES

Legend:
- 17-18 CHAIR SCORES
- 17-18 DEAN SCORES
- 16-17 CHAIR SCORES
- 16-17 DEAN SCORES
- 15-16 DEAN SCORES

Values: 2.65, 2.86, 3.39, 3.07, 3.32

MEASURES

Reflection on Assessment Performance: Actions Taken to Improve Student Learning
The assessment survey asked chairs and program directors to summarize actions taken to improve student learning over the past academic year, which were set as a result of reflection on assessment evidence of student performance. These notes are saved in department and dean assessment files to provide a record of these efforts and to help the department/program reflect on the effectiveness of their efforts to advance student learning.
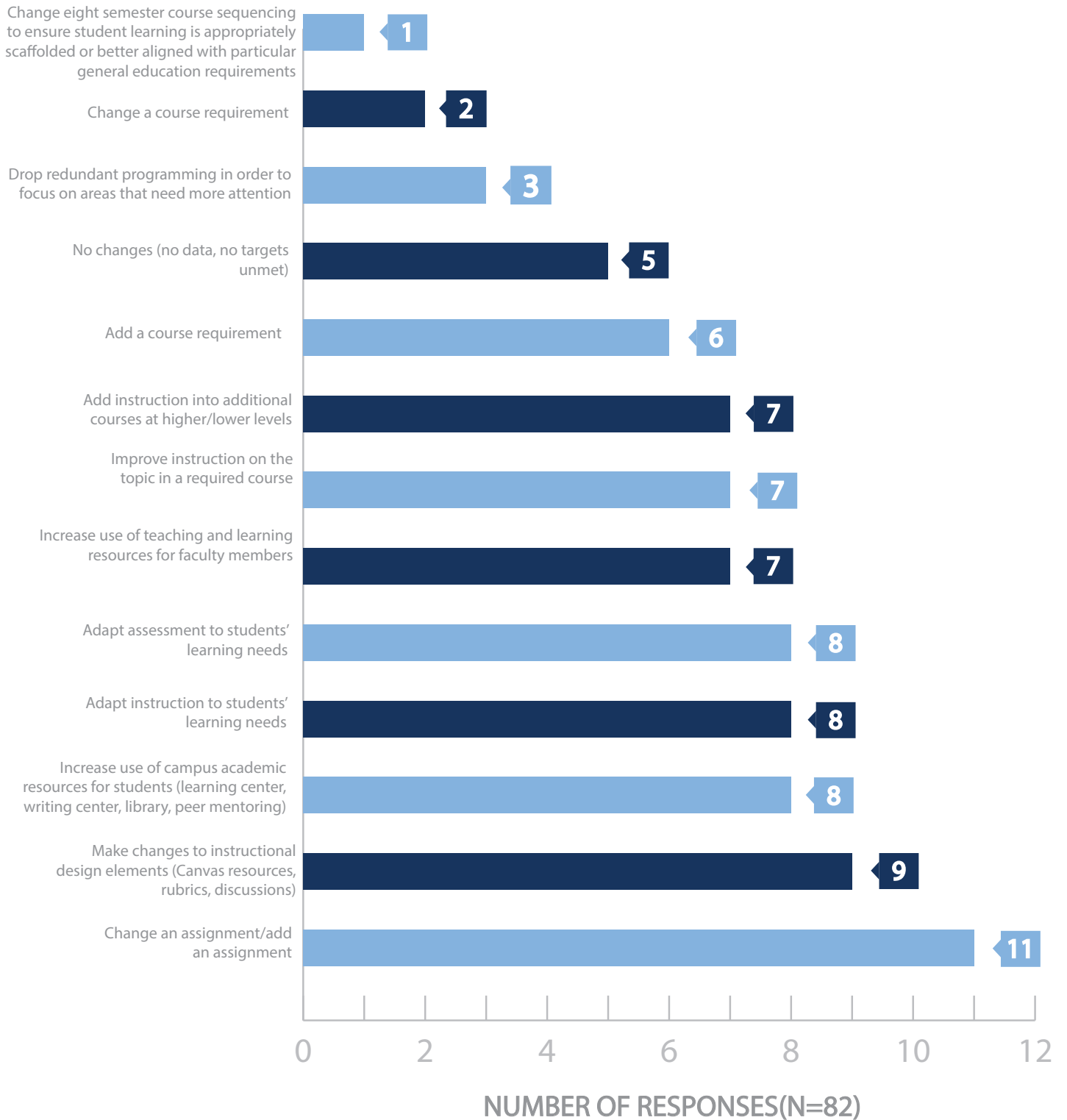
ACTIONS TAKEN TO IMPROVE STUDENT LEARNING

Revised assessment plan — 12
Added/revised instruction to enhance learning — 11
Added/changed evaluation of student performance — 7
Nothing/uncertain — 5
Reviewed/revised program curriculum — 5
Revised sequence of learning — 3
Added student support for a course — 1
Updated course material — 1
Revised course objectives — 1

NUMBER OF RESPONSES (N=46)

Reflection on Assessment Performance: Achievement of Current Academic Year Assessment Targets
The assessment survey included reflective questions about the reasons for lower than expected student performance, and chairs/program directors were asked to determine with their departments the reasons student scores fell below the department's targets. Upon recognition of these reasons, they identified actions they planned to take in order to improve student performance. As displayed in the visual that follows, actions that garnered the highest number of responses included "change/add an assignment," and "change instructional design elements" (e.g., rubrics, resources, discussions).
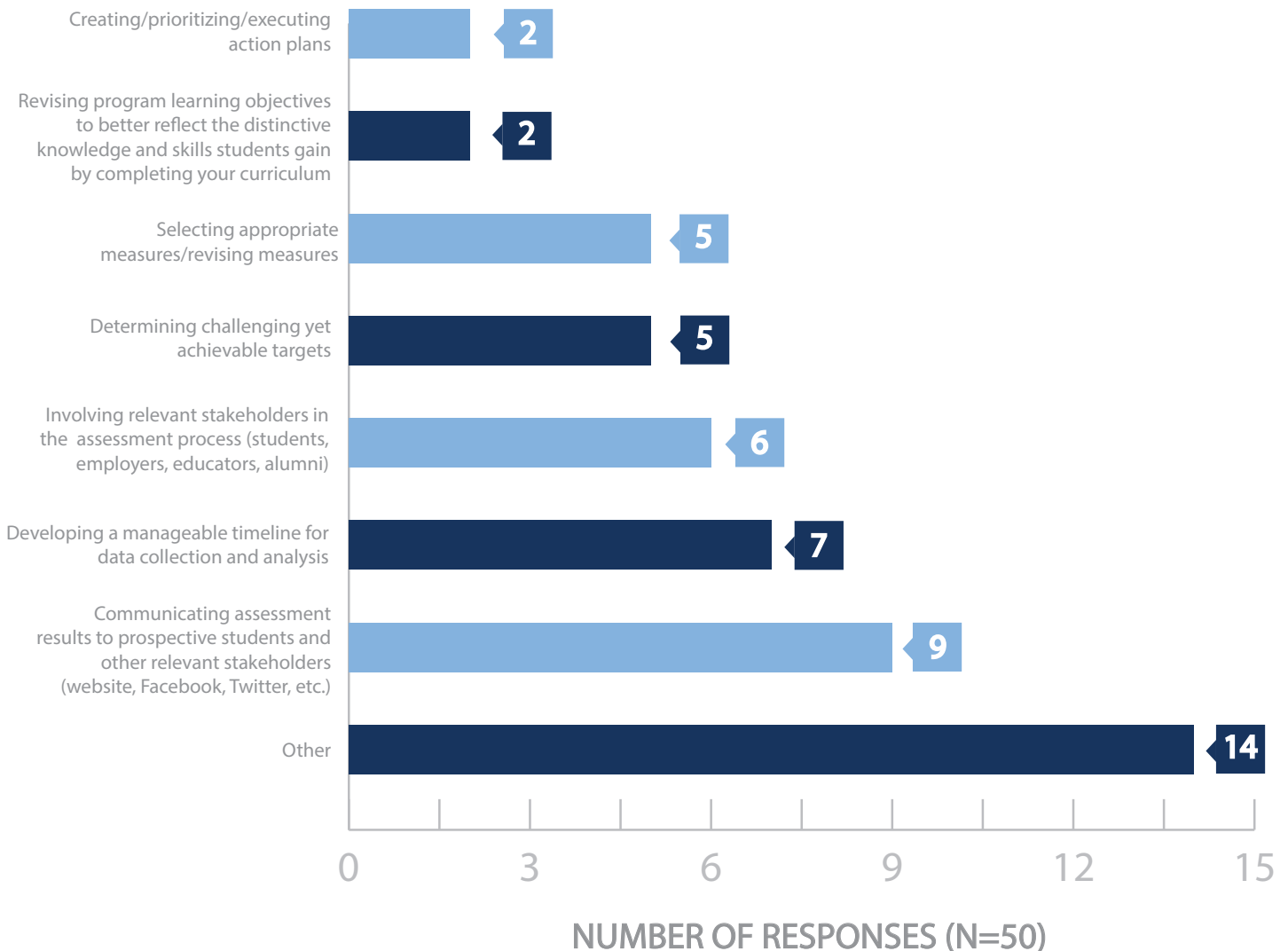
WAYS TO ADDRESS WEAKER PERFORMANCE AREAS

Change eight semester course sequencing to ensure student learning is appropriately scaffolded or better aligned with particular general education requirements **1**

Change a course requirement **2**

Drop redundant programming in order to focus on areas that need more attention **3**

No changes (no data, no targets unmet) **5**

Add a course requirement **6**

Add instruction into additional courses at higher/lower levels **7**

Improve instruction on the topic in a required course **7**

Increase use of teaching and learning resources for faculty members **7**

Adapt assessment to students' learning needs **8**

Adapt instruction to students' learning needs **8**

Increase use of campus academic resources for students (learning center, writing center, library, peer mentoring) **8**

Make changes to instructional design elements (Canvas resources, rubrics, discussions) **9**

Change an assignment/add an assignment **11**

0   2   4   6   8   10   12

NUMBER OF RESPONSES(N=82)

Assistance Requested of the Assessment Office

Finally, survey respondents were asked to report ways the assessment office might help them in their assessment efforts. Responses were individually recorded so that the assessment office could offer specific assistance to the department chair/program director during fall semester, and aggregate responses were as follows. "Other" responses written into the survey included numerous comments related to the new assessment software, several thanks, complaints, and specific information requests.

ASSISTANCE REQUESTED OF ASSESSMENT OFFICE

Category	Responses
Creating/prioritizing/executing action plans	2
Revising program learning objectives to better reflect the distinctive knowledge and skills students gain by completing your curriculum	2
Selecting appropriate measures/revising measures	5
Determining challenging yet achievable targets	5
Involving relevant stakeholders in the assessment process (students, employers, educators, alumni)	6
Developing a manageable timeline for data collection and analysis	7
Communicating assessment results to prospective students and other relevant stakeholders (website, Facebook, Twitter, etc.)	9
Other	14

NUMBER OF RESPONSES (N=50)

Goals for Academic Year 2018-19

This year's assessment report demonstrates a number of improvements in assessment performance and describes several significant efforts to improve assessment of student learning on campus. As a result of reflection on strategic priorities and the areas in which academic programs demonstrate the greatest opportunities for improvement, we plan to focus our work on the following areas in academic year 2018-19:

- Focus improvement efforts in the areas of engagement, dissemination, and action plans
- Complete rubric scoring discussion/workshop with deans prior to spring 2019 rubric scoring to ensure accurate rubric scoring
- Complete transition of assessment data collection to AEFIS in academic programs, QuEST, and student affairs
- Equip departments/programs to complete curriculum mapping
- Improve assessment resources by producing assessment highlight newsletters for the campus community

Appendix A

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

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

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

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

Criteria	1	2	3	4
Action Plan Is the department using assessment data to revise curriculum and pedagogy to support student learning?	Assessment data not connected to curriculum and pedagogy decisions.	Data discussed by department, but not connected to improvement efforts.	Curriculum revision, teaching and learning informed by collected data.	Department makes curriculum and pedagogy changes based on data, and then determines if change results in improvement over time, based upon longer-term data collection.
Explanations				
Dissemination Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	No record of assessment results and changes made as a result of assessment findings.	The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.
Explanations				

What did you do to improve student learning this academic year? Record notes on the department's evaluation of the action plans, noting any additional steps needed to continue improvements.

Our biggest achievement was revising our 3 department assessment grids to improve correlation between objectives and measures. For example: Department-wide: new measures for Objective 3; we were able to use one measure in the fall, 2 others will be in place for 2018-2019. Biblical and Religious Studies: Revised measure for Objectives 1 and 2; we will be able to use the new measures in 2018-2019. Christian Ministries: Fully incorporated ELI objectives into CHRM Practicum; THEO 238 paper process improved; CHRM seminar paper process continues to work well.

Curriculum review, revised research sequence

We've been making a concerted effort to discuss the systemic pressures of human activity on our ecological and social systems. This year, much of the focus was on adding more robust climate change science, history, policy, and ethics into our curriculum at various stages.

We targeted expanding our student support for underrepresented students in the Animal Form and Function course. We built a diverse groups of student teaching assistants that better connected with those who can often be overlooked.

We did not have any action plans in place. We did offer DIGM 105, Creative Foundations of Digital Media, for the first time. This course was created as a direct result of assessment. At this point we have collected data for two of the three measures we planned to collect this year. The measure taken from DIGM 105 was slightly below the target, but only slightly below. We will assess again next year and re-evaluate based on a larger sample size, and the second offering of the class with the normal improvements that come from a second offering.

Case study training during May development week, Small group meetings to improve the teaching for each of our majors, added several extra-curricular trips/activities

The biggest systematic change was an overhaul of our curriculum map and assessment plan. Our past assessment plan was not consistently yielding results that could lead to meaningful programmatic changes.

We did a pretty extensive evaluation of our departmental assessment plan. We revised some of the student learning objectives and made these much more coherent and in better aligned with our program goals. We also reassessed our targets and changed some of the language that was outdated. For example, we changed some of the rubrics to percentages so that we would not have to convert data when we entered scores. We also reassigned collection dates for our timeline, particularly in hopes that AEFIS will make a frequent data collection plan more manageable. At the end of this assessment cycle, we feel very confident about our updated/revised plan. The only additional steps that will need to be addressed in future assessment cycles is whether we include an evaluation of our concentration courses and, if so, what does that look like? Also, we need to determine whether it is appropriate to include program data such as graduate assistant evaluations because these are not directly linked to a course(s).

We reduced the number of SLOs and identified SLOs that were better aligned with the new UGLOs. We identified measurement instruments that are relevant and more closely tied to each SLO. We identified direct measures of assessment for three of the four major language skill areas: listening, reading, and writing (we are working on one for speaking) that incorporate clear levels of measurement as established by the Common European Framework Reference for Languages (CEFR). We developed challenging, achievable targets for each of the 3 areas based on

professional standards as set by TESOL and experience with English learners. Finally, we updated the course materials that support and align with these UGLOs and SLOs and support support student learning to meet the new targets.

Because we didn't really have any action plans related to improvement of student learning, there was nothing needed. We have been meeting our assessment goals consistently.

The only area where we do not meet our goals is in the research area. We find this challenging because of the high expectations on the students, yet the motivations to succeed are diverse and with small numbers, just a handfull not meeting our goals puts us below our targets.

Increased simulation in NURS 413 Leadership in Nursing to include a multiple-patient scenario for delegation and prioritization.   During the annual Advisory Council meeting held on March 9, 2017 anecdotal comments from our community of interest identified the need for improving delegation and prioritization skills in new graduates. The DON Evaluation Committee's evaluation of past cohorts for "Management of Care" and "Set Priorities" in the Kaplan Predictor Test revealed substandard performance in "Set Priorities": 2016: 55.4 out of 100; 2017: 57.3 out of 100. "Management of Care" revealed adequate meeting of the benchmark (65 out of 100) in both 2016 (66.1) and 2017 (68.5). And although an analysis of our graduates' performance on the NCLEX itself revealed that our students exceed the passing performance for percentage of questions correct in management of care (60% vs. 49%; Mountain Measurement, 2017-2018), the feedback from our clinical partners on the Council was compelling. The DON Evaluation Committee recommended increased theory and application of delegation skills and prioritization for management of care. The DON Curriculum Committee in consultation with course faculty recommended increasing the theory content in NURS 413 Leadership in Nursing from 1 hour/week to 1.5 hours/week and to include simulation experiences with delegation/prioritization in multiple-patient scenarios. These recommendations were shared with faculty in DON program evaluation meetings in August 2017 and were approved by the DON, the Dean of the School of Science, Engineering and Health, and the Messiah College Curriculum Committee in December 2017/January 2018. The multiple patient simulation with delegation and prioritization was piloted in Spring 2018. The NURS 413 change in didactic time will occur in spring 2019 and ongoing evaluation will occur to determine the effect of the intervention on delegation skills. Preliminary evaluation from the multiple patient simulation pilot revealed the following: 1. Patient identifiers were not consistently assessed. 2. Students have no experience discharging patients 3. Students have no experience in receiving fresh post-op patients 4. Students struggle with delegating appropriate tasks 5. Students struggle with prioritization 6. Students tended to travel in herds rather than delegating and dividing the team Results were discussed with faculty in NURS 211 and NURS 311 to assure delegation and prioritization are consistently introduced and expanded on each year; faculty were encouraged to use delegation and prioritization NCLEX-style questions in course exams. NEXT STEPS: 1. continued formal evaluation of multiple patient simulation delegation/prioritization in NURS 413; 2. continue to follow Kaplan Predictor Test results in "Management of Care" and "Set Priorities" 3. monitor feedback from clinical partners at Advisory Council meetings.

We revised all of the assessment plans last May. We also focused on more faith integration. We also have been working with the idea that less is more in terms of content that we cover in the classroom. We are also encouraging students to complete several internships while they are at Messiah.

- In our research design and statistics course (COUN 545) we strengthened the process in terms of how students get and incorporate feedback on their draft of the literature review. Utilizing feedback on the draft was crucial to improving student performance. - In our multiculturalism & diversity class (COUN 511) we modified the rubric for the immersion project to place more emphasis on the depth of reflection students were doing on their immersion experiences - In our Spiritual Formation class (COUN 537) we changed the instructions on the Video Reflection of Immersion Experience assignment so that students would have to address issues of forgiveness and reconciliation as part of their reflections.

During the 2016-17 school year, our assessment focus on CWEO 4.4. In that assessment, we discovered gaps in MUSI 481 (Senior Seminar in Music) in vocational development. This year (17-19), we added another significant assignment (professional portfolio) to the MUSI 481 course. This seemed to effectively address the issue noted earlier.

Finalize major specific assessment grids, connecting major learning outcomes to portfolio contents in the senior seminar course (we need more major specific assessment but don't want to add more measures so we are continuing to assess via senior portfolio while honing what appears in the portfolio and honing how we're scoring it). Relatedly, construct major specific scoring rubrics for the senior portfolio connected to major learning outcomes

We completed a revamp of our assessment plan. We removed duplicate items with TEP.

• NURS 502 – administered a pre-screening of research critical appraisal skills at the beginning of the course. Results were helpful in identifying individual student knowledge and skills in the research process and critical appraisal.   • Considered raising benchmarks, but the GNC committee decided that an increase was not needed at this time. • We revised 2 MSN curricular competencies and 3 DNP curricular competencies to incorporate scholarly writing to address the emphasis on scholarly writing throughout both curricula • NURS 530 – Scheduled three, two-hour meetings with each student for beginning phases of developing and writing Capstone projects to address the request made by students to have more individualized help earlier than NURS 531, the last course in the MSN-NE curriculum. • Held two meetings for capstone advisors in early September and again in January to ensure consistency in advisement of Capstone projects for MSN-NE students. Reviewed the Capstone Project template, rubric, and expectations with Capstone project advisors. A meeting with Capstone project advisors will continue with one in the fall and one in the spring starting in 2018-2019 as a regularly scheduled group.

This was the first year for instituting our new assessment plan.

We reviewed the timing and schedule of our plan. The Math/Math Ed plan was on a five year schedule. We revised the plan to meet with a three year cycle as expected by the College. We also formally scheduled which year each ULO would be assessed via information gathering and review. All present helped to adjust the wording to ensure that the objectives are clear and measurable. We then reviewed the measures. Slight edits to the measures and targets were approved. We did note that one of the measures includes an assignment which has not been assigned in Senior Mathematics Seminar in the last three years. We acknowledged that this undermines our ability to assess this particular objective. We made note to talk with the instructor for next year to see how this assignment could be used in the course. We also discussed the desire to sequence the assignment early enough in the course to allow the department to include this assignment in assessment next spring. The Department Chair, Sam Wilcock, has discussed this with Angela Hare who will be teaching the course next year. We also discussed our goal to engage CCCU institutions in order to establish an exchange of assessment information. We will work in the early fall to develop rubrics for the three measures for which outside expertise/input would be beneficial. These rubrics will be sent to a sister institution with a random selection of student work for colleagues at the sister institution to review and provide feedback. We will then agree to reciprocate by evaluating student work from the peer institution according to a rubric of their design. Departmental buy-in on the discussion this year (in MATH/MATT) was significantly improved over past discussions. PHYS/PHYT did not have significant discussions other than a desire to ensure that work from last Spring is accurately reflected in WEAVE before the information is ported into AEFIS. Due to a sabbatical this Spring from the professor who usual guides assessment in PHYS/PHYT, no new assessment work was accomplished.

1) ALEKS homework platform was used for summer preparatory work for General Chemistry I, in preference to a placement exam. In retrospect, the system wasn't quite as robust as the Toledo Exam. More students were "placed" into CHEM 105, struggled more, and more WDF's were given than in previous years. Department added a number of learning objectives when this method was used again for the spring semester. In addition to use in the placement process, ALEKS was used as the primary homework tool for both CHEM 105 and CHEM 106.   2) In addition to ALEKS,

specific end of the chapter problems were chosen to focus more on integrative learning of the topics. These problems were the focus of our CHELP sessions. CHELP attendance, and subsequent work-study hours were both up this year. 3) Shifted to the use of WebMO and Gaussian for our computational assignments 4) Organic laboratory was modified to include an increased understanding of what would be expected BEFORE a student goes into the lab and does the work. In addition, the full use of the NMR allows for much more thorough data analysis.

The department review the 8 semester plan and created a way for students to not take Survey of Dramatic Lit until the second year or higher.

Addition of faith and vocation text discussion; Increased number of RD practice exams each semester; Added rotation at Milton Hershey Schools to strength food service knowledge and practice

Convened the EAS Committee, consulted with Dean and Director for Assessment for taking preliminary steps in the area of assessment. The committee reaffirmed the learning outcomes and added a 6th outcome, designing outcomes for concentrations and collection of reflection piece for senior paper.

The Department has made significant changes to its program offerings this year resulting in the dropping of the Criminal Justice major and reforming the Sociology/Anthropology major. These changes have occurred in response to decisions made by the prioritization committee, the resignation of the criminal justice faculty member, and the desire of the department to re-evaluate its goals and objectives in order to provide students with excellent instruction in the social sciences which draws on the strengths of the faculty and more closely aligns with the mission of Messiah College. Key components of the changes include: 1. Dropping the Criminal Justice major 2. Reformulating the Sociology/Anthropology major to a single Sociology major with a choice of concentrations in one of the following: Anthropology, Criminology, Urban Studies. 3. Students also have the option of a Sociology (B.A.) major without a concentration. 4 Change of Department name from "Sociology, Anthropology, and Criminal Justice" to "The Department of Sociology" Along with these substantive changes come the opportunity to develop and implement a much more consistent and cohesive assessment plan. As part of the curriculum changes, work has been done on improving the department's assessment plan. We understand and fully anticipate further improvements to the plan and will work to ensure these are implemented.

We spent most of the year reviewing Association Department of English's literature on assessment, as well as reviewing other school's learning objectives and assessment. We were able to revise our objecives to better articulate our program's desired outcomes and better align with CWEOs.

1. Improved weekly lectures 2. Provided more detailed feedback in grading 3. Improved assignment instructions 4. Improved rubrics and began to build them into each assignment in courses

we implememted Actfl standards and rubric to our language proficiency assessment.

As a department we began an initiative to clarify course objectives as presented in our syllabi.

We spent considerable time reworking our assessment grid and responding to queries and suggestions from the Dean of the School of Humanities and Director of Assessment.

Uncertain

We reviewed how and where we provide writing instruction/opportunities for students.We decreased the number of FLE curriculum hours from 6 to 4 in HDFS 442 with the hope that students will produce higher quality, but we were disappointed that this did not materialize in overall higher quality. We added a new DLO #10 to try to further address this: Graduates will demonstrate the ability to identify risk and protective factors and apply such knowledge to the development of family life education program.

We introduced a talk on vocation and career to help students learn how to apply philosophy to the job market. Also, we tested out a measure for assessing critical thinking, which we plan to roll out more fully next year. Finally, we began designing a course in bioethics targeted primarily for nursing students.

The faculty have decided to move forward with breaking out common outcomes into an "Art & Design" core - that we can use for all majors in the department. We identified common outcomes across all 6 majors in the department that we can use going forward. We also evaluated data across all majors, discussing targets that seemed satisfactory, and brainstormed ways to clarify some measures throughout. We also noticed the improvement from the scores found in the Studio Art Majors December proposals vs. the improved score in their Senior Exhibition assessment.

The department reviewed the 8 semester plan and developed a new layout for student to take the History and Survey courses so they are not completed during the first year.

1. These courses were added as Service-Learning Courses: APHS 220, NUTR 425/426 2. Increased utilization of case studies in several course in orders to improve critical thinking and encourage class discussion.   3. Greater emphasis on review and incorporation of foundational knowledge from previous courses. 4. Equipping students with greater skills and resources to allow students to perform scientific inquiry. 5. Application of alternate pedagogical techniques to augment student learning.

The whole program was evaluated through completing a self study. Here is the response that was sent to CSWE our accrediting body: 4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data. Program Evaluation Process and Implication for Program Renewal At the end of each academic year in May, the Department meets to review assessment data for the academic year. Each faculty member teaching social work courses is responsible for providing assessment data linked to the CSWE assessment and the Department Chair utilizes the data to assess how the Department is meeting established benchmarks. A primary assessment tool utilized in the evaluation process is the assessment data directly connected to the evaluation plan developed for CSWE and therefore, this information is discussed as part of the assessment process. However, the department reviews multiple sources of assessment to determine the primary issues to address for the next academic year. The department reviews data collected for CSWE, explicit curriculum data for each course including grades and other assignments connected to competency development, implicit curriculum data, Application to the Major data, qualitative data collected from faculty and End of Semester Evaluation of Professional Performance data collected on each student at the end of each social work class. All of this data utilized together gives the Department a clearer understanding of how to most effectively improve the BSW program for the next academic year. A preliminary plan is established and any work that needs to be initiated is started over the summer. At the beginning of the next academic year the plan is reviewed during the first two department meetings and identified changes are incorporated into the program over the academic year. The primary method of assessing the implementation process is through departmental meetings which occur every two weeks throughout the academic year. Specific Changes Linked to Assessment Outcomes Data collected for the CSWE assessment for 2011-2012 indicated that the department was meeting benchmarks 100% across all competencies. However, the department identified several issues including the need to connect assessment data more specifically to competency development and the need to find more effective methods for collecting assessment data. Although the plan was strong and was sufficient for CSWE standards, the faculty assessed that course assignments and methods for teaching competency development needed to be strengthened. Faculty discussed and implemented specific teaching methods to connect course content to competency development and they also implemented more diverse teaching strategies to create a more inclusive educational environment. Additionally, the department began exploring more formal data collection methods to streamline the evaluation process. The department reviewed several tools but determined that the tools were too expensive and cumbersome to utilize. The department continued to explore ways to address the

burdensome evaluation process. Discussions occurred with the College and an initial solution was identified through separating field components from practice courses and adding faculty load to teach the field components for SOWK250, SOWK360 and SOWK475. The field was separated for these courses and the field courses SOWK251, SOWK361 and SOWK476 were created. Additionally, for SOWK372 faculty load was increased from 3 load credits to 4 load credits. The result was that faculty received more course load for teaching the same amount of classes and this provided more time for faculty to complete assessment. At the end of the academic year in 2013 the department assessed all of the data and determined that although CSWE assessment data did not indicate any specific issue, overall data indicated that the department needed to address and imbed more social justice content into the curriculum. Students demonstrated an understanding of social justice but noted a lack of practice experience across social work practice areas. Faculty identified several areas to be more intentional related to curriculum and the field coordinator was intentional regarding continuing to identify diverse field opportunities in field courses imbedded throughout the curriculum and for senior field placements. The department began securing more placement opportunities with the LGBT community, refuge populations and other underrepresented peoples. Assessment data collected for CSWE in 2014 noted increased deficits in research, policy practice and practice evaluation. Four specific curriculum changes were instituted to address the identified issues. In the SOWK475 Social Work Practice with Communities and Organizations class practice evaluation modules were created to teach students specific practice evaluation tools that could be used across generalist practice experiences. Additionally, the department began utilizing the Librarian assigned to the department to teach specific research skills for utilizing the Messiah College Library resources. The intent was to help students specifically connect to an identified resource person in the Library with the hope that students would more effectively use this resource person when conducting research. The department was also intentional in strengthening research requirements in SOWK221 Human Behavior, SOWK356 Research and SOWK420 Policy. Additionally, the department began expecting social work students at all levels to participate in policy advocacy during the annual NASW Advocacy Day at the State Capital. For 2015 CSWE data indicated minor improvements related to policy and research. There was an identified issue based on CSWE data related to applying Human Behavior content and critical thinking skills. To address these issues department faculty incorporated specific case scenarios into the SOWK221 Human Behavior curriculum to help students develop critical thinking skills and to connect theory to practice. However, when reviewing all assessment data collected within the department several issues became apparent. The first issue was that assessment data collected related to competency development was being impacted by the lack of professional writing skills demonstrated by students. Additionally, diversity curriculum was being impacted by the fact that the Department's SOWK356 Diversity course was a part of the general education (Quest) curriculum and therefore some diversity content was not social work specific. Also, individual students who may not be meeting department standards had a larger impact on the evaluation than overall student performance. Therefore, the department identified two changes to make to the curriculum. First, the department developed a one credit required SOWK099 Professionalism course that had a primary focus on developing student APA professional writing skills. The College approved the addition of the SOWK099 course based on assessment data. Second, the department requested that the SOWK356 Diversity course be removed from meeting a Quest requirement to allow faculty teaching the course to more intentionally incorporate social work content and research into the class. The Department also requested a waiver for social work students for the pluralism requirement since the request to remove the course from Quest was so that the department could strengthen the diversity curriculum specifically for social work students. Again, the College approved these requests. The issue related to individual students having more of an impact on assessment data than overall student performance was also addressed. One or two poor performing students directly impacted benchmark data while significant curriculum gaps may not have as dramatic impact on the assessment data related to meeting benchmarks. Therefore, the department developed a proposal for a second major, Human Services or Human Services Studies for

students who are identified as not meeting standards for a BSW degree. The College approved this proposal. This degree can only be awarded if recommended by the Social Work Chair. This allowed the department to take more effective action in removing problematic students from the social work major. Although utilized only three times since being initiated, the revision had a positive unintended outcome in that students are now more quickly self-selecting out of the major. The primary focus for the department for 2016 was to revise and implement curriculum and departmental changes to meet new 2015 EPAS Standards. Those changes are explained throughout the self-study. However, primary changes that were made related to assessment data included more effectively incorporating competency and dimension explanations into courses and course syllabi. Additionally, the Department connected specific course objectives to competency development. The department also incorporated a safety policy into all course syllabi. Utilizing preliminary data from the 2015 EPAS the department identified two areas to improve. First, within the Diversity Competency, student scores were lowest related to skill development. To address this issue faculty have been discussing resources and methods to incorporate skill development directly into course content. Several proposals have been put forth including field trips, speakers and simulations. Second, overall assessment data showed that although students may be meeting benchmarks for the Department's tenth competency, implicit curriculum data suggests that students need to process connections between faith integration and competency development outside of the classroom. The department conducted qualitative research related to this issue and as a result, during the spring semester 2018 faculty and students are meeting every other week in an informal setting to discuss integration and competency development in a more informal setting. The department continues to collect data from multiple sources, including data to meet CSWE standards and utilizes this data to implement changes to continually improve the program. An recent email from a current senior provides evidence of program effectiveness and is included as a summary to this report. "Hello Dr. Seitz, I wanted to include you as I am letting friends and family know that I have just found out that I have been accepted into University of Pennsylvania's advanced standing program! Thus far I have been accepted to Penn and Fordham University's advanced standing programs. I wanted to thank you, Professor George, Dr. Lane, Donna for creating the atmosphere in which I could become the type of professional that top schools in the country are willing to accept into their programs. I am looking forward to strongly finishing my time at Messiah and transitioning into graduate school. Thank you again."

As a result of 5 years of data collection, it was determined that the M.Ed. comprehensive exam did not add sufficient value as an assessment instrument to warrant the potential negative impact on recruitment of students. The exam was removed from requirements. We also created a faculty expectations document to ensure consistently high expectations for student work as we realized that there had been some drift in assignments and the criteria used to evaluate them. We shared assessment results with our newly initiated advisory team in order to get their input into the program and to market the success of our students.