ASSESSMENT
OF STUDENT LEARNING
MESSIAH UNIVERSITY

EXECUTIVE SUMMARY

OF THE

ASSESSMENT OF STUDENT LEARNING

2019-2020

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Executive Summary of the Assessment of Student Learning
2019-20
Kate Oswald Wilkins, Director of Assessment

I. Introduction

The 2019-20 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 2020-21 academic year.

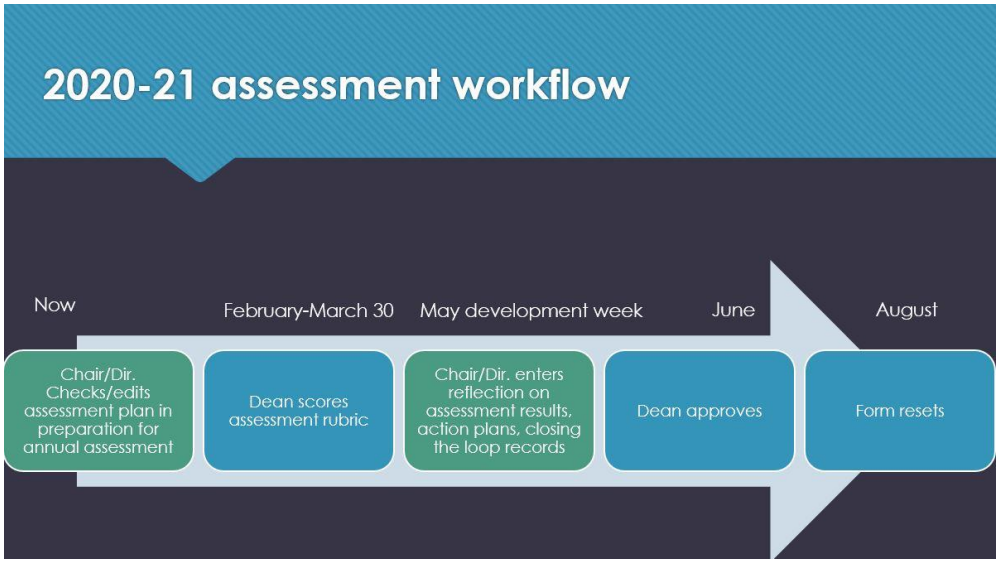
II. Strategic Initiatives for 2019-20

1. Complete campus AEFIS training. All department chairs, program directors, and administrative assistants completed basic program management training. All QuEST faculty, as well as faculty with assessment responsibilities, completed an assignment linking training. We are continuing to produce short tutorial videos pertinent to key faculty/chair tasks (assignment linking, program management, etc.).
2. Complete an AEFIS user guide. We completed a faculty user guide and a deans/chairs/administrative assistant user guide; both are available on the assessment website under resources.
3. Update assessment manual and resources for consistency with AEFIS. Completed.
4. Share aggregate assessment results with internal and external stakeholders. While aggregate results are available in this annual report, we still need to work with the Office of Marketing and Communications to ensure institutional learning outcomes and assessment results are more visible on the website. We also maintain our goal to work with chairs/program directors on ways to share assessment results and program improvements publicly. The delay in assessment reporting due to COVID-19 and the previous year's less than robust program assessment results hindered our ability to achieve this goal.
5. Work with AEFIS to transition assessment plans to an electronic format accessible to deans, chairs, and the assessment office. Assessment plans now exist as a workflow within the data collection tool in AEFIS. The assessment office converted all paper forms into the electronic assessment plan form, deans were able to score plans on a rubric within the workflow, chairs/directors then entered assessment results and action plans, and finally deans approved the chairs'/directors' submissions (delayed until 10/31/20 due to COVID). The 2020-21 assessment plan form is live now, and chairs/directors and their administrative assistants can access their plan on their AEFIS dashboard.
6. Resource chair/program director needs regarding curriculum mapping, use of AEFIS, and methods of learning assessment. In November 2019, we offered a Teaching Tuesday session on Curriculum mapping. We offered numerous school leadership and one-on-one meetings for chairs and directors throughout the academic year. School and individual meetings remain one of our most effective efforts to equip chairs and address individual needs.

III. Assessment Updates

1. **Excellence in Assessment Designation.** In August 2020, we learned that the National Institute for Learning Outcomes Assessment (NILOA) awarded Messiah the Excellence in Assessment Designation. Messiah was one of only twelve recipients in the country, and this award represents an affirmation of the progress we have made in campus-wide assessment efforts. We thank the provost and associate provost, deans, chairs/program directors, educators (curricular and co-curricular) for helping develop a culture of learning on our campus.

2. **Annual AEFIS Workflow.** Now that all assessment tasks operate within AEFIS, deans, chairs, and program directors need to keep in mind dates for key assessment activities in the upcoming year.
    a. **Summary of the annual assessment workflow:**



    b. **Maintenance of curriculum maps and completion of assignment linking within each term.** Chairs and program directors need to check their program curriculum maps for accuracy at the beginning of the academic year, because curriculum maps enable assignment linking and therefore assessment data collection. Additionally, chairs/directors need to complete all assessment assignment linking before the close of each term. When the term closes, so does access to assignment linking.
3. **Planned AEFIS Trainings**.
    a. We offer individualized trainings, school leadership trainings, video trainings, and manuals to assist our educators and administrators in navigating the assessment process and software. See assessment goals for 2020-21 for several identified need areas.

IV. Summary Results of Assessment Performance 2019-20

Summary results of assessment performance include the annual assessment rubric scores (School of Graduate Studies only), direct assessment results, and analysis of program assessment results, action plans, and closing the loop records.

1. Assessment Rubric.

    a. **Description**. Deans and chairs/program directors co-score graduate and undergraduate program-specific assessment plans (before April 1) annually using our common assessment rubric. This rubric evaluates assessment plans and assessment processes on a four-point scale. **Note: Due to the COVID-19 disruption in spring semester 2020, only the School of Graduate Studies completed rubric scoring.*

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

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

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

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

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

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

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

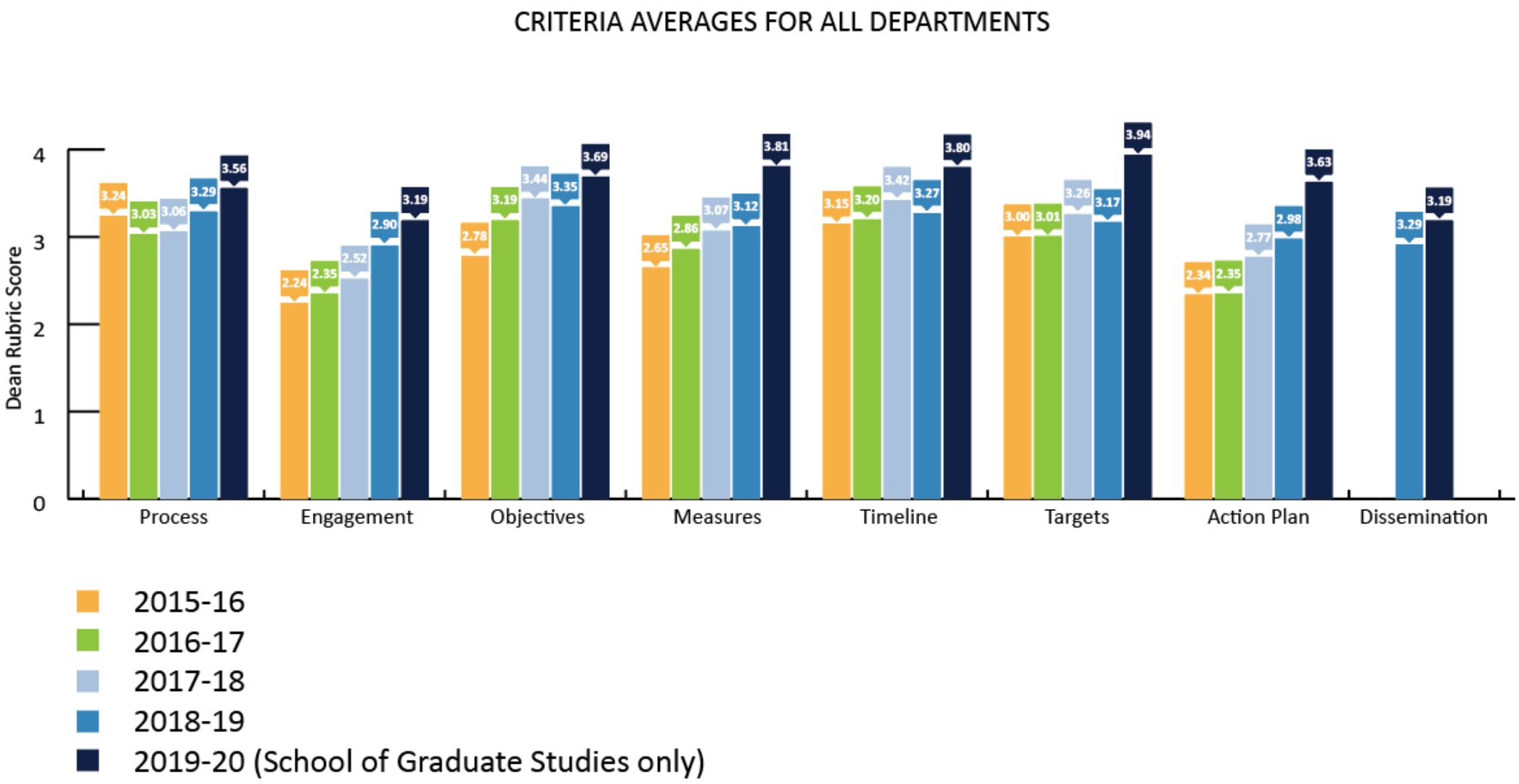
   8.) **Dissemination:** Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?

c. **Purpose.** The assessment office and school deans use the annual assessment rubric scores to document individual major/program performance on assessment plans and processes over time. The institutional expectation is for every program to score at least a three on each element of the rubric to reflect proficient assessment performance. This report uses comparative data from the 2015-20 assessment rubric scores.

d. **Summary comments on the assessment rubric data**
   1.) This year, averages for each criterion line of the rubric range from 3.19 (engagement, dissemination) to 3.94 (targets) for the rubrics completed by SGS.
   2.) The majority of rubric scores are three or four.
   3.) We are unable to make comparisons to previous year scores due to the limited rubric data collected.

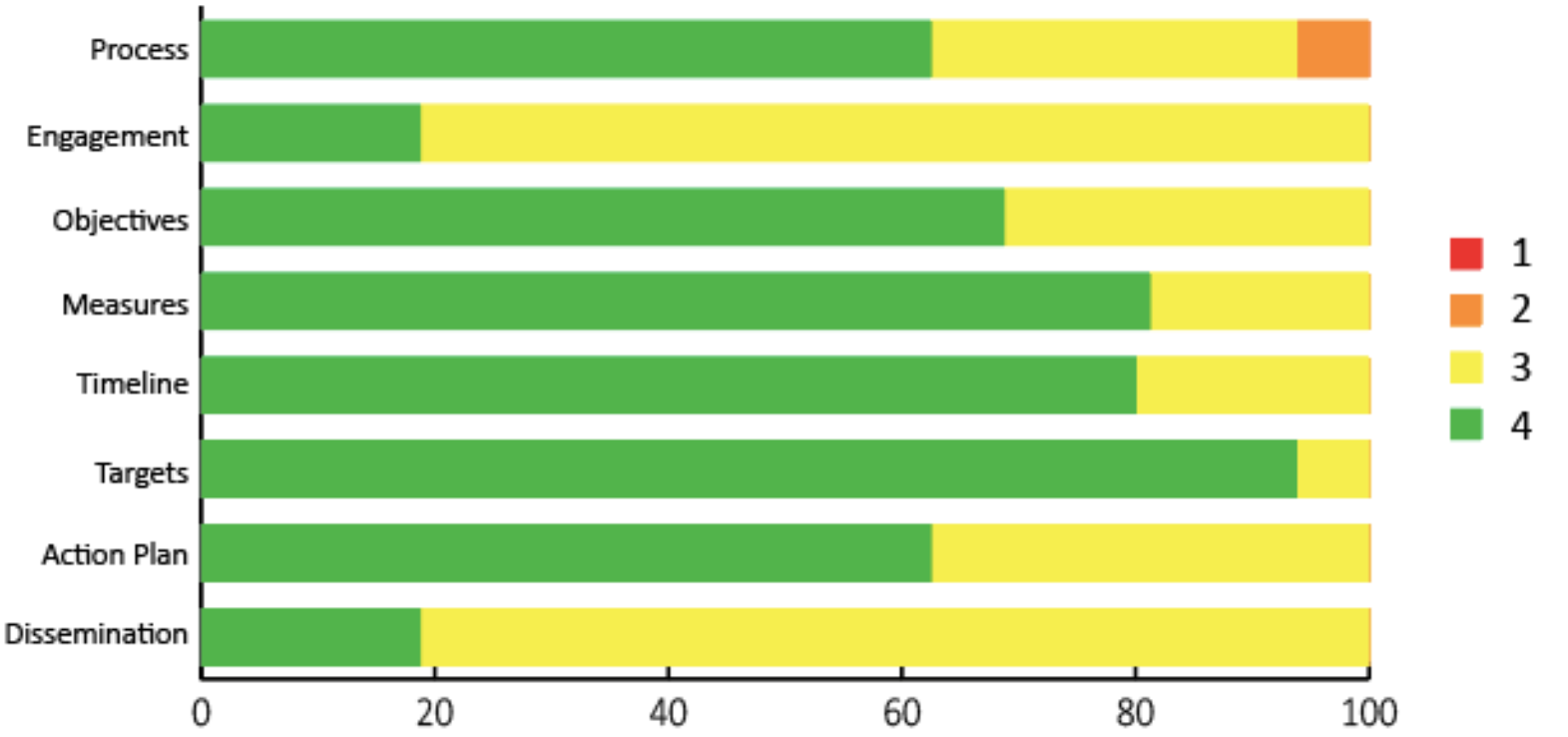
Summary Assessment Plan & Process Performance: Average Rubric Scores 2015-2020

This graph shows the average program score for each category on our institutional assessment rubric and compares that average score by academic year. Note: due to COVID-19, undergraduate programs did not complete rubric scoring in 2019-20, so aggregate scores represent the School of Graduate Studies only.

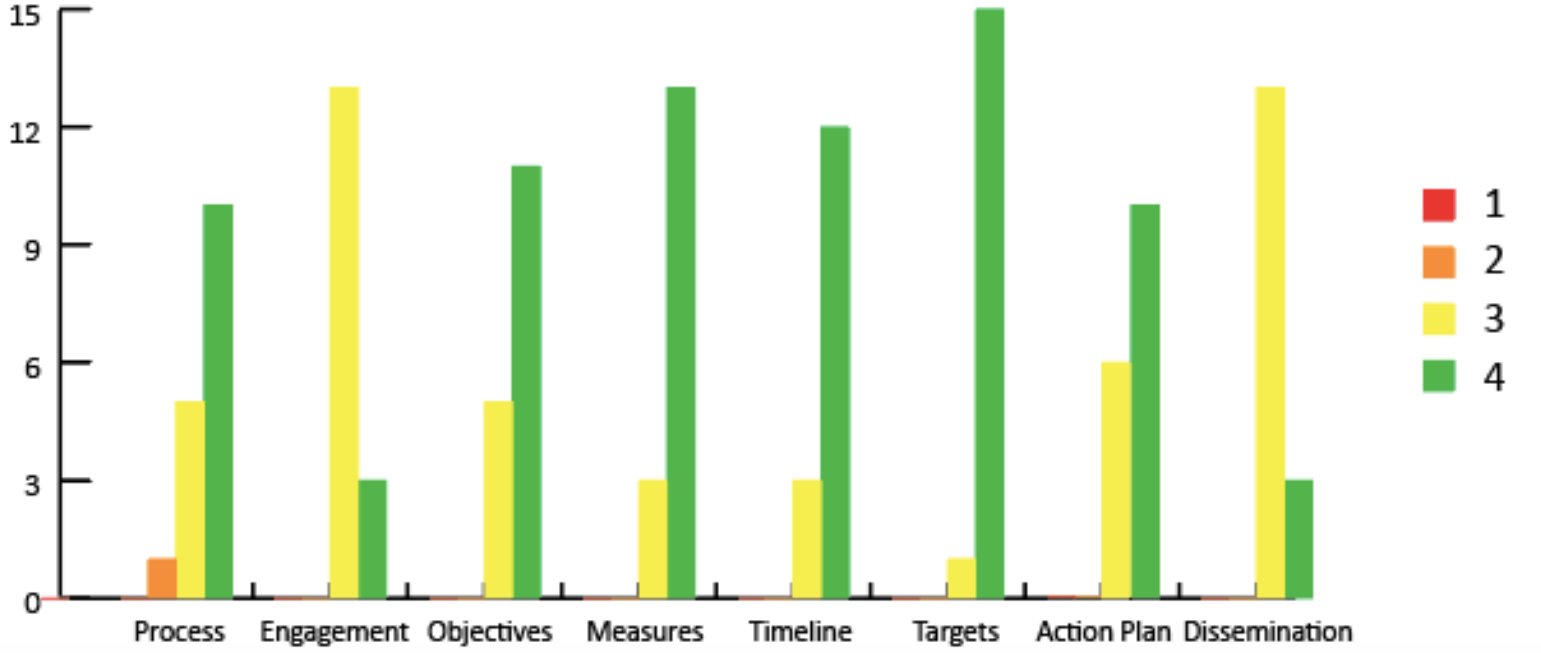


These graphs display the percentage and number of each rubric score for 2019-20 scored rubrics (SGS only).

PERCENTAGE OF SCORES: ALL CRITERIA



ASSESSMENT EVALUATION RUBRIC SCORES BREAKDOWN



2. **Direct student learning assessment results.**
    a. **Description**.
        4.) **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).

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

    b. **Purpose**. Direct evidence of student learning performance represents the degree to which Messiah students are achieving institutional learning outcomes (also required for continued Middle States accreditation). Our evidence helps tell the story of Messiah's effectiveness and distinctiveness to external stakeholders, and internally it helps us identify targeted areas needing improvement.

3. **Direct Assessment Results: Undergraduate Learning Outcomes**
    a. **Description**. The data in the graphs represent aggregate student performance results from all assignment linkages made within academic majors/graduate programs as well as general education.
        i. The first graph displays the percentage of each score range.
        ii. The second displays the total number of assessments aggregated to each undergraduate learning outcome. Results are reported per term, i.e. fall and spring (including J-Term, the 12-week spring term, and May term).
        iii. Each area sets their proficient range (yellow) in accordance with the target listed in the assessment plan. For instance, if the goal is for a particular percentage of students to achieve a B or higher on the assessment, B (83 or whatever constitutes B) is set at the low end of the proficient range. Because proficiency ranges are a new feature available to us through AEFIS, educators are continuing to discuss where to set the basic, below basic, and advanced ranges. Generally, the advanced category represents A range scores and basic/below basic represents scoring poorly on the assessment (60-69) or failing the assessment (below 60).

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

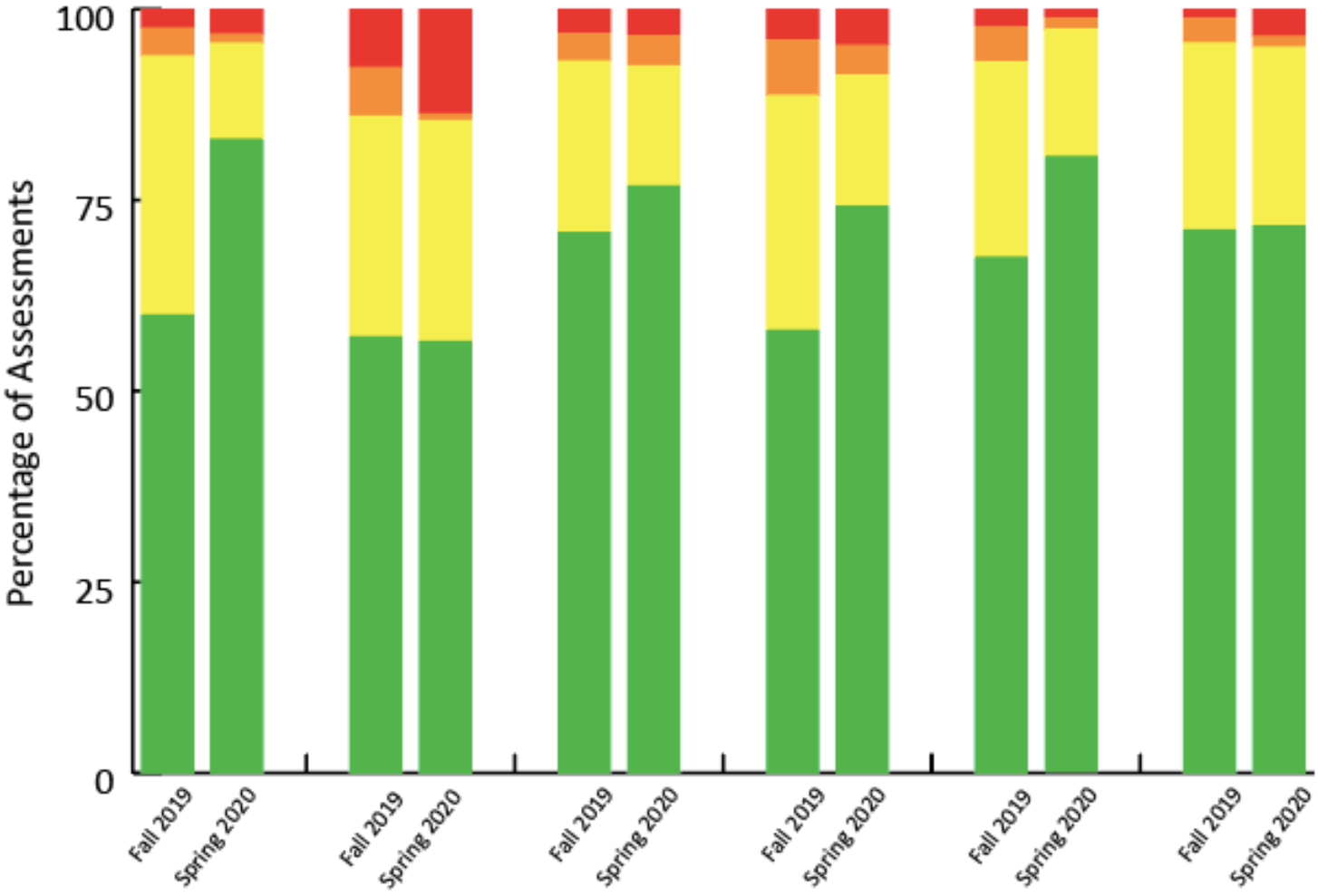
c. **Academic majors**.
    i. Almost all academic programs contributed to the aggregate ULO data, but were more limited in programs that did not review their curriculum maps and complete assignment linking (in those cases the assessment office completed assignment linking to whatever degree was possible, i.e. the level of detail in the assessment plan and corresponding assignments in Canvas).
    ii. Program, course, and assignment level assessment reports for academic programs are available in AEFIS under the report dashboard. See student outcome achievement report for summary assessment results and direct assessment summary or direct assessment graphs for aggregate PLO data with proficiency level details.

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

e. **Reflection on Direct Assessment Results for the Undergraduate Learning Outcomes**
    i. Undergraduate Learning Objectives. We were particularly interested to see assessment results from Spring 2020 given our pivot to online instruction in March. Aggregate annual performance on the Institutional Outcomes was on par (actually several percentage points higher) in every category compared to last year (see p. 12). While it appears that "below basic" performance on ULO 2 (Breadth and Depth) increased in spring semester (p. 10), a nearly identical percentage of students met assessment targets aligned with this ULO the previous academic year overall (see p. 12). Overall, we are seeing positive results that most (86-96 percent) of assessments met the targets we have set for our students.

4. Direct Assessment Results: Graduate Learning Outcomes (pp. 14-15)
a. Student performance data on the graduate learning outcomes (GLOs) aggregates from assignments linked to program learning objectives within graduate program assessment plans.
b. Targets met ranged from 88 percent (scholarly activities) to 96 percent (ethical principles). It appears that student performance on the scholarly activities GLO dipped noticeably in spring 2020. However, comparison of annual performance on this GLO from 2018-19 shows that overall results are comparable to the previous academic year (p. 15).

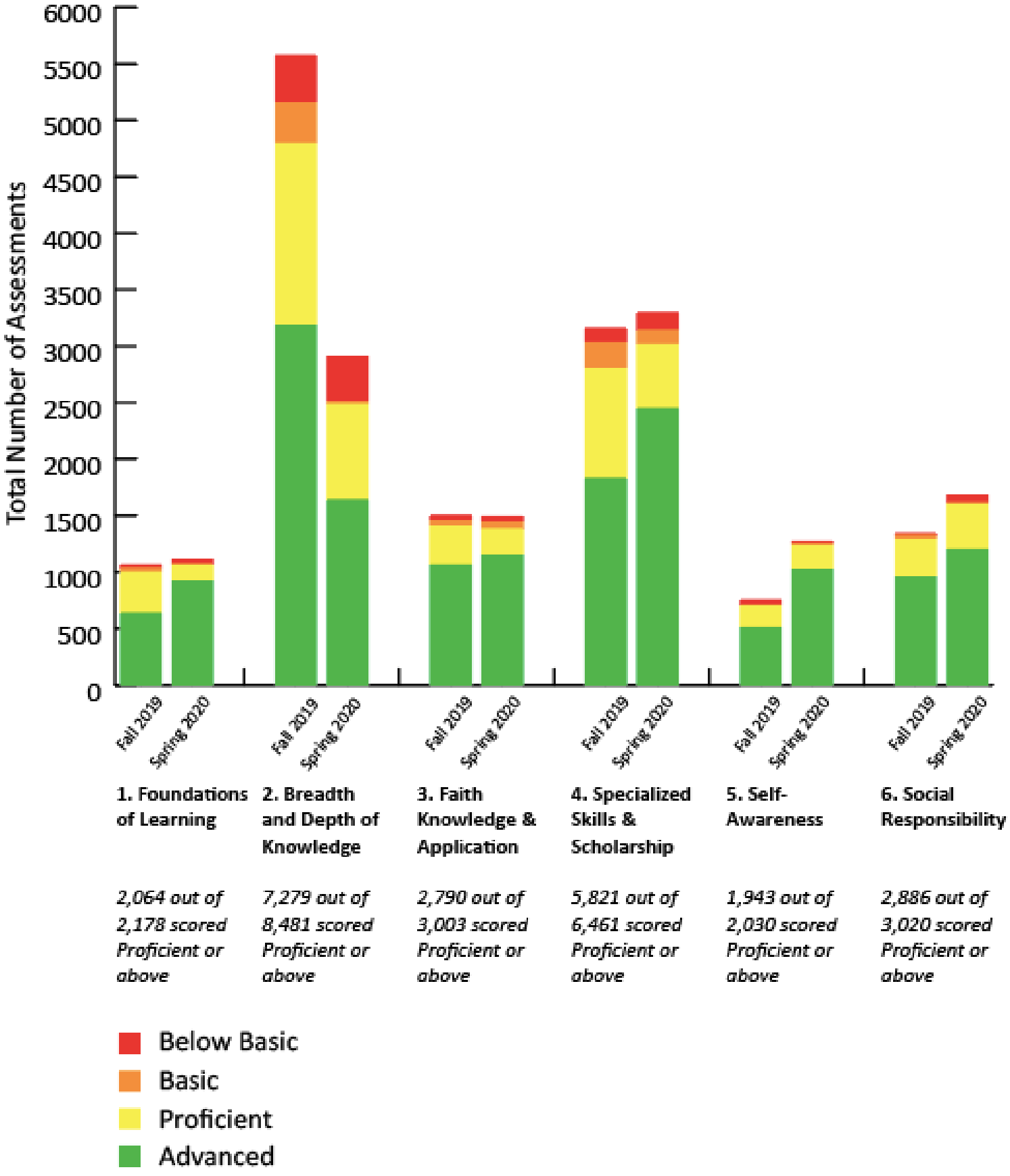
DIRECT ASSESSMENT RESULTS - UNDERGRADUATE INSTITUTIONAL LEVEL



1. Foundations of Learning	2. Breadth and Depth of Knowledge	3. Faith Knowledge & Application	4. Specialized Skills & Scholarship	5. Self-Awareness	6. Social Responsibility
95% scored Proficient or above	*86% scored Proficient or above*	*93% scored Proficient or above*	*90% scored Proficient or above*	*96% scored Proficient or above*	*95% scored Proficient or above*

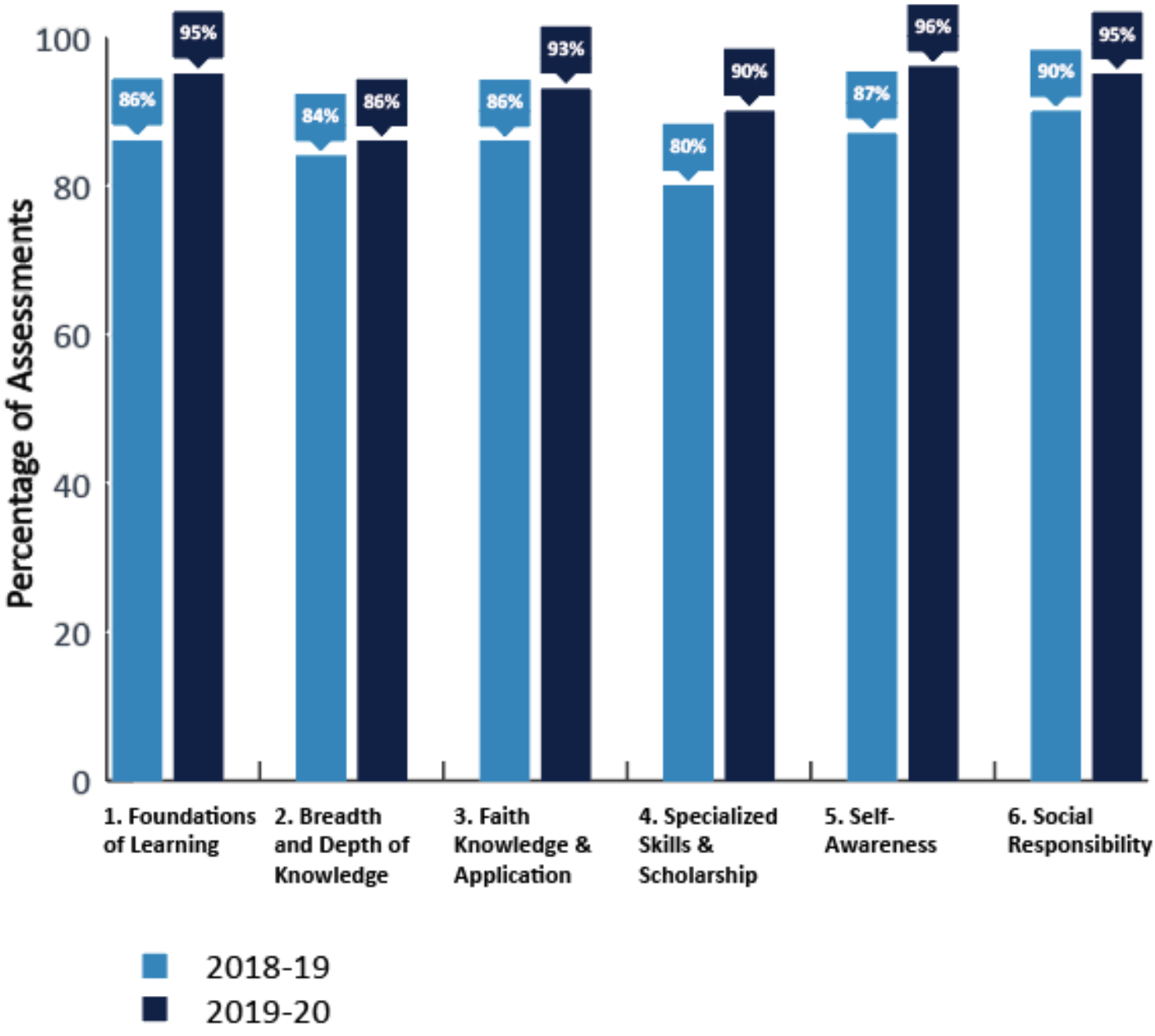
Below Basic
Basic
Proficient
Advanced

DIRECT ASSESSMENT RESULTS - UNDERGRADUATE INSTITUTIONAL LEVEL

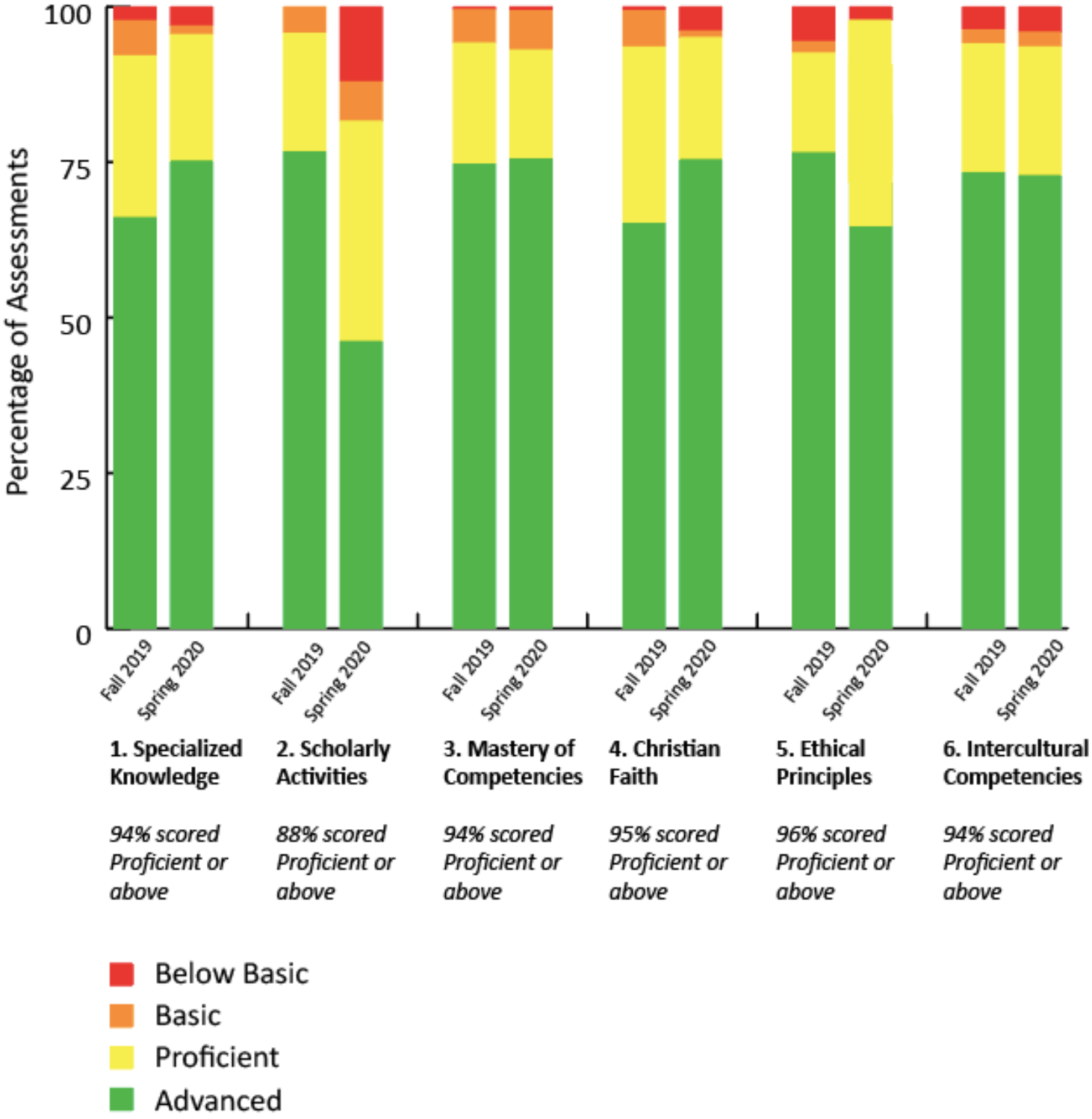


1. Foundations of Learning	2. Breadth and Depth of Knowledge	3. Faith Knowledge & Application	4. Specialized Skills & Scholarship	5. Self-Awareness	6. Social Responsibility
2,064 out of 2,178 scored Proficient or above	*7,279 out of 8,481 scored Proficient or above*	*2,790 out of 3,003 scored Proficient or above*	*5,821 out of 6,461 scored Proficient or above*	*1,943 out of 2,030 scored Proficient or above*	*2,886 out of 3,020 scored Proficient or above*

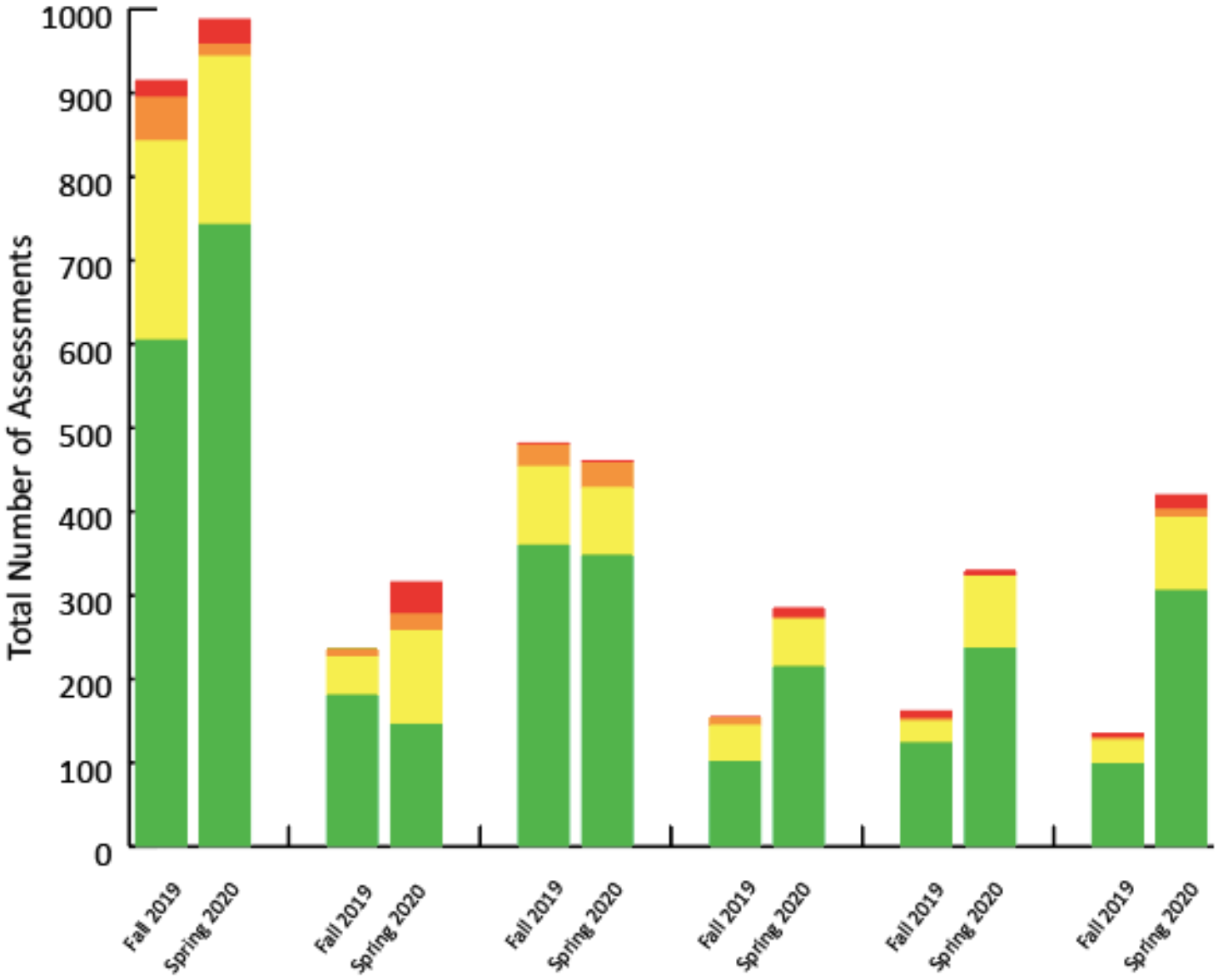
Direct Assessment Results 2018-20
(Percentage of Assessment Targets Met - Undergraduate Institutional Level)



DIRECT ASSESSMENT RESULTS - SCHOOL OF GRADUATE STUDIES



DIRECT ASSESSMENT RESULTS - SCHOOL OF GRADUATE STUDIES



1. Specialized Knowledge

1,787 out of 1,903 scored Proficient or above

2. Scholarly Activities

484 out of 552 scored Proficient or above

3. Mastery of Competencies

883 out of 943 scored Proficient or above

4. Christian Faith

416 out of 440 scored Proficient or above

5. Ethical Principles

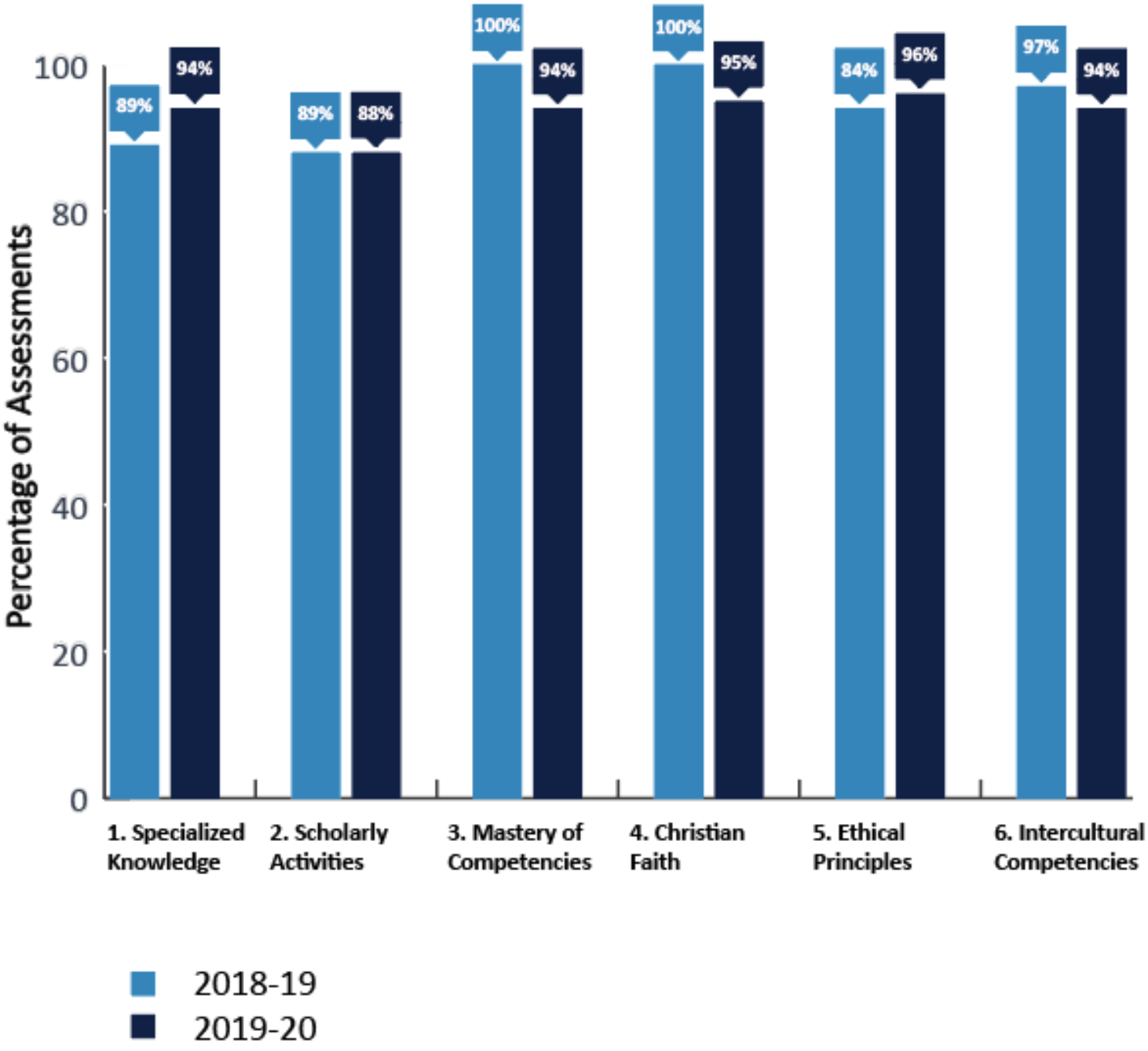
473 out of 492 scored Proficient or above

6. Intercultural Competencies

520 out of 555 scored Proficient or above

Below Basic
Basic
Proficient
Advanced

Direct Assessment Results 2018-20
(Percentage of Assessment Targets Met - School of Graduate Studies)

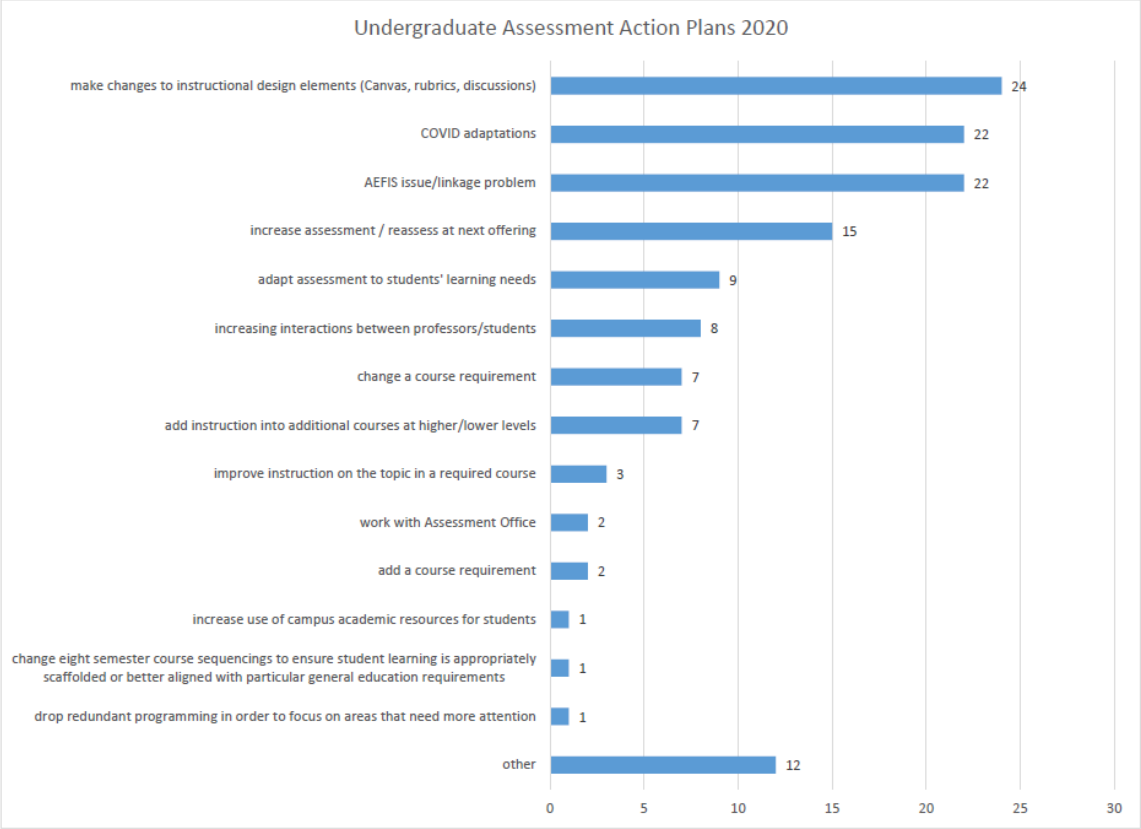


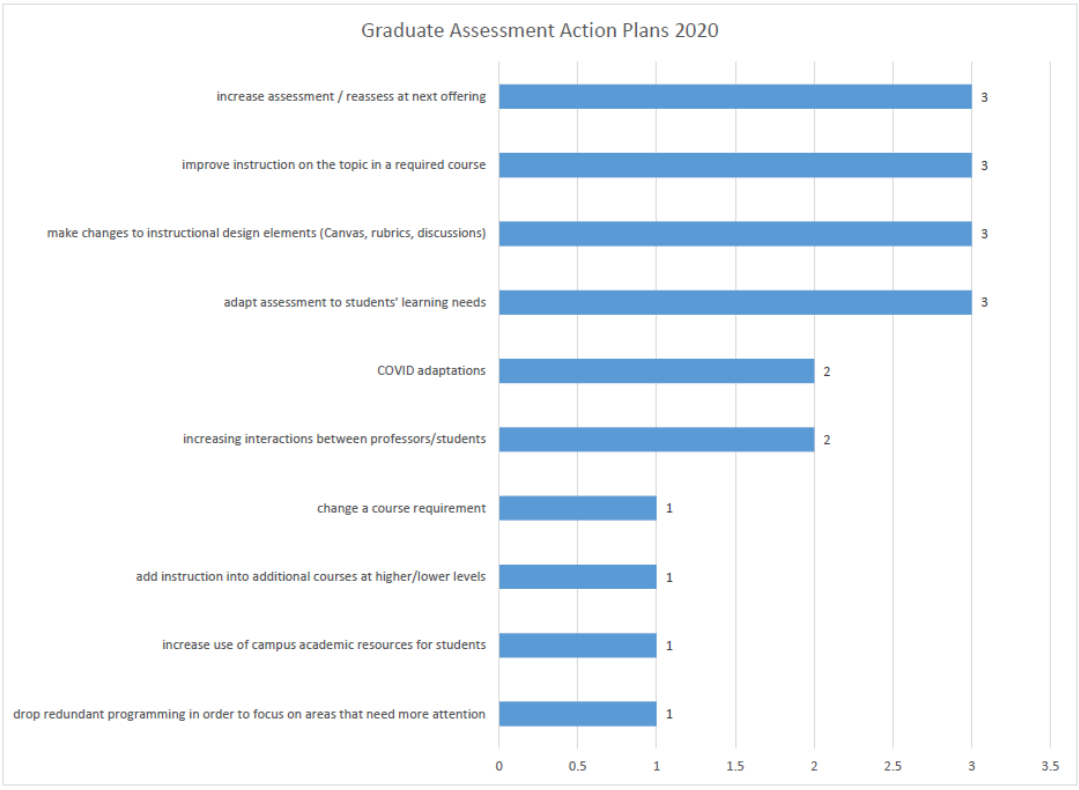
5. **2019-20 Action Plans and Closing the Loop Records**
    a. **Analyze, report, create action plans.**
        i. During May development week each year, academic departments analyze and reports assessment results in accordance with their assessment plans.
        ii. **General education** units will 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. Reports go to the Assistant Dean of General Education for follow up and execution the following academic year.
        iii. **Academic departments** analyze assessment results, identify action plans to execute during the upcoming academic year, and report progress on the previous year's action plans in AEFIS (closing the loop). Deans approve end of year reporting and monitor progress on action plans in the upcoming academic year.

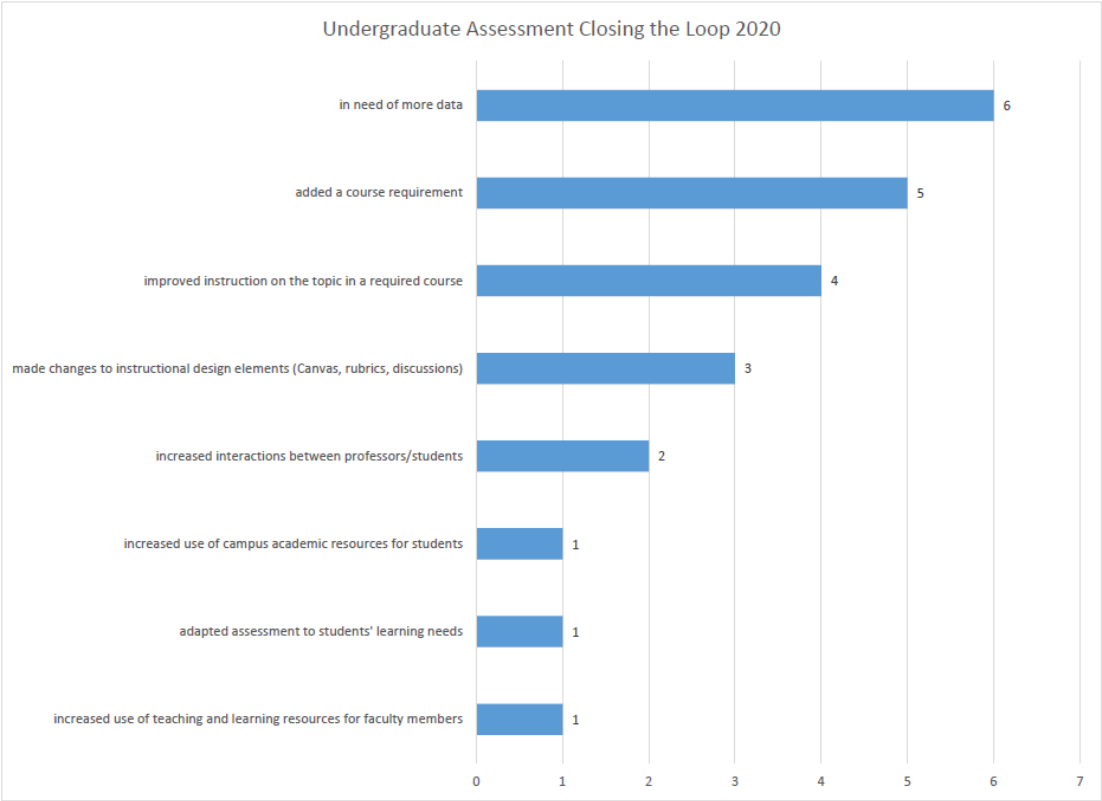
    b. **Dissemination of assessment results.** Stakeholders expect to see assessment results.
        i. **Institution-level**. We will share aggregated institution-level results on the Messiah website.
        ii. **General Education.** QuEST assessment results are posted on the QuEST website annually.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

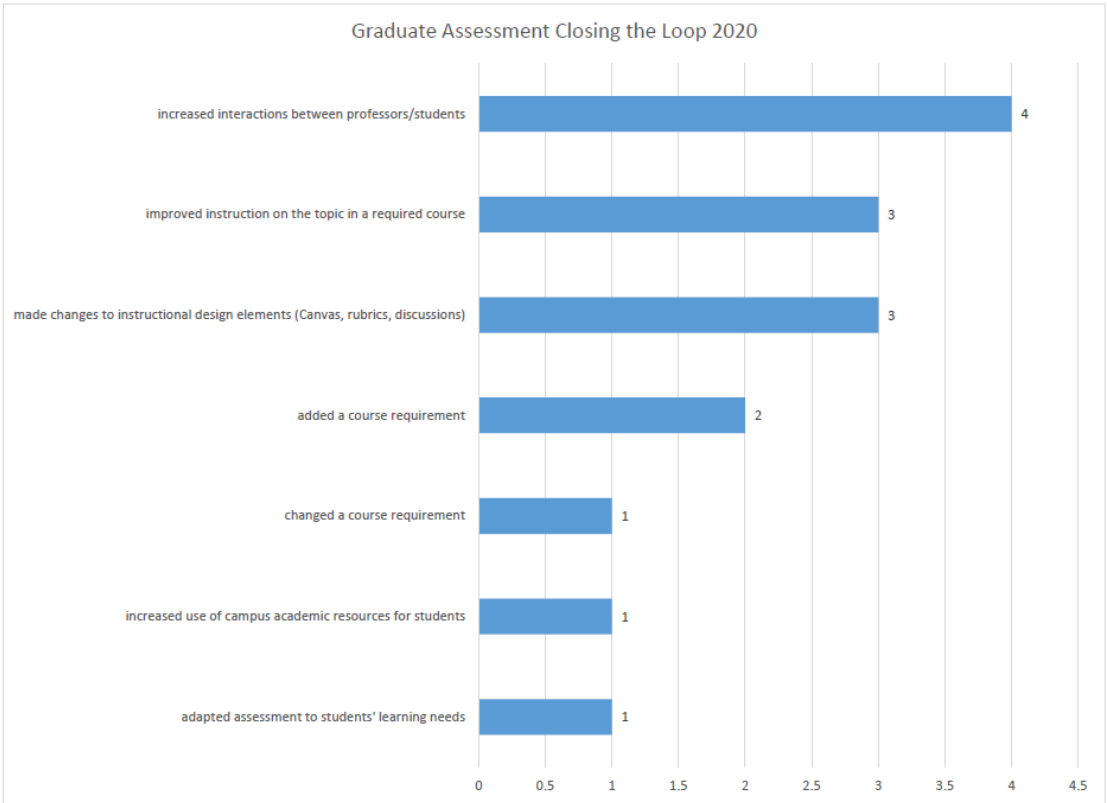
    c. **Assessment results, action plans, and closing the loop records entered for 2019-20**
        i. **End of year assessment entry includes:**
            1. **Assessment results:** report whether targets were met for each measure assessed, in addition to any department discussion about explanation for student performance
            2. **Action plans**: if any targets were not met, determine changes that need to occur (for example add supplemental instruction, change an assignment, add instruction in a previous course, frame the learning more effectively, add a course)
            3. **Closing the loop records**: if a department had an action plan related to this PLO during the 2019-20 academic year, they should report what they did to improve learning, assess the change, and indicate whether additional action is needed.
        ii. **Results on year end reporting**: the following graphs summarize academic department entries for the action plans and closing the loop fields within the assessment workflow form. School specific qualitative results and graphs were provided to school deans during our annual assessment meetings. The number of anomalous undergraduate action plan responses (COVID adaptations, AEFIS issues) indicate some level of disruption in normal data collection processes. May development week might have caught issues that chairs could have corrected, but end of year reporting was delayed until October this year. Some closing the loop responses appeared to reveal chairs' confusion over the meaning of this category, which is problematic because we need to

demonstrate to Middle States that we are making evidence-based changes to curriculum.






Undergraduate Assessment Closing the Loop 2020
in need of more data
6
added a course requirement
5
improved instruction on the topic in a required course
4
made changes to instructional design elements (Canvas, rubrics, discussions)
3
increased interactions between professors/students
2
increased use of campus academic resources for students
1
adapted assessment to students' learning needs
1
increased use of teaching and learning resources for faculty members
1
0
1
2
3
4
5
6
7


Graduate Assessment Closing the Loop 2020
increased interactions between professors/students
4
improved instruction on the topic in a required course
3
made changes to instructional design elements (Canvas, rubrics, discussions)
3
added a course requirement
2
changed a course requirement
1
increased use of campus academic resources for students
1
adapted assessment to students' learning needs
1
0
0.5
1
1.5
2
2.5
3
3.5
4
4.5

6. **Assessment of Student Learning Goals for 2020-21**
    i. **Continued administrator/educator trainings/campus assessment resources:**
        1. How to manage assessment in AEFIS (i.e. where to find key items, what to do when during the academic year), as well as how to run and interpret various types of assessment reports in AEFIS. While AEFIS proficiency has improved over the last year, many directors and chairs contact us with needs in this area.
        2. How to make evidence based decisions about student learning**.** As an institution, we most program assessment plans are effective, we have revised and improved program outcomes and course learning objectives and mapped our curriculum to provide a clear understanding of where we deliver instruction to accomplish those program learning outcomes. We have the infrastructure to collect and aggregate student learning data in meaningful ways. However, our rubric scores, assessment action plans, and the director's interaction with chairs/directors suggest that many departments still struggle to interpret assessment results and then identify appropriate action plans.
        3. Accurately interpret and respond to "closing the loop" on the assessment plan workflow form. We need chairs and directors to enter this year's action plans under the "action plans" field in the form, and use "closing the loop" to record what they did to accomplish the previous year's action plans, whether the plan worked (on the basis of appropriate evidence), and whether further action is needed. We welcome suggestions on strategies to explain "closing the loop," which an assessment-specific phrase that may present barriers.
        4. Alignment of course assessments with course objectives. Educators' ability to effectively assess learning articulated in course learning objectives is essential to the accuracy of assessment data and faculty engagement in meaningful assessment. We need to continue our efforts to help faculty align key course assessments with approved course objectives, design clear performance rubrics, and report appropriate assignments for program assessment purposes.

    ii. **Improve dissemination of assessment results**. With the availability of direct assessment reports, departments are able to articulate the areas where our students excel. Institutionally, we need to learn how to share these stories in ways that communicate value and excellence to our stakeholders. Spring 2021 may be an appropriate time for Provost's Cabinet to revisit how we can share student learning data on our websites in more meaningful ways.
    iii. **Foster meaningful ways to provide educator/department reflection and feedback on general education and Student Success assessment**. Occasionally, QuEST faculty have participated in May development conversations about QuEST assessment. SSE produces its own assessment reports that demonstrate contributions to the ULOs but reports are not typically discussed among educators outside of the co-curriculum. We welcome creative ideas for

facilitating meaningful discussion on student performance across the curriculum and co-curriculum. The goal of connection is to facilitate greater awareness of how each part contributes to the whole of a student's educational outcomes.

Appendix A. Undergraduate Learning Outcomes Mapping to the Curriculum

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

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

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

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

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

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

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

Appendix B. Assessment Rubric

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

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

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

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