



ASSESSMENT OF STUDENT LEARNING

MESSIAH UNIVERSITY

Assessment of Student Learning Manual

A Guide to Assessment

Fourth Edition

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Overview

What is Assessment of Student Learning at Messiah?

The Assessment of Student learning is a process of:

- Creating clear, measurable expectations of the knowledge, skills, and beliefs our students should gain by completing the required curriculum;
- Ensuring that we give our students adequate instructional opportunities that will help them achieve these outcomes;
- Executing a plan to gather, analyze, and interpret evidence of student learning to determine how well their performance meets our expectations;
- Using this information to take strategic action to improve student learning (Suskie, *Assessing Student Learning*, 2004).

Who does it?

All Messiah University educators should be aware and involved in the Assessment of Student Learning, and we play various collaborative roles to ultimately ensure our students are achieving the outcomes we expect from a Messiah education. To further specify:

- Department Chairs and Program Directors lead curricular and co-curricular educators in creating departmental/program assessment plans, collecting and analyzing annual assessment data, and setting and executing action plans to improve student learning.
- School Deans ensure their departments/programs are maintaining effective assessment plans and practices by evaluating department assessment based on the institution's meta-assessment, as well as helping Program Directors and Department Chairs prioritize and execute strategic improvements in student learning outcomes assessment.
- The Dean of General Education and Common Learning works with all educators teaching in the General Education curriculum to report assessment outcomes on General Education course objectives each semester. The Office of General Education aggregates and reports results on outcomes annually.
- The Assessment of Student Learning Committee (ASLC), with broad representation from educators across campus, educates committee members on assessment best practices, develops strategic plans to improve campus assessment efforts, and approves assessment plans accompanying curricular proposals.
- The Director of Assessment provides resources and education to deans, chairs, and educators in order to support the ongoing improvement of assessment efforts. The director produces an annual report on assessment efforts and works with the Provost's Cabinet to make strategic improvements.

How does assessment relate to department curriculums and institutional mission?

Each academic department maintains curricular requirements, which students complete in order to earn majors, minors, and concentrations in an academic field of study. While individual instructors gain helpful information about learning gains in their own courses, departmental Assessment of Student Learning answers the General Education, “How do we know students are achieving the outcomes we expect from the required curriculum?” Departments find answers to this General Education by ensuring the following:

- Articulate clear program level learning objectives that express the knowledge and skills that a graduate of the program/major should be able to achieve.
- Identify curricular requirements in which students have adequate opportunities to gain the stated learning outcomes (curriculum mapping).
- Select representative samples of the learning within the curriculum (i.e. assessment measures) that provide evidence of the learning.
- Collectively review evidence of learning, interpret the results, and make strategic plans to improve learning outcomes by making changes in instruction, assignments, or curriculum.
- Ensure the actions we take result in meaningful improvements in student learning.

Likewise, students gain essential knowledge and skills by completing the General Education curriculum and by participating in student success programming. It is critical to know what students gain from their educational experience as a whole, and it is critical for educators to understand how their contribution relates to the other components of a Messiah education and our institutional learning outcomes. As a result, we ensure that all program level learning outcomes (in academic majors, General Education, and Student Success) contribute in specific ways to our stated institutional learning outcomes. Pages 3-8 of the Assessment Resource Handouts provide a matrix explaining the specific contributions of majors, General Education, and student success to these outcomes.

The Undergraduate Learning Outcomes (ULOs) are as follows:

1. **Foundations for Learning:** Students will develop skills common to the liberal arts and sciences: research, analysis, reflection, and communication.
2. **Breadth and Depth of Knowledge:** 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.
3. **Faith Knowledge & Application:** Students will develop informed and mature convictions about Christian faith and practice.
4. **Specialized Skills and Scholarship:** Students will become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school.
5. **Self-Awareness:** Students will gain awareness of identity, character, and vocational calling.
6. **Social Responsibility:** 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.

Messiah University graduate students will achieve the following Graduate Learning Outcomes (GLOs):

1. **Specialized Knowledge:** Exhibit mastery of specialized knowledge.
2. **Scholarly Activities:** Perform scholarly activities informed by professional standards.
3. **Competencies:** Demonstrate mastery of competencies required in their field of study.
4. **Christian Faith and Principles:** Articulate how Christian faith and principles inform their vocation.
5. **Ethical Principles:** Apply ethical principles relevant to their profession.
6. **Intercultural Competence:** Demonstrate intercultural competence.

What Does the University Expect?

Academic Majors

Messiah University expects every academic major to develop a plan for assessing student learning, and to work toward improving learning outcomes on an ongoing basis alongside other important department goals. Department assessment expectations are outlined in the assessment evaluation rubric **Appendix**, and this rubric is used to evaluate department assessment annually. The rubric sets the standard for assessment plans and processes, and it evaluates department progress in the following areas:

- **Process:** The department is expected to maintain a complete assessment plan, and to collect assessment data as prescribed by the plan. The department is also expected to revise the plan in accordance with any curricular changes that affect program learning outcomes or any measures within the plan.
- **Engagement:** The department should aim to engage all relevant stakeholders (educators, students, employers, alumni) in the creation/revision, implementation, analysis, and/or improvement processes associated with the assessment plan.
- **Program Learning Objectives:** Program Learning Objectives (PLO) should lead with an active, measurable learning verb, and state clearly the knowledge and skills a graduate of the major should be able to attain as a result of program completion. Departments should have about 5-7 program learning objectives.
- **Measures:** Each PLO should be assessed using multiple measures (actual evidence of student achievement) that assess student learning at various points within the curriculum. The measures should align well with the stated learning objective (for instance, if students should be able to “describe” content, we should assess the objective using a measure in which students demonstrate their ability to describe). Departments also benefit from the strategic use of indirect measures, such as a senior survey, alumni or employer advisory board. Each assessment plan should incorporate a variety of assessment measures, rather than relying heavily on one measure or one type of measure.
- **Targets:** Targets are meant to set a bar for expected student achievement; they should be challenging yet achievable. Targets should not be arbitrarily chosen, but instead should reflect past student achievement and professional standards. Targets should be set in order to inspire program improvement.
- **Timeline:** Timeline refers to the frequency with which departments collect and analyze assessment data. Departments should collect all assessment data prescribed by the assessment plan at least once within a three-year period, and the year and semester of data collection should be clearly documented in the assessment plan.
- **Use of student learning data from prior academic year:** Departments are expected to develop action plans to improve student learning on an annual basis, and then work throughout the year to execute those plans, i.e. close the loop. Action plans should be driven by evidence of learning outcomes, they should be specific, and they should be feasible. Plans need to be recorded in the University’s assessment management system and included in department annual goals. The department should evaluate the

effectiveness of the action plans it implements in order to assess whether its efforts improved learning outcomes.

- **Dissemination:** The department retains records of assessment results and changes made as a result of assessment findings, and results are entered in the 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.

General Education

Each year the Office of General Education and Common Learning establishes the objective faculty will assess for each course and communicates that information to all faculty during May Development Week. The expectation is that faculty teaching in General Education will assess and share the resulting data for each General Education course they teach. Faculty select the assessment measure most suited to their course: paper, assignment, test General Education, etc. All faculty (both full-time and adjunct) teaching General Education courses assess the objective as assigned in May Development. The Office of General Education and Common Learning emails reminders to General Education faculty about the expected assessment data in the beginning, middle, and end of the semester.

A current list of the General Education outcomes can be found on our messiah.edu [General Education homepage](#) under the **General Education Guide** tab

Curriculum Mapping for General Education

General Education Curriculum Overview (49-51 credits)

Program Learning Objective Key

Knowledge of the World	
Critical & Creative Thinking	
Communication	
Self-Awareness, Personal/ Professional Development, Vocation	
Christian Faith	
Ethics & Civic Responsibility	
Inclusive Excellence	

Digital Competence Key

Digital Citizenship	
Digital Proficiency	

Literary & Aesthetic Ways of Knowing (3 credits) 	Holistic Wellness (1 credit) 	Ethics & the Common Good (3 credits) 
Cultural/Humanistic Ways of Knowing (12 credits) 	Written Communication (3 credits) 	Intercultural Perspectives: US and Global (6 credits) 
Social Scientific Ways of Knowing (3 credits) 	Oral Communication (3 credits) 	Experiential Learning initiative (ELI) 
Mathematical & Scientific Ways of Knowing (6-8 credits) 	Bible (3 credits) 	Writing in the Major 
First Year Seminar (3 credits) 	Christian Beliefs (3 credits) 	Capstone in the Major 

Student Success and Engagement

Division of Student Success and Engagement

The Division of Student Success and Engagement involves assessment of the following departments: Agape Center, Athletics, Career and Professional Development Center, University Ministries, Engle Center for Counseling and Health Services, Intercultural Office, Residence Life, Academic Accessibility, Student Involvement and Leadership Programs, Student Conduct and Fitness Center.

Program-Level Outcomes and Annual Goals

Student Success has six student outcomes (dig deep, be rooted, be cultivated, branch out, be strong, bear fruit) that nest within Messiah's Undergraduate Learning Outcomes (ULO). Each of the six Student Success outcomes connects aspects of Messiah University's mission, our ULOs, and the Council for the Advancement of Standards in Higher Education (CAS). Each Student Success department has established specific student learning outcomes that connect to the Undergraduate Learning Outcomes and the student success outcomes for each educational program housed in Student Success. The Division of Student Success collects, analyzes, and publishes data annually to inform improvements for student learning and the student experience.

A list of Student Success outcomes and the most recent Student Success Annual Report can be found on our messiah.edu [Student Success homepage](#).

Mapping for Student Success Outcomes

#	Student Success Outcome	Description of Outcome	University Mission	Foundational Values	Undergraduate Learning Outcomes	CAS
1	Cognitive Development DIG DEEP	Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotional/cognition integration, identity/cognition integration	Maturity of Intellect	1	Foundations for Learning (1)	1,2
2	Identity Development and Spiritual Formation BE ROOTED	Formation of a maturing sense of self, personal attributes such as identity, self-esteem, confidence, ethics and integrity, maturing sense of self in relationship to God resulting in spiritual practices, character building, reconciliation, service, and intentional growth	Maturity of Christian faith and character	1,2,4,5	Faith Knowledge & Application (3)	3
3	Cultural Competence BE CULTIVATED	Understand, value and appreciate human differences, develop cultural competency, understand and pursue reconciliation	Reconciliation in church and society	2,3,5	Social Responsibility (6)	5
4	Leadership and Civic Engagement BRANCH OUT	Sense of civic responsibility, commitment to service, effective in leadership, commitment to living in community	Maturity of character, preparation for lives of service and leadership	3,4,5	Self Awareness (5)	4,5
5	Interpersonal and Intrapersonal Competence BE STRONG	Realistic self-appraisal and self-understanding, personal goal setting, meaningful relationships, interdependence, collaboration, ability to work with people different from self	Maturity	2,3,4	Self Awareness (5)	3,4
6	Practical Competence BEAR FRUIT	Effective communication, capacity to manage one's personal affairs, economic self-sufficiency and vocational competence, maintain personal health and wellness, prioritize leisure pursuits, living a purposeful and satisfying life	Preparation for life in church and society	2,4	Self Awareness (5)	6

What is the University's Policy on Assessment Plans and What Programs Do We Assess?

Academic Programs

1. New Academic Programs
 - a. New academic programs must submit assessment plans to ASLC for approval. ASLC approves new assessment plans when they score at least 3 out of 4 on the institutional assessment rubric (program learning objectives, measures, targets, timeline), exercising some flexibility for courses not yet developed.
 - b. If the score is less than a (3) in any of the relevant areas, the Director of Assessment works with the Dean and Chair/Director to improve the plan prior to the semester the curriculum will begin. In these situations, the Director of Assessment determines and reports final approvals to ASLC.
 - c. If a new academic program constitutes a repackaging of two or more existing academic programs with existing assessment plans, the assessment plan does not need re-approval through ASLC unless the most recent assessment evaluations on the Annual Program Review Form is designated as "concern" by the school dean.
 - d. 2. Revisions to Existing Academic Programs Each major/graduate program maintains an assessment plan. The assessment plan should adequately evaluate the learning gains students achieve as a result of completing the required curriculum, as well as account for variations in learning outcomes (e.g. tracks, concentrations). Therefore, some curricular revisions to existing majors/programs may have an impact on assessment plans.
 - e. Department Chair/Program Director and Dean review curricular changes to evaluate impact on the assessment plan. Proposed curricular changes not accounted for by the existing assessment plan or changes to courses serving as assessment measures will be evaluated by the Curricular Matters subcommittee of Academic Council. If curricular changes are deemed to have a substantive effect on the assessment plan, Curricular Matters will direct the chair/program director to submit revised assessment plans to ASLC for review and approval.
 - f. ASLC will approve the revised assessment plan using the institutional assessment rubric. The assessment plan must achieve a rubric score of 3 out of 4 on the static elements of the assessment plan (i.e. program learning objectives, measures, targets, timeline).
 - g. If the score is less than a (3) in any of the relevant areas, the Director of Assessment works with the Dean and Chair/Director to improve the plan prior to the semester the curriculum will begin. In these situations, the Director of Assessment determines and reports final approvals to ASLC.
3. What are the "programs" we assess?
 - h. Messiah University assesses each program reported to Middle States

Commission on Higher Education. Middle States defines programs based on IPEDs award levels. At Messiah, this includes undergraduate degrees, graduate degrees, and certificates.

- i. Each undergraduate major/graduate program will maintain an assessment plan and receive an annual evaluation of assessment performance based on the institutional assessment rubric. Performance is documented on the Annual Program Review form.
- j. Certificates may be assessed within major/program assessment plans if certificate learning outcomes represent a subset of the learning outcomes for the major/program. If certificate learning outcomes differ from the major/program, they will maintain a separate assessment plan.
- k. The size, complexity, and any variations in learning outcomes (e.g. tracks/concentrations) should be reflected in the assessment plan in a way that is proportionate to those variations.
- l. Given the current status of minors institutionally, deans have the discretion to determine if an assessment plan is required for a minor depending on the number of students in the minor, or whether the minor does not have a related major (e.g. statistics).

Assessment of Student Learning Committee

1. Purpose

- a. Guide and support the assessment of student learning while promoting a culture of inquiry among Messiah University educators in order to enhance student learning.

2. Membership

- a. Director of Academic Assessment (Chair), represents the institutional level responsibility for the assessment of student learning
- b. Senior Research Analyst, Office of Institutional Research, represents an institutional and environmental view of the assessment of student learning
- c. Vice Provost for Student Success and Engagement, or designee, represents assessment of the cocurriculum and an institutional view of the assessment of student learning
- d. Dean of General Education, Common Learning & Academic Support or designee, represents assessment of student learning outcomes in the General Education curriculum
- e. Cocurricular educator, represents both a cocurricular and collective student point of view of the assessment of student learning; appointed by the Vice Provost for Student Success and Engagement
- f. Five faculty members, one from each of the four undergraduate faculty clusters and one ranked faculty member from the graduate faculty cluster, representing both a faculty member and collective student point of view of the assessment of student learning; appointed by the Associate Provost with recommendations from the Director of Academic Assessment and the School Deans to three-year staggered terms. One of these faculty members must be from a program that has accreditation external to Middle States

- g. One librarian, represents assessment of student learning outcomes in First Year Seminar and throughout the curriculum; appointed to a three-year term by the Director of the Library
 - h. One undergraduate student, represents an actual undergraduate student view of the assessment of student learning; appointed by the Director of Academic Assessment to a one-year term
 - i. One graduate student represents an actual graduate student view of the assessment of student learning; appointed by the Director of Academic Assessment to a one-year term
- 3. Reporting and Operating Structure**
- a. Committee of COE Senate (Assessment of Student Learning)
 - b. The committee chair will meet regularly with Provost's Cabinet to confer on direction and resourcing
- 4. Recommending Functions**
- a. Maintain an institution-wide assessment of student learning plan that flows from the mission of the University and fulfills Middle States requirements (Provost's Cabinet, Community of Educators Senate)
 - i. This document will describe a unified approach to the assessment of student learning including the goals of our assessment efforts, the implementation of assessment plans, and tracking and reporting assessment data and action plans.
 - ii. The plan will be informed on an ongoing basis by the Provost's goals and plans for the assessment of student learning.
 - b. Establish, review, and maintain the Messiah University Assessment Manual as needed (Community of Educators Senate).
- 5. Action Functions**
- a. Promote effective assessment practice at the course, program, and institutional levels and to build a culture of assessment of student learning.
 - i. Identify needs for the development of educators.
 - ii. Review and provide feedback for department/program assessment plans.
 - iii. Provide feedback to Curriculum Committee on assessment plans that accompany proposals for new programs.
 - iv. Identify appropriate rewards for educators doing assessment work.
 - v. Identify necessary resources to support ongoing improvement in the area of assessment.
 - b. Implement the overall plan by collecting and analyzing annual program/department assessment of student learning reports from School Deans.
 - i. Collate and synthesize assessment reports into an annual report of student learning that identifies themes and recommendations.
 - ii. Make advisory recommendations to appropriate unit(s).
 - iii. Share annual report with Community of Educators.
 - c. Identify training and support needs for the full and effective use of the assessment management system.
 - i. Work with chairs, directors, and administrative assistants to recognize training needs and effective means of meeting those needs.

- ii. Monitor the impact of assessment implementation on the workload of department chairs and administrative assistants.
- iii. Periodically review assessment management system and other tools.
- iv. Inform the preparation of assessment evidence and reporting for Middle States reports (Self Study and Periodic Review report) every five years.

Policies

Messiah's contracted workload expectation for Ranked Faculty involves responsibilities in Teaching, Institutional Service, and Scholarship. Assessment falls under the categories of Teaching and Institutional Service through Student Learning and Institutional Effectiveness respectively. Below is an excerpt from the COE Handbook Section Six B—Evaluation Policies: Ranked Faculty, *Part II: University-Wide Definitions for Teaching, Institutional Service, and Scholarship, Section B, pg. 7.*

Student Learning: The most important indicator of teaching effectiveness is student learning. Faculty need to be identifying and implementing assessments in their courses that provide useful information about the extent to which students are achieving the full range of assigned course learning objectives in their courses. These assessments need to be high quality in terms of their relevance to course objectives (validity) and their ability to yield trustworthy (reliable) information about student learning. Because a primary purpose of classroom assessment is to inform and improve instruction, faculty need to demonstrate that they are using assessment results to guide their teaching practices.

Institutional Effectiveness involves activities that enhance other departmental, school, or University-wide efforts. Representative examples include:

- (1) Chairing one's department
- (2) Serving on a departmental or school-wide committee
- (3) Writing a departmental review or accreditation report
- (4) Helping to design and implement a program-level assessment plan

* Refer to the COE Handbook Section Six—Personal Policies: Ranked Faculty, Part III and part IV to read the full policies.

When are Departments Expected to Complete Assessment Activities?

The University operates on an annual assessment cycle. The table below details required assessment activities, who is responsible to complete the activities, and the deadlines for each activity.

Assessment Cycle Timeline

When	Who	What
August/September	Deans and Chairs/Program Directors	Meet to confirm action plans and other goals for academic year related to student learning
November	Director	Summarize rubric results and May development work from the Annual Assessment Plan and Findings data collection, and direct assessment data Prepare Annual Assessment Report
September-April	Chairs	Execute any action plans that resulted from the analysis of the previous academic year's assessment data
Each term	Chairs and Faculty	Link and enter scores for Canvas assignments used as assessment measures through HelioCampus by the end of each term
Each term	General Education Faculty	Link and enter scores for Canvas assignments used as assessment measures through HelioCampus by the end of each term (one course objective per academic year)
May	Department Faculty, Chairs/Program Directors	Meet to review assessment results, develop and enter action plans to improve student learning in Annual Assessment Plan and Findings in HelioCampus
June	Deans	Approve program end of year assessment submissions and score annual assessment rubric

Appendix

Assessment Rubric

Criteria	1	2	3	4
Process Is the plan being implemented faithfully and revised as needed?	Assessment plan is not implemented.	Most aspects of plan are being implemented or all aspects are implemented to some degree.	Assessment plan is fully implemented.	Plan is faithfully executed and modified/evaluated as needed.
Explanations:				

Engagement Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	Limited involvement beyond chair/director	All educators contributing to the curriculum are aware of process and results	All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.
Explanations:				

Criteria	1	2	3	4
<p>Program Learning Objectives</p> <p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p>	<p>Objectives are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p>Objectives are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p>Objectives 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>Objectives 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>
<p>Explanations:</p>				

Criteria	1	2	3	4
<p>Measures</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><i>And two of the following four criteria:</i></p> <ul style="list-style-type: none"> • 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). 	<p>Measures meet all of the following criteria:</p> <p>All objectives have at least one direct measure.</p> <p>Some objectives have multiple measures.</p> <p>Measures clearly connect to learning objectives.</p> <p>Objectives measured more than one point in time (formative).</p> <p>Indirect measures are used strategically.</p> <p>Plan incorporates different forms of assessment (survey, exam, project).</p> <p>Plan incorporates data from a variety of sources (course, program, activity).</p>
<p>Explanations:</p>				

Criteria	1	2	3	4
<p>Timeline</p> <p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p>	Not identified clearly for all measures.	<p>Clearly states semester/year for each objective/measure.</p> <p>Data analysis delayed from data collection.</p> <p>Time between collection points may not facilitate informed decision making.</p>	<p>Clearly stated and manageable schedule.</p> <p>At least two data points for each objective per review cycle.</p>	<p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>
Explanations				

Criteria	1	2	3	4
<p>Targets</p> <p>Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable?</p>	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.	<p>Targets are challenging and achievable.</p> <p>Targets are based on professional standards and/or prior data and experience with student work and reflect the level of performance a novice professional knows/can do.</p> <p>Targets are set at a level to inspire program improvement.</p>
Explanations				

Criteria	1	2	3	4
<p>Use of student learning data from prior academic year</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"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Explanations:</p>				

Criteria	1	2	3	4
<p>Dissemination</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>
<p>Explanations:</p>				

Rubric reviewed on November 26, 2024

A Conceptual Framework for Assessing Institutional Effectiveness

Preparation, Implementation, and Final Report for
Program Reviews

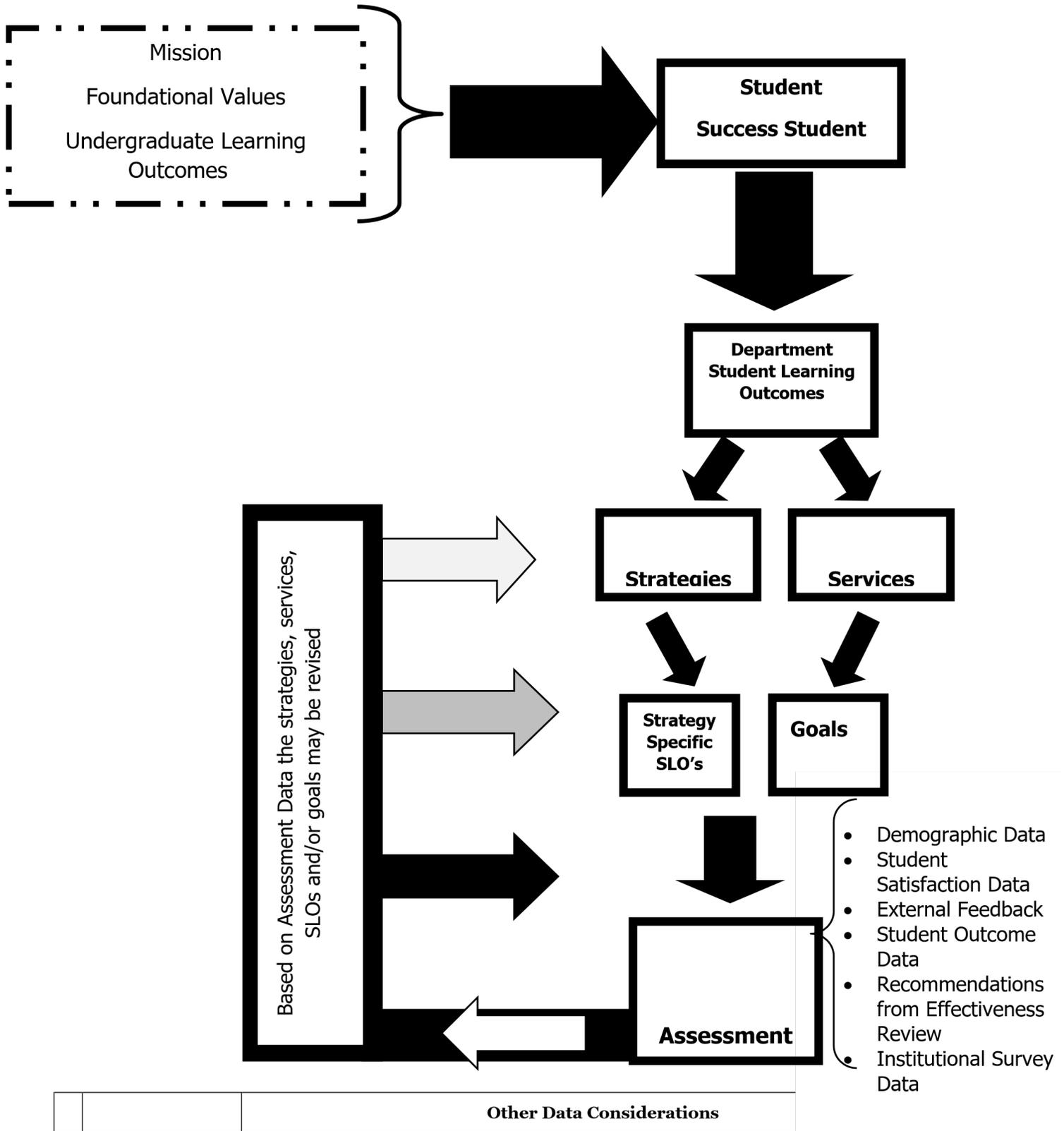
Student Success and Engagement

Student Success Student Outcome Grid

#	Student Success Outcome	Description of Outcome	University Mission	Foundational Values	Undergraduate Learning Outcomes	CAS
1	Cognitive Development DIG DEEP	Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotional/cognition integration, identity/cognition integration	Maturity of Intellect	1	Foundations for Learning (1)	1,2
2	Identity Development and Spiritual Formation BE ROOTED	Formation of a maturing sense of self, personal attributes such as identity, self esteem, confidence, ethics and integrity, maturing sense of self in relationship to God resulting in spiritual practices, character-building, reconciliation, service, and intentional growth	Maturity of Christian faith and character	1,2,4,5	Faith Knowledge & Application (3)	3
3	Cultural Competence BE CULTIVATED	Understand, value and appreciate human differences, develop cultural competency, understand and pursue reconciliation	Reconciliation in church and society	2,3,5	Social Responsibility (6)	5
4	Leadership and Civic Engagement BRANCH OUT	Sense of civic responsibility, commitment to service, effective in leadership, commitment to living in community	Maturity of character, preparation for lives of service and leadership	3,4,5	Self Awareness (5)	4,5
5	Interpersonal and Intrapersonal Competence BE STRONG	Realistic self appraisal and self understanding, personal goal setting, meaningful relationships, interdependence, collaboration, ability to work with people different from self	Maturity	2,3,4	Self Awareness (5)	3,4
6	Practical Competence BEAR FRUIT	Effective communication, capacity to manage one's personal affairs, economic self-sufficiency and vocational competence, maintain personal health and wellness, prioritize leisure pursuits, living a purposeful and satisfying life	Preparation for life in church and society	2,4	Self Awareness (5)	6

The Division of Student Success has established six student outcomes. Each of these outcomes encompasses some aspect of the mission of Messiah University, University-Wide Educational Objectives, and CAS standards. In addition, each department within Student Success has established specific student learning outcomes (SLOs) for each educational program they deliver. Annual goals are determined to help departments meet their SLOs. Annual goals are informed by 1) external feedback (another department has indicated a need, i.e., safety reports increased vandalism and seeks our help in reducing this), 2) demographic and student satisfaction data has shown areas of weakness or need, or 3) SLO data has indicated a need to adjust a program/service in order to better attain the outcome. Goals are also established for each service delivered.

Student Success Assessment Flowchart



*	Student Satisfaction	In the context of an environment committed to the holistic development of students, it is desired that students are generally satisfied with the content and delivery of programming. Satisfaction data serves the departmental function of informing planners of the perceived reaction to programming. Attachment C. Data becomes part of a feedback loop that helps shape program elements (delivery style/format/content, etc.). Student satisfaction with programs themselves serves as one piece of assessment.
*	Demographics	It is desired that Student Success provide a variety of programming that serves a diverse student body. It is critical that the majority of programming not be focused on and attended by one single group. Demographics (attendance figures; information about those attending) provide information to planners regarding whether the target audience of programming is being reached, and whether or not more attention needs to be given to advertising, use of inducements, content and style of programming in order to correct imbalances or other weaknesses in the demographics. Demographics should help inform decisions on whether to discontinue or enhance a given program.
*	External Factors	It is important to recognize that sometimes events that occur outside the regular rhythm of the academic year in the University community, the nation, or the world will inform programming (i.e., the national elections)
*	Student Success Division Wide Assessment Results	Annually the student success assessment committee will present data related to one specific Student Success learning outcome. This data will allow us to reflect as a division on student learning and determine whether or not we need to make some programmatic adjustments.
*	Institutional Survey Data	Each year the institution participates in institutional surveys that provide information about participation, satisfaction, behaviors and to some extent student learning. It is important for us to consider that data and adjust programming or services accordingly
*	Effectiveness Review	Each department conducts an effectiveness review on a seven-year cycle. Unit managed recommendations usually are a result of the review. These recommendations are important to consider while planning.

Mission and General Department Goals

Each department has an established mission and student learning outcomes that both justify and guide the department's activity. This mission and the accompanying SLO's should be linked to the University's mission, foundational documents, Undergraduate Learning Outcomes and CAS standards. That is achieved through the student affairs outcomes. Below is a generic grid that departments should use in (1) identifying the student success outcomes, (2) identifying the dimension of the outcome that is specific to that department, (3) establishing student learning outcomes (SLOs) and (4) developing strategies for achieving these SLOs. This grid will remain fairly static over time, serving as a guide for planning anchored in student learning.

Generic Assessment Grid

1	2	3	4
Student Success Student Outcome	Description of Outcome	Department Student Learning Outcomes	Strategies

Description:

Column 1: List the **student success student outcome**

Column 2: Include a description of the student success outcome (Found on Student Success Student Outcome Grid page 2)

Column 3: Identify the **student learning outcomes** for your department related to a specific student success outcome (through the lens of your department) (for example, students will be able to write a professional resume).

Column 4: List the **strategy** for attaining each SLO. **What** educational experience will be offered to encourage students to attain the learning outcomes? (For example, "Resumania")

Educational Plans

Each strategy will use an Educational Plan to direct the planning and assessment of the strategy. An Educational Plan template has been provided below. Educational plans should be completed for each strategy and evaluated and updated annually.

Educational Plan Template

Strategy _____

(Column 4 on Assessment Grid)

Program Facilitator Name & Department:

Collaborating Partners and Departments:

Student Affairs Outcome(s):

Only check relevant outcomes (Column 1 on Assessment Grid)

- #1 Dig Deep: Cognitive Development
- #2 Be Rooted: Identity Development
- #3 Be Cultivated: Cultural Competence
- #4 Branch Out: Leadership and Civic Engagement
- #5 Be Strong: Interpersonal Competence
- #6 Bear Fruit: Practical Competence

Department Student Learning Outcome

(Column 3 on Assessment Grid) N/A for collaborative programs

Brief description of what you hope to accomplish through this strategy

Strategy Specific Student Learning Outcome(s):

Clearly articulate the learning outcome for this strategy

Include extra goals not directly associated with one of the six Outcomes (i.e., demographics, satisfaction,

Purpose

Additional Intended Goals *attendance)*

Resources

Include any materials, facilities, budget, or other resource considerations

Agenda

A detailed list of instructions for the facilitator to accomplish the intended goals/outcomes. This list should be a detailed plan that you would be able to hand to a student or educator executing the educational program. It includes a schedule/timeline of events, talking points, etc.

Assessment Methods

A plan for how learning and effectiveness of the strategy will be assessed. Assess learning outcomes, and other intended goals

Assessment Results

Describe the assessment results

Recommendations:

*Given the assessment results, what do we learn about the effectiveness of our programming/services?
What do we learn about our learning outcomes, educational programming, and assessment strategies?
What changes are recommended to improve attaining our SLOs? What changes were made to meet other goals?*

Artifacts:

A space to include notes for future programming, lessons learned, etc.

Column 6: Identify the **assessment method** to be used to determine whether or not SLO/goals have been met.

Column 7: Compile assessment data related to student learning, demographics, and student satisfaction.

Column 8: Analyze data and make **recommendations** for changes in programming /strategies.

Assessment:

1. Mission Assessment:

Is the department's mission consistent with the University's Foundational Documents?

What do our benchmarking institutions or best practices inform us about our mission?

What do standards from professional organizations or accreditation groups inform us about our mission?

Attach any relevant artifacts, i.e., hall poster

Notes:

B.

- a.
- b.
- c.

2. **Student Affairs Outcomes (Column 1)**

- a. Are the outcomes consistent with the University's mission, foundational values, Undergraduate Learning Outcomes and CAS standards?
- b. What do our benchmarking institutions or best practices inform us about our outcomes?
- c. What do standards from professional organizations or accreditation groups inform us about our outcomes?

3. **Department Specific Dimension of the Outcomes (Column 2)**

- a. Are the department specific dimensions of the student outcomes consistent with the student outcomes and the department's mission?
- b. What do our benchmarking institutions or best practices inform us about department specific dimensions of the outcomes?
- c. What do standards from professional organizations or accreditation groups inform us about the department specific dimensions of the outcomes?

4. **Educational Programs/Services designed to meet the Student Affairs Outcomes (Column 3)**

- a. Is the programming intentionally linked to the outcomes? Do the services support the mission of the department?
- b. What do our benchmarking institutions inform us about our programming?
- c. What do standards from professional organizations inform us about our programming?

5. **SLO/Goals for the Educational Program/Service (Column 4)**

- a. Are the SLO/goals measurable and designed to accommodate the outcomes?
- b. Are the SLO/goals responding to student satisfaction and demographic data?
- c. Are the SLO/goals responding to external issues and concerns?

6. **Strategy (Column 5)**

- a. Are specific strategies outlined to assist in meeting SLO/goals?
- b. Is the strategy realistic and relevant?

7. **Program Assessment Methods Application and Assessment (Column 6)**

- a. When applied, what do the **Assessment Methods** tell us about the adequacy of the educational programming in meeting established SLO/goals (including student satisfaction, demographics and student outcomes)?
- b. Are the methods useful and adequate? Are we collecting good data that provides useful and relevant information?

C. Planning:

1. **Results (Column 7)**

- a. How well did we meet our established SLO/goals? What were the demographics? What was the student satisfaction?
- b. Given the assessment results, which strategies were most effective?

2. **Recommendations (Column 8)**

- a. Given the assessment results, what do we learn about the effectiveness of our programming/services?

Attachment C

- b. What do we learn about our learning outcomes, educational programming, and assessment strategies?
- c. What changes are recommended to improve attaining our SLOs/goals?

D. Timing:

1. **Student Affairs Student Outcomes:** At least every seven years
2. **Mission Assessment:** At least every seven years
3. **Department Specific Dimension of Student Outcome:** At least every seven years
4. **Program Assessment (Column 3):** At least every seven years.
 - a. Educational Programs/Services Assessment: Ongoing
 - (1) It is not feasible for each department to fully assess every educational program and/or service on an annual basis. Therefore, each department will be expected to assess 3-5 programs/services a year as it relates to the specific outcome focused on that year.
 - (2) The seven-year review will then be an accumulation and analysis of annual assessments and provide an overall report on the effectiveness of the department.

5. Assessment Methods Application and Assessment (Column 6):

- a. Application: Ongoing

Outline of the Final Report

I. Introduction

- A. Give a brief history and description of the department.
- B. Identify the leadership team for program review.
- C. Identify unit-specific issues or General Education to be addressed by the review.
- D. Identify and explain the connection between this review and any accreditation review.

II. Assessment of Purpose, Process, and Personnel

A. Purpose

1. Descriptive Analysis

- a. What is the stated mission of the department? *[Originates within unit; on file within unit]*
- b. What are the student learning outcomes of the department directly related to educational programming? *[Originates within unit; on file within unit]*
 - (1) What are the Undergraduate Learning Outcomes assigned by the University or the Division of Student Affairs to the department?
 - (2) What are the department-specific learning outcomes adopted by the department?

[Developed by the unit; on file within the unit] (3)

What are the measurable goals?

[Developed by the unit; on file within the unit]

- c. What are the goals involving service/support?
 - d. What are the goals not directly related to educational programming (e.g., service to the outside community, national recognition, honor society membership, etc.)? *[Originates within unit; on file within unit]*
- ##### 2. Evaluation and Assessment
- a. To what extent do the mission and outcomes of the department conform to the University's *Mission and Identity Statement* and *Foundational Values*?
 - b. How do the mission and outcomes of the department compare with professional standards and benchmark/peer institutions? *[Evidence gathered by means developed by the unit; on file in the unit]*
 - c. Are the student learning outcomes linked to the mission?
 - d. Assess and summarize unit-specific issues/General Education identified by the department as they pertain to the category of Purpose.
- ##### 3. Initial Conclusions Related to Purpose:
- a. Strengths and weaknesses
 - b. Unit specific and University-specific recommendations.

B. Programming

1. Descriptive Analysis
 - a. What programming (educational programming and services) is delivered by the department? *[Assigned by the COE and/or approved by the unit; on file within unit]*
 - b. How is this programming linked to the Student Affairs outcomes? *[Developed by the unit; on file within the unit.]*
2. Evaluation and Assessment
 - a. Are the educational programs and services designed in such a way that they are linked to the outcomes and goals for this programming?
 - b. How does the programming being offered compare with benchmarking institutions, professional standards and professional best practices?

Outline of the Final Report

Attachment D-38

- c. Is there evidence that the outcomes and goals of the programming are being achieved?
 - d. Assess and summarize unit-specific issues/General Education identified by the department as they pertain to the category of Programming.
3. Initial Conclusions Related to Programming
- a. Strengths and weaknesses
 - b. Unit specific and University-specific recommendations.

C. Process

1. Descriptive Analysis
 - a. How productive is the programming? Over the past seven years, describe the development and any developing trajectories in the following areas:
 - (1) How many students are served by the programs within the unit? *[Originates in the unit]*
 - (2) Student/educator ratios that are tracked
 - b. What facilities, equipment, technology, library holdings, and other resources are currently available to deliver the unit's programming? How have these changed over the past seven years? *[Originates in unit; on file in the unit]*
 - c. What is the budget? How has this changed over the past seven years? *[Available from the Office of the Provost]*
 - d. What revenue is generated by the unit? How has this changed over the past seven years? *[Available from the Office of the Provost]*
2. Evaluation and Assessment
 - a. How does the educational and service programming compare with professional standards and/or identified benchmark/peer institutions? *[Data gathered by means developed by the unit; on file in the unit]*
 - b. How does the unit compare with professional standards and/or identified benchmark/peer institutions on relevant process factors? *[Data gathered by means developed by the unit; on file in the unit]*
 - c. Assess the efficiency and appropriateness of the above environmental factors identifying strengths, weaknesses, challenges, and opportunities.

- d. Assess and summarize unit-specific issues/General Education identified by the unit as they pertain to the category of Process (i.e., curriculum, resources, budget, etc.).

3. Initial Conclusions Related to Process

- a. Strengths and weaknesses
- b. Unit specific and University-specific recommendations.

D. Personnel

1. Descriptive Analysis

A. Over the past seven years,

(1) What has been the level of staffing in the unit? *[Available from the Office of the Provost]*

(2) What is the ratio of full-time to part-time employees? *[Available from the Office of the Provost]*

- b. What is the general profile of full-time educators and staff (e.g., age, training, experience, advanced degrees, disciplinary expertise, diversity, etc.)? *[Originates within unit; on file within unit]*
- c. What is the profile of part-time personnel? *[Originates within unit; on file within unit]*

Outline of the Final Report

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- d. How has the full-time FTE and effort been distributed among teaching, advising, scholarship, institutional service, department administrations, and other University assignments? *[Originates within unit; on file within unit]*
- e. What is the level of support staffing (staff/administrative support, student work study)? *[Originates within unit; on file within unit]*

2. Evaluation and Assessment

- a. How does the unit compare with professional standards and/or identified benchmark/peer institutions on the identified personnel factors? *[Evidence gathered by means developed by the unit; on file in the unit]*
- b. Assess appropriateness and effectiveness of the above personnel factors identifying strengths, weaknesses, challenges, and opportunities. In particular, assess the overall quality of teaching, institutional service, scholarship, and advising. *[Evidence from University instruments and evidence generated by the unit; on file in the unit]*
- c. Is there a fit between the personnel profile and FTE allocation to the unit's objectives and priorities?
- d. Assess and summarize unit-specific issues/General Education identified by the unit as they pertain to the category of Personnel

3. Initial Conclusions Related to Personnel

- a. Strengths and weaknesses
- b. Unit specific and University-specific recommendations.

E. Planning

1. What the major findings? What are the strengths and distinctives of the department? What are the challenges and weaknesses? Is there evidence that student learning outcomes are being met? Are service goals being met?
2. What are the recommendations?
 - a. Unit-managed recommendations: What specific actions undertaken by the department will preserve or enhance the program's strengths and address the department's weaknesses and challenges?
 - b. University-managed recommendations: What specific actions by the University will preserve or enhance the program's strengths and address the department's weaknesses and challenges?
3. What are the recommended steps and time-line for the department and the University in addressing these recommendations?
4. How will these recommendations impact the department's annual and strategic plan in anticipation of ongoing planning and assessment within the department?

Attachment E

Completing the Review Report – The Link to Institutional Planning

Program review is a central component of the planning within the program units and the University's institutional strategic and financial planning. Regularly scheduled program reviews serve as a basis for strategic and financial planning to assure the further development effectiveness of University programming. A program review is only valuable if it has meaningful implications for the institution. Thus, once completed, the review results must be integrated into the institutional governance process so that the results of it can have an impact on the institution. The following is the protocol for processing educational program reviews.

1. The unit director (or chair) submits the final report along with an executive summary to the Dean. The executive summary should be no more than two pages and summarize all the other sections of the report. It should be sure to include key findings, unit-manageable recommendations, University manageable recommendations and projected timelines for implementing both categories of approved recommendations.
2. Upon receipt, the Dean reviews the report. If the Dean has significant General Education, concerns, or disagreements with the report, he/she may request several possible actions including: revision of the report, discussions with the unit or director, addition of supplemental materials, etc.
3. Upon acceptance of the report, the Dean will write an assessment of the strengths and weaknesses of the unit's review process and final report in the form of a cover letter. The letter will also indicate the

Dean's level of support for both unit-managed and University-managed recommendations and timelines.

4. The Dean will forward the final report, the executive summary, and the cover letter to the Provost. The Provost will review these materials in relation to the strategic planning in the Provost's area. The Provost will meet with the Dean and the unit director (or chair) to review the Provost's analysis. After this meeting, the Dean and unit director will develop a working plan to implement the unit managed recommendations approved by the Dean and reviewed by the Provost.
5. The Provost will take the executive summary and the Dean's cover letter along with the Provost's comments to University Council for review.
6. University Council will review this material and determine how it relates to the institutional strategic and annual planning processes.
7. The executive summary of the report along with a summary of the results of the University Council discussion will be taken by the Provost to the Committee on Education of the Board of Trustees for information and review.