EXECUTIVE SUMMARY
OF THE
ASSESSMENT OF STUDENT
LEARNING

2022—2023

Executive Summary of the Assessment of Student Learning
2022-23
Kate Oswald Wilkins, Director of Assessment

I. **Introduction**
    A. The 2022-23 academic year marked several changes, improvements, and challenges in the assessment of student learning. This report summarizes the primary assessment efforts accomplished during the academic year, assessment performance in key areas, and goals for the 2023-24 academic year.

II. **Strategic Initiatives Accomplished in 2022-23**
    A. **Continue to equip educators and administrators with the use of assessment software.**
        1. The assessment office hosted training and help events throughout the year.

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

b. Between the 2021-22 actions plan entries and 2022-23 closing the loop entries, 136 action plans (out of the 159 entries) were connected with an entry indicating that the loop has been closed (85 percent).

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

III.   Assessment Updates

      A.

b. **Engagement**—Are all educators contributing to the program involved in the creation/revision, analysis, interpretation, and improvement processes associated with the plan?
c. **Program Learning Objectives**—Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?
d. **Measures**—Are the instruments used to assess learning relevant for the objective? Do measures yield information/data you can use to drive improvement?
e. **Timeline**—Is the timeline for data collection manageable with sufficient data points to inform decision making and program review effectively?
f. **Targets**—Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable?
g. **Action Plans/Use of student learning data from prior year**—Is the department using assessment data to revise curriculum and pedagogy to support student learning?
h. **Dissemination**—Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?

3. **Purpose**—The assessment office and school deans use the annual assessment rubric scores to document individual major/program performance on assessment plans and processes over time. The institutional expectation is for every program to score at least a three on each element of the rubric to reflect proficient assessment performance, so dean concerns should be noted any time a program demonstrates sub-3 performance on any of the rubric criteria.

4. **Summary comments on the assessment rubric data**
   a. **Two** department forms (**8%**) indicated assessment as a **strength** in the department (compared to 5 in 21-22).
   b. **16** department forms (**64%**) showed there was **no concern** related to assessment (compared to 17 last year).
   c. **Seven** department forms (**28%**) marked assessment as a **concern** for the department (compared to 6 in 21-22).

5. **Themes of Dean Comments on Annual Program Assessment Forms**
   a. The annual program review form also includes qualitative responses from the deans. Deans appear to be using the comments to note strengths, weaknesses, progress made, and progress needed. We might consider two fields or decide how to better use this form to direct departments.

C. **Direct Student Learning Assessment Results**
   1. **Description**
      a. **Majors/Programs**—Each academic major or graduate program collects data on at least 1/3 of the assessment measures on its assessment plan

2. **Purpose**—Direct evidence of student learning performance represents the degree to which Messiah students are achieving institutional learning outcomes (also required for continued Middle States accreditation). Our evidence helps tell the story of Messiah's effectiveness and distinctiveness to external stakeholders, and internally it helps us identify targeted areas needing improvement.
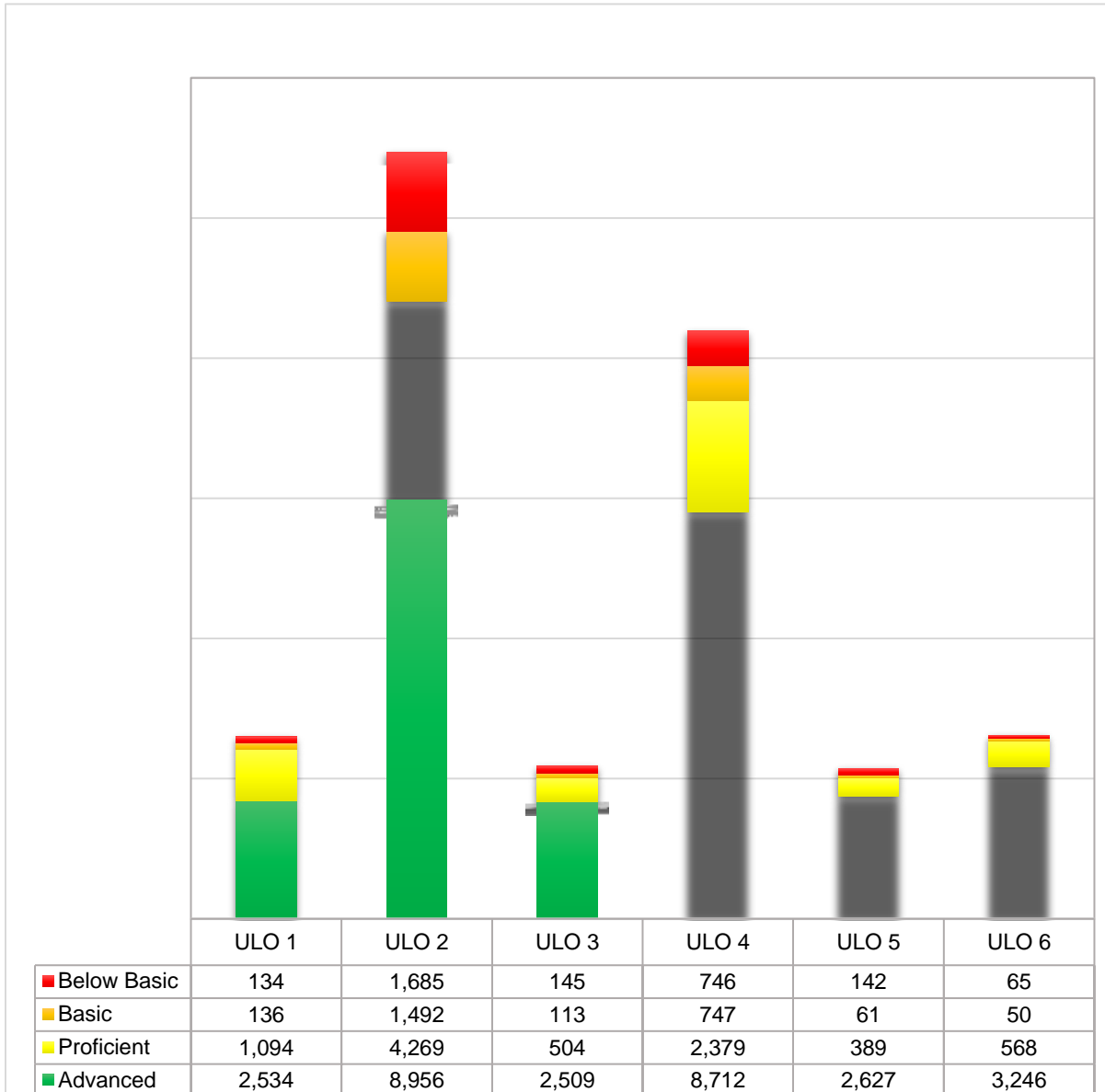
D. Direct Assessment Results: Undergraduate Learning Outcomes (ULOs)
1. **Description**—The data in the graphs represent aggregate student performance results from all assignment linkages made within academic majors/graduate programs as well as general education. Program, course, and assignment level assessment reports for academic programs are available in HelioCampus under the report dashboard. See student outcome achievement report for summary assessment results and direct assessment summary or direct assessment graphs for aggregate PLO data with proficiency level details.
   a. The graphs that follow display student performance on the ULOs, including the number of assessments at each performance level, the percentage of assessments at each performance level, and a comparison of 22-23 performance to past academic years.
   b. Each program sets their proficient range [yellow] in accordance with the

c. Note that Student Success and Engagement PLOs contributing to ULOs are listed to show where these ULOs are enhanced through SSE, but direct assessment data does not include SSE reporting currently.

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

Direct Assessment Results by # of Assessments: Undergraduate Learning Outcomes (2022-2023)

Number of Assessments

	ULO 1	ULO 2	ULO 3	ULO 4	ULO 5	ULO 6
Below Basic	134	1,685	145	746	142	65
Basic	136	1,492	113	747	61	50
Proficient	1,094	4,269	504	2,379	389	568
Advanced	2,534	8,956	2,509	8,712	2,627	3,246

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

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

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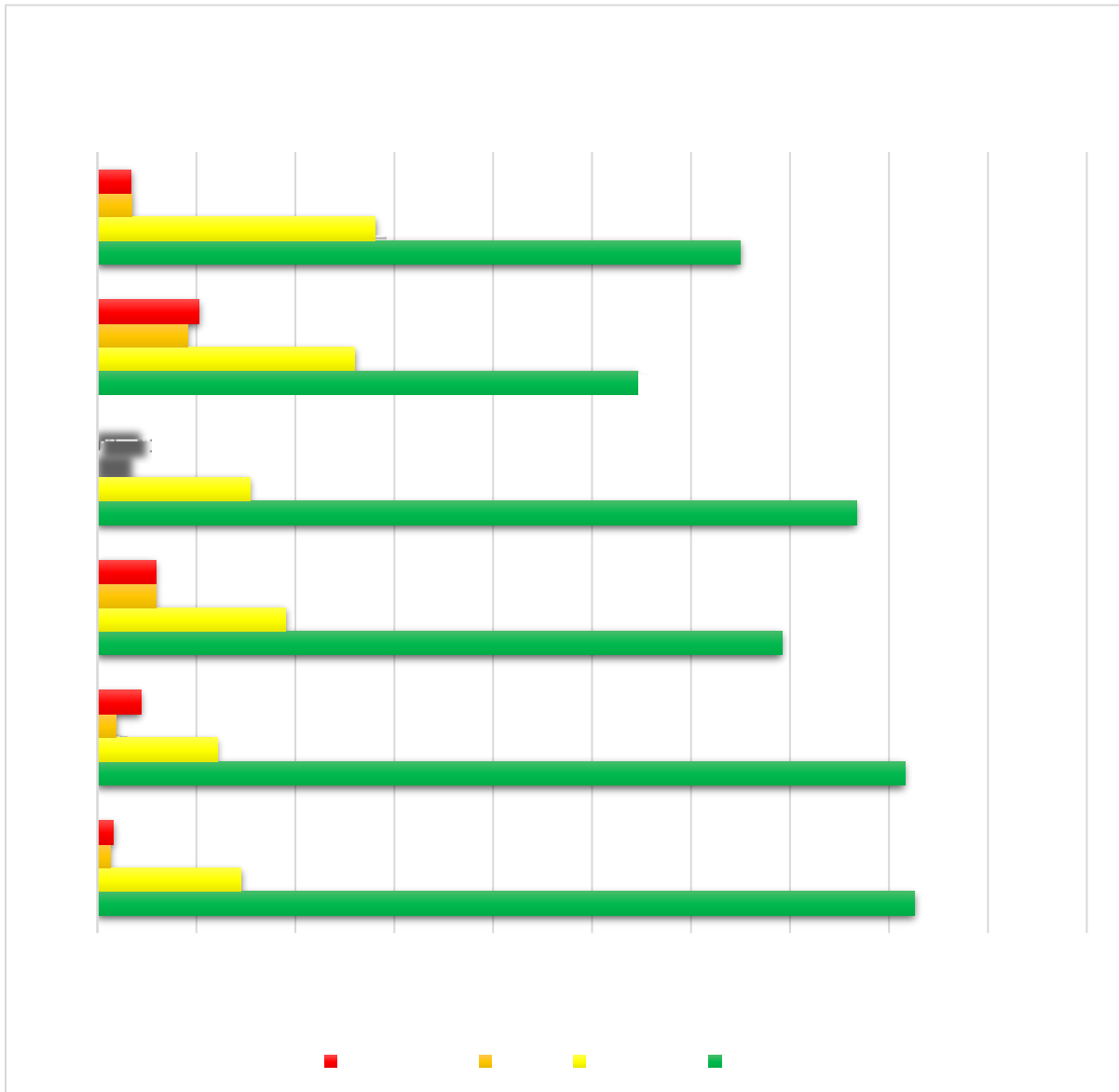3,013 out of 3,271 scored Proficient or Advanced

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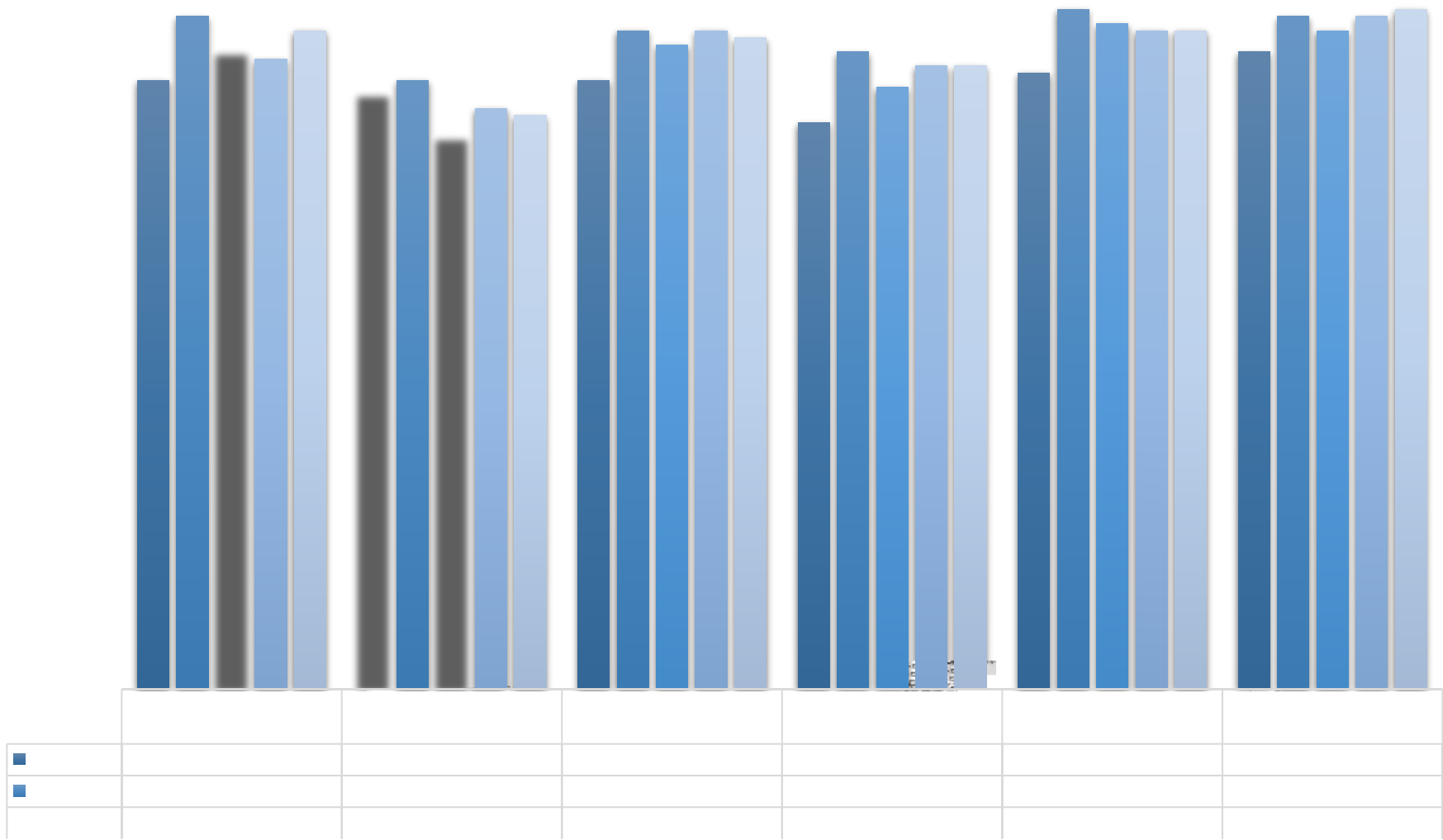11,091 out of 12,584 scored Proficient or Advanced

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

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

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

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

ULO 2
Breadth & Depth of Knowledge

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

    1. Description

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

    2. Reflection on Direct Assessment Results for the GLOs

        a. Volume of data collected for the GLOs varied somewhat. The number of assessments for GLO 1 (specialized knowledge) decreased from 3,067 in 21-22 to 1,461 in 22-23. The number increased for GLO 5 (ethical principles—455 in 21-22 and 758 in 22-23) and GLO 6 (intercultural competence—440 in 21-22 and 622 in 22-23).

        b. Performance on GLOs was strong, with 91-96 percent at proficient or higher. Proficient achievement levels were similar to last year with an average student performance level across GLOs at 93 percent.

        c. The data since 2018 demonstrates a similar level of achievement in 22-23 compared to prior years.

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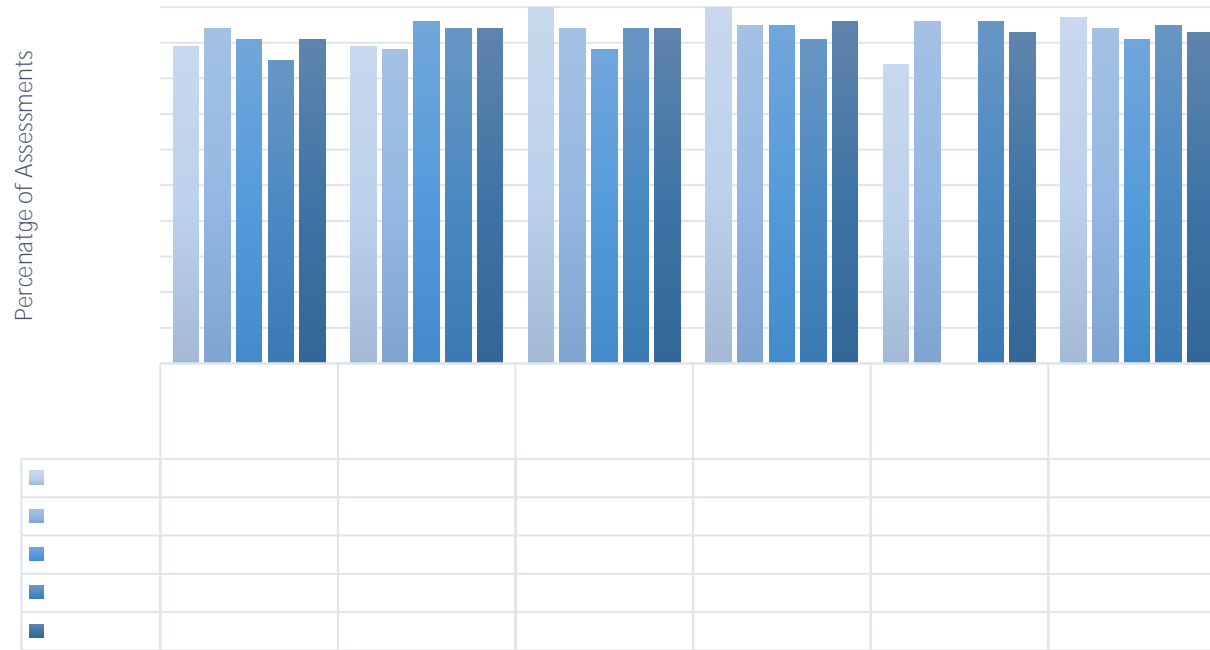
F. 2022-

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

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

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

ACTION PLAN THEMES 2022-23
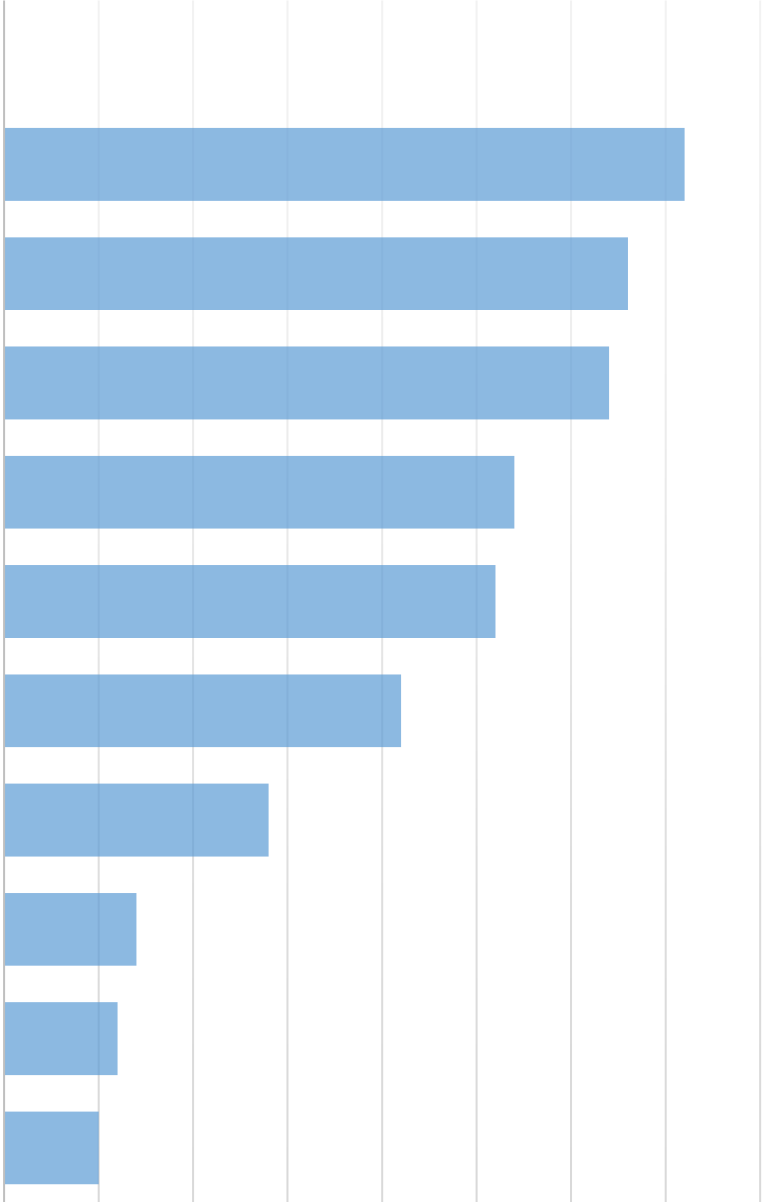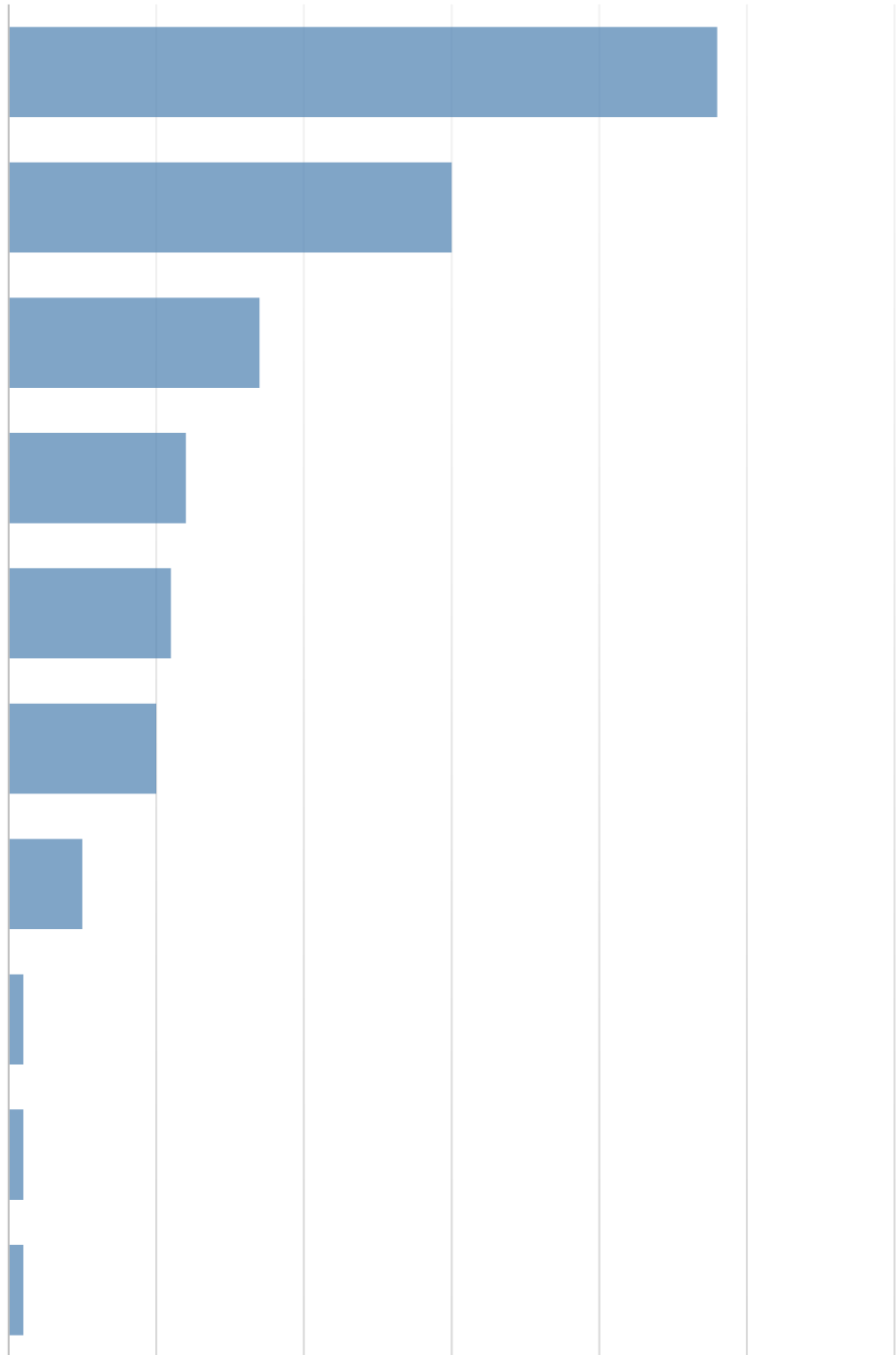
Majors—Program-level learning objectives aligned with CWEO 4.5 (Christian faith and the discipline/vocation).
Student Success and Engagement—Be Rooted: formation of maturing sense of self, identity, self-esteem, confidence, ethics, integrity, maturing sense of relationship to God resulting in spiritual 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.

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.
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 delivering the curriculum are aware of process and results	All educators delivering the curriculum participate in conversations regarding the use of assessment data to improve student learning	All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.
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			

1   **2**

Criteria

Criteria	1	2	3	4
Use of student learning data from prior academic year (closing the loop) 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 HelioCampus.	•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