

Assessment at McKendree University: The Annual Report

2012 - 2013



MCKENDREE
UNIVERSITY

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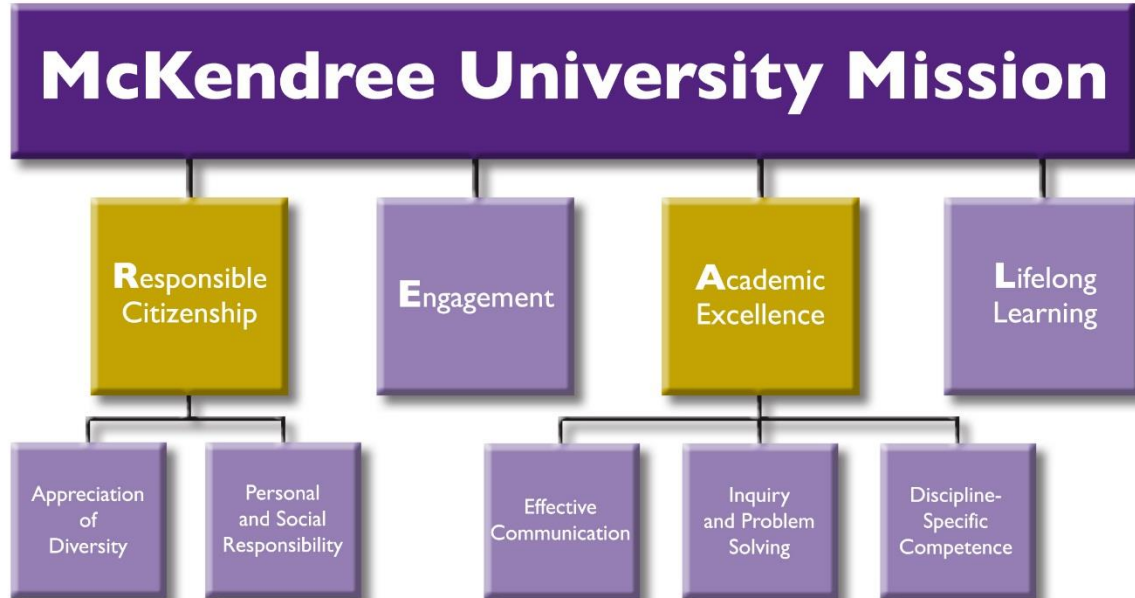
Mary Bornheimer ~ Division of Research, Planning, and Technology

McKendree Assessment 2.0



The mission of McKendree University is to provide a high quality educational experience to outstanding students. This mission has four integrated components: Responsible Citizenship, Engagement, Academic Excellence, and Lifelong Learning.

Student learning outcomes stem directly from the mission and include the following:



*Note: at the request of the SLATE Responsibility subcommittee and approved by the full faculty in 2012 “Personal, Social, Ethical, and Civic Responsibility” was changed to “Personal and Social Responsibility.”

Undergraduate Student Learning Outcomes

Appreciation of Diversity

1. Students will understand and appreciate human and cultural differences.

Personal and Social Responsibility (*Note: This title and definition was edited in 2012)

2. Students will exhibit personal and social responsibility.

Engagement

3. Students will participate actively in classroom, co-curricular, and community experiences to enhance learning.

Effective Communication

4. Students will communicate effectively in oral, written, and creative forms.

Inquiry and Problem Solving

5. Students will use analytical skills and critical thinking to solve problems.

Discipline-Specific Competence

6. Students will demonstrate the knowledge, skills, and attitudes required of their chosen discipline.

Lifelong Learning

7. Students will pursue opportunities to enhance personal and professional growth

In 2010-2011, we launched Assessment 2.0, a seven-year initiative to revise the student learning outcomes for undergraduate students. The plan identifies a schedule for development and implementation of assessment tools for each outcome, with university-wide focus on one outcome per year through the year 2017 (see timeline below).

Timeline

Year	Planning and Development	Implementation
2010-2011	Engagement	
2011-2012	Personal and Social Responsibility	Engagement
2012-2013	Appreciation of Diversity	Personal and Social Responsibility
2013-2014	Effective Communication	Appreciation of Diversity
2014-2015	Inquiry and Problem Solving	Effective Communication
2015-2016	Lifelong Learning	Inquiry and Problem Solving
2016-2017	New Outcome or Repeat Cycle	Lifelong Learning

Note: Discipline-Specific Competence is integrated in the Academic Program Review timeline.

During the Planning and Development year, a subcommittee of the Student Learning, Assessment, and Teaching Effectiveness (SLATE) Committee develops workable, reasonable, meaningful, and useful performance indicators and assessment tools to evaluate student mastery of the identified learning outcome.

During the Implementation year, there is an institution-wide focus on the identified learning outcome, which may include such things as: Hett programming, University 101 activities, inclusion in President and Provost speeches, teaching workshops, Brown Bag lunches, student activities, university communications, and other initiatives. In addition, the assessment tools are implemented and the first cycle of data is shared, reviewed, and used.

In 2012-2013, we completed planning and development for the Diversity outcome and implementation for the Responsibility outcome.

McKendree University Recognitions for Assessment

September 1, 2012 – August 31, 2013

Date	Item
October 2012	McKendree University Assessment 2.0 webpage was featured on the National Institute of Learning Outcomes Assessment (NILOA) webpage.
October 2012	Chris Bahr and Tami Eggleston presented, "Assessment 2.0: A Systematic, Comprehensive, and Sustainable Model Combining Assessment and Faculty Development" at the Assessment Institute in Indianapolis, Indiana. Joy Santee attended the Assessment Institute.
November 2012	McKendree University was featured in the National Survey of Student Engagement (NSSE) Annual Results 2012 Report.
April 2013	McKendree University's Assessment 2.0 model and involvement with the Degree Qualifications Profile (DQP) was featured on the National Institute of Learning Outcomes Assessment (NILOA) webpage under the "DQP in Practice" section.
June 2013	Tami Eggleston was invited to present about the McKendree Assessment 2.0 Model and the DQP project at the Association for the Assessment of Learning in Higher Education (AALHE) annual conference.

Contact(s)

Chris Bahr, Tami Eggleston

Student Learning, Assessment, & Teaching Effectiveness (SLATE) Personal and Social Responsibility Subcommittee

Description

As part of the McKendree University Assessment 2.0 model, each year one student learning outcome is in the planning and development stage and one is in the implementation stage. The 2012-2013 academic year was the year of “Personal and Social Responsibility.” A subcommittee of the Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee was established to identify the key assessment tools to be used to measure student mastery of the engagement outcome.

Results

The SLATE engagement subcommittee identified the following performance indicators and measures of personal and social responsibility.

Use of Data

Contact(s)

Ann Collins

College of Arts and Sciences

Division of Computing

Description

The Division of Computing has major programs in Computer Science, Computer Information Systems, Computational Science, Interactive Media and Information Technology. Minors are offered in both Computer Science and Computer Information Systems. The Computer Science major is offered at the Lebanon campus and in the SAFB program. The Computer Information Systems major is offered at the Lebanon campus, Kentucky Campuses and in the SAFB program. The Information Technology major is offered at the Lebanon and Kentucky Campuses. The Interactive Media and Computational Science majors are offered exclusively at the Lebanon campus. General education courses in CSI are offered on the all campuses and online.

The Division of Computing assesses its outcomes primarily through the use of: course grading, including in-class exams, quizzes, homework, individual and team projects; Computer Proficiency Exam (CPE); individual senior seminar projects; internships; discussion with students and colleagues; graduate surveys; and regular discussions concerning assessment at monthly division meetings. More specifically the following student work tasks are used in our assessment.

1. Course examinations and quizzes are conducted demonstrating individual student learning. These results are used in conjunction with class assignments to assess a student grade for the course. The course grade provides an indication of the student achievement of the goals of the course. The student's average of course grades provides an indication of overall program success.
2. Student projects are used to demonstrate the student's ability to apply theoretical and practical knowledge. Semester long projects are required in sophomore and senior level courses. Students also undertake group and individual projects in many division courses at the junior and senior level. Group projects help to prepare students for career settings. More immediately, the group project demonstrates the student ability to implement and communicate analytic reasoning skills, critical reasoning skills and content knowledge.
3. Starting in 2012 all students completing one of the division's majors must pass a Computing Proficiency Examination (CPE). The exam is offered twice a year, in late-August and mid-January. Students may repeat the exam as many times as necessary. The core of the exam will cover topics from the courses CSI 130, CSI 230, CSI 235 and CSI 300. Students majoring in Information Technology will also have topics from CSI 260 included. Students in one of the other majors will have topics from CSI 330 included.
4. All students are required to take CSI 490 Senior Seminar in Computing and Information Systems. This course requires each student to complete a capstone project.

Results

All programs in the division are assessed according to the following three goals: Analytic and critical reasoning, communication, and content knowledge. The programs within the division are closely related, allowing the assessment of the programs to be engineered for efficiency. Courses in the programs are categorized as General Education requirements, Supplementary requirements, CSI (major) requirements and individual interests. Figure 1 illustrates this categorization. At the division level each of these areas are considered for each degree program. This high-level perspective helps to facilitate discussion of how well we are meeting student need in each of these areas.

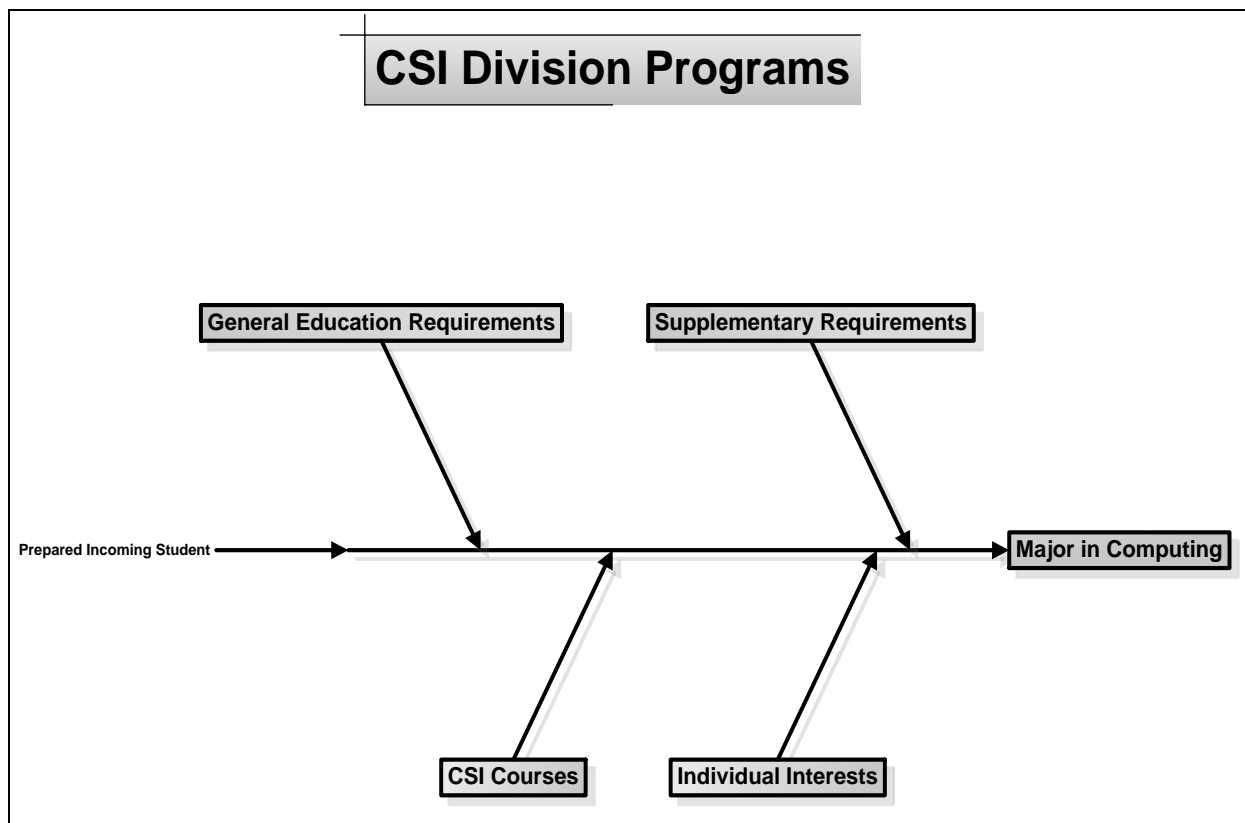


Figure 1: Course Categories for CSI Divisional Programs

Employment results below are provided by Jennifer Pickerell in the placement office. As can be seen, the Computing Division has 100% placement.

	# Grads	Emp. in Maj.	Emp out Maj.	Grad. Sch.	Not Looking	# Placed	# Not Placed
Computer Inform. Systems	7	7				7	
Computer Science	5	4		1		5	
Computational Science							
Information Technology	1	1				1	
COMPUTING TOTALS	13	12				13	

Lastly, as the CPE requirement is phased in over time, only 7 students have taken the CPE with 5 of them passing the exam. The division looks forward to gathering more valuable information as the sample size increases. Sessions have been held with the division and associate faculty to disseminate information regarding the content of material covered on the exam.

	Pass	Fail
Computer Inform. Systems		2
Computer Science	4	
Computational Science	1	
Information Technology		
Interactive Media		

Contact(s)

Jim Feher – Interim Chair of Division

	1	2	3	4	5
	McKendree University 1				
Liberal Arts Education	Liberal Arts Education 1	Liberal Arts Education 2	Liberal Arts Education 3	Liberal Arts Education 4	Liberal Arts Education 5
Career Opportunities	Career Opportunities 1	Career Opportunities 2	Career Opportunities 3	Career Opportunities 4	Career Opportunities 5
Program Offerings	Program Offerings 1	Program Offerings 2	Program Offerings 3	Program Offerings 4	Program Offerings 5
Day / Evening Hours	Day / Evening Hours 1	Day / Evening Hours 2	Day / Evening Hours 3	Day / Evening Hours 4	Day / Evening Hours 5

Other (please specify)

3. Did you previously attend a community college or a four year college?

Yes, No

Name of previous college(s) (if applicable):

4. What English classes most enhanced your learning and why?

5. What English classes least enhanced your learning and why?

6. What writing class(es) most helped develop your writing skills and why?

7. What writing class(es) least helped you develop your writings skills and why?

8. What course in English do you wish the department offered?

9. What course(s) would you recommend deleting from your major?

10. In general, how would you compare your major courses to other courses at McKendree?

More rigorous, Less rigorous, About the same

11. In general, how would you compare your major courses to other courses at McKendree?

More interesting, Less interesting, About the same

12. How well did your McKendree faculty advisor(s) guide you through your academic program?

Very well, Well, Not well

How could we improve the advising process?

13. Did you participate in...(check all that apply)

The McKendree Review, Montage, Literary Interest Society, An Internship

14. If you attended graduate school in English, how well did your McKendree English major prepare you for that experience?

Very well, Well, Not well

Comments:

15. If you became an English teacher, how well did your McKendree English major prepare you for that?

Very well, Well, Not well

Comments:

Description

Standardized English Departmental Grading Rubrics

Use of Data

We hope to ask full- and part-time English faculty to develop rubrics for individual assignments that reflect this standardized rubric. This will allow students to see objective criteria that are consistent across classes.

GRADING STANDARDS FOR ESSAYS AND RESEARCH PAPERS

These grading standards establish four major criteria for evaluation at each grade level: rhetorical situation, reasoning and content, organization, and expression. Because papers may have some characteristics of "B" and others of "C," the final grade depends on the weight I give to each criterion.

The "A" Paper:

1. The "A" paper has an excellent sense of the rhetorical situation. Its aim is clear and consistent throughout the paper. It attends to the needs of its audience, reflected in attempts throughout to fit the subject and its presentation either to a selected set of readers or to a general audience. The topic itself is sufficiently narrowed and clearly defined.

2. The content is appropriately developed for the assignment and rhetorical situation. The supporting details or evidence are convincingly presented. The reasoning is valid and shows an awareness of the complexities of the subject. If secondary sources are used, they are appropriately selected and cited.
3. The organization demonstrates a clear plan throughout. The introduction establishes the writer's credibility and the conclusion effectively completes the essay; paragraphs are coherent, well developed, appropriately divided, and clearly related to other parts of the essay.
4. The expression is very clear, accessible, and concrete. It displays ease with idiom and a broad range of diction. It shows facility with a great variety of sentence options and the punctuation and subordinate structures that these require. It has few errors, none of which seriously undermines the effectiveness of the paper for educated readers.

The "B" Paper:

1. The "B" paper has a good sense of the rhetorical situation. It shows sensitivity to audience and an awareness of purpose. Its topic has been clearly defined.
2. The content is well developed and the reasoning usually valid and convincing. Evidence and supporting details are adequate for the audience and purpose.
3. The organization is clear and easy to follow: the introduction and conclusion are effective, and transitions within and between paragraphs are clearly signaled.
4. The expression is competent but seldom inspired. The paper has few errors, especially serious sentence errors. Sentences show some variety in length, structure, and complexity; diction is precise and fairly varied. Punctuation, grammar, and spelling conform to the conventions of edited American English.

The "C" Paper:

1. The "C" paper has an adequate sense of the rhetorical situation. Its purpose is clear, and it focuses on a central idea. The topic may be unoriginal, but the assignment has been followed, if not fulfilled.
2. The content is adequately developed. The major points are supported, and paragraphs are appropriately divided, with enough specific details to make the ideas clear. The reasoning is valid.
3. The organization is clear and easy to follow. The introduction and conclusion are adequate; transitions are mechanical but appropriate. Paragraphs may not be in their best order.
4. The expression is generally correct, although it shows little competence with sentence variety (in length and structure) and emphasis. The paper is generally free of major sentence and grammar errors and indicates mastery of most conventions of edited American English.

The "D" Paper:

1. The "D" paper has a limited sense of the rhetorical situation. Its purpose may not be clear, its topic may not be interesting to or appropriate for its audience, and it may make few accommodations to its audience.
2. The content is inadequately developed. The evidence is insufficient, and supporting details or examples are absent or irrelevant. The reasoning may be flawed.
3. Organization is deficient. Introductions or conclusions are not clearly marked or functional. Paragraphs are not coherently developed or linked to each other. The arrangement of material within paragraphs may be confusing.
4. Expression demonstrates an awareness of a very limited range of stylistic options. It is marred by numerous errors in grammar, spelling, and punctuation. The syntax or diction is flawed in places so that comprehension is difficult.

The "F" Paper:

1. There is no sense of the rhetorical situation. There is no clear purpose for the paper or no central point. It is not accommodated to any audience.
2. The content is insufficiently developed and does not go beyond the obvious. The reasoning is deeply flawed.
3. The organization is very difficult to follow. Sentences may not be appropriately grouped into paragraphs, or paragraphs may not be arranged logically. Transitions are not present or are inappropriate.
4. The number and seriousness of errors--in grammar, spelling, punctuation, diction, or syntax--obstruct comprehension.

Serious Errors in Grammar:

1. Sentence fragment
2. Subject-verb agreement
3. Point of view shift
4. Fused and run-on sentences
5. Verb tense shift or misuse
6. Pronoun-antecedent agreement
7. Comma splice
8. Illiterate misspelling - examples follow:

its, it's
their, there, they're
to, too, two
your, you're

Contact(s)

Brenda Boudreau

Division of Science and Mathematics

Within the Division of Science and Mathematics, our primary mission is to develop a community of lifelong learners dedicated to scholarship in which the search for and discovery of truth are primary objectives. We seek to provide a broad-based education joined with a specialization in a major field of study that prepares graduates to be scientifically and mathematically knowledgeable, with research/analytical capabilities, an understanding of social responsibilities, and the capability to be professionally successful.

Chemistry

Description

The primary mission of the chemistry program is to make students knowledgeable in the core concepts of chemistry, proficient in the practice of chemistry, able to write and speak effectively about their knowledge of chemistry, and prepared to fulfill the responsibilities of a professional chemist. In support of this mission, we stress the following.

Content: Graduates should have a mastery of the core concepts of chemistry and be able to integrate them across the major areas of chemistry.

Practice: Graduates should comprehend the process of scientific inquiry and have the skills and ability to undertake and conduct experimental projects in chemistry.

Communication: Graduates should be able to conduct searches of the chemical literature and to communicate their work to the larger chemical community. They should also be able to communicate the value of chemistry and its applications to the citizenry in general.

Professional and social awareness: Graduates maintain professional awareness by engaging in activities such as attendance at professional meetings and participation in workshops designed to keep them current in the discipline and social awareness by promoting appreciation of the role of chemistry in our society and economy.

The assessment of mission fulfillment will be based on evaluation of the sophomore organic chemistry course and junior and senior level courses taken primarily by chemistry majors. The enrollment in lower level courses is a mix of majors and non-majors. Meaningful data for the major is best obtained from the upper level courses.

Proposed assessment tools

- Major field assessment test (MFAT)
- Student portfolio including

- Course final exams
- Graded lab reports
- Cover sheets evaluating lab skills, etc.
- Senior year work including
 - Written report on a chemistry topic or research project
 - Oral presentation based on the written report

Evaluation criteria and standards of success

The general aim is to rate student achievement, accomplishment, and development according to the following classifications.

- Advanced: indicating performance typical of strong undergraduate students capable of doing graduate-level work
- Intermediate: indicating performance typical of undergraduates
- Novice: indicating performance of lower level undergraduates or high school level students

Although the evaluation criteria will differ for each of the various elements of the mission statement, the goal in general is that a majority of our majors perform at the Intermediate and Advanced levels. Since the numbers of students majoring in chemistry year to year at McKendree College are small, evaluations will be averaged over five years in order to provide a sample with statistical significance.

Program modification and evaluation of the assessment process

In some cases, the assessment system may bring to light clear weaknesses which can be remedied by program modification. In other cases, however, the significance of a failure to meet standards of success may be less clear.

Many assessments will necessarily be to some extent subjective. Even when assessment tools provide totally objective data, the level chosen for the standard of success may be somewhat arbitrary. This raises two questions. If the standard of success is not met, is it because the program is inadequate or because the standards are too high? On the other hand, if the standard is met, is it because the program is adequate or because the standards are too low?

As a consequence of these potential dilemmas, it may be necessary in some cases to have opinions from outside reviewers before program modifications can be made or even contemplated. It may be in order to institute a program of review at the departmental level every few years by a panel of external reviewers. This outside review should focus on the departmental mission and standards of success, particularly in areas where performance is significantly above or below those standards. Based on this review, the outside reviewers should recommend modifications as they see fit in relation to the chemistry program and its curriculum and its assessment standards and methods.

Assessment of Fulfillment of the Content Goal

Content: Graduates should have a mastery of the core concepts of chemistry and be able to integrate them across the major areas of chemistry.

Graduates with a major in chemistry will be knowledgeable about the factual and theoretical basis of chemistry. They will be able to describe the structure and composition of matter, plan the synthesis and characterization of chemical compounds, apply theoretical and mechanistic principles to the study of chemical systems using both qualitative and quantitative approaches, use theories of microscopic behavior to explain macroscopic behavior, and explain the role of energy in determining the structure and reactivity of molecules.

1. Evaluation instrument/process

An in-house major field assessment test (MFAT) administered during the senior year
Select exams for each upper level course
American Chemical Society standardized exams

2. Evaluation criteria

Focus will be on exam questions that measure student achievement with respect to each element under Content above

3. Standard of success

80% of seniors majoring in chemistry achieve at the intermediate level or above on the MFAT
80% of these achieve at the intermediate level or above in the select exams
50% of these are at or above the national average on the standardized exams

4. Program modifications

If the standard of success is not achieved, the department will modify its programs as follows:
strengthen reinforcement of basic concepts in appropriate courses.

5. Timetable for development/implementation of the above

2013, 2014 academic year

Assessment of Fulfillment of the Practice Goal

Practice: Graduates should comprehend the process of scientific inquiry and have the skills and ability to undertake and conduct experimental projects in chemistry.

Graduates with a major in chemistry will understand the process of objective inquiry. They will be competent to work in a laboratory setting and be familiar with the use and application of modern instruments and computers. Specifically, they will be able to read and follow written experimental protocols, properly set up and safely manipulate laboratory equipment, plan and execute experiments, perform accurate quantitative measurements, maintain accurate records of experimental work, analyze data statistically, and assess reliability of results.

1. Evaluation instrument/process

A portfolio of the student's graded laboratory reports will be established. A minimum of two reports per student per semester will be included. Each report will have as a cover sheet the appropriate instructor's evaluation of the student's laboratory knowledge and skills. These will be based on observations of the student during laboratory work, evaluation of the student's laboratory notebook, and evaluation of the student's laboratory reports.

Survey of post-graduate employers/graduate schools evaluating the student's laboratory skills conducted in cooperation with the office of institutional development.

2. Evaluation criteria

On the evaluations instrument (cover sheet) the student will be ranked as novice, intermediate, or advanced for each of the goals listed above under Practice.

3. Standard of success

80% of the majors achieve at the intermediate level or above.

4. Program modifications

If the standard of success is not achieved, the department will modify its programs as follows: strengthen requirements for laboratory reports in lower level courses, have more frequent collection of laboratory notebooks, and include pre-laboratory preparation as part of the student's laboratory grade.

5. Timetable for development/implementation of the above

Develop the cover sheet and survey and begin collecting laboratory reports by fall, 2013.

Assessment of Fulfillment of the Communication Goal

Communication: Graduates should be able to conduct searches of the chemical literature and to communicate their work to the larger chemical community. They should also be able to communicate the value of chemistry and its applications to the citizenry in general.

Graduates with a major in chemistry will be able to obtain information relevant to a question or problem of interest from appropriate literature sources. They will be able to communicate effectively orally and in writing using correct chemical nomenclature and mathematical representations of chemical phenomena. They will recognize that their professional opinions may be helpful at the community level in relation to issues on which chemistry has an impact.

1. Evaluation instrument/process

Students will prepare a written report on a chemistry topic or prepare a paper based on their experimental project.

Students will give an oral presentation on the topic chosen for their written report.

2. Evaluation criteria

The faculty will develop evaluation instruments that will list the departmental expectations for the students' written reports and presentations.

Each category will have expectations ranked at the novice, intermediate, and advanced levels.

3. Standard of success

80% of the majors achieve at the intermediate level or above.

4. Program modifications

If the standard of success is not achieved, the department will modify its programs as follows: increase use of oral reports in lower-level courses and have students rewrite unacceptable reports until the reports are satisfactory.

5. Timetable for development/implementation of the above: Fall, 2013

Assessment of Fulfillment of the Professional and Social Awareness Goal

Professional and social awareness: Graduates maintain professional awareness by engaging in activities such as attendance at professional meetings and participation in workshops designed to keep them current in the discipline and social awareness by promoting appreciation of the role of chemistry in our society and economy.

Graduates with a major in chemistry will have a commitment to meeting attendance and workshop participation. They will recognize the role of chemistry in the economy and its impact on the daily lives of citizens and be able to promote chemistry at the community level.

1. Evaluation instrument/process

Annual survey of graduates conducted in cooperation with the office of institutional development to determine recent professional meetings or workshops attended

Evidence of presentations (oral or written) in the public arena (local civic club or organization, newspaper, radio, TV) on community issues on which chemistry has an impact

An essay question on the MFAT that requires a student to identify and discuss a benefit/problem relating to chemistry and society.

2. Evaluation criteria

Student response to MFAT questions

Attendance at a recent ACS national or regional meeting or attendance at a chemistry seminar at a local college or university

Participation in a discipline-related workshop (Chatauqua short course, ACS divisional workshop, NSF-sponsored workshop)

3. Standard of success

Student responses to the MFAT question will be rated on a scale from novice to advanced level.

80% of graduates will have attended a meeting/seminar or participated in a workshop in the last year.

4. Program modification

Greater emphasis in courses required in the major on the importance of maintaining currency in the discipline

Utilization of the Brown Bag Forum to include presentations on chemistry-society related issues

5. Timetable for development/implementation

Develop questionnaire for first use fall, 2013

MFAT essay question Spring, 2014

Based on the assessment plan by the Department of Chemistry at the University of Wisconsin, Oshkosh

Contact(s)

Feza Ozturk

Mathematics

Description

As a mathematics department, our mission is to provide students with an integrative knowledge of content, an understanding of the practice of mathematics, the ability to communicate mathematics effectively, and the professional awareness of the opportunities that await them. More specifically, we have established the following goals for our graduates:

- **Content:** Graduates should have a broad-based understanding of core mathematical concepts as well as an understanding of concepts and techniques specific to their specialization.
- **Practice:** Graduates should be able to formulate and solve problems relevant to their area of specialization.
- **Communication:** Graduates should be able to access existing mathematical knowledge and effectively communicate their own work to a broader community.
- **Professional Awareness:** Graduates should develop personal and professional goals, the tools to achieve these goals, and an understanding of professional responsibilities.

Goal Assessments

Content

Proposed Assessment Tools

- Mathematics content exam covering material from Calculus I (MTH 210), Calculus II (MTH 211), Calculus III (MTH 212), Transition to Advanced Mathematics (MTH 300), and Linear Algebra (MTH 360). The exam is to be given in Seminar in Mathematics (MTH 490).

Expected Outcomes

- At least 75% of students maintain a GPA over 3.0 overall each year.
- At least 75% or more of graduates score 75% or higher on the Departmental Mathematics Content Examination.

The Feedback Loop

- Use the Content Examination to target areas for improvement.
- Use the Content Examination as well as feedback from regular discussions with program students and colleagues to identify the need for and implement specific curricular and program changes.

Practice

Proposed Assessment Tools

- Students will engage in an activity relevant to their program track. For the General and Secondary Education Tracks this is a Senior Seminar Project in which program students develop a project proposal, carry out independent study, and present their findings in written and oral form. Students in the Actuary track may either complete a Senior Seminar project or may complete an internship in which they keep a weekly log and which culminates in an oral presentation. Their written and oral work will be assessed in the same manner as that of the General and Secondary Education Track students.

Expected Outcomes

- General Track-students should be prepared for entry-level positions requiring application of their analytical skills.
- Seventy-five percent of Actuarial track students should expect to pass at least the first actuarial examination as well as successful job placement.
- Secondary Education Track-students should expect successful job placement.

The Feedback Loop

- Regular survey of graduates to determine their success in career placement.

Communication

Proposed Assessment Tools

- Actuarial, General, and Secondary Education Track-Senior Seminar oral presentation in addition to written work.

Expected Outcomes

- Actuarial, General, and Secondary Education Track- An average score of 3.0 or higher across the Mathematics Communication Rubric.

The Feedback Loop

- Regular practice through preliminary presentations with faculty and peer evaluations.
- At least one draft of the written project.

Professional Awareness

Proposed Assessments

- Actuarial, General, and Secondary Education Track-Resumes; statement of subject area/professional interest; post-graduation survey.

Expected Outcomes

- Too early to discuss.

The Feedback Loop

- As yet not specified.

Contact(s)

Alan Alewine

Division of Social Sciences

Political Science

Description

Mission Statement

The mission of the McKendree University Political Science Department is to provide students with the knowledge, skills, and values necessary to be effective citizens in a globalizing world. Students in our department learn the enduring ideas of political philosophy, multiple theoretical approaches within the discipline, and social science research design skills. Students then apply the knowledge and skills of the discipline to both explore the many challenges of our contemporary world and to develop their own values.

Department Learning Outcomes

The Political Science Department has the following overall learning outcomes:

- 1) Students will be able to understand the major concepts and theoretical frameworks in political science.
- 2) Students will be able to understand the values underlying political choices.
- 3) Students will be able to demonstrate the skills necessary to effectively participate in academic, civic, and political environments.

Methods of Assessment

- 1) Standardized exams. All majors take a standardized political science subject exam during their senior year (in the required Senior Seminar course). The exam measures student achievement of Goal #1 above. Our department goals are:
 - a. At least 50% score above the 70th percentile.
 - b. At least 70% score above the 50th percentile.
- 2) Embedded course assessments. We measure at least one department objective in an upper level political science course each semester. Appendix B includes the complete list of department objectives and which courses attempt to fulfill those objectives. Appendix C is the rubric for assessing whether students achieve department objectives. Our department goals are:
 - a. At least 70% of the students meet or exceed department goals.
- 3) Research projects in their senior year (in the required Senior Seminar course). Our department goals are:
 - a. At least 70% of the students meet or exceed department goals.

Results

Assessment Outcomes

Standardized Exams

Since the spring 2005 semester, a total of 60 students have taken this exam. We have met our departmental goals: half of the students scored in the top 30% nationwide, and 70% of the students have scored in the top 50% nationwide. Even more impressively, 30% of our students scored in the top 10%, and 10% of our students (six) scored above the 99th percentile.

The results by percentiles are as follows:

Over 90 th percentile	18 students
70-89 th percentile	12 students
50-69 th percentile	12 students
Below 50 th percentile	18 students

Senior Thesis

Students write a research paper in our capstone Senior Seminar course. Since the spring 2005 semester, we have not met our departmental goal in this area. Of the 60 students to finish a senior thesis, only 36 (60%) completed that assignment in a way that met all of our departmental criteria.

We are making some progress, though. The results from 2005-2009 were poor enough (only half – 16 of 32 students – met all departmental criteria) that we moved our research methods course to a senior level course to be taken in the fall semester prior to the senior seminar course (see below). Since that change, we have met our departmental goals, with 20 of 28 students (71%) writing a senior thesis that met all of our departmental criteria.

Use of Data

Program Changes

The most important example of program change as a result of assessment efforts was moving our research methods course from an introductory course to a senior level course taken immediately prior to the capstone experience. Student evaluations of the capstone course included complaints that students had “forgotten” the tools learned in the introductory research methods courses. Our assessment of the capstone research paper consistently showed the lowest results in our program-wide assessment. We realized that we rarely required students to write formal research papers in the upper level courses in between the introductory research methods course and the senior seminar. We instead rely on simulations, debates, class presentations, and other research-related assignments that fall short of writing formal research that we stress in the methods class and the senior seminar. Therefore we moved our research methods course to a senior level course in the fall to be taken immediately prior to our senior capstone course in the spring. We hope that future assessment efforts will indicate that more students will now meet department goals while writing the research paper in the capstone course.

McKendree College Political Science Objectives

Objective	Assessment
Goal #1: Students will be able to understand the major concepts and theoretical frameworks in political science.	
A. American Politics 1. Students will understand the fundamental principles underlying the US Constitution (checks and balances, separation of powers, federalism).	PSI 101 – exams
2. Students will understand the interrelationship between the three branches of government.	PSI 101 – exams
3. Students will understand the role of state and local government in US politics.	PSI 102 – exams
4. Students will understand the role of campaigns and elections in US politics.	PSI 101 – exams PSI 307 – exams, writing assignments
5. Students will understand the role of the presidency in US politics.	PSI 101 – exams PSI 301 – exams, writing assignments
6. Students will understand the role of Congress in US politics.	PSI 101 – exams PSI 300 – exams, writing assignments
7. Students will understand the implementation and influence of public policy in US politics.	PSI 101 – exams PSI 309 – exams, writing assignments
B. International Relations 1. Students will understand and evaluate the major theories of world politics.	PSI 210 – exams
2. Students will understand the role of international organizations in world politics.	PSI 210 – exams PSI 311 – exams, writing assignments
3. Students will understand the role of international law in world politics.	PSI 210 – exams PSI 312 – exams, writing assignments
4. Students will understand the role of US foreign policy in world politics.	PSI 314 – exams, writing assignments
5. Students will understand the role of the global economy in world politics.	PSI 210 – exams PSI 313 – exams, writing assignments
C. Comparative Politics 1. Students will understand the role of political culture in political systems around the world.	PSI 220 – exams
2. Students will understand the role of executives, legislatures, and judiciaries around the world.	PSI 220 – exams
3. Students will understand the role of party systems and electoral systems around the world.	PSI 220 – exams

4. Students will understand global trends in democratization.	PSI 220 – exams
D. Political Theory	PSI 230 – exams, writing assignments
1. Students will understand the major arguments from the “great books.”	
2. Students will understand the differences between traditional and modern political arguments.	PSI 230 – exams, writing assignments
3. Students will know how to critically evaluate and apply the classic arguments of political philosophy to contemporary issues.	PSI 230 - exams, writing assignments
Goal #2: Students will be able to understand the values underlying political choices.	
A. Theory and practice	Simulation assignments throughout the curriculum
1. Students will know how to use theory to address practical problems.	
2. Students will know how to evaluate theoretical assumptions in policy choices.	Writing assignments throughout the curriculum
B. Clarify own personal values	Writing assignments throughout the curriculum
1. Students will develop their own political philosophy	
2. Students will know how to evaluate and critique policy choices	Writing assignments throughout the curriculum
C. Understand the normative values inherent to social science.	Assignments throughout the curriculum
1. Students will understand the requirements of academic honesty and integrity.	
Goal #3: Students will be able to demonstrate the skills necessary to effectively participate in academic, civic, and political environments.	
A. Quantitative methods	PSI 496 – lab assignments
1. Students will know how to generate and evaluate quantitative data.	
2. Students will know how to assess the validity of survey questions.	PSI 496 – lab assignments
B. Writing and oral skills	Assignments throughout the curriculum
1. Students will have effective writing skills	
2. Students will have effective oral skills	Assignments throughout the curriculum
C. Critical thinking and reading skills	Assignments throughout the curriculum
1. Students will know how to identify assumptions, consequences, and implications of arguments.	
2. Students will be able to evaluate whether the logic and evidence presented sufficiently supports stated conclusions.	Assignments throughout the curriculum

<p>D. Information technology skills</p> <ol style="list-style-type: none"> 1. Students will know how to access the information necessary to construct an effective argument. 	<p>Research paper assignments throughout the curriculum.</p>
<p>E. Student engagement skills</p> <ol style="list-style-type: none"> 1. Students can learn through social and academic engagement. 	<p>Simulation and group assignments throughout the curriculum.</p>

Contact(s)

Brain Frederking

Psychology

Description: for the past few years the psychology department has administered a satisfaction survey in the Senior Survey capstone course of our majors. In 2011, we modified some of the satisfaction questions and added some knowledge questions. In addition, we distributed the survey to a group of introduction to psychology students to gather some baseline data.

40 post-surveys were handed out for completion by the Fall 2012 Senior Survey class and 24 pre-surveys were handed out for completion by a Fall 2012 Introductory Psychology class at McKendree University. Surveys measure: APA skills, ability to design a research experiment, cross-cultural perspective, understanding mental health, personal view of educational experience, collaboration with colleagues, community service opportunities, opportunity for becoming productive member of society, and overall satisfaction.

Results:

There were significant increases in knowledge and attitudes across most of the measures between the pre-survey introduction to psychology students and the seniors in psychology. We looked at some specific questions of interest:

Is there a significant difference in Pre-Survey and Post-survey confidence in major theory knowledge self-report?

Group Statistics

	presurvey	postsurvey	N	Mean	Std. Deviation	Std. Error Mean
majortheories	1		24	2.7500	.98907	.20189
	2		40	4.2000	.60764	.09608

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Majortheories	Equal variances assumed	8.684	.005	-7.279	62	.000	-1.45000	.19919	-1.84818	-1.05182
	Equal variances not assumed			-6.485	33.581	.000	-1.45000	.22359	-1.90459	-.99541

What this shows?

-There is a significant difference in the scores of the answers to the major theories questions on the pre and post surveys.

Is there a significant difference in Pre-Survey and Post-Survey confidence in APA writing style self-report?

Group Statistics

		presurvey	postsurvey	N	Mean	Std. Deviation	Std. Error Mean
apastyle	1			24	1.8333	.70196	.14329
	2			40	4.0750	.85896	.13581

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
apastyle	Equal variances assumed	1.321	.255	-10.794	62	.000	-2.24167	.20767	2.65680	-1.82654
	Equal variances not assumed			-11.354	56.159	.000	-2.24167	.19743	2.63713	-1.84620

What this shows?

-Post-Survey participants felt on average significantly more confident in their APA skills rather than Pre-survey participants.

Does going through the Psychology Program at McKendree change the views of Psychological Disorders?

Group Statistics

	presurvey	postsurvey	N	Mean	Std. Deviation	Std. Error Mean
willingtoworkwplw	1		24	3.2083	1.02062	.20833
hohavedisorders	2		40	4.4750	.93336	.14758

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
willingtoworkwppplwhohavedisorders	.423	.518	-5.075	62	.000	-1.26667	.24959	1.76558	-.76775
Equal variances assumed									
Equal variances not assumed			-4.961	45.166	.000	-1.26667	.25531	-1.78083	-.75250

What this shows?

-The psychology seniors were significantly more likely to indicate that they would be willing to work with people who have psychological disorders rather than Pre-Survey students.

Frequencies: Would you recommend McKendree’s psychology department to a friend?

recommendspsychprogram

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7	1	2.5	2.5	2.5
8	5	12.5	12.5	15.0
9	5	12.5	12.5	27.5
10	29	72.5	72.5	100.0
Total	40	100.0	100.0	

The results indicated that the majority of seniors said they would definitely recommend a friend to the McKendree psychology department. This question is the perhaps the most important student satisfaction question and we consistently get high marks on this item.

Some comments from the students:

What most benefited students:

-“The professional paper/presentation preparation”

-“Excellent faculty and challenging assignments”

-“The teachers really cared”

- “Research and writing”
- “One-on-one attention”
- “The faculty. I really love our psych professors and have enjoyed working with them.”
- “Kemp’s paper writing, Hoffmann’s stats knowledge, and Eggleston’s group work and friendly teaching methods.”
- “Very personal! Always felt like my teachers truly cared about my success!”
- “Hands on and relationship with professors.”
- “ A variety of classes.”
- “The teachers are great and friendly and very helpful.”
- “Being so close with the professors.”
- “Will work with you and extremely personable.”
- “Teachers were always willing to help.”
- “Dr. Kemp- heavy work load, felt prepared for grad school.”
- “The constant writing has helped me a lot. Also, the encouragement of the professors helped me.”
- “Theories classes, APA writing, cross cultural psych, and everything really.”
- “I have learned more about the human mind. All of the professors have greatly helped me.”
- “The professors were available and knowledgeable.”
- “Helped improve my writing skills.”
- “2-Semester research and the freedom of each professor to contribute their unique personalities, emphases and knowledge bases.”
- “The professors helpfulness.”
- “The bond that everyone had.”
- “Teachers are always willing to help.”
- “Very open to questions and breaking things down.”
- “Teachers were willing to provide assistance no matter what the situation.”
- “Professors.”

- “Presentations, writing abilities and research.”
- “Kemp’s long papers, Hoffman’s statistical and Eggleston’s human sex class.”
- “Theorists and their theories because I am aware of the process.”
- “Writing and understanding why people do what they do.”
- “Writing papers”
- “The professors are amazing and helpful. I feel like I can talk to them and they will assist me in any way they can.”
- “We do a lot of writing and presentations that will be beneficial in my career and further education.”
- “All of my professors”
- “The knowledge of the human thought process”
- “The chance to do research and go through the research process”
- “The exposure I had to the full time staff. I had multiple times and I loved that fact.”

Student suggestions to strengthen program:

- “Classes being offered more often”
- “Talk about grad school earlier and inform students more about internships’
- “Scheduling for exp./SPSS was a headache. A lot of non-traditional students can’t be in class everyday. It was nice when the class and the lab were MWF.”
- “Talk more about theorists throughout classes”
- “Add cognitive psychology”
- “Offer cognitive psychology and tell students not to take all 3 capstone courses at once”
- “Make classes in a similar day schedule”
- “More trips for psych club”
- “Get the psychology club more involved with the honor society”
- “Require more research”
- “More research”

-“I wish we had a 4 year psychology plan that was handed out my freshmen/sophomore year to help me decide what classes to take when.”

-“Sometimes the professors weren’t on the same page. For a small department I would like to see a little more willingness to work together or at least compromise.”

Use of Data

In the spring of 2013 the faculty department worked on their program review self-study. We started to make some significant changes to the catalog. Based on student feedback, we have created a two semester research sequence. We also made changes to the senior survey class to help better prepare students for graduate school and careers. In the fall of 2013 we are adding a special topics cognitive psychology class. Next year we will have our external review and we will prepare an action plan for the psychology program.

(Special thanks to students Ciera Landolt and Danny Mannix for their assistance with the psychology assessment process.)

Contact(s) : Tami Eggleston

Division of Visual and Performing Arts

Art

Description

Mission

The curriculum in Art is intended to develop an appreciation of how the human creative process can ultimately be translated into a work of art.

Art Department Objectives

1. Preparation for commercial production in design, layout, illustration and photography.
2. Preparation for teaching and graduate school studies in fine arts.
3. Understanding the major developments in Art History and the role of individual artists in influencing significant artistic movements.
4. Functional skills in all primary media, including drawing, painting, printmaking, sculpture, photography, and design.

STANDARDS/CERAMICS

The ceramic student has demonstrated through production knowledge of the medium. Clay bodies, glazes and firing techniques have successfully resulted in the production of quality pottery and ceramic ware.

The ceramics student has worked extensively with the materials, methods and equipment in this studio and can demonstrate for others the steps and methods necessary to learn and produce in this media.

Must be able to incorporate the elements of design with an understanding as to how they lead to successful production.

Student has technical knowledge of ceramics in production, firing and glazing with the physical knowledge and skill necessary to help others learn the process.

STANDARDS/DESIGN

Student will master the elements of 3-dimensional design developing such concepts of form and space as repetition, rhythm, texture, etc. The student will develop this through sketches, preparatory drawing, models, and final completion of the work.

Students given the assignments will develop ideas through a series of preparatory drawings (sketches) moving on to final drawings/illustrations. Implantation of final projects then follow.

Has developed the ability to produce and demonstrate the process through design in development, including historical and aesthetic value.

Understands and masters line, composition, and shape.

Awareness of non-verbal communication skills mastery of technical and aesthetic skills is paramount.

The student develops non-verbal (visual) communication skills that convey graphic ideas two-dimensionally.

Able to demonstrate graphic concepts and skills within the context of current and past aesthetic trends.

STANDARDS/DRAWING

Using a variety of assignments ranging from perspective to the figure, the student develops drawing into an investigative tool that allows them to use a variety of medium to create major visual dialog.

Masters the use of materials, concepts, techniques. Students will produce a variety of assignments building on one another to develop images that go beyond traditional drawing techniques.

Student uses the assignments, materials, concepts presented and develops a personal dialog while maintaining the structure of the studio and the aesthetic of drawing.

STANDARDS/PAINTING

Art student has demonstrated the knowledge of pigment, paper, brushes and medium and performs the stages of production in achieving desired results.

The art student has directed the medium and seized the opportunities as a result of control or accident to accomplish a successful visual expression incorporating the elements of design.

The art student has a complete knowledge of the medium and can communicate the process in an organized fashion

STANDARDS/PHOTOGRAPHY

Develop the skills to fully operate a manual single-lens reflect camera. Understand and master focal plane, light metering, aperture and shutter. Master film development, print development and presentation. Successful in all assignments.

Student successful in completing all assignments with skill both in technical and aesthetic value.

Student has mastered all technical skills and used them in a creative manner to complete all assignments. Understanding and using current aesthetic values.

Students have mastered the ability to discuss and demonstrate camera usage. Darkroom skills, historical and aesthetic values.

STANDARDS/PRINTMAKING

Printer understands the process and production of edition printing in Lithography, Intaglio and Block printing and can produce limited editions of quality and consistency.

Sufficient knowledge of stone, copper, and block, surfaces and the appropriate chemicals, tools and machinery to produce consistent editions of an original and graphic expressiveness.

The printmaker has sufficient knowledge of media to express creative ideas in edition form. The Printmaker can utilize the media and proficiently print multiple and consistent imagery.

The printmaker can demonstrate the process of Lithography, Intaglio and block printing in an organized format. The printer has the technical knowledge of the media to explain to others the process of production.

STANDARDS/SCULPTURE

Student completes all work assigned pushing beyond their own basic development. Improvement (mastering) a skill and conceptualization. Understands the aesthetics of the material and concepts presented.

Students will produce no less than three projects but not limited to that number. Projects will explore material and its relation to art making using the Figure as a foundation.

Using the materials, work environment and concepts presented to the students develops a level of skill that transforms the material into an object that communicates a concept based aesthetic exploration.

Art Department- Assessment tools

Art History

Art 111-112-314-311

Designed as lecture courses the following assessment is applied to these courses.

Attendance: Students are required to attend all classes. Three excused absences are allowed. Each unexcused absence results in a reduction of the student's grade.

Participation: Participation in open discussion is required in addition to participating in assigned discussion based on chapter readings.

Chapter tests are given at the end of each chapter, a rubric for this scoring is provided in the syllabi.

Mid-term and Final tests and grades are based on in class tests usually consisting of art identification and analysis or comparison of specific works of art and periods of art.

Final papers are assigned to assess the student's research and writing skills.

Art 341 Modern Art History and Painting:

This course is a unique blend of art history and painting projects based on specific artists selected from the modern world (1945-Present)

Assessment is based on a written analysis of three selected artists and a painting in the style of each assigned artist.

The quality of the written assignment is judged on the ability to analyze the contribution each artist has made to the history of art.

Paintings are graded on the ability of the student to master the hands on skill developed by that artist.

Studio Art:

Art 101-122-231-232-241-242-251

These courses are all studio and discipline specific courses. Each course requires a specific number of assignments both in and out of class and is outlined in the course syllabi. Assessment is based on class participation, in class critiques, completion of work, quality and originality of all assignments and the ability to master certain specific hands on skills and participation in student exhibitions, three excused absences are allowed.

Art 490, 480, 380-389,360, 350, 345,343, 331, 321

Considered capstone courses and maybe repeated for cumulative credit; assessment is based on classroom participation, completion of assignments, originality and hands on skill of the work produced, participation in classroom critiques, professionalism of final presentations, and participation in student and/or senior exhibition are required. Three excused absences are allowed.

Art 470

Internship in Art defines its own assessment tools based on the type of internship. It is assumed however that the student will develop and be judged on a working relationship with colleagues within the confines of the workplace. The student will also be assessed on their ability to develop the skills that are work related to that particular field of expertise.

Music

Description

Mission Statement

The mission of the McKendree University Music Department is to provide students with the skills to appreciate, to evaluate and to perform music from different eras of history and different cultures. Students will be expected to analyze music theoretically and to understand its historical significance. Students will then apply these skills in critiquing and evaluating their own and/or other artists' performances. The acquisition of these skills will enable students to be lifelong participants in artistic, cultural and intellectual life.

Departmental Goals

The goal of the McKendree University Music Department is to develop within each student a degree of musicianship. Musicianship is the body of knowledge, skills, practices, and insights which enable music making and understanding at various levels. Completion of a music course should indicate an acquisition of knowledge which allows the student to more fully appreciate music, its components and its function in the world.

Objectives

The Music Department has the following overall objectives:

- 1) Students will be able to identify and analyze the elements of music: melody, rhythm, harmony, texture, form and timbre/medium.
- 2) Students will be able to recognize specific characteristics of music from different cultures and different historical eras.
- 3) Students will be able to critique and evaluate performances of musical works.
- 4) Students will be able to use technology and music technology.

Methods of Assessment

Music History Courses/Music Appreciation/Music and World Cultures

- 1) Written exams, quizzes in the classroom setting.
- 2) Listening quizzes and exams
- 3) Presentations by students to the class
- 4) Embedded course assessment:
 - a) Homework assignments, including written papers, music analysis and projects.
 - b) Listening assignments.

Music Theory courses/Fundamentals of Music

- 1) Written exams, quizzes in the classroom setting.
- 2) Aural skill exams.
- 3) Keyboard quizzes.
- 4) Homework assignments including sight singing practice, written homework, keyboard practice.

Applied lessons

- 1) Weekly graded lessons.
- 2) Performances at Departmental and Studio Performance Classes.
- 3) Juries at the end of each semester during which the students perform for a panel of music faculty.

Ensembles

- 1) Final performance at the end of the semester.
- 2) Playing/singing exams during the course of the semester.
- 3) Performances on and off campus mid-semester.

Capstone Experiences (Culmination experiences) for each specialization in music

- 1) Church Music: Advanced Conducting Experience
- 2) Classical Performance/Jazz Performance: Senior Recital
- 3) Music Business: Internship (MUS 470)
- 4) Music Education: Senior Recital and Student Teaching

Theater

Description

Mission

The major in theater gives students background in acting, technical work, directing, and dramatic literature. The combination of practical and theoretical preparation forms a basis for graduate or professional work in theater or for high school drama coaching. Students in theater also participate in McKendree University Theater productions on campus, thus learning to apply the skills gained in course-work and gaining valuable experience.

Objectives

The Theater Department has the following overall objectives:

1. Students will be able to identify and analyze the elements of that make up theatrical performance: playwriting, directing, acting, and design.
2. Students will be able to recognize specific theories and characteristics of theatrical performance from different cultures and different historical eras.
3. Students will be able to critique and evaluate theatrical performances.
4. Students will be able to put theories of design, production and performance into practice using appropriate technology and tools.

Methods of Assessment

THE 100 Introduction to Theater

- Mid-term and final exam, essay and short answer questions
Essays require application of knowledge gained in course and analysis using that knowledge
- Group work (in-class and out-of-class assignments).
Students find examples of concepts discussed, bring to group discussion, evaluate effectiveness of submissions and select examples that best fulfill project goals
Other assignments require students to apply or experience concepts discussed in class
- Quizzes, given online, to evaluate comprehension of assigned reading
- Paper, using attendance at Theater Department mainstage production to consider and evaluate execution of concepts discussed in class
- Graded discussion evaluating above performance in areas not covered in paper

THE 111 Acting I

- All performance-based classes in the Theater Department have a participation component to assessment. Performance skills are only developed by doing; therefore students' attention and effort are assessed for each class meeting. A rubric for this scoring is a part of the syllabus and is discussed at the first class meeting.
- Students' understanding of the assigned reading is assessed through quizzes (online or given in class) and/or discussion. Format of this assessment depends on the size of the class and the temperament of the class as a whole.
- Graded performances are assigned, two of which are solo performances and three with a partner. These are graded according to a rubric distributed with the assignment. The rubric specifies four areas in which every student performance will be evaluated: memorization, choices, commitment, and performance success. The fifth category changes depending on whether the performance is a group or individual assignment. For an individual assignment, the fifth area assessed is tempo. For a duet performance, the fifth area is listening/responding. There is also written work assigned for four of the five performances. This written work is given to assess the preparation students are doing for their graded performances.
- Paper, using attendance at Theater Department mainstage production to consider and evaluate execution of concepts discussed in class
- Each student is required to lead the warm-up for at least one class. Their work on this assignment demonstrates their understanding of the purpose and necessity of warming up before their work in class.

THE 212 Acting II

- All performance-based classes in the Theater Department have a participation component to assessment. Performance skills are only developed by doing; therefore students' attention and effort are assessed for each class meeting. A rubric for this scoring is a part of the syllabus and is discussed at the first class meeting.
- Graded performances are assigned, two of which are solo performances and two with a partner. These are graded according to a rubric distributed with the assignment. The rubric specifies four areas in which every student performance will be evaluated: memorization, choices, commitment, and performance success. The fifth category changes depending on whether the performance is a group or individual assignment. For an individual assignment, the fifth area assessed is delivery. For a duet performance, the fifth area is listening/responding.
- Written work is assigned to develop the students' work on their characters and their understanding of themselves as actors and artists.
- In-class discussion assesses student understanding and reaction to assigned reading, both from the textbook and online articles.
- Research paper assesses students' exploration and understanding of the work of an acting teacher other than the ones discussed in class. An in-class presentation of the paper is assigned

to assess student's mastery of the material and to expose the members of the class to a wide variety of acting theories.

- Each student is required to lead the warm-up for at least one class. Their work on this assignment demonstrates their understanding of the purpose and necessity of warming up before their work in class.

THE 215 Theater Practicum

- Weekly progress reports, written by the student, assess his/her work on assigned project
- Weekly meetings discuss progress reports, offer guidance for continued work
- Portfolio, turned in at end of project, provides a platform to assess research, planning, execution and time management of student in his/her work on project
- Completed project is assessed in terms of creativity, practicality, and use in performance
- After project is completed, student completes a self-evaluation, assessing his/her work, strengths, areas for improvement, and what has been learned

Contact(s)

Nancy Ypma

School of Business

Description

The McKendree University School of Business has developed its assessment system with input from its accrediting body (International Assembly of Collegiate Business Education (IACBE)), McKendree administration, and the School of Business faculty. The assessment within the School of Business includes both independent and integrated evaluation measures. Student work, both written and oral, conducted in groups and by individuals, is assessed. These assessment results are evaluated in order to assess whether the stated objectives of the School of Business and for each major within it are being achieved.

The School of Business developed a bank of questions that every student in the capstone Business Strategy and Policy (BUS 450) course is expected to take. The questions address the basic knowledge presented in the business core courses required of every business major. A total of 50 questions are created randomly for each student taking the exam. In addition, students take a second test of randomly generated questions relating to the required courses for their specific major. In the Fall of 2011, it was decided to completely revamp the assessment so that every student participates in a proctored environment and that every student receives the same assessment. Questions specific to each major in the School of Business have not yet been developed.

The faculty determine various assessments for their specific courses. These range from the grading of assignments that take the form of oral presentations, written research papers, objective exams, and case studies. The objectives and assessments are stated in the syllabus provided for each course.

The purpose of these assessments is to determine whether the course objectives are being met. In other words, these assessments are used to determine whether the students are learning the information/knowledge that the School of Business states that it is providing/teaching. (Outcome not input assessment)

Results

One assessment outcome is the student achievement as reflected in their grades. This is determined by the instructor for each individual course.

A second assessment outcome is the results achieved for the exam developed to reflect learning of the core courses required for all School of Business majors.

External sources include: the success of our students to secure employment; admission to graduate programs; professional certification (CPA, CMA, etc.); and promotion and retention in business. This is assessed through graduates self reporting their activities. In addition, there is a survey that was developed by the School of Business and completed voluntarily by alumni. The results of these surveys have been very positive.

Use of Data

The results of the alumni survey indicate overall satisfaction with the McKendree experience.

The School of Business assessments and target criteria for the undergraduate programs are given below. All criteria were met.

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
The business simulation game that is an integral part of the capstone course of the undergraduate program, Business Strategy and Policy	Performance is based on the quality of the students' decisions (ten) in a footwear industry simulation exercise. Scores are complex variables measured by the McGraw-Hill Business Strategy Game software.
An exam covering each required course in the business core. This exam is required of all students taking the undergraduate capstone course.	A score of over 50% is deemed acceptable.
Professional Licensure	The majority of the accounting majors who decide to pursue their CPA certificate generally succeed within four years of graduation.
GPA for business majors	A 2.25 GPA in their major area is required to graduate.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
Job Placement/Promotion Data	Over 90% acquire positions in major field upon graduation or enter a graduate program.

The above targets/criteria were met in every case.

Currently, the School of Business is pilot testing a new assessment exam. The Business Assessment was administered to the BUS 450 students. This assessment was administered in class and was timed. It contained 28 questions, 4 questions per major area within the business core [accounting, business law, economics, finance, quantitative analysis, management, and marketing].

Contact(s)

Sandra Lang

School of Education

Description

The McKendree University School of Education has developed its assessment system with input from the professional community namely; school superintendents, principals, practicing teachers, University field experience and candidate teaching supervisors, candidates, and unit faculty. The Unit assessment system reflects the Conceptual Framework and professional and state standards. The Unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success. The Unit takes effective steps to eliminate sources of bias in assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

The effectiveness and efficiency of School of Education programs at McKendree University are assessed with a continuous assessment system. The McKendree University School of Education Unit created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The Unit's Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Thus, the twenty (20) competencies outlined in the Conceptual Framework have been incorporated into the portfolio assessment as the capstone assessment. Candidates link artifacts (i.e., lesson plans, unit plans, professional development) directly to each competency in the portfolio assessment.

The purpose of the McKendree University School of Education Unit's assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the Conceptual Framework. Candidates not meeting minimum acceptable standards at any assessment gate may be removed from the program, or be allowed to continue with conditions specific to the candidate and the situation.

Results

Assessment instruments are managed and monitored by the School of Education Assessment Committee. Assessments are approved by the School of Education Assessment Committee, the School of Education, and the Council on Teacher Education (COTE) prior to implementation. Assessments are completed each semester by all faculty members, associate and full-time. At the end of each semester, assessment data is compiled, aggregated, and summarized by the Division of Research, Planning, and Technology. Assessment reports are publicized on the assessment software system. A summary of reports is presented at School of Education meetings. Members of the School of Education analyze the data and use the data to make improvements.

Data are gathered from both internal and external sources from the candidate's initial admission into the program continuing through employment. Internal sources include faculty and candidate data such

as GPA, Dispositions, Lesson Plans, Performance, Portfolio, CAT I Technology, Written, Oral, Action Research Project, Course Evaluations, and the Senior Exit Survey. External sources include graduate and employer data such as Educational Benchmarking, Inc. Exit, Alumni, Employer Surveys, state exams, and qualitative data gathered from school administrators, cooperating teachers, and advisory committees.

McKendree initial and advanced level candidates are required to pass the appropriate Illinois State Content Area exam before they are enrolled in the clinical phase of their program. Therefore, the pass rate is 100%. Candidates can take the exam multiple times if they are not successful in their initial attempt. Illinois allows candidates to take exams up to five attempts. If a candidate is unsuccessful at that point, they would not be allowed to continue in their program.

The Computer Assessment & Tutorial Online (CAT1) assessment is required of all initial and advanced level candidates and measures their understanding of technology and its use as an instructional tool, management instrument and professional resource. All candidates are required to successfully complete the CAT 1 assessment within gate one assuring a 100% pass rate.

Highlights from the analysis of data collected over the past three years from selected key assessments appear below. Unless otherwise specified, the following assessments are scored on a five point scale: Consistent and Convincing Evidence (5 pts.), Evidence (4 pts.), Limited Evidence (3 pts.), Little Evidence (2 pts.), and No Evidence (1 pt).

The McKendree lesson plan assessment measures initial certification candidates on their knowledge of content and pedagogy. Data from the past three years shows that candidates score a mean range of 4.42 – 4.52 based upon the five point scale discussed above. This data indicates that McKendree candidates possess content and pedagogical knowledge. Candidate pedagogical knowledge is evaluated through the specific content area section of the lesson plan assessment. Data demonstrate candidates possess adequate pedagogical knowledge as indicated by mean scores. Candidates are assessed on their knowledge of students and the developmental nature of the learner. Data show a mean range of 4.41 – 4.54. This data indicate that our candidates possess knowledge of students' developmental nature and as learners. Candidate use of assessment is evaluated in the lesson plan assessment. Data show a mean range of 4.21 – 4.44. Again, McKendree candidates demonstrate an above average understanding of the use of assessment as a formative and summative tool. In addition, the lesson plan assessment addresses candidates incorporating a variety of resources, including technology, in lesson design. Data show an overall mean range of 4.25 – 4.45 demonstrating above average knowledge in content and pedagogy.

The initial candidate performance assessment is completed by university supervisors as well as the cooperating teachers. The performance assessment evaluates candidates regarding how well they exhibit professional behavior, their ability to interact with students and demonstrate concern and interest in them as individuals, their ability to plan meaningful and relevant lessons, content of the lesson with regard to accuracy, relevancy, and appropriateness to the grade level, use of appropriate teaching strategies, assessing student learning, reflecting on their own performance, motivating and engaging students in the learning process, use of correct grammar in both written and oral communication, and participation in professional growth activities. In each area of this assessment, McKendree candidates performed above average scoring between the 4.0 and 5.0 mean score range on all elements. The overall mean score range for the performance assessment was 4.52 to 4.85.

The McKendree portfolio assessment is the capstone piece in a candidate's program at both the initial and advanced levels. The portfolio assessment evaluates candidates on each of the twenty competencies in the conceptual framework. The overall portfolio assessment mean score for all semesters since 2008 is 4.41. The portfolio is reviewed throughout the candidates' program and is assessed by their advisor and another instructor at the final gate. The consistency of the mean score would indicate the McKendree candidates have met the competencies outlined in the conceptual framework.

Candidates in the advanced Educational Leadership and Administration program are assessed during the internship phase of that program. The internship assessment is aligned to institutional and professional standards (ELCC). Candidates are assessed on six standards: developing a vision, promoting a positive school culture, organizational management, collaboration and communication, professional integrity, and responding to the larger context. The rubric for this assessment is based upon a four point scale; 1) unsatisfactory, 2) fair, 3) good, and 4) excellent. Data collected since 2009 indicate continued growth from an overall mean score of 3.57 in 2009 to 4.00 in 2011. Other advanced programs have similar assessments at the practicum phase. Data indicate similar findings as with the internship assessment.

The performance assessment in the advanced level teacher leadership program began in the spring of 2010. The assessment addresses areas related to professional dispositions as outlined in the conceptual framework as well as other characteristics such as lesson planning, instructional strategies, classroom management, written and oral communication skills, and professional growth and development. The rubric for this assessment uses the same four point scale described in the preceding paragraph. Data collected since spring 2010, indicate candidates scoring very high on the assessment with the overall mean score of 4.00.

The Dispositions Assessment is aligned with institutional standards across all programs at both the initial and advanced levels. Fourteen dispositions have been described in the conceptual framework and are considered important components in the preparation of educators. All candidates within the unit are expected to practice and display those dispositions throughout their program of study and are assessed at the conclusion of every course. If any disposition is considered "unsatisfactory", it is the responsibility of the assessor to meet with the candidate to discuss concerns and develop a remediation plan which is placed on file in the Field Experience/Certification Office. A follow-up assessment must be conducted at the conclusion of the remediation period. At the present time, data indicate that no candidates have been found "unsatisfactory" in their overall dispositions.

Data summaries from the past three years show mean score ranges from the mid to high fours on a five point scale in dispositions assessments. At the initial level, all items had a mean score between 4.46 and 4.76. Disposition elements being examined as a result of lower mean scores from fall 2010 include: item 7 (Believes that professional development is essential in teaching, learning and service – mean score 4.57), item 9 (Values the contextual and interactive roles between the profession and community – mean score 4.52) and, item 11 (Values the tenets of the profession by dressing appropriately – mean score 4.46). At the advanced level, all criteria fell within a mean range of 4.80 to 4.83. A review of data indicates both initial and advanced candidates have dispositions necessary to be successful in the professional education field and meets professional, state, and institutional standards.

Use of Data

After data analysis of test scores under Illinois new test score guidelines, an online course and practice exam software package was purchased in the summer of 2010. The Illinois Basic Skills Test was being changed in the fall of 2010. The new test design requires a passing score on each sub test-reading, language arts, mathematics, and writing. The passing score requirements were increased to 79% on reading and language arts, 75% for math, and 8 out of 12 correct for writing. We conducted an analysis of students who passed the test under the old test design but would not have passed the test under the new design. The software package offers practice exams and has been well received by students to date. Test scores will continue to be monitored.

In the Advanced Educational Administration and Leadership Program, a review of data from the state exam and feedback from advisory councils found the need to have stronger assessments for performance related to strategic planning and ethics. Therefore, based upon these data two new assessments and activities were created to measure candidate performance in these areas. A strategic planning exercise and an ethics assignment assessment for all candidates were added to the program.

An Impact on Student Learning assessment is now required by the state of Illinois for all programs leading to certification. All certification programs within the School of Education have created an Impact on Student Learning assessment designed to measure its teacher candidates' impact on student learning at both the undergraduate and graduate levels. This assessment, piloted with student teachers during the fall 2009 and spring 2010 semesters, has provided valuable data for both School of Education faculty and teacher candidates. Teacher candidates were introduced to a modified Impact on Student Learning assessment during the fall 2010 semester to prepare them for the assessment used during student teaching. The assessment is now a requirement for all teacher candidates enrolled in any program leading to certification both undergraduate and graduate.

Methods course instruction, based on the data, gives the School of Education faculty greater ability to provide practical application of accountability issues encountered by teacher candidates in their future classrooms. This will provide clarity and emphasis on appropriate adaptations and accommodations for tier level and research-based instruction. The Impact on Student Learning assessment has provided student teachers with an understanding of their students' prior knowledge and learning. It also provides them with valuable feedback on their instruction. Moving from instructional reflection only, to examining the results of pre-test/post-test data, has increased teacher candidates' awareness of the link between prior knowledge, level of learning and follow-up instruction.

The School of Education undertook the task of adding general education content area grades and creating multiple content area assessments. The content area assessments, used in conjunction with the generic lesson plan assessment, are designed to ensure candidate knowledge, use and skill in developing appropriate instruction for specific grade levels.

In order to provide data disaggregated by undergraduate and graduate candidates, and by each of the content areas, we undertook the task of creating new assessments for each content area for our elementary education candidates. Each individual content area assessment is used in conjunction with the generic lesson plan assessment. As elementary teacher candidates submit a lesson plan for assessment, the appropriate content area assessment is also completed. Assessing content areas independently from the lesson plan gives a context for each content area and provides data specific to each content area apart from the pedagogy of the lesson plan. Content area assessments were piloted

by full time faculty in methods courses during the fall 2009 and spring 2010 semesters. These new assessments are now being used by course instructors, field experience and student teaching supervisors when assessing lesson plans for specific grade levels.

Collecting and reviewing the data presented in this report has provided the School of Education faculty multiple insights into the undergraduate and graduate candidates' knowledge, use, and understanding of content knowledge and pedagogy for effective classroom instruction in general and in specific areas. The process has provided more opportunities for increased articulation between and among School of Education faculty, general education faculty, associate faculty, field experience and student teaching supervisors. Greater articulation, coupled with a greater understanding of the requirements of the standards, will allow for better and more consistent completion of assessments thereby increasing inter-rater reliability.

In the advanced Educational Administration and Leadership Program, an assessment (School Change) was added using a simulated school change process. This assessment replaced the action research project since the data from that instrument were not providing sufficient usable information related to content knowledge. Data were already being collected on the change game assessment and those data indicate that the candidates have a strong knowledge of change processes. It was also determined that faculty members using the assessment instrument were becoming more discriminating and consistent with their result.

The Special Education program embodied two elective courses at its inception. The rationale for this was to allow students some flexibility in their program. Based upon verbal feedback and course evaluation materials, it was decided by the School of Education to replace these two elective courses with EDU 645 Action Research Planning and EDL 620 School Law. These courses offer the candidates a broader foundation in classroom observation techniques and legal matters pertaining to the school as a whole.

Comments on course evaluations, feedback from community advisors, and data from the performance assessment showed a need for more emphasis on classroom management scenarios for student teachers. In the spring of 2011, curriculum was added to the Student Teaching Seminar to facilitate discussion regarding challenges in the classroom and potential solutions. Candidates worked through classroom management case studies in a collaborative environment to develop a common solution to these scenarios.

In the fall of 2010, a new version of a software assessment system was implemented. Though the older version of the software was stable, the new version offered an improved user interface, improved reporting capability, and the ability to more easily disaggregate data by program. University administrators hired a full-time assessment coordinator in the fall of 2009, spent one-year in training and preparation, and implemented the improved technology system in the fall of 2010. The new assessment software system, Livetext C1, has been successfully implemented according to feedback from candidates, faculty, and staff.

McKendree University's Ten-Year Plan, adopted in January 2007, calls for strengthening, solidifying, and expanding the institution's graduate programs. The plan includes a specific objective to "explore the possibility of a post master's degree in education." In December 2007, the provost appointed a Steering Committee to gather data and, if appropriate, plan and develop a program. The Steering Committee and

two external consultants met regularly for two years. During that time, the committee collected data indicating significant student interest and need for post-master's degree programs. The University's MAED program enrollment had grown to more than 600 students, and graduate surveys indicated that approximately 20 percent were interested in continuing their education through the doctoral level. Meetings of K-12 teachers and administrators were held to discuss the need for professional development opportunities beyond the Master's degree level. Based on data, the Steering Committee determined that there was sufficient interest to warrant development of a proposal for a Specialist in Education (EdS) and Doctor of Education (EdD) program. The Committee also drafted an EdS/EdD Program Handbook stipulating the policies and procedures that would govern the new programs. In the spring of 2009, the internal review/approval process began. In October 2009, the McKendree University Board of Trustees approved the proposal. The Higher Learning Commission conducted an on-site visit in the spring of 2011 and granted formal approval in the summer of 2011. The university launched this program in the fall semester of 2011. At present, McKendree University has an enrollment of 37 candidates enrolled in the EdS program and 11 in the EdD program.

Contact(s)

Janet Wicker

School of Nursing and Health Professions

Division of Health Professions

The Division of Health Professions is housed within the School of Nursing and Health Professions. The Division houses one program at the graduate level: Masters in Professional Counseling and five undergraduate programs which include: Athletic Training, Health Education, Health and Wellness, Physical Education K-12 Teaching and Physical Education - Non Teaching.

Three of the undergraduate programs are accredited by outside organizations: Athletic Training - Commission on Accreditation of Athletic Training Education, Physical Education K-12 – National Association for Sport and Physical Education (NASPE) and Health Education – American Association for Health Education (AAHE).

Each of the undergraduate areas as well as the graduate program perform the following common assessments:

- Course evaluations
- Instructor evaluations

Other assessments are defined by the individual programs as well as outside accreditation agency requirements.

Athletic Training

Description

The Division of Health Professions is housed within the School of Nursing and Health Professions. The Division houses one program at the graduate level: Masters in Professional Counseling and five undergraduate programs which include: Athletic Training, Health Education, Health and Wellness, Physical Education K-12 Teaching and Leadership in Sport and Exercise Science which replaced the Physical Education - Non Teaching.

Three of the undergraduate programs are accredited by outside organizations. : Athletic Training - Commission on Accreditation of Athletic Training Education, Physical Education K-12 – National Association for Sport and Physical Education (NASPE) and Health Education – American Association for Health Education (AAHE).

Each of the undergraduate areas as well as the graduate program performs the following common assessments:

- Course evaluations
- Instructor evaluations

Other assessments are defined by the individual programs as well as outside accreditation agency requirements.

Athletic Training:

The program performs continuous assessment in the following ways:

- Program Testing of domain specific cognitive and psychomotor performance
- Graduate surveys
- 1 year, 3 year and 5 year post graduate surveys
- Employer surveys
- First time passing rate on the national Board of Certification Exam (BOC)

Every year Athletic Training must complete an annual program report indicating that the program and university are in compliance with all of the CAATE standards. Every 7-10 years a full site-visit is conducted to re-assess the accreditation status of the program.

The assessment tools listed above are necessary to ensure that the preparation of the athletic training students will demonstrate the knowledge, skills and behaviors of professional practice required of the educational standards as well as the Board of Certification (BOC) Role Delineation Study.

The assessment tools are managed and monitored by Dr. Dawn Hankins and Katy Gayford. Results are reviewed on a semester by semester as well as yearly basis. The data is gathered and reviewed and changes are implemented based on the data.

While all of the assessment tools are important and relevant, the tool with the most impact is the BOC report on first time passing rate on the national certification exam. According to the latest revisions to the Standards for Accreditation our program must meet or exceed a three year aggregate of 70% first time pass rate on the BOC exam. If the program falls below that standard then the program must provide an analysis of deficiencies and develop an action plan for correction. Last year before the standards were revised the minimum percentage was 50%. Our program has currently been working on improving our first time passing rate. However, based on a 3 year aggregate score right now we are at 23% (3 of 13 graduates have passed the exam the first time). Our overall 3 year aggregate passing is rate is 76.9% (10/13 graduates). Our action plan currently consists of the following:

1. We do not accept any students who do not achieve the minimum required total points to be accepted into the program.
2. We have instituted additional "gates" for testing which consist of:
 - a. ATH 335 Comprehensive Exam to go on to the off-site clinical rotation
 - b. ATH 370 Comprehensive Exam to go on to the football clinical rotation
 - c. ATH 340 Self-Assessment Exam as a pre-requisite for ATH 490
 - d. Increased the current program GPA to 3.0 and the cumulative GPA to 2.75.
 - e. Increased the application GPA to a current and cumulative GPA minimum of 2.75.
 - f. Development of individual educational plans based on ATH 340 assessment.

We feel that the use of these additional instruments will positively impact our first time passing rate on the exam. The 2012-2013 graduates have participated in some of the items listed in #2 so we hope to

see an improvement. However, the incoming class for 2013-2014 will be the first group of students who will be required to complete all of the items listed in #2 above.

Use of the Data

The assessment tools are managed and monitored by Dr. Dawn Hankins and Katy Gayford. Results are reviewed on a semester by semester as well as yearly basis. The data is gathered and reviewed and changes are implemented based on the data.

While all of the assessment tools are important and relevant, the tool with the most impact is the BOC report on first time passing rate on the national certification exam. According to the latest revisions to the Standards for Accreditation our program must meet or exceed a three year aggregate of 70% first time pass rate on the BOC exam. If the program falls below that standard then the program must provide an analysis of deficiencies and develop an action plan for correction. Last year before the standards were revised the minimum percentage was 50%. Our program has currently been working on improving our first time passing rate. However, based on a 3 year aggregate score right now we are at 23% (3 of 13 graduates have passed the exam the first time). Our overall 3 year aggregate passing is rate is 76.9% (10/13 graduates). Our action plan currently consists of the following:

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 - a. ATH 335 Comprehensive Exam to go on to the off-site clinical rotation
 - b. ATH 370 Comprehensive Exam to go on to the football clinical rotation
 - c. ATH 340 Self-Assessment Exam as a pre-requisite for ATH 490
 - d. Increased the current program GPA to 3.0 and the cumulative GPA to 2.75.
 - e. Increased the application GPA to a current and cumulative GPA minimum of 2.75.
 - f. Development of individual educational plans based on ATH 340 assessment.

We feel that the use of these additional instruments will positively impact our first time passing rate on the exam. The 2012-2013 graduates have participated in some of the items listed in #2 so we hope to see an improvement. However, the incoming class for 2013-2014 will be the first group of students who will be required to complete all of the items listed in #2 above.

Contact(s)

Dawn Hankins, Katy Gayford

Physical Education and Health Education

Description

Annual Report Physical Education and Health Education-2012-2013

The Health Professions Division faculty has collaborated to create a completely new core curriculum for all majors within the Health Professions Division. We have created several new courses, course descriptions and scope and sequence charts in order to bolster our students learning experiences as well as to foster greater compatibility with the current job market expectations. We believe the addition of these courses will also improve our student's performance on certification exams within each discipline. All Health Professions majors will take these new core courses including: Athletic Training, Health Education, Health and Wellness, Physical Education, Sport & Athletic Management, as well as all of our new majors in Leadership in Sport & Exercise Science. The Leadership in Sport and Exercise Science major will specifically set a foundation for our students to achieve certifications in:

American Red Cross First Aid /CPR Instructor, Strength and Conditioning through CSCS and ACSM Personal Trainer as well as ACSM Health

Here are the new major course requirements:

LEADERSHIP IN SPORT AND EXERCISE SCIENCE 65 hrs.

RECREATIONAL ACTIVITIES (2.5 TOTAL HOURS) Students may choose from the following activities: Yoga, Yoga II, Golf, Bowling, Badminton, Tennis, Principles of Strength Training, Principles of Endurance, Advanced Strength Training and Cross Training.

PED 108	MOVEMENT, BALANCE and FLEXIBILITY	(.5)
PED 157	FOUNDATIONS OF PHYSICAL EDUCATION	(3)
HPE 158	HEALTH AND WELLNESS	(3)
HPE 159	INTRODUCTION TO HEALTH PROFESSIONS	(2)
HPE 200	FOUNDATIONS OF HUMAN MOVEMENTS	(3)
ATH 200	MEDICAL TERMINOLOGY	(3)
PED 202	PSYCHOLOGY OF COACHING	
or		
PED 465	SPORT AND HEALTH PSYCHOLOGY	(3)
PED 206	FIRST AID	(2)
PED 210	FUNDAMENTALS OF DANCE	(2)
HPE 250	TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS	(3)
BIO 307	HUMAN ANATOMY AND PHYSIOLOGY	(5)

SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 354	INDIVIDUAL/LIFETIME ACTIVITIES IN PHYSICAL EDUCATION	(3)
PED 357	ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS	(3)
PED 365	MOTOR DEVELOPMENT	(3)
PED 403	KINESIOLOGY (W)	(3)
HPE 410	EVALUATION IN HEALTH EDUCATION & WELLNESS	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(4)
PED 460	FIRST AID/CPR/AED INSTRUCTOR	(3)
PED 470	INTERNSHIP IN SPORT & EXERCISE SCIENCE	(3-8)
PED 491	SEMINAR FOR LEADERSHIP IN SPORT & EXERCISE SCIENCE	(2)

(Taken concurrently with Internship)

Contact(s)

Deanne Riess

Health and Wellness

Description

The Health & Wellness degree program prepares students to become knowledgeable and skillful professionals, who are able to cultivate an understanding of critical health and wellness concepts that support healthy lifestyles and behavioral change. The intent of the program is to 1) provide quality educational experiences both in the classroom and in the field; 2) to offer educational programs which are designed to facilitate and support student development so that students will become proficient in their knowledge and understanding of health promotion and wellness content and theory, and competent in their ability to plan, implement, lead, and evaluate strategies designed to promote health and wellness with diverse populations; and 3) to prepare graduates for careers in schools, health care facilities, worksites, colleges and universities, and other health and wellness-related venues or for continued educational pursuits at the graduate level upon successful completion of the educational programs. An optional national certification exam is available to graduates who wish to become a Certified Health Education Specialist (CHES). The exam is based on seven areas of responsibility and the related competencies and subcompetencies that were verified through the 2010 Health Educator Job Analysis Project.

All courses in the Health & Wellness degree program address one or more areas of responsibility; however, individual areas of responsibility are addressed specifically in courses identified in the chart below.

AREA OF RESPONSIBILITY	Course(s) in which area is specifically addressed	Course(s) in which area is addressed in some way
Assess Needs, Assets and Capacity	HPE 410	HPE 379; HPE 420; HPE 300; HPE 325
Plan	HPE 420	HPE 158, HPE 210, HPE 300; HPE 325; HPE 379, HPE 450
Implement	HPE 420	HPE 158, HPE 379, HPE 450
Conduct Evaluation and Research	HPE 410	HPE 420, HPE 301
Administer and Manage	HPE 490	HPE 379, 410, 420
Serve as a Resource Person	HPE 470	All Courses
Communicate and Advocate for Health	HPE 450	HPE 214, HPE 379

The Health & Wellness degree program assesses its outcomes through a variety of means both in the classroom and in the field. The classroom assessments include course assignments and exams and individual and team projects specifically designed to assess student development in the seven areas of responsibility and the related competencies and subcompetencies. Some course assessments are content specific while others are designed to reflect the knowledge and skills gained over the course of the semester. Courses in which knowledge and skills are acquired in a developmental fashion, as reflected in the course design, and which culminate in an assessment that is a semester-long project are:

COURSE	ASSESSMENT PROJECT/ASSIGNMENT
HPE 158 – Health & Wellness	completion of TestWell and other assessments to develop lifestyle modification plan
HPE 210 – Technology in Health & Wellness	Project includes the creation of a virtual tool that incorporates aspects of technology that have been learned over the course of the semester
HPE 300 - Human Nutrition	personal nutritional analysis
HPE 410 – Evaluation in Health Education and Wellness	Project includes creating a needs assessment instrument, conducting a survey, and analyzing the data
HPE 420 – Planning and Implementation in Health Promotion and Wellness	Project includes a step-by-step process of developing a program from planning stages (logic model) through implementation and evaluation
HPE 470 – Internship in Health & Wellness	Practical capstone experience - 360-hour internship that includes completion of an independent project
HPE 490 – Seminar in Health & Wellness	Capstone experience - student plans, directs, and implements a program/project/event and manages other classmates as if they were employees of the student
Others in elective courses (301, 325, 379) – HPE 301 – Advanced Human Nutrition	Final paper that includes knowledge and research accessed over the course of the semester.
HPE 325 – Sports Nutrition & Supplements	Project that includes a nutritional analysis of a student athlete’s diet

Health and wellness are fields of constant change and include numerous and diverse content areas. Although many of the topics and content areas are addressed in various courses throughout their program of study, students are specifically assessed on their knowledge base of targeted content areas in the courses identified in the chart below.

CONTENT AREA	COURSE
Drugs and their effects	HPE 212 – Drug Education <i>or</i> ATH 353 – Pharmacology for Athletic Trainers
Stress and stress management	PSY 211 – Stress Management
Nutrition	HPE 300 – Human Nutrition; HPE 301 – Advanced Human Nutrition; HPE 325 – Sports Nutrition & Supplements
Diseases	HPE 281 – Human Diseases
Anatomy and Physiology	BIO 307 – Anatomy & Physiology; PED 349 – Physiology of Exercise; HPE 375 – The Brain & Learning; PED 455 – Concepts of Resistance Training
Sexuality	PSY 370 – Psychology of Human Sexuality
Administrative skills	MGT 204 – Principles of Management; SPM 320 – Principles of Sports Management; HPE 379 – Employee Health & Worksite Wellness; HPE 410 – Evaluation in Health Education & Wellness; HPE 420 –

	Planning & Implementation in Health Promotion & Wellness
Behavior change	HPE 430 – Health & Wellness Coaching

Outcomes are also assessed through field experiences that occur during major courses in the form of service learning experiences, seminar projects, and internship experiences. Additionally, outcomes are assessed through interactions with students during formal advisement and informal interaction with students and professional colleagues as well as through observation of social trends and employment needs.

Results

Through student interview and review of changing social trends, various changes were made to academic plans for health and wellness majors. The Affordable Health Care Act and the changing economic climate have impacted the areas of health and wellness in both positive and negative ways. The various program and course modifications have been made to address those issues.

Use of the Data

Based on trends in health and wellness and the increased emphasis in this area prompted by the Affordable Health Care Act, HPE 380 – Employee Health & Worksite Wellness was offered as a special topics course in the Fall 2012 semester. It will become a regularly offered course in the future.

This year, a number of changes have occurred as a result of outcomes during student advisement sessions and research and conversations with potential employers regarding expectations of prospective hires. Tracks based on student interest and anticipated work settings were established to help students in choosing coursework that would best prepare them for future professional endeavors.

HEALTH & WELLNESS TRACKS – choose 15 hours from the courses listed below in the track chosen:

FITNESS:

HPE 212	DRUG EDUCATION	(3)
<i>or</i>		
ATH 353	PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
HPE 281	HUMAN DISEASES	(3)
HPE 301	ADVANCED HUMAN NUTRITION	(3)
HPE 325	SUPPLEMENTS AND SPORTS NUTRITION	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
HPE 375	THE BRAIN AND LEARNING	(3)
HPE 379	EMPLOYEE HEALTH AND WORKSITE WELLNESS	(3)
HPE 430	HEALTH AND WELLNESS COACHING	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(4)

WORKSITE:

MGT 204	PRINCIPLES OF MANAGEMENT	(3)
HPE 212	DRUG EDUCATION	(3)

<i>or</i>		
ATH 353	PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
HPE 281	HUMAN DISEASES	(3)
HPE 301	ADVANCED HUMAN NUTRITION	(3)
SPM 320	PRINCIPLES OF SPORTS MANAGEMENT	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
HPE 375	THE BRAIN AND LEARNING	(3)
HPE 379	EMPLOYEE HEALTH AND WORKSITE WELLNESS	(3)
HPE 430	HEALTH AND WELLNESS COACHING	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(4)

GOV'T/COMMUNITY:

HPE 212	DRUG EDUCATION	(3)
<i>or</i>		
ATH 353	PHARMACOLOGY OF ATHLETIC TRAINERS	(3)
HPE 281	HUMAN DISEASES	(3)
HPE 301	ADVANCED HUMAN NUTRITION	(3)
HPE 370	HEALTH CARE IN THE U.S.	(3)
PSY 370	PSYCHOLOGY OF HUMAN SEXUALITY	(3)
HPE 375	THE BRAIN AND LEARNING	(3)
HPE 379	EMPLOYEE HEALTH AND WORKSITE WELLNESS	(3)
HPE 400	THE SCHOOL HEALTH PROGRAM	(3)
HPE 430	HEALTH AND WELLNESS COACHING	(3)

CLINICAL TRACK:

HPE 212	DRUG EDUCATION	(3)
<i>or</i>		
ATH 353	PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
HPE 281	HUMAN DISEASES	(3)
HPE 301	ADVANCED HUMAN NUTRITION	(3)
HPE 325	SUPPLEMENTS AND SPORTS NUTRITION	(3)
HPE 370	HEALTH CARE IN THE U.S.	(3)
HPE 375	THE BRAIN AND LEARNING	(3)
HPE 379	EMPLOYEE HEALTH AND WORKSITE WELLNESS	(3)
HPE 430	HEALTH AND WELLNESS COACHING	(3)

6 hours of electives to meet pre-requisites for graduate school

In addition, new courses were deemed “required” for completion of the degree (HPE 390 and HPE 490) and the Health Professions Division identified a set of core courses that will be required for all students majoring in one of the Health Professions degree programs (new courses to be required as part of the Health Professions core for Health & Wellness majors are HPE 159, 200, 250 and ATH 200).

The Health & Wellness degree is a relatively new degree program. In the future, there are plans to begin formally surveying graduates of the program and employers. Formal comparison of the seven areas of responsibility will begin with the start of the 2013-2014 school year (data gathered in HPE 214 and HPE 490).

Contact(s)

Karan Onstott

Professional Counseling

Description

McKendree University's Professional Counseling Program uses the Counselor Preparation Comprehensive Examination (CPCE) as an exit requirement. The CPCE is a national examination used by over 300 counseling program across the country. It assesses students' knowledge of core content areas that are designated by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and Illinois licensure standards.

Assessment One: Admission to the Program

The faculty of the Professional Counseling Program recommends students who present evidence of their potential for scholarly and clinical work. Such evidence includes:

- A Bachelor's degree from an accredited college or university.
- The successful completion of the equivalent of six undergraduate credit hours in a behavioral science. Of these six credit hours, three hours must be in introduction to psychology. Students lacking these credit hours may be conditionally admitted to the program on the provision that deficiencies are corrected within one year. Once deficiencies are corrected, students should submit a transcript as proof of meeting this requirement to the Program Director.
- A 3.0 GPA on a four-point scale in undergraduate studies. Strong applicants with a GPA of 2.75-2.9 may be conditionally admitted. Conditional status will be removed provided that students maintain a minimum 3.0 GPA for the first 12 hours of graduate coursework with no grade lower than a B-. Undergraduates will be admitted on the basis of current transcripts – final admission status will be determined after receipt of a final transcript showing the student has graduated.
- Three letters of recommendation from master's or doctoral level professionals who can attest to the applicant's ability to pursue graduate work in a clinical program.
- A 4 page statement describing interests in counseling as a career, personal strengths and weaknesses, perceived ability to successfully pursue/complete graduate work, and future career goals.

All applicants will not be admitted to the Program. Only those who are considered academically qualified for the Program are invited for a formal onsite interview. The purpose of this interview is to assess the individual's interpersonal skills and boundaries, as well as their suitability to pursue graduate level training in counseling. Those judged to possess the relevant ability will be offered admission to the Program.

Assessment Two: Pre- Practicum Experience

Evaluation of students continues as they begin PSY 603. This pre-practicum experience provides students with opportunities to role play and practice the skills learned in the course. Students' clinical skills are regularly evaluated by the course instructor, both through in-class assessment of students' work, as well as evaluation of students' videotapes of their clinical work. Students are required to

complete two self-analyses of videotaped sessions, which specifically address personal strengths and areas of improvement. Students are consistently provided with feedback throughout the course, including skill areas that are strengths and limitations. Students deemed to lack the requisite clinical skills and aptitude do not pass the class (i.e., receive a grade of C+ or lower), are required to repeat PSY 603, and are denied the opportunity to begin PSY 635 until they have successfully completed the course with a grade of B- or higher. Successful completion of Assessment 2 includes:

1. a minimum GPA of 3.0 on a 4 point scale in all coursework |
2. a grade no lower than a B- in PSY 603

Assessment Three: Counseling Practicum

PSY 635 is an experiential course where students learn to apply theory with entry level counseling skills. Students observe and facilitate a career psychoeducational group, as well as offer supportive individual counseling sessions that involve interpretation of assessment instruments. All sessions are tape recorded for weekly supervision.

Students are expected to accrue a minimum of 100 clock hours for this experience. In order to be eligible for this class, students must have completed PSY 603 with a B- or better and have a 3.0 GPA. To successfully complete Assessment 3, students must:

1. obtain a minimum of a 4.0 on the final skills evaluation
2. obtain a minimum GPA of 3.0 on a 4 point scale in all coursework
3. earn a grade no lower than a B- in PSY 635

Students who do not meet these criteria will be denied permission to advance to the internship seminars (PSY 637 and 638) and must retake this course. This course will be offered for the first time starting the fall 2008 semester.

Assessment Four: Internship Experience

Students must register for six credit hours of internship training and seminar, completing a minimum of 600 hours at their internship sites (approximately 20 hours per week for two semesters). Internship training sites include a range of area agencies, such as university/college counseling centers, community mental health centers and hospitals. In addition to receiving clinical supervision at the training sites, students enroll concurrently in an internship seminar at McKendree where they receive consultation, guidance, and feedback regarding their clinical skills from a faculty member who is a licensed practitioner.

Throughout the internship seminar, students bring in tapes of client sessions (with the agency's permission and client's written consent) and provide formal and informal case presentations in which they discuss case formulation, treatment planning, and other clinical issues related to the therapeutic relationships with clients. Evaluation of students' clinical and professional development focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. Students regularly receive

feedback regarding their clinical strengths and weaknesses from their seminar leader, and are encouraged to make changes where needed. A system of evaluation requiring written feedback from internship supervisors provides needed information concerning students' clinical and professional development, including any areas of concern. Students also are required to demonstrate the counseling skills commensurate with a master's level professional counselor (e.g., the skills identified by Ivey and Ivey (1999)). An average score of 3.5 or better on all competency areas indicates that the student is meeting minimal requirements for that area. Students must receive satisfactory evaluations from both their internship seminar leader and site supervisor each semester in order to pass PSY 637 and PSY 638.

Assessment Five: Exit Requirement

McKendree University's Professional Counseling Program uses the Counselor Preparation Comprehensive Examination (CPCE) as an exit requirement. The CPCE is a national examination used by over 300 counseling program across the country. It assesses students' knowledge of core content areas that are designated by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and Illinois licensure standards.

Beginning Spring 2012, McKendree University's Professional Counseling Program uses the Counselor Preparation Comprehensive Examination (CPCE) as an exit requirement. The CPCE is a national examination used by over 300 counseling program across the country. It assesses students' knowledge of core content areas that are designated by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students must achieve a 70% or higher to pass the CPCE. Three (3) attempts are permitted to pass all eight sections of the CPCE. Those who fail the CPCE must complete remediate and retake the entire examination during the next scheduled administration of the exam.

Program Questionnaire

In addition to the above assessments, the Professional Counseling Program has attempted to solicit student feedback via online questionnaire. Students were surveyed about their opinions on: needs for the program, additional tracks that are of interest, and satisfaction with course delivery.

Results

Beginning Spring 2012, McKendree University's Professional Counseling Program uses the Counselor Preparation Comprehensive Examination (CPCE) as an exit requirement. The CPCE is a national examination used by over 300 counseling program across the country. It assesses students' knowledge of core content areas that are designated by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP). After reviewing data from two administrations, the faculty changed the passing score. Students now must achieve at or above one standard deviation below the mean.

Use of Data

We anticipate collecting CPCE data every fall and spring semester. The data will be used to monitor and, when necessary, modify curriculum of the core areas where students consistently score low. Data will be used to verify that students demonstrate competency in the eight core areas as compared to national statistics.

Contact(s)

Jim Cook, Laura Harrawood

Division of Nursing

Description

The McKendree University RN to BSN completion program inaugural class began in 1978. The RN to BSN program continues to be offered exclusively as a degree completion program for registered nurses who are graduates of associate degree or diploma schools of nursing. The first Kentucky class of nursing majors began course work in the fall semester of 1993. In fall 2012, McKendree University offered the RN to BSN completion program in a completely online format to augment its already successful face-to-face program.

In the fall semester of 2005, approval was received from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools to offer a Master's of Science degree in Nursing Education and Nursing Management/Administration. Masters courses are offered in an online and face-to-face format. In fall 2013, McKendree University will offer a dual MSN/MBA option and a Palliative Care track.

The nursing program was first accredited by the National League for Nursing in 1981. In 2007, McKendree University successfully gained accreditation from the Commission on Collegiate Nursing Education (CCNE) for five years. An accreditation site visit was conducted on February 27-29, 2012 to seek re-accreditation. In October 2012, McKendree University received the full ten year accreditation through 2022 from CCNE.

The McKendree University Division of Nursing collects data from several sources to measure aggregate student outcomes. Annual surveys are sent to all graduates, and alumni at one and three year post-graduation. The graduate/alumni form gathers data concerning employment, future educational plans, satisfaction with nursing and general education courses, research activities, and a self-evaluation of program outcomes.

Employers provide another important link in program evaluation. Satisfaction surveys are sent to graduates to forward to their supervisors for completion. Informal data are also collected from employers during annual advisory council meetings, networking sessions, and discussions during practicum placements.

Nursing Student Affairs meetings are conducted with current face-to-face and online students each semester. Students share valuable information regarding four specific areas – admissions, progression, retention, and graduation. Students are also encouraged to share any other information or concerns regarding their nursing program experience during these meetings.

Data regarding actual outcomes are gathered by the Nursing Assessment Committee and Nursing Student Affairs Committee. The Nursing Assessment Committee analyzes graduate, alumni, and employer survey results yearly; while, the Nursing Student Affairs Committee analyzes the information

garnered from the meetings conducted with current RN to BSN and MSN students. This information is reported to nursing faculty, university administration, advisory council members, and appropriate accrediting bodies.

Results

Benchmarks have been set and exceeded in the majority of areas regarding graduate and alumni satisfaction with the RN to BSN and MSN programs. The BSN and MSN graduate, alumni, and employer satisfaction benchmarks for satisfied with the Nursing Program have been established at 90%. The graduate and alumni survey items are based on the BSN and MSN Aggregate Student Learning Outcomes. The expectation of the Division of Nursing is that the assessment surveys will measure achievement of the program outcomes for graduates, alumni, and employers.

Job placement rates are strong as the majority of nursing students are employed prior to admission. For 2012, 69% of all RN to BSN graduates reported employment while 15.5% were currently attending graduate school. One hundred percent of MSN graduates reported employment in the nursing field. Data gathered regarding change of positions provide interesting insight. Many MSN students acquired new positions when employers were informed the nurse was attending the graduate program.

In reporting data results, the Division of Nursing faculty members noted many areas of success. Analysis of the most recent graduate survey results indicated an overwhelming majority of nursing students at both the undergraduate and graduate level responded that they would recommend McKendree University to a friend. One new BSN graduate stated, "I have recommended the program to everyone who considers obtaining a Bachelor's degree. This program is perfect." This speaks volumes as word of mouth is one of our greatest avenues for recruitment to our RN to BSN and MSN programs. One and three year alumni results mirror these findings. Surveys were devised to measure students' evaluation of McKendree University RN to BSN and MSN program success. Data from of each of the group surveys (Initial, 1 year, 3 year, Employer) are compiled, including open ended responses.

Alumni satisfaction is very important to nursing programs, as alumni act as recruiters to the program. In addition, it is valuable to assess if BSN alumni have gained a foundation for further study, and whether MSN alumni have gained a foundation within their advanced practice. A BSN graduate stated that she had gained "a strong base to continue into a master's program". Benchmarks previously identified as indicators for RN to BSN, and MSN graduates and alumni were exceeded on satisfaction surveys. In addition, graduates highly rank attainment of outcomes. Benchmarks previously identified as indicators for RN to BSN, and MSN graduates and alumni were exceeded on satisfaction surveys.

The employer survey contains a section to determine if McKendree University Nursing Alumni meet expectations for a BSN and MSN prepared nurse. For the 2012 Employer Survey, 100% of respondents believed McKendree BSN graduates were well prepared to function in their current role. One hundred percent of the employer respondents to the 2012 graduate survey indicated that the MSN graduates were well prepared to function in their current role.

2012 BSN Alumni Responses to Program Satisfaction and Foundation for Advanced Studies					
2012 Alumni BSN Results	Program Satisfaction	Would Recommend McKendree RN to BSN program to a Friend	Very Sound Foundation for Advanced Studies	Employment Status	Further Education Plans
Initial	100%	100%	88%	69%	81%
1 year	100%	100%	83%	94%	69% 50% currently enrolled in graduate program
3 year	100%	100%	78%	89%	53% 37% currently enrolled in graduate program

2012 MSN Alumni Responses to Program Satisfaction and Foundation for Advanced Practice			
2012 Alumni MSN Results	Program Satisfaction	Very Sound Foundation for Advanced Practice	Employment Status
Initial	100%	55%	100%
1 year	100%	80%	100%
3 year	91%	70%	100%

2012 BSN Employer Response Results		
	Education Prepared Employee Well for Current Role	Meets Expectations of BSN
2011 BSN Employer Results	100%	100%

2012 MSN Employer Response Results		
	Education Prepared Employee Well for Current Role	Meets Expectations of MSN
2011 MSN Employer Results	100%	100%

Open responses provide a great deal of valuable information regarding the RN to BSN and MSN programs. One BSN new graduate stated, “McKendree was focused on trying to meet everyone’s needs.” Another graduate BSN graduate stated, “I feel that my critical thinking skills have developed much more after completion of my BSN. Also it has given me the confidence to further my education in advanced nursing practice.”

The MSN students also had positive comments regarding the McKendree University graduate program. Students had favorable comments regarding nursing faculty including, “Faculty that truly care about students” and another stated, “The overall focus was helping the students to succeed.” One of the most impactful statement from a new MSN graduate was, “Completing my MSN was the best move both personally and professionally. I now have choices . . . “.

Use of Data

The four member Division of Nursing Assessment Committee is charged with the responsibility of oversight for the total program evaluation process. The Assessment Committee reports the results of the Employer Surveys, the BSN and MSN graduate surveys, and alumni surveys to the Division of Nursing as a whole. The Assessment Committee addresses individual comments, as well as survey responses. Annual curriculum meetings are an opportunity to focus on on-going improvement strategies based on these survey results. Courses are modified, deleted, or added based on the surveys.

The McKendree University Division of Nursing uses aggregate outcome data to identify areas needing improvement, as well as areas that are strengths of the program. Based on previous graduation data, the Division of Nursing has implemented several revisions. Advisement procedures have been modified. Upon matriculation, each student is assigned a specific nursing faculty academic advisor. Prior to online registration each semester, students must be advised by their nursing faculty academic advisor and cleared for registration. Online degree audits are now available to the students and nursing faculty. Individual nursing courses are revised and added as needed based on student and faculty feedback.

Graduation rates are assessed annually and reported by University administration. Nursing division faculty members review the rates and trends at the annual curriculum meeting. Dr. Janice Wiegmann, Nursing Professor, was awarded a sabbatical in spring 2013 to research mechanisms to enhance

retention of online students. These findings will be disseminated to nursing faculty upon her return in fall 2013. Concerns are identified and strategies are proposed annually to increase student success.

Contact(s)

Richelle Rennegarbe

Course Evaluations

McKendree University Course Evaluations - Fall, 2012

Description

Each semester faculty members are asked to upload their syllabi and complete a faculty self-evaluation for each course. In addition, students are asked to complete a course evaluation for each course in which they are enrolled. The Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee sends out a reminder email to faculty members about this process and the Associate Dean sends out emails to faculty and students.

Results

Table 1 summarizes the use of the assessment.mckendree.edu system. (Please note that the total number of courses includes ALL courses including labs, ensembles, lessons, directed studies, internships, etc.).

Table 1
Overview of Fall, 2012 Responses

Statistic Description	Number
Total Number of Courses Taught:	1175
Number of Syllabus Uploaded:	508
Number of Faculty Self-Evaluations:	249
Total Number of Course Evaluations:	5371
Number Students Submitting Evaluations:	1897

Table 2 summarizes the overall results for undergraduate courses.

Table 2
Undergraduate Course Evaluation Means and Standard Deviations

Section II—General Items (Average \pm Standard Deviation)

This course ...

5. was a positive experience.	4.42 \pm 0.92
6. helped me gain an appreciation for the material covered.	4.34 \pm 0.99
7. improved my critical thinking.	4.27 \pm 1.02
8. was intellectually engaging.	4.30 \pm 1.03
9. enhanced my research and information literacy skills.	4.11 \pm 1.12
10. promoted development of my writing skills.	4.02 \pm 1.20
11. was well organized.	4.36 \pm 0.98
12. was challenging.	4.33 \pm 1.00
13. had a clear and comprehensive syllabus.	4.47 \pm 0.91
14. was of high quality overall.	4.39 \pm 0.95

This instructor ...

15. was knowledgeable about the subject.	4.76 \pm 0.61
16. used a variety of teaching methods and activities.	4.28 \pm 1.07
17. was well prepared for class.	4.59 \pm 0.78
18. was respectful to students.	4.67 \pm 0.71
19. provided useful feedback.	4.53 \pm 0.88
20. used fair grading procedures.	4.59 \pm 0.81
21. presented course material effectively.	4.45 \pm 0.95
22. provided an atmosphere where students could ask questions and express ideas.	4.63 \pm 0.78
23. was accessible (in person, by phone, or by e-mail) to students outside of class.	4.60 \pm 0.78
24. responded effectively to comments and questions.	4.59 \pm 0.82
25. used technology effectively where appropriate.	4.56 \pm 0.82
26. was effective overall.	4.52 \pm 0.89

Table 3 summarizes the overall results for graduate courses.

Table 3
Graduate Course Evaluation Means and Standard Deviations

Section II - General Items (Average \pm Standard Deviation)

This course ...

5. was a positive experience.	4.67 \pm 0.65
6. helped me gain an appreciation for the material covered.	4.67 \pm 0.72
7. improved my critical thinking.	4.63 \pm 0.76
8. was intellectually engaging.	4.64 \pm 0.77
9. enhanced my research and information literacy skills.	4.58 \pm 0.78
10. promoted development of my writing skills.	4.56 \pm 0.81
11. was well organized.	4.59 \pm 0.83
12. was challenging.	4.64 \pm 0.75
13. had a clear and comprehensive syllabus.	4.64 \pm 0.78
14. was of high quality overall.	4.65 \pm 0.74

This instructor ...

15. was knowledgeable about the subject.	4.80 \pm 0.51
16. used a variety of teaching methods and activities.	4.62 \pm 0.78
17. was well prepared for class.	4.75 \pm 0.62
18. was respectful to students.	4.83 \pm 0.49
19. provided useful feedback.	4.73 \pm 0.69
20. used fair grading procedures.	4.75 \pm 0.59
21. presented course material effectively.	4.66 \pm 0.76
22. provided an atmosphere where students could ask questions and express ideas.	4.81 \pm 0.53
23. was accessible (in person, by phone, or by e-mail) to students outside of class.	4.82 \pm 0.53
24. responded effectively to comments and questions.	4.75 \pm 0.64
25. used technology effectively where appropriate.	4.77 \pm 0.58
26. was effective overall.	4.74 \pm 0.66

Use of Data

The course evaluation results are discussed in the SLATE committee at the annual Teaching for Excellence (T4E) Closing the Loop workshop. These evaluations are also used by the Contract, Renewal, Promotion, and Tenure (CRPT) committee. In addition, division and school chairs have access to all parttime faculty course evaluations. In the fall of 2012 the overall averages were very high indicating a high satisfaction of the students who completed the course evaluations. The results were very similar to the 2011 overall averages. An ongoing issue is how to get greater faculty and student participation in the system.

Contact(s)

Fall Student Survey

Description

The Office of Residence Life conducted a student survey during the Fall of 2012. The survey was administered through the website www.surveymonkey.com from November 1, 2012 through November 30, 2012. This survey focused on 11 areas: RA performance, RD performance, community living, community development model, living learning, commuter students, student learning, Public Safety, Physical Plant, Dining Services, and IT using a Likert scale. This year marks the sixth year for the fall survey.

Our sample size for this survey was 1275 (undergraduate students only). Our response rate was 38.70% (493/1275).

Results

McKendree University students continue to display engagement in academics, athletics, and extracurricular activities. Students exhibit strong decision making and feel supported by faculty and staff. Below is a sampling of questions:

58. In the last three months...						Create Chart	Download
	Never	1-3 times	4-6 time	7-10 times	More than 10 times	Rating	Count
How often often have you consumed alcohol	42.7% (187)	26.7% (117)	12.6% (55)	7.1% (31)	11.0% (48)		438
How often have you engaged in binge drinking (Men: more than 5 drinks in a row, Women: more than 4 drinks in a row)	71.3% (311)	14.4% (63)	5.5% (24)	4.1% (18)	4.6% (20)		436
How often have you used marijuana	95.9% (418)	2.5% (11)	0.2% (1)	0.5% (2)	0.9% (4)		436
How often have you used other illegal drugs	99.1% (432)	0.5% (2)	0.2% (1)	0.0% (0)	0.2% (1)		436
						answered question	438
						skipped question	55

59. In the past month, how often have you...						Create Chart	Download
	Never	1-3 times	4-6 times	7 or more times	Rating	Count	
Participated in Community Service	30.3% (132)	48.3% (210)	12.6% (55)	8.7% (38)		435	
Studied in a Group	26.3% (115)	48.7% (213)	13.3% (58)	11.7% (51)		437	
Met with a faculty member outside of class	15.4% (67)	58.1% (252)	17.3% (75)	9.2% (40)		434	
						answered question	438
						skipped question	55

Use of Data

Entire survey shared with Dr. Joni Bastian. Public Safety results shared with Ranodore Foggs, Dan Sewell, and Larry Hundsdorfer. Physical Plant results shared with Steve Barz. IT results shared with George Kriss. Dining Services results shared with Shazad Baig. Residence Life staff were evaluated based on results. Final summary sent to President's Group. A sub group of Residence Life will conduct advanced analysis of group and historical data. A draft was submitted in December 2012 with a final report to Dr. Joni Bastian at the end of May 2013.

Contact(s)

Roger "Mitch" Nasser Jr.

First Year Student Survey (CIRP)

Description

The Cooperative Institutional Research Program (CIRP) is an instrument designed to collect extensive information on incoming students before they experience college. The survey focuses on admission decisions, interactions with faculty and peers, demographic characteristics, academic preparedness, behaviors established in high school, personal values and goals, concerns about financing college and their expectations of college. CIRP is administered annually at hundreds of institutions. Comparisons between the participating institutions are provided to each participant as well as an institutional profile. (CIRP website, 2012)

The survey is administered at McKendree University every fall during the new student orientation

Results

McKendree University did extraordinarily well. Sixty-seven percent of McKendree University First-year students indicated that McKendree was their first college preference. McKendree University's excellent reputation for high quality academics and great placement rates for graduate school and employment placed McKendree above the curve with similar institutions. McKendree University's First-year class has a lower rate of students who intend to transfer before they complete their degree compared to other institutions. Below is a sampling of questions:

Below is a sampling of questions:



This college is your:	McKendree University	Comparison with other religious 4 year colleges-low selectivity	Comparison with other religious 4 year colleges
First choice	67.0%	58.8%	62.9%
Second choice	21.2%	24.3%	23.4%
Third choice	8.7%	9.3%	8.5%
Less than third choice	3.1%	7.7%	5.2%
Do you have any concern about your ability to finance your college education?			
None (I am confident that I will have sufficient funds)	38.5%	27.4%	32.1%
Some (but I probably will have enough funds)	51.9%	56.3%	54.7%
Major (not sure I will have enough funds to complete college)	9.5%	16.2	13.3%
How important was each reason in your decision to come here?			
This college has a very good academic reputation			
Very important	64.2%	59.1%	63.0%
This college's graduates gain admission to top graduate/professional schools			
Very important	37.1%	29.1%	30.9%
This college's graduates get good jobs			

Very important	67.6%	52.0%	53.8%
This athletics department recruited me			
Very important	41.1%	28.6%	23.7%
What is your best guess as to the chances that you will:			
Transfer to another college before graduating			
Very good chance	4.7%	10.0%	7.0%
Some chance	18.4%	23.5%	19.0%
Very little chance	36.8%	35.3%	39.3%
No chance	40.1%	31.2%	34.7%
What is your best guess as to the chances that you will:	McKendree University	Comparison with other religious 4 year colleges-low selectivity	Comparison with other religious 4 year colleges
Play intercollegiate athletics (eg., NCAA or NAIA-sponsored)			
Very good chance	48.0%	34.5%	29.9%
Some chance	10.8%	15.7%	12.1%
Very little chance	11.8%	16.4%	16.8%
No chance	29.4%	33.4%	41.2%

Use of Data

The results are used for evaluation of the first year class, comparison of first year class from year to year, and planning purposes for the Office of Student Success and Retention. The results are also used for many institutional reports, grant writing purposes, and longitudinal studies of the university admission process.

Contact(s)

Jennifer Miller

Graduate Success Survey

Description

The Graduate Success Survey is an annual data collection of McKendree University's graduation class conducted by Career Services. Bachelor and Master's level graduates are surveyed on graduation day and again five months later. Personal phone calls are then made to reach more graduates, and further contacts are made through LinkedIn and Facebook. Career Services also contacts faculty members for assistance in locating additional graduates.

Results

Bachelor's Degree

Surveys were distributed to 433 graduates, excluding the Kentucky graduates. Career Services then made personal telephone calls (2 attempts) to all graduates, emailed graduates, searched for graduates on Facebook and LinkedIn, and contacted faculty to reach additional graduates. The data is based upon 332 responses, with a response rate of 77 percent.

95% of the graduating class was working, in graduate school, or not seeking employment within 10 months of graduation.

90% of those employed were working in their major field.

30% of the graduating class immediately continued their education.

During the 2011-12 academic year (including the summer prior to the academic year), 78 interns registered for a total of 369 credit hours.

Master's Degree

Surveys were distributed to 309 graduates. Career Services then made personal telephone calls (2 attempts) to all graduates, emailed graduates, searched for graduates on Facebook and LinkedIn, and contacted faculty to reach additional graduates. The data is based upon 220 responses, with a response rate of 71 percent.

96% of the graduating class was working, continuing their education, or not seeking employment within 10 months of graduation.

97% of those employed were working in their major field.

McKendree University Graduate Success Report 2012 – Bachelor's

	I Number of Graduates	II Employed in Major Field	III Employed Outside Major Field	IV Continuing Education	V Not Seeking Employment or Delaying Search	VI Number Placed (II thru V)	VII Not Placed
HUMANITIES							
English English (Sec Ed)	10	3	1	2	0	6	4
Speech Communication Public Relations	3	2	0	1	0	3	0
Organizational Comm.	3	1	0	1	0	2	1
Religious Studies	1	0	0	1	0	1	0
Philosophy	1	0	0	1	0	1	0
HUMANITIES TOTALS	18	6	1	6	0	13	5
VISUAL AND PERF. ARTS							
Art Art Education							
Music Music Education	1 2	1 2	0 0	0 0	0 0	1 2	0 0
Music Business Theater	2	1	0	0	0	1	1
VISUAL AND PERF. ARTS TOTALS	5	4	0	0	0	4	1
SOCIAL SCIENCES							
Social Science Social Science (Sec Ed)	2	0	1	1	0	2	0
Sociology	24	12	3	6	2	23	1
Psychology	22	2	1	18	0	21	1
History History Education	2 4	0 3	0 1	1 0	0 0	1 4	1 0
Political Science International Relations	2 2	0 0	1 0	1 1	0 0	2 1	0 1
SOCIAL SCIENCES TOTALS	58	17	7	28	2	54	4

	I Number of Graduates	II Employed in Major Field	III Employed Outside Major Field	IV Continuing Education	V Not Seeking Employment or Delaying Search	VI Number Placed (II thru V)	VII Not Placed
BUSINESS							
Accounting	26	10	2	13	0	25	1
Business Administration	36	19	4	12	0	35	1
Management	25	16	1	5	0	22	3
Marketing	14	8	1	4	0	13	1
Economics/Finance	5	4	0	1	0	5	0
BUSINESS TOTALS	106	57	8	35	0	100	6
SCIENCE/MATH							
Biology	8	3	0	5	0	8	0
Chemistry	1	0	0	1	0	1	0
Occupational Therapy							
Mathematics	6	3	1	2	0	6	0
Science (Sec Ed)	3	3	0	0	0	3	0
SCIENCE & MATH TOTALS	18	9	1	8	0	18	0
COMPUTING							
Computer Inform. Systems	5	4	0	1	0	5	0
Computer Science	6	6	0	0	0	6	0
Computational Science							
Information Technology							
COMPUTING TOTALS	11	10	0	1	0	11	0
EDUCATION							
Elementary	30	28	1	2	1	30	0
Educational Studies	2	2	0	0	0	2	0
Business Education	2	1	0	1	0	2	0
EDUCATION TOTALS	34	29	1	3	1	34	0
NURSING TOTALS							
	51	42	0	9	0	51	0

HEALTH PROFESSIONS							
Physical Education Physical Ed (non-teaching)	14	10	2	2	0	14	0
Health Education	2	1	0	1	0	2	0
Health & Wellness	5	2	0	2	0	4	1
Athletic Training	10	2	2	6	0	10	0
HEALTH PROF. TOTALS	31	15	4	11	0	30	1
GRAND TOTALS	332	189	22	101	3	315	17

McKendree University Graduate Success Report 2012 – Master's

	I Number of Graduates	II Employed in Major Field	III Employed Outside Major Field	IV Continuing Education	V Not Seeking Employment or Delaying	VI Number Placed (II thru V)	VII Not Permanently Placed
EDUCATION							
Educ. Admin. & Leadership	72	71	0	1	0	72	0
Higher Education Admin.	10	10	0	0	0	10	0
Teacher Leadership	8	8	0	0	0	8	0
Educational Studies	13	12	0	0	0	12	1
Teacher Certification	35	28	1	1	0	30	5
Special Education							
Music Education							
EDUCATION TOTALS	138	129	1	2	0	132	6
MBA	57	52	5	0	0	57	0
PROFESSIONAL COUNSELING	11	8	1	0	0	9	2
NURSING	14	14	0	0	0	14	0
GRAND TOTALS	220	203	7	2	0	212	8

Use of Data

The results are given to certain members of the campus community, who are encouraged to share the information with others on campus, along with the Board of Trustees and prospective students. This data is valuable because we can measure the success of our graduates in their careers after they leave McKendree University, and address any areas of concern we find.

Contact(s)

Jennifer Pickerell

Military Student Survey

Description

The Military Student Survey is given every two years to students who receive military benefits. The purpose of the survey is to determine student satisfaction with the services offered by the university. The survey is administered by the Military Student Services Committee. The survey was given in the Spring of 2010 and again in the Spring of 2012. In 2012, 218 students completed the online survey.

Results

Students remain satisfied with the services offered as shown in the below tables:

Very satisfied = 4 Satisfied = 3 Neutral = 2 Not Satisfied = 1

Year		4. How satisfied are you with? [Admission Counseling]	4. How satisfied are you with? [Academic Advising]	4. How satisfied are you with? [Registration]	4. How satisfied are you with? [Financial Aid Office]	4. How satisfied are you with? [Business Office]	4. How satisfied are you with? [Personal Counseling]
2010	Mean	3.59	3.49	3.61	3.35	3.39	3.37
	N	147	145	151	108	120	93
	Std. Dev	.660	.774	.622	.970	.892	.870
2012	Mean	3.51	3.42	3.51	3.40	3.35	3.30
	N	208	207	204	156	166	127
	Std. Dev	.695	.820	.705	.724	.816	.848
Total	Mean	3.54	3.45	3.55	3.38	3.37	3.33
	N	355	352	355	264	286	220
	Std. Dev	.681	.801	.672	.832	.847	.856

Year		4. How satisfied are you with? [Disability Services]	4. How satisfied are you with? [Career Services]	4. How satisfied are you with? [Tutoring Services]	4. How satisfied are you with? [Writing Services]	4. How satisfied are you with? [Quality of Instruction]	4. How satisfied are you with? [Quality of Facilities]
2010	Mean	2.90	3.12	2.81	3.49	3.22	
	N	48	65	58	146	145	
	Std. Dev	.973	.944	1.051	.697	.893	
2012	Mean	2.93	3.11	2.94	3.06	3.47	3.12
	N	73	101	87	88	210	206
	Std. Dev	.977	.915	1.016	.927	.657	.876
Total	Mean	2.92	3.11	2.89	3.33	3.37	3.12
	N	121	166	145	234	355	206
	Std. Dev	.971	.924	1.028	.817	.771	.876

Use of Data

Results were provided to the Military Student Services Committee and to administration for continuous improvement.

Contact(s)

Mary Bornheimer

National Survey of Student Engagement

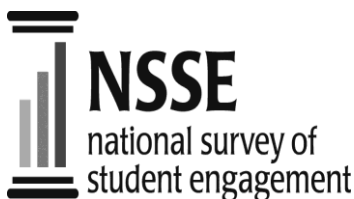
Description

The National Survey of Student Engagement (NSSE) is an annual data collection at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

The survey was given to first-year and senior students at all campuses in the Spring of 2011. The survey was conducted online over a three month period. The response rate was 31% which is higher than the overall NSSE response rate of 27%. The number of students responding was 563 first-year students and 794 senior students. Results were available in August of 2011.

Results

McKendree University did extraordinarily well. 95% of first year students reported a favorable image of our university; 89% of senior students would have chosen McKendree if they could start their college career over. McKendree University scored higher than our comparison schools in many categories. Below is a sampling of questions:



McKendree University compared with:

Class	McK-Private			Carnegie Class			NSSE 2011		
	Mean ^a	Mean ^a Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c

Satisfaction

1=Poor, 2=Fair, 3=Good, 4=Excellent

How would you evaluate your entire educational experience at this institution?	SR	3.50	3.34 ***	.21	3.20 ***	.39	3.23 ***	.35
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1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes

If you could start over again, would you go to the same institution you are now attending?	FY	3.40	3.34	.08	3.23 *	.21	3.26	.18
	SR	3.45	3.24 ***	.24	3.18 ***	.31	3.22 ***	.27

Use of Data

The results were presented to members of the President's Group who were encouraged to share the results and ask each department to focus on one or two questions for improvement over the next three years. A presentation of results was given to the faculty. The results are being used by the Student Learning and Teaching Effectiveness (SLATE) Committee and the Engagement Committee. Distinct questions will be selected by the Engagement Committee as indicators of student engagement, one of the student outcomes of the assessment initiative.

Contact(s)

Alan Boerngen, Mary Bornheimer, Tami Eggleston

Senior Exit Survey

Description

The Senior Survey is an annual, online survey given to senior class students as they prepare to graduate. The purpose of the survey is to measure student satisfaction with the programs and services offered. The survey dates back to at least 2005.

Results

Scale:

Very Satisfied=5

Satisfied=4

Neutral=3

Dissatisfied=2

Very dissatisfied=1

Comparative Results 2012 (Lebanon Undergraduate Only)

Overall Satisfaction

#	Question	2013	std dev
10	Social atmosphere on campus	3.91	0.97
11	Intellectual atmosphere on campus	4.09	0.93
12	Support services on campus	4.23	0.91
13	Campus facilities	3.72	1.14
14	Intercollegiate sports offerings	3.88	0.98

All College Faculty

#	Question	2012	std dev
15	Competence in their area	4.30	0.71
16	Respect for students	4.32	0.74
17	Accommodate diverse learning styles	4.31	0.80
18	Availability	4.43	0.69
19	Concern for students	4.42	0.72
20	Advisement	4.28	0.80
21	Feedback	4.30	0.78
22	Teaching ability	4.27	0.70

Faculty in Major or Division

Q#	Question	2012	std dev
23	Competence in their area	4.63	0.66
24	Respect for students	4.56	0.73
25	Accommodate diverse learning styles	4.51	0.76
26	Availability	4.61	0.59
27	Concern for students	4.56	0.69
28	Advisement	4.50	0.78
29	Feedback	4.55	0.71
30	Teaching ability	4.47	0.83

General Education Objectives

Q#	Question	2012	std dev
31	Learning to work with others	4.21	0.76
32	Writing more effectively	4.38	0.73
33	Learning to take responsibility for my own actions	4.37	0.64
34	Speaking more effectively	4.45	0.66
35	Preparing for leadership roles	4.41	0.76
36	Developing reasoning skills	4.34	0.73
37	Becoming sensitive to others' points of view	4.27	0.78
38	Developing ethical standards	4.20	0.81
39	Developing capacity for making value judgments	4.28	0.77
40	Becoming sensitive to cultural differences	4.28	0.89
41	Clarifying personal values	4.34	0.72
42	Recognizing logical inconsistencies	4.26	0.73
43	Preparation for graduate or professional studies	4.30	0.83
44	Becoming responsible citizens	4.27	0.76
45	Career preparation	4.19	0.96
46	Improving computer literacy	4.00	0.87
47	Develop critical reading skills	4.20	0.78
48	Develop an appreciation for the arts	4.10	0.96
49	Understanding the scientific method	3.95	0.96
50	Awareness of national and international issues	4.03	0.91
51	Improving mathematical skills	3.85	0.95
52	Developing an appreciation for physical fitness/wellness	4.03	0.87

Use of Data

Results were provided to the Student Learning, Assessment, and Teaching Effectiveness Committee and to administration for continuous improvement. Results were shown at the Teaching for Excellence Closing the Loop workshop.

Contact(s)

Alan Boerngen, Mary Bornheimer, Tami Eggleston