Assessment at McKendree University:

The Annual Report

2011- 2012

MᶜKENDREE
UNIVERSITY

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Mary Bornheimer ~ 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:
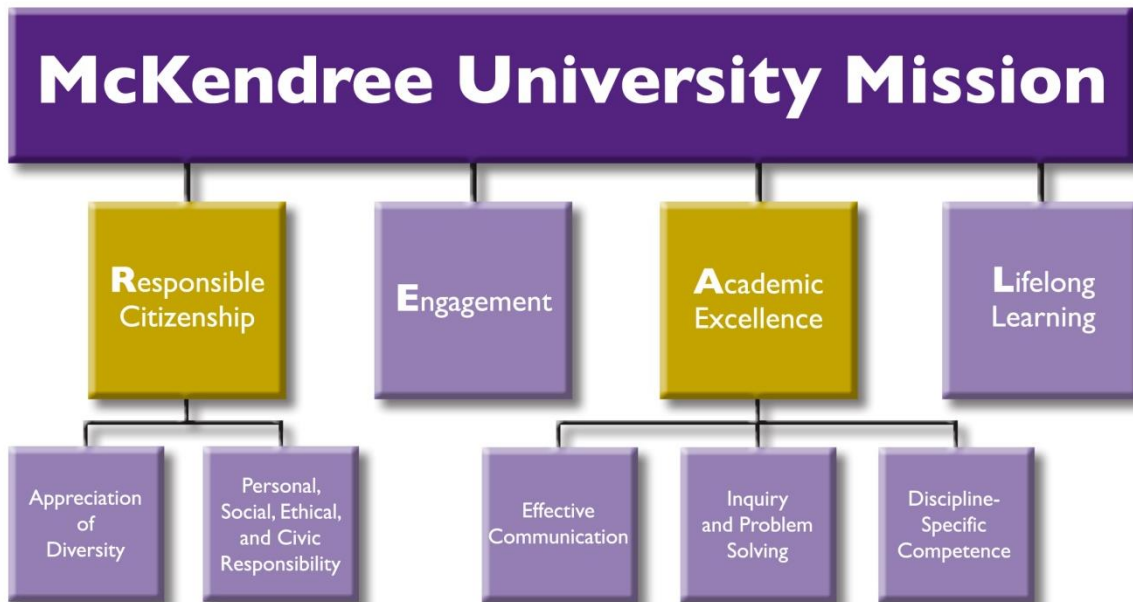
Undergraduate Student Learning Outcomes

Appreciation of Diversity
1. Students will understand and appreciate human and cultural differences.

Personal, Social, Ethical, and Civic Responsibility
2. Students will exhibit personal and social responsibility, demonstrate ethical judgment, and participate actively in a democratic society.

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, Social, Ethical, and Civic Responsibility	Engagement
2012-2013	Appreciation of Diversity	Personal, Social, Ethical, and Civic 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 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 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 2011-2012, we completed planning and development for the Responsibility outcome and implementation for the Engagement outcome.

Student Learning, Assessment, & Teaching Effectiveness Engagement Subcommittee

Description

As part of the McKendree University Assessment 2.0 model, each year one student learning outcome is in the development stage and one is in the implementation stage. The 2011-2012 academic year was the year of "Engagement." A subcommittee of the Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee was identified to identify the key assessment tools for engagement.

Results

The SLATE engagement subcommittee identified the following three performance indicators and measures of engagement.

Outcome: Engagement

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

1. Performance Indicator**:**
   McKendree University students will be engaged in the classroom and outside of the classroom as indicated on the Enriching Educational Experience (EEE) NSSE benchmark.

   Measure:
   In 2011, on the NSSE EEE benchmark items McKendree University's first year students were either at the mean or above the mean compared to other groups. For the first year students we will sustain our mean of 30. However, the seniors were below the mean compared to other groups. Our goal is to increase the current 34.4 to the mean of the NSSE group of 40 or higher.
   Our committee further recommends that the NSSE be administered at McKendree University every three years.

   - We administered the NSSE in the Spring of 2011 and propose the next administration in the Spring of 2014.

- Our recommendation that the NSSE be administered every three years has been sent to the Vice President for Research, Planning, and Technology.

2. <u>Performance Indicator:</u>
At least 80% of McKendree University undergraduate Lebanon campus students will report being engaged in a co-curricular activity.

<u>Measure:</u>
The Fall Survey (also called the Residence Life Survey)--has students complete a comprehensive list of all engagement opportunities.

In the fall of 2011, of the 516 students who completed the "Which activities do you participate in at McKendree?" 12% reported they were not involved in any activities on campus.
Fall 2011 engagement in co-curricular activity rate is 88%.

- Our recommendations have been forwarded to Student Affairs who conducts the Fall Survey. We also suggested the consideration of a more descriptive name rather than just the Fall Survey. On a related assessment topic, we also believe that there should be a question of if you are an athlete or not and questions that may be useful for the transition to NCAA DII purposes on the Fall Survey.

3. <u>Performance Indicator:</u>
Over half or 51% of McKendree University full-time faculty will report being engaged with students outside of the classroom in activities such as research, organizations, and other activities as reported by the full-time faculty.

<u>Measure:</u>
Our committee recommends a faculty (and perhaps some staff) end of the year survey of engagement asking about faculty and staff engagement activities with a particular emphasis on: What research or scholarly activities did you do with students (e.g., research projects, presentations, conferences, etc.) this year? What student activities were you involved with (e.g., clubs, organizations, etc.).

- We will send this recommendation to the Faculty Senate who is working on an annual report. The new online annual report will be in place for the 2012-2013 year and the SLATE committee will evaluate this item.

Use of Data

Year of Engagement Highlights

- Administered the NSSE and reported and used the data in many different contexts.
- The "Engagement" theme was used by the President, the Provost, and in Hett materials.

- In 2011-2012, to encourage more students to be engaged in sporting events, CAB and Team Bogey created the "Purple Pit." More students attended sporting events. This was especially important for less well attended sports such as volleyball, wrestling, and women's soccer.
- In 2011-2012, a collaboration between student affairs and academic affairs created a Leadership Studies Minor to encourage students to get engaged in leadership opportunities.
- Students affairs made concerted efforts on engaging transfer and non-traditional students more (e.g., newsletter, advisor, etc.).
- In 2011-2012, the development office made concerted efforts to engage parents more with a Parent's Association group.
- The Teaching For Excellence program added a Spring Teaching Book Study in the spring of 2011. The first book was entitled, "Student Engagement Techniques."
- The SLATE engagement subcommittee emphasized that faculty should consider adding information in their classes about engagement opportunities, research opportunities, and other senior culminating experiences.

Contact(s)

Tami Eggleston (chair of the SLATE engagement subcommittee)

Members of the Engagement SLATE Subcommittee

Eggleston, Tami J; Bastian, Joni J; Hoffman, Linda E; Alewine, J. Alan; Boerngen, Alan D; Robertson, Craig L; Will, Peter C; Smallheer, Kim A; Sutton, Emily R

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.

CSI Division Programs

General Education Requirements

Supplementary Requirements

Prepared Incoming Student

Major in Computing

CSI Courses

Individual Interests
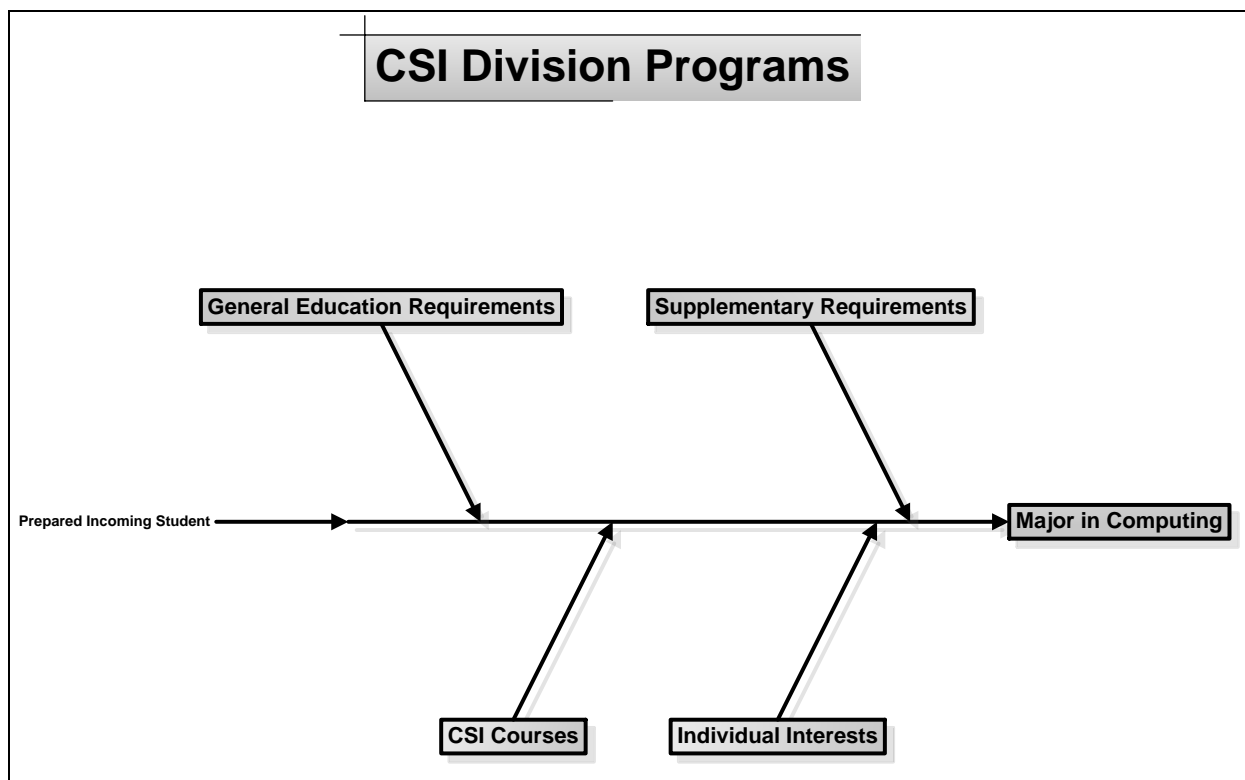
Figure 1: Course Categories for CSI Divisional Programs

Contact(s)

Kian Pokorny

Division of Humanities

English

Description

English Senior/Alumni Exit Survey

Use of Data

Used for program review and curriculum evaluation. We hope to make this a senior exit survey.

1. Which sequence did you choose?

English Writing / Literature Track

English Literature Track

English Secondary Education

Journalism Minor

Foreign Languages Minor

Other (please specify)

2. Why did you choose McKendree University? Rank those that apply by order of importance, with 1 being the most important.

	1	2	3	4	5
Reputation of McKendree University	*Why did you choose McKendree University? Rank those that apply by order of importance, with 1 being the most important. Reputation of McKendree	Reputation of McKendree University 2	Reputation of McKendree University 3	Reputation of McKendree University 4	Reputation of McKendree University 5

	1	2	3	4	5
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 is consistent across classes.

<u>GRADING STANDARDS FOR ESSAYS AND RESEARCH PAPERS</u>

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.

<u>The "A" Paper:</u>

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 no 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 Math

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

Math

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 Objectives

The Political Science Department has the following overall objectives:

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.

More specific objectives are in available at the end of this section.

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 A is the complete list of department objectives and which courses attempt to fulfill those objectives. Appendix B 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 50 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 (five) scored above the 99th percentile.

The results by percentiles are as follows:

Over 90th percentile	15 students
70-89th percentile	10 students
50-69th percentile	10 students
Below 50th percentile	15 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 (criteria are in Appendix C). Of the 52 students to finish a senior thesis, only 30 (58%) 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 14 of 20 students 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 1. Students will understand the major arguments from the "great books."	PSI 230 – exams, writing assignments
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 1. Students will know how to use theory to address practical problems.	Simulation assignments throughout the curriculum
2. Students will know how to evaluate theoretical assumptions in policy choices.	Writing assignments throughout the curriculum
B. Clarify own personal values 1. Students will develop their own political philosophy	Writing assignments throughout the curriculum
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. 1. Students will understand the requirements of academic honesty and integrity.	Assignments throughout the curriculum
Goal #3: Students will be able to demonstrate the skills necessary to effectively participate in academic, civic, and political environments.	
A. Quantitative methods 1. Students will know how to generate and evaluate quantitative data.	PSI 496 – lab assignments
2. Students will know how to assess the validity of survey questions.	PSI 496 – lab assignments
B. Writing and oral skills 1. Students will have effective writing skills	Assignments throughout the curriculum
2. Students will have effective oral skills	Assignments throughout the curriculum
C. Critical thinking and reading skills 1. Students will know how to identify assumptions, consequences, and implications of arguments.	Assignments throughout the curriculum
2. Students will be able to evaluate whether the logic and evidence presented sufficiently supports stated conclusions.	Assignments throughout the curriculum

D. Information technology skills 1. Students will know how to access the information necessary to construct an effective argument.	Research paper assignments throughout the curriculum.

E. Student engagement skills
 	
    1. Students can learn through social and
 	
    academic engagement.
	Simulation and group assignments throughout the curriculum.

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 for 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.

25 post-surveys were handed out for completion by the Fall 2011 Senior Survey Class and 23 pre-surveys were handed out for completion by a Fall 2011 Introductory Psychology class at McKendree University. Surveys measure: APA skills, ability to design a research experiment, cross-cultural perspective, understanding of mental health, personal view of educational experience, collaboration with colleagues, community service opportunities, opportunity for becoming productive member of society, and overall satisfaction.

Results

Group Statistics

	Survey	N	Mean	Std. Deviation	Std. Error Mean
Score	Pre-Survey	23	5.7826	2.92258	.60940
	Post-Survey	25	10.5600	3.35510	.67102

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
Score	Equal variances assumed	2.338	.133	-5.240	46	.000	-4.77739	.91175	-6.61265	-2.94214
	Equal variances not assumed			-5.270	45.873	.000	-4.77739	.90644	-6.60210	-2.95268

What this shows
- o There is a significant difference in the scores of the answers to the knowledge-based questions on the pre and post surveys. The Post-surveys scored significantly higher than the Pre-surveys.

Do Transfer Students Score Lower on the Knowledge-based Questions?

Group Statistics

	Transfer	N	Mean	Std. Deviation	Std. Error Mean
Score	Yes	12	7.3333	3.11400	.89893
	No	36	8.5833	4.17732	.69622

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.878	.177	-.950	46	.347	-1.25000	1.31639	-3.89976	1.39976
	Equal variances not assumed			-1.099	25.294	.282	-1.25000	1.13701	-3.59035	1.09035

What this shows?
- o There is no significant difference between transfer student and non-transfer student's scores.

Is There a Significant Difference in Pre-Survey and Post-Survey confidence in Theory Knowledge?

Group Statistics

	Survey	N	Mean	Std. Deviation	Std. Error Mean
Theories	Pre-Survey	23	3.2174	.90235	.18815
	Post-Survey	25	4.2800	.67823	.13565

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Theories	Equal variances assumed	2.841	.099	-4.636	46	.000	-1.06261	.22922		-1.52401	-.60121
	Equal variances not assumed			-4.581	40.727	.000	-1.06261	.23195		-1.53114	-.59408

What this shows
- o Post-survey participants on average felt significantly more confident in their knowledge of the major theories, history, and key figures in psychology.

Is There a Significant Difference in Pre-Survey and Post-Survey confidence in APA Knowledge?

Group Statistics

	Survey	N	Mean	Std. Deviation	Std. Error Mean
APA	Pre-Survey	23	2.5652	1.16096	.24208
	Post-Survey	25	3.6800	.90000	.18000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
APA	Equal variances assumed	2.722	.106	-3.735	46	.001	-1.11478	.29848	-1.71559	-.51398
	Equal variances not assumed			-3.695	41.440	.001	-1.11478	.30166	-1.72381	-.50576

What this shows?
- o 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

	Survey	N	Mean	Std. Deviation	Std. Error Mean
WillWork	Pre-Survey	23	2.7391	1.17618	.24525
	Post-Survey	25	4.4800	.71414	.14283

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Will Work	Equal variances assumed	10.878	.002	-6.256	46	.000	-1.74087	.27829	-2.30103	-1.18071
	Equal variances not assumed			-6.134	35.691	.000	-1.74087	.28381	-2.31664	-1.16510

What this shows?
o Post-Survey students 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?

Recomm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.1	2.1	2.1
	3.00	1	2.1	2.1	4.2
	4.00	2	4.2	4.2	8.3
	5.00	2	4.2	4.2	12.5
	6.00	6	12.5	12.5	25.0
	7.00	6	12.5	12.5	37.5
	8.00	9	18.8	18.8	56.3
	9.00	8	16.7	16.7	72.9
	10.00	13	27.1	27.1	100.0
	Total	48	100.0	100.0	

Majority say, "Definitely YES!!"

Some comments from the students: What most benefited students:
- o "Theories, Abnormal Psychology"
- o "Some of the professors taught me a lot and helped me to gain confidence in myself as a student and person."
- o "Dr. Hoffman! Wonderful teacher who is very intelligent and teaches well."
- o "Learning in depth about all the theorists."
- o "Being a transfer I did not get to experience most of the benefits of the department."
- o "Openness of most teachers."
- o "The classes offered and the professors' willingness to always be available for assistance."
- o "The dedicated professors."
- o "Dr. Kemp's writing assignments. Dr. Eggleston's research assignments."
- o "Theories"
- o "The teachers were very open to helping their students become very close with them."
- o "The courses taught about theories and development."
- o "Openness and availability of the professors."
- o "Encouragement from teachers. Interesting lectures."
- o "Close work with professors, small classes. Basically one-on-one learning."
- o "Individual attention from professors."
- o "I really enjoyed how well the teachers got to know you individually and helped you along the way."
- o "Smaller classes."
- o "Tami Eggleston, Linda Hoffman, Dr. Bosse! Freedom to take classes that lead to major in a flexible order."
- o "Psych Eval for Clinical and Counseling."
- o "Dr. Kemp's writing style and presentation work. Dr. Hoffman's APA classes."
- o "I am able to gain knowledge of research and theory and apply it to everyday life."
- o "Writing skills and knowledge about theory."

Student suggestions to strengthen program:
- o "Make senior survey optional"
- o "More information for graduate school requirements"
- o "Have upper level classes offered more than 1 time a semester."
- o "More sections"
- o "Offer more classes to give a more well-rounded education- history of psych, individual theorist, etc."
- o "A stronger focus on research and statistics."
- o "More sub discipline options, ie: IO focus. Also, less required classes at night."
- o "Add a cognitive psychology class. Make theories of personality required."
- o "Get more teachers like Eggleston."
- o "Experimental psych course design."
- o "I would make Blackboard less prominent- I feel that it gets in the way of interpersonal communication and collaboration."
- o "Make it mandatory for every student to take every professor in the department before graduating."
- o "More course sections."

Use of Data

With Dr. Bosse's retirement we have already made some changes already in the psychology curriculum. This information has helped us inform our senior survey class content. In addition, the psychology faculty created a detailed 4 year plan to help our students get the most out of their McKendree psychology experience.   We will use this data more during our academic program review next year.

Contact(s) : Tami Eggleston

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 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].

DATA
Location	Number of students
CAMPUS	33
SCOTT	14
TOTAL	47

The following is an overview of the results of the Business Assessment 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].

The overall percent of correct responses in the business core areas is 52.9% for campus students and 52.6% for Scott students. Note: This exam has not yet been administered at the Kentucky campuses or in the AiM program as it is still being developed.

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.

The School of Education has created an impact on student learning assessment designed to measure its initial 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 will be introduced to a modified impact on student learning assessment during the fall 2010 semester to prepare them for the assessment used during student teaching.

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. Each individual content area assessment is used in conjunction with the generic lesson plan assessment. As 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 have now been presented to field experience and student teaching supervisors for their use 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.

Contact(s)

Janet Wicker, Mary Bornheimer

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 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 certification exam

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.

Results

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. Our program must be able to achieve the minimal national average for first time passing (50%) otherwise the accreditation status of the program will be in jeopardy.

Data gathered and reviewed for 20080-2009 and 2009-2010 for the first time passing rate show that the program rate had dropped. Review of individual domains as well as GPA, acceptance into the program and performance on domain testing revealed that students who were admitted on probation, had lower GPAs and performed poorly on individual domain testing didn't pass the test the first time.

Use of the Data

Data from the BOC exam report as well as the other instruments used within the program resulted in the following changes:

1. Addition of required course in medical terminology
2. Addition of required second course in rehabilitation
3. Re-structure of Senior Capstone course including assignments
4. No more acceptance of students on probation into the program

These changes went into effect during the 2010-2011 academic year and resulted in the BOC first time passing rate improving to 50% (national average).

Data collected during the 2010-2011 academic year has resulted in the following changes for the 2011-2012 and 2012-2013 academic years:

1. Addition of "Gate Assessments" for registrar for Off-Site Clinical and Football Clinical
2. Additional Domain specific testing at the end of the General Medical Clinical
3. Addition of required BOC practice testing at the end of the 2nd year in the program (completed prior to registration for the senior capstone class.
4. Change in format of required mock clinical exams required to graduate from the program.

Improved performance on the domain specific testing (#2) and completion of mock clinical exams for graduation (#4) have already been noted. It has also been noted that the incoming first year class of 2011-2012 did not have any students on probation and the overall GPA and individual class performance has improved from an average of a B- in all classes to a B – B+ in all classes.

Contact(s)

Dawn Hankins, Katy Gayford

Physical Education and Health Education

Description

Program Evaluation & Assessments for Physical Education and Health Education 2011-2012

Assessments	Physical Education Teacher Certification	Health Education Teacher Certification	Physical Education Non-Teaching
Lesson Plan-LiveText	EDU 311, 451 & 497	EDU 310, 452 & 496	NA
Performance Evaluation- LiveText	EDU 311, 451,& 497	EDU 310, 452 & 496	NA
Dispositions Assessment - LiveText	All Professional Education courses	All Professional Education courses	NA
Student Teaching Portfolio-LiveText	EDU 497	EDU 496	NA
Fitnessgram	PED 157, 124 & EDU 451	NA	PED 157 & 124
Motor Learning Analysis	PED 404	NA	PED 404
Illinois Content Test Physical Education & Health Education	Prior to Student Teaching (Gate requirement)	Prior to Student Teaching (Gate requirement)	NA
Internship Evaluations Midterm & Final	NA	NA	PED 470

All of the above assessments occur each year in the respective Program of Study. Data collection and tracking of each of these assessments is done electronically in either the LiveText database or on the University's Information Technology system. It should be noted that Fitnessgram has a separate server to house its respective volume of data due to the software operation requirements.

Use of the Data

In addition to a continual analysis of these data for SPA reports for Health and Physical Education Teacher Certification Program accreditation, our Health Professions Division utilizes the data to provide valuable insight for Program adjustments and changes in curricular offerings. Within the past year multiple course additions and some deletions occurred in the Physical Education Teacher Certification major as a direct result of assessment data analysis. Specifically the Physical Education Program underwent these changes:

We added Exercise Physiology as a Physical Education major requirement in 2010. (PED 349 3 hrs.) This addition was felt necessary as students had been struggling with one of the subareas of the Illinois Content Test which dealt with Motor Learning and Exercise Physiology.

We added two new courses to bolster content knowledge in Individual and Team sports (2011). (PED 354 & 355 each 3 hrs. see "Activity Teaching" below.)

We deleted the "Activity Teaching" course (PED 352-3 hr.) which previously covered both individual and team activity teaching. We are also in the process of deleting some of our .5 activity classes which serve both the PE majors program and the university's general education requirement for physical activity.

We added Fitnessgram testing (2010) and purchased the online software subscription in order to provide data from three separate assessment periods within the program of study. Fitnessgram is a nationally recognized fitness testing system and database with norms for age and gender comparison.

We are adding "Medical Terminology" (ATH 200 3 hrs.) to both the Physical Education and Health Education major requirements. Upon analysis of Illinois Content test scores and overall student performance within these programs our Division determined a need for greater student understanding of basic medical terminology to assist them in later courses.

Our Division is also currently developing a core subject matter and course base for all PE, Health Education, Health and Wellness, Sport Management and Athletic Training students. At the time of this writing the stated requirements are in a draft format and will be complete by June 2012. Our intention is to provide all our students with a solid foundation for success in our Division's Health Professions majors.

Contact(s):

Deanne Riess

Professional Counseling

Description

Professional counseling candidates are required to meet basic screening criteria. Once admitted to the program, each student will pass through five program assessment points. The purpose of the assessment system is to ensure that students are prepared with the requisite theoretical knowledge, clinical skills, and professional attitudes essential to effectively functioning as a professional counselor. Performance indicators are outlined for each assessment level. In order to complete the requirements for each assessment level, the student works with a faculty advisor while completing course work and clinical internship experiences. The following is an explanation of each assessment point.

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

During the spring 2012 semester the program used the CPCE for the first time. Of the 7 students who took the examination, seven (7) scored above the required 70% to pass the examination. This meant that 80% of the students who took the exam passed it.

The response rate of the online questionnaire was approximately 60%. The results revealed the following:

1. On a scale 1-5 where "5" is the highest, students rated school counseling and couples/family counseling "4."
2. Students wanted additional technology to help develop counseling skills.

3. Qualitative evidence indicated that students were not happy with week-end and evening classes.

Use of Data

We anticipate collecting CPCE data every fall and spring semester. Since this semester was the first time that it was used, it is too early to say specifically how the data will impact the program. Because the examination allows for tracking student functioning in various CACREP curricular areas, we anticipate that this data will allow us to monitor and, when necessary, modify curriculum of the core areas that students consistently score low.

Use of data for online questionnaire:

1. The Program responded by creating a new counseling skills laboratory that allows us to tape record and view live sessions. Two rooms are currently equipped with audio/visual equipment. One additional room is currently being considered.
2. Although classes were convenient on the 8-week schedule, students said that they often felt rushed and could not appropriately integrate new information. Subsequently, the program reevaluated times and moved classes to a 16-week, semester schedule.

Contact(s): Jim Cook, Laura Harrawood

Division of Nursing

Description

The McKendree University RN to BSN completion program initial 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 will offer the RN to BSN completion program in a completely online format.

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.

The nursing program was first accredited by the National League for Nursing in 1981. In 2007, McKendree University successful 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. The Division of Nursing successfully met all four standards established by the CCNE with the final outcome of the accreditation to be determined by October 2012.

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 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.

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 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 excellent as the majority of nursing students are employed prior to admission. For 2011, 100% of all RN to BSN graduates reported employment, and 100% 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 successfully achieved the Aggregate Student Learning Outcomes. 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. 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 2011 Employer Survey, 100% of respondents believed McKendree BSN graduates were well prepared to function in their current role. Ninety-two percent of the employer respondents to the 2011 graduate survey indicated that the MSN graduates were well prepared to function in their current role.

2011 BSN Alumni Responses to Program Satisfaction and Foundation for Advanced Studies					
2011 Alumni BSN Results	Program Satisfaction	Nursing Program Met Program Objectives	Very Sound Foundation for Advanced Studies	Employment Status	Further Education Plans
Initial	94%	94%	87%	100%	88%

1 year	100%	100%	90%	95%	75% 40% currently enrolled in graduate program
3 year	100%	100%	88%	94%	50% 50% currently enrolled in graduate program

2011 MSN Alumni Responses to Program Satisfaction and Foundation for Advanced Practice			
2011 Alumni MSN Results	**Program Satisfaction**	**Very Sound Foundation for Advanced Practice**	**Employment Status**
Initial	75%	50%	100%
1 year	100%	64%	100%
3 year	81%	60%	100%

2011 BSN Employer Response Results		
	Education Prepared Employee Well for Current Role	**Meets Expectations of BSN**
2011 BSN Employer Results	92%	93%

2011 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, "I believe we were taught to be well rounded", while another graduate stated the most important part of the BSN program was "pushing myself to perform 'outside' of my comfort zone." Another graduate BSN student stated, "I think the program provided the necessary foundation for graduate school."

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. Concerns are identified and strategies are proposed to increase student success.

Contact(s)
Richelle Rennegarbe

Course Evaluations

McKendree University Course Evaluations Fall, 2011

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 they are enrolled in. (The only deviation to this policy is that some faculty who were granted tenure prior to 2010 have not opted into the system). 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 the total number of courses includes ALL courses including labs, ensembles, lessons, directed studies, internships, etc.).

Table 1
Overview of Responses

Statistic Description	Number
Total Number of Courses Taught:	1202
Number of Syllabus Uploaded:	530
Number of Faculty Self-Evaluations:	239
Total Number of Course Evaluations:	5298
Number Students Submitting Evaluations:	1972

Table 2 summarizes the overall results for undergraduate courses.

Table 2
Undergraduate Course Evaluations Averages

Section II - General Items (Average ± Standard Deviation)
This course ...

5. was a positive experience.	**4.42 ± 0.90**
6. helped me gain an appreciation for the material covered.	**4.33 ± 0.98**
7. improved my critical thinking.	**4.26 ± 1.02**
8. was intellectually engaging.	**4.29 ± 1.03**
9. enhanced my research and information literacy skills.	**4.09 ± 1.12**
10. promoted development of my writing skills.	**4.03 ± 1.18**
11. was well organized.	**4.35 ± 0.99**

12. was challenging.	**4.28 ± 1.04**
13. had a clear and comprehensive syllabus.	**4.47 ± 0.89**
14. was of high quality overall.	**4.37 ± 0.96**

This instructor ...

15. was knowledgeable about the subject.	**4.72 ± 0.66**
16. used a variety of teaching methods and activities.	**4.29 ± 1.07**
17. was well prepared for class.	**4.57 ± 0.81**
18. was respectful to students.	**4.67 ± 0.72**
19. provided useful feedback.	**4.51 ± 0.91**
20. used fair grading procedures.	**4.57 ± 0.83**
21. presented course material effectively.	**4.45 ± 0.96**
22. provided an atmosphere where students could ask questions and express ideas.	**4.64 ± 0.77**
23. was accessible (in person, by phone, or by e-mail) to students outside of class.	**4.59 ± 0.80**
24. responded effectively to comments and questions.	**4.59 ± 0.81**
25. used technology effectively where appropriate.	**4.56 ± 0.83**
26. was effective overall.	**4.53 ± 0.88**

Table 3 summarizes the overall results for graduate courses.

Table 3
Graduate Course Evaluations Averages

Section II - General Items (Average ± Standard Deviation)
This course ...

5. was a positive experience.	**4.57 ± 0.77**
6. helped me gain an appreciation for the material covered.	**4.57 ± 0.75**
7. improved my critical thinking.	**4.58 ± 0.73**
8. was intellectually engaging.	**4.56 ± 0.75**
9. enhanced my research and information literacy skills.	**4.53 ± 0.78**
10. promoted development of my writing skills.	**4.58 ± 0.75**
11. was well organized.	**4.55 ± 0.84**
12. was challenging.	**4.58 ± 0.77**
13. had a clear and comprehensive syllabus.	**4.60 ± 0.80**
14. was of high quality overall.	**4.53 ± 0.79**

This instructor ...

15. was knowledgeable about the subject.	**4.86 ± 0.43**
16. used a variety of teaching methods and activities.	**4.60 ± 0.77**
17. was well prepared for class.	**4.73 ± 0.59**
18. was respectful to students.	**4.78 ± 0.55**
19. provided useful feedback.	**4.71 ± 0.70**
20. used fair grading procedures.	**4.66 ± 0.76**
21. presented course material effectively.	**4.59 ± 0.85**
22. provided an atmosphere where students could ask questions and express ideas.	**4.79 ± 0.55**
23. was accessible (in person, by phone, or by e-mail) to students outside of class.	**4.81 ± 0.50**
24. responded effectively to comments and questions.	**4.72 ± 0.69**
25. used technology effectively where appropriate.	**4.74 ± 0.55**
26. was effective overall.	**4.71 ± 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 part-

time faculty course evaluations. In the fall of 2011 the overall averages were very high indicating a high satisfaction of the students who completed the course evaluations. An ongoing issue is how to get greater faculty and student participation in the system.

Contact(s)

Tami Eggleston

Fall Student Survey

Description

The Office of Residence Life conducted a student survey during the Fall of 2011. The survey was administered through the website www.surveymonkey.com from November 1, 2011 through November 29, 2011. 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 fifth year for the fall survey.

Our sample size for this survey was 1350 (undergraduate students only). Our response rate was 42.22% (570/1350).

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:

55. In the last three months...						🥧 Create Chart ⬇ Download
	Never	1-3 times	4-6 time	7-10 times	More than 10 times	Response Count
How often often have you consumed alcohol	42.5% (214)	27.4% (138)	11.3% (57)	6.7% (34)	12.1% (61)	504
How often have you engaged in binge drinking (Men: more than 5 drinks in a row, Women: more than 4 drinks in a row)	72.3% (365)	11.7% (59)	6.3% (32)	3.4% (17)	6.3% (32)	505
How often have you used marijuana	95.2% (481)	2.6% (13)	0.8% (4)	0.2% (1)	1.2% (6)	505
How often have you used other illegal drugs	99.4% (502)	0.4% (2)	0.2% (1)	0.0% (0)	0.0% (0)	505
					answered question	506
					skipped question	64

Use of Data

Entire survey shared with Dr. Joni Bastian. Public Safety results shared with Chief Lowrey, 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. The group will submit a final report to Dr. Joni Bastian at the end of May.

Contact(s)

Roger "Mitch" Nasser Jr.

Financial Aid Department Survey

Description

The Office of Financial Aid Student Satisfaction Survey is an annual data collection of all McKendree University students about their expectations and perceptions of the office and services. The first twenty-two questions are related to expectation and the second twenty-two questions are related to perception. The last six questions include demographics and a comment section. Focusing on the gap between expectations and perceptions allows us to use our resources more efficiently to make adjustments within our office to close the gap.

The survey was given every year (2007-2011) to all McKendree University students during the fall semester online over a thirty day period. The numbers of students responding each year are as follows: 2007 = 182, 2008 = 152, 2009 = 127, 2010 = 112, and 2011 = 101.

Results

Significance of 1.0 gap or larger were addressed at the beginning and now we have lower the significance level to .75 or larger to identify any issues. The table below also illustrates a one year change as well as the five year change for each question.

QUESTION	Q#	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	1YR CHANGE	5YR CHANGE
McKendree Office of Financial Aid give customers individual attention	40	0.64	0.66	**1.07**	0.44	0.51	0.07	-0.13
Customers of McKendree Office of Financial Aid feel safe in their transactions	37	0.80	0.99	**1.19**	0.48	0.58	0.10	-0.22
Employees in McKendree Office of Financial Aid give prompt service to customers	33	0.57	**1.06**	0.90	0.56	0.62	0.06	0.05
McKendree Office of Financial Aid have operating hours convenient to all customers	41	**1.15**	0.89	0.85	0.52	0.56	0.04	**-0.59**
McKendree Office of Financial Aid have the customer's best interests at heart	43	0.97	**1.00**	**1.26**	0.62	0.7	0.08	-0.27
McKendree Office of Financial Aid insists on error-free records	31	0.88	**1.10**	0.89	0.6	0.71	0.11	-0.17
The employees of McKendree Office of Financial Aid understand the specific needs of their customers	44	**1.02**	0.96	**1.02**	0.48	0.6	0.12	**-0.42**
McKendree Office of Financial Aid performs the service right the first time	29	0.99	**1.14**	0.89	0.69	0.74	0.05	-0.25
Employees in McKendree Office of Financial Aid tell customers exactly when services will be performed	32	**1.00**	**1.22**	0.81	0.5	**0.75**	0.25	-0.25
When a customer has a problem, McKendree Office of Financial Aid shows a sincere interest in solving it	28	**1.10**	**1.17**	0.38	**0.84**	**0.82**	-0.02	-0.28
When McKendree Office of Financial Aid promises to do something by a certain time, they will do so	27	**1.14**	**1.53**	0.16	**0.8**	**0.85**	0.05	-0.29
McKendree Office of Financial Aid provides their services at the time they have promise to do so	30	**1.10**	**1.35**	0.06	0.74	**0.84**	0.10	-0.26
The behavior of employees in Mckendree Office of Financial Aid installs confidence in customers	36	0.94	0.97	0.86	**0.78**	**0.78**	0	-0.16

Use of Data

The results are presented to the Vice President of Admission and Financial Aid and shared with the Office of Financial Aid staff annually. Each year the staff reviews the problems areas and provided possible solutions to be considered in the staff's annual spring retreat. Once a final solution was determined it was implemented. As you can see in the results, the gaps on most of the questions of concern were reduced.

Contact(s):

James A. Myers

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. Seventy-five percent of McKendree 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 degrees compared to other institutions. Below is a sampling of questions:

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

This college is your:	McKendree University	Comparison with other religious 4 year colleges-low selectivity	Comparison with other religious 4 year colleges
First choice	70.5%	54.8%	60.8%
Second choice	19.0%	27.7%	24.5%
Third choice	6.7%	11.1%	9.3%
Less than third choice	3.7%	6.4%	5.5%
Total (n)	268	4,731	24,601
Do you have any concern about your ability to finance your college education?			
None (I am confident that I will have sufficient funds)	36.7%	29.4%	32.1%
Some (but I probably will have enough funds)	55.9%	54.3%	55.1%
Major (not sure I will have enough funds to complete college)	7.4%	16.3%	12.8%
First generation in college			
Yes	22.3%	25.3%	20.1%
No	77.7%	74.7%	79.9%
How important was each reason in your decision to come here?			
This college has a very good academic reputation			
Very important	63.1%	59.3%	62.5%
Somewhat important	32.5%	33.4%	31.6%
Not important	4.4%	7.3%	5.9%

This college's graduates gain admission to top graduate/professional schools			
Very important	34.9%	30.6%	31.1%
Somewhat important	40.5%	38.9%	39.4%
Not important	24.5%	30.5%	29.5%
This college's graduates get good jobs			
Very important	60.6%	51.3%	52.1%
Somewhat important	31.8%	34.5%	35.0%
Not important	7.6%	14.2%	12.9%
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
Transfer to another college before graduating			
Very good chance	4.9%	11.0%	8.0%
Some chance	20.3%	23.9%	20.8%
Very little chance	40.6%	36.2%	39.1%
No chance	34.2%	28.8%	32.0%

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)

Joni Bastian, Mary Bornheimer, 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 432 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 306 responses, with a response rate of 71 percent.

97% of the graduating class was working, in graduate school, or not seeking employment within 10 months of graduation

89% of those employed were working in their major field

33% of the graduating class immediately continued their education

During the 2010-11 academic year (including the summer prior to the academic year), 78 interns registered for a total of 399 credit hours.

Master's Degree

Surveys were distributed to 296 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 199 responses, with a response rate of 67 percent.

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

91% of those employed were working in their major field

McKendree University Graduate Success Report 2011 – 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	4	1	1	1		3	1
English (Sec Ed)	3	3				3	
Speech Communication	4	2		2		4	
Public Relations	1	1				1	
Organizational Comm.	4	2	1	1		4	
Religious Studies	3		1	2		3	
Philosophy							
HUMANITIES TOTALS	**19**	**9**	**3**	**6**		**18**	**1**
VISUAL AND PERF. ARTS							
Art	1			1		1	
Art Education	1	1				1	
Music	2		1	1		2	
Music Education / Music Business	4	4				4	
Theater	2	1	1			2	
VISUAL AND PERF. ARTS	**10**	**6**	**2**	**2**		**10**	
SOCIAL SCIENCES							
Social Science							
Social Science (Sec Ed)	2	2				2	
Sociology	14	3	2	6	2	13	1
Psychology	22	1	2	18		21	1
History	1				1	1	
History Education	5	3		2		5	
Political Science	2			2		2	
International Relations	5	3	1	1		5	
SOCIAL SCIENCES	**51**	**12**	**5**	**29**	**3**	**49**	**2**

	I Number of Graduates	II Employed in Major Field	III Employed Outside Major Field	IV Continuing Education	V Not Seeking Employment or ent or	VI Number Placed	VII Not Placed
BUSINESS							
Accounting	27	12	2	11		25	2
Business Administration	34	18	3	7	5	33	1
Management	19	10	1	8		19	
Marketing	12	9		3		12	
Economics/Finance	7	4		2	1	7	
BUSINESS TOTALS	99	53	6	31	6	96	3
SCIENCE/MATH							
Biology	9	2	2	5		9	
Biology (Sec Ed)	2	1		1		2	
Chemistry							
Occupational Therapy							
Mathematics	4	1	1	2		4	
SCIENCE & MATH	15	4	3	8		15	
COMPUTING							
Computer Inform.	7	7				7	
Computer Science	5	4		1		5	
Computational Science							
Information Technology	1	1				1	
COMPUTING TOTALS	13	12		1		13	
EDUCATION							
Elementary	41	33	1	4		38	3
Educational Studies	2	1		1		2	
Business Education							
EDUCATION TOTALS	43	34	1	5		40	3
NURSING TOTALS	33	21		11		32	1
HEALTH PROFESSIONS							
Physical Education	5	3		2		5	
Physical Ed (non-	1		1			1	
Health Education	2	2				2	
Health & Wellness	5	3	1	1		5	
Athletic Training	10	4	1	4	1	10	
HEALTH PROF. TOTALS	23	12	3	7	1	23	
GRAND TOTALS	306	163	23	100	10	296	10

McKendree University Graduate Success Report 2011 – Master's

	I	II	III	IV	V	VI	VII
	Number of Graduates	Employed in Major	Employed Outside	Continuing Education	Not Seeking	Number Placed (II thru V)	Permanently Placed
EDUCATION							
Educ. Admin. & Leadership	44	43		1		44	
Teacher Leadership	25	25				25	
Educational Studies	29	26	1		1	28	1
Teacher Certification – Elem.	13	10	1		1	12	1
Teacher Certification – Sec.	8	5				5	3
Special Education	12	10	1			11	1
Music Education	1	1				1	
EDUCATION TOTALS	132	120	3	1	2	126	6
MBA	50	47	3			50	
PROFESSIONAL COUNSELING	11	8		1		9	2
NURSING	6	6				6	
GRAND TOTALS	199	181	6	2	2	191	8

Sampling Of Companies/Organizations Employing 2011 McKendree University Graduates

Allsup

Americorps

Anders Minkler & Diehl

AT&T

Basler Electric

Beckwood Press Company

Bethesda Health Group

Big Brothers Big Sisters

BJC Behavioral Health

Call for Help

Caterpillar

Chestnut Health Systems

Coca-Cola

Collinsville Building & Loan

Continental Tire

Court Services and Probation

CSX

Defense Information Systems Agency

Department of Defense

Dynamic Fitness Management

East St. Louis Housing Authority

Enterprise Bank & Trust

Enterprise Holdings

Excel Sports & Physical Therapy

Fairview Heights, IL Police Department

Federal Bureau of Investigations (FBI)

First Bank

Gundlach Crusher

Hertz

Hospice of Southern Illinois

Illinois College

Illinois Department of Corrections

Maher & Company, PC

Missouri Division of Finance

National Security Agency

NCI Information Systems

Nestle Purina and Nestle Purina Credit Union

Network Solutions

Norman Backues and Associates

NovaCare Rehabilitation

Osborn & Barr Communications

Patriot Medical Group

Pepsi MidAmerica

Ralcorp Holdings

Regions Bank

Savvis Communications

Scottrade

Sigma Aldrich

Sniperdyne Systems Inc.

Social Security Administration

Southern Children's Home & Aid

Southern Illinois Healthcare

Stifel Nicolaus

Sumaria

Teklab

TEKsystems

Texas A&M University

TheBANK of Edwardsville

U.S. Bank

U.S. Transportation Command

United Parcel Service

United States Air Force

United States Army

Various elementary and high schools

Various hospitals and medical centers

Wells Fargo

Whelan Security

YMCA

Class of 2010 Graduate & Professional Schools (Accepted and Attending)

Chicago School of Professional Psychology
Duke Divinity School
Eastern Illinois University
Eastern Kentucky University
Eden Seminary
Goldfarm Nursing School
Graceland University
Illinois State University
Lehigh University
Liberty University
Lindenwood University
Logan College of Chiropractic
Loyola University
Maryville University
McKendree University
Quincy University
Roosevelt University
Saint Louis University

Southeast Missouri State
Southern Illinois University Carbondale
Southern Illinois University Edwardsville
University of Illinois
University of Illinois Springfield
University of Indianapolis
University of Missouri-St. Louis
University of Nebraska-Lincoln
University of Southern Carolina, Aiken
University of Southern Indiana
Washington University, St. Louis
Wesley Theological Seminary
West Virginia University
Western Illinois University
Western Kentucky University
Wheaton College
Wright State

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): Jim Myers, 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:
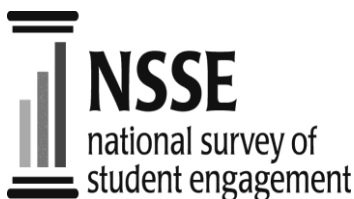
McKendree University compared with:

	Class	McK- Mean [a]	Great Lakes Private Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2011 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
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)

Tami Eggleston, Alan Boerngen, Mary Bornheimer

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
Not Satisfied=2
Satisfied=1

Comparative Results 2012 (Lebanon Undergraduate Only)

Overall Satisfaction

#	Question	2012	std dev
10	Social atmosphere on campus	3.97	0.97
11	Intellectual atmosphere on campus	4.08	0.91
12	Support services on campus	4.00	1.20
13	Campus facilities	3.86	1.03
14	Intercollegiate sports offerings	3.93	0.90

All College Faculty

#	Question	2012	std dev
15	Competence in their area	4.33	0.83
16	Respect for students	4.28	0.88
17	Accommodate diverse learning styles	4.22	0.87
18	Availability	4.39	0.77
19	Concern for students	4.31	0.89
20	Advisement	4.20	0.90
21	Feedback	4.32	0.68
22	Teaching ability	4.33	0.83

Faculty in Major or Division

Q#	Question	2012	std dev
23	Competence in their area	4.69	0.67
24	Respect for students	4.72	0.51
25	Accommodate diverse learning styles	4.60	0.60
26	Availability	4.67	0.59
27	Concern for students	4.72	0.51
28	Advisement	4.58	0.60
29	Feedback	4.56	0.84
30	Teaching ability	4.58	0.84

General Education Objectives

Q#	Question	2012	std dev
31	Learning to work with others	4.63	0.53
32	Writing more effectively	4.49	0.79
33	Learning to take responsibility for my own actions	4.64	0.55
34	Speaking more effectively	4.51	0.65
35	Preparing for leadership roles	4.50	0.71
36	Developing reasoning skills	4.52	0.65
37	Becoming sensitive to others' points of view	4.43	0.69
38	Developing ethical standards	4.48	0.65
39	Developing capacity for making value judgments	4.49	0.65
40	Becoming sensitive to cultural differences	4.44	0.69
41	Clarifying personal values	4.48	0.67
42	Recognizing logical inconsistencies	4.40	0.72
43	Preparation for graduate or professional studies	4.34	0.91
44	Becoming responsible citizens	4.46	0.85
45	Career preparation	4.35	0.95
46	Improving computer literacy	4.32	0.91
47	Develop critical reading skills	4.37	0.75
48	Develop an appreciation for the arts	4.20	0.89
49	Understanding the scientific method	4.21	0.86
50	Awareness of national and international issues	4.26	0.76
51	Improving mathematical skills	4.14	1.00
52	Developing an appreciation for physical fitness/wellness	4.29	0.84

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