Assessment at McKendree University:

The Biennial Report

2014-2015

MCKENDREE UNIVERSITY

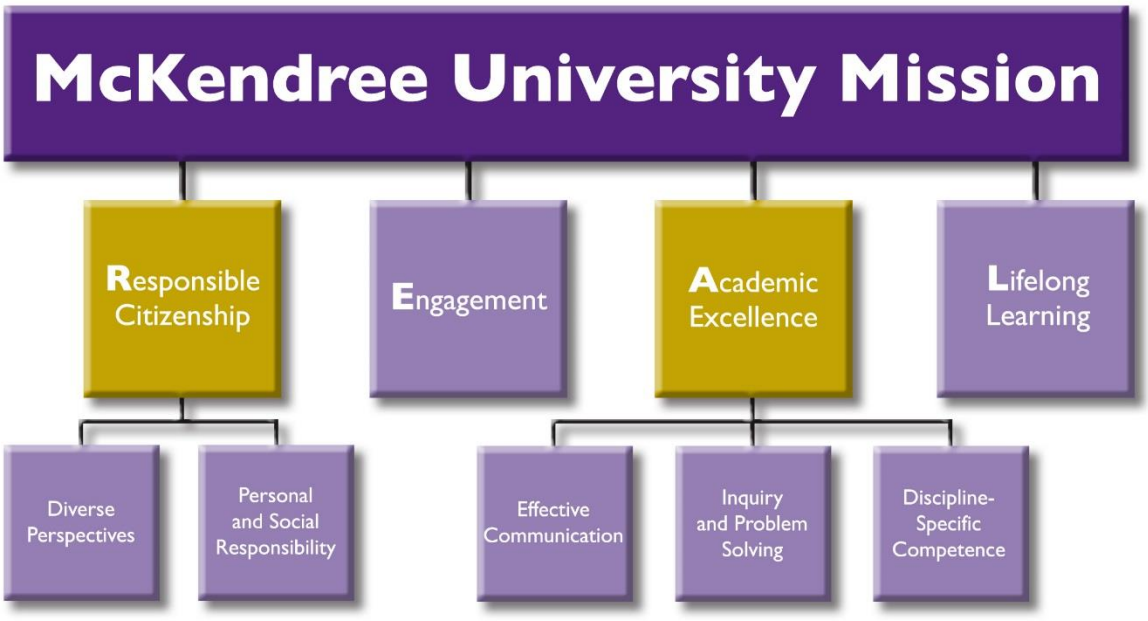
Table of Contents

Office of Academic Affairs Updated July 15, 2015

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

Diverse Perspectives

Students will understand human and cultural differences, engage with diverse individuals, and embrace variety in viewpoints.

Personal and Social Responsibility

Students will exhibit personal and social responsibility.

Engagement

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

Effective Communication

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

Inquiry and Problem Solving

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

Discipline-Specific Competence

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

Lifelong Learning

Students will pursue opportunities to enhance personal and professional growth

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

Timeline

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

Note: Discipline-Specific Competence is integrated in the Academic Program Review timeline and via the Biannual Assessment Report.

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

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

In 2014-2015, we completed planning and development for the Inquiry outcome and implementation for the Communication outcome.

Recognition for Assessment Activities

Date	Item
Fall, 2011-Fall, 2013	McKendree selected to be part of the Council of Independent Colleges (CI) Degree Qualifications Profile (DQP) Consortium Project to focus on the Diversity Component of Assessment 2.0 (Bahr, Eggleston, Diuguid)
October 2012	McKendree University Assessment 2.0 webpage was featured on the National Institute of Learning Outcomes Assessment (NILOA) webpage.
October 2012	Chris Bahr and Tami Eggleston present, "Assessment 2.0: A Systematic, Comprehensive, and Sustainable Model Combining Assessment and Faculty Development" at the Assessment Institute in Indianapolis, Indiana. Joy Santee attended the Assessment Institute.
November 2012	McKendree University was featured in the National Survey of Student Engagement (NSSE) Annual Results 2012 Report.
April 2013	McKendree University's Assessment 2.0 model and involvement with the Degree Qualifications Profile (DQP) was featured on the National Institute of Learning Outcomes Assessment (NILOA) webpage under the "DQP in Practice" section.
June 2013	Tami Eggleston was invited to present about the McKendree Assessment 2.0 Model and the DQP project at the Association for the Assessment of Learning in Higher Education (AALHE) annual conference.
April 2014	Chris Bahr and Tami Eggleston present, "A Unified Assessment System: Integrating Mission, Planning, and Faculty Development" at the Higher Learning Commission Annual Conference, Chicago, IL
Fall 2014	Tami Eggleston selected to be one of eleven national Lumina DQP/Tuning Coaches to consult with colleges about student learning and assessment
October 2014	McKendree University Assessment Activities cited in "Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability" by Linda Suskie
April 2015	Tami Eggleston and Chris Bahr publish "Ten Engaging Strategies for Assessment and Faculty Development Activities" in the Higher Learning Commission Annual Conference Proceedings: Chicago, IL

Contact(s)

Chris Bahr, Tami Eggleston

Crosswalk

The SLATE committee completed a crosswalk with the McKendree University student learning outcomes, the DQP, AACU learning outcomes, and the NCAA key attributes.

McKendree University Student Learning Outcomes	Degree Qualifications Profile (DQP) Areas of Learning	AAC & U LEAP Essential Learning Outcomes	NCAA Life in the Balance Key Attributes
Appreciation of Diversity	**Engaging Diverse Perspectives**	**Intercultural Knowledge and Competence**	**Sportsmanship**
Personal, Social, Ethical, and Civic Responsibility	**Civic Learning**	**Personal and Social Responsibility** **Civic Knowledge and Engagement** **Ethical Reasoning and Action**	**Service**
Engagement			**Passion**
Effective Communication	**Communication Fluency**	**Written and Oral Communication** **Critical and Creative Thinking**	**Learning**
Inquiry and Problem Solving	**Analytic Inquiry** **Quantitative Fluency**	**Inquiry and Analysis** **Quantitative Literacy** **Teamwork and Problem Solving** **Knowledge of Human Cultures and the Physical and Natural World**	**Resourcefulness**
Discipline Specific Competence	**Use of Information Resources** **Specialized Knowledge**	**Information Literacy**	**Learning**
Lifelong Learning	**Broad, Integrative Knowledge** **Applied Learning**	**Foundations and Skills for Lifelong Learning** **Integrative and Applied Learning**	**Balance**

Student Learning, Assessment, & Teaching Effectiveness (SLATE)Communication Subcommittee

Description

As part of the McKendree University Assessment 2.0 model, each year one student learning outcome is in the planning and development stage and one is in the implementation stage. The 2014-2015 academic year was the year of "Communication." A subcommittee of the Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee was established to identify the key assessment tools to be used to measure student mastery of the outcome.

- Guiding Framework for Decisions

- Assessment should improve teaching and learning
- Assessment should be useful for faculty in guiding curricular and program development
- Assessment procedures should be useful at all levels: course, program, and university

- Objective

The committee retained the original objective, which is as follows:

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

- Direct Assessment

The committee decided to pursue direct assessment rather than indirect assessment. An indirect assessment of student communication effectiveness would rely on students' self-reported perceptions of their learning. In contrast, direct assessment evaluates students' products (e.g., a presentation, paper, or creative work) using an evaluation tool (e.g., a rubric).

Direct assessment is more difficult to implement but yields better understanding of student progress toward the communication objective.

- Distributed Assessment

The committee decided to pursue distributed assessment rather than culminating assessment. Culminating assessment would provide a one-time evaluation at the end point of students' educational experience but would provide limited information about development of communication skills over time. In contrast, distributed assessment provides evaluation at multiple points through the educational experience to provide information on students' development over time.

For written communication, we plan assessment near the beginning of English 111, at the end of English 112, and at the end of students' Writing Intensive courses. We also encourage programs to incorporate assessment of writing in their capstone courses if applicable.

For oral communication, we plan assessment during general education speech communication courses and in relevant capstone courses.

For aesthetic communication, we plan assessment during general education aesthetic expression courses and in relevant capstone courses.

- Embedded Assessment

Embedded assessment combines assessment with normal evaluation of students' coursework within the course itself. Instructors use standard tools, such as rubrics, to assess student work, and results are aggregated. Characteristics of effective communication change from assignment to assignment and from discipline to discipline, so faculty within their disciplines are best positioned to assess student work within the contexts of those disciplines.

- General and Discipline-Specific Skills

The rubrics developed by the committee provide descriptions of general communication characteristics that should cross disciplines (e.g., purpose, organization, mechanics) and provide space for disciplines to articulate discipline-specific skills as well (e.g., citation style, use of evidence, tone). This two-pronged approach will help the campus community develop a shared understanding of the basics of effective communication while recognizing elements of communication that are distinct for different programs.

- Pilot Study and Preparatory Work

The most comprehensive pilot was completed by Guy Boysen for Psychology. The results of that pilot can be found in the Spring 2015 Report folder in the M drive (slides 11-19).

As we began piloting the writing rubric in English 111 and English 112, we realized that the objectives for those courses needed to undergo significant revision before we could proceed with the pilot. New objectives were drafted and approved during Spring 2015, but as a result, we have no pilot data.

- Technology Challenges for Reporting Procedures

The most significant challenge faced by the committee is a lack of technology for smooth data collection and aggregation. In fact, we are at somewhat of a standstill until this issue is resolved. The technology is likely to change and limit the possibilities of our work and will likely require revision to our rubrics. Until we have a clear direction regarding technology, we cannot ensure a sustainable, long-term assessment of effective communication on this campus. There are, of course, kludges and workarounds, but we believe faculty will be less willing to participate in these assessment practices long-term if we employ those less-than-ideal strategies. Members of our committee are willing to reconvene once effective technology is in place to support direct assessment of communication.

- Rubrics

The generic Written, Oral, and Aesthetic Communication rubrics can be found in the M drive.

Contact(s)

Joy Santee

Student Learning, Assessment, & Teaching Effectiveness (SLATE) Inquiry Subcommittee

DESCRIPTION

During the Fall 2014 and Spring 2015 semesters, SLATE Inquiry subcommittee members considered how best to assess the university's "Inquiry and Problem Solving" Student Learning Outcome. In what follows, we offer our proposal regarding that outcome. Our recommendations are the result of a thorough survey of critical thinking assessment at our benchmark institutions and, indeed, at institutions nationwide.

RESULTS

First, we propose a change to the learning outcome itself. The current language affirms that "Students will use analytical skills and critical thinking to solve problems."[1] We propose that the outcome be reworded as follows: "Students will further develop and apply analytical, critical thinking, and problem solving skills." This change emphasizes the continuity of students' lifelong task of refining their critical thinking skills, where the McKendree experience will hone the skills they have already developed and use. More importantly, the change better reflects the wide range of critical reasoning skills that are the focus of our curriculum.

Second, we propose using two indirect assessment instruments currently employed by McKendree, namely the Senior Exit Survey and the National Survey of Student Engagement (NSSE). These instruments reflect student self-reports of their critical reasoning abilities in relation to their undergraduate experience.

Four questions from the Senior Exit survey are relevant to the Inquiry and Problem Solving SLO:

36. Developing reasoning skills

42. Recognizing logical inconsistencies

47. Developing critical reading skills

51. Improving mathematical skills

[1] https://www.mckendree.edu/offices/provost/assessment/student-learning-outcomes.php

These questions from the Senior Survey provide a useful perspective on students' perception of how McKendree has enhanced their critical thinking skills.

The NSSE "Academic Challenge" Engagement Theme includes three engagement indicators that are relevant to the skills that are the focus of the Inquiry SLO: (1) Higher-Order Learning, (2) Reflective & Integrative Learning, and (3) Quantitative Reasoning. In regard to each of these indicators, we have identified specific NSSE items that can be used to assess the Inquiry SLO:

Higher-Order Learning

4b. Applying facts, theories, or methods to practical problems or new situations

4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts

4d. Evaluating a point of view, decision, or information source

4e. Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

2a. Combined ideas from different courses when completing assignments

2d. Examined the strengths and weaknesses of your own views on a topic or issue

2f. Learned something that changed the way you understand an issue or concept

2g. Connected ideas from your courses to your prior experience

Quantitative Reasoning

6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

6b. Used numerical information to examine a real-world issue or problem (unemployment, climate change, etc.)

6c. Evaluated what others have concluded from numerical information

Each of these NSSE items correlates with specific questions on the survey itself. The survey also includes a more general questions (17c and 17d) focusing on the extent to which an institution has improved thinking critically and analytically" and "analyzing numerical and statistical information." A copy of the 2015 NSSE Survey accompanies our report (with relevant items highlighted).

Third, we propose a method of direct assessment. Since the indirect assessment instruments referred to in our second proposal only gauge students' subjective perceptions of their critical thinking skills, using a direct assessment is necessary to ensure that those perceptions reflect reality. Furthermore, using a method of direct assessment will allow us to assess the effect of a McKendree education on student critical thinking. In this regard, direct assessment will provide an objective measure of what is and what is not working as we strive to refine students' critical thinking skills. Direct assessment will permit us to isolate those areas needing improvement.

After considering a wide range of direct assessment methods, we recommend the College Learning Assessment+ (CLA+) performance assessment developed by the Council for Aid to Education. By using the CLA+ in tandem with the indirect assessment instruments identified in our second proposal, we will be able to compare students' subjective perception of their skills with an objective measure of the same. The CLA+, which is designed to assist faculty and administrators in improving teaching and learning (particularly with respect to strengthening higher-order skills), will allow McKendree to pursue a continuous improvement model that closes the loop between assessment of inquiry and problem-solving and the teaching and learning process that focuses on developing inquiry and problem-solving abilities.

The CLA+ is administered by computer and consists of two components: a Performance Task (60 minutes) and Selected Response questions (30 minutes).

The Performance Task presents students with a real-life problem to analyze and regarding which they must propose a solution. Students are given a small document library to aid their deliberation and in reference to which they must devise a solution. Student solutions must take the form of a coherent and cogent argument. The performance task evaluates the extent to which students successfully have:

1. asserted a logical decision or conclusion and supported it with appropriate information from the Document Library;
2. constructed organized and logically cohesive arguments;
3. strengthened their position by elaborating on facts or ideas; and,
4. demonstrated facility with the conventions of standard written English.

The SLATE Inquiry subcommittee was particularly impressed by the Performance Task component of the CLA+, which provides a concrete case in which students can demonstrate their analytical, interpretive, and problem-solving skills.

The second component of the CLA+, a bank of Selected Response questions, includes ten questions that assess scientific and quantitative reasoning, ten questions that assess critical reading and evaluation, and five questions that assess the ability to critique an argument. The

form and content of this component of the CLA+ reflects current best practices in critical thinking assessment and mirrors the kinds of material found on other tests of the kind (e.g., the California Critical Thinking Skills Test).

As a whole, the CLA+ would be administered in university computer labs using the online CLA+ proprietary software. CLA+ will process, grade, and distribute results to the university. CLA+ also provides some guidance on how to publicize the test so as to motivate students to participate and in order to emphasize the importance of the test.

We recommend an administration of the test during a cohort's first and fourth years of study at McKendree. Selection of students would be randomized. The first year testing could perhaps take place during NSO, while the fourth year of testing would take place during the Fall semester of that year. Ideally, every cohort of entering students would be tested, but we realize that cost-related factors may limit the frequency of testing cohorts (e.g., we could perhaps test every other year's entering cohort).

The cost to participate in the 2015–2016 CLA+ is $3,500 for the first 100 students and $35 per student thereafter. The Council for Aid to Education offers "Early Bird" discounts for institutions that become early adopters.

The subcommittee is pleased to submit the above recommendations for assessing the Inquiry and Problem-Solving Student Learning Outcome at McKendree University.

CONTACT(S):
Dr. Kevin Zanelotti (Subcommittee Chair).
Committee Members: Drs. Melissa Barfield, Heather Dye, Jen Hunt, Mickey Shutzenhofer, and Robb VanPutte; and, Alan Boerngen and Paula Martin.

College of Arts and Sciences

Division of Computing

Computer Information System

Description

The **Computer Information Systems** majors study a variety of business-related topics in addition to their programming skills and formal course work in database management, networking, and systems analysis. The course work ensures that the students obtain a thorough view of the modern business world and the impact of information technology on modern business practices. CIS majors are prepared for further education in a graduate program or for employment in one of many jobs such as Database Administration, Network Administration, or Applications Programming.

Mission Statement

The Computer Information Systems program mission is to deliver high quality education to our undergraduate students by preparing them to analyze, design, and develop business applications and Information Systems. The Computer Information system program covers a wide range of fundamental courses to set up the foundation of information system knowledge to its graduates. The Computer Information Systems program provides undergraduate major and minor programs in information systems preparing students for scholarship and applied research.

Major Student Learning Outcomes (3-5)

1. Critical Thinking: Demonstrate critical thinking in analyzing, understanding and evaluation of information system ability to solve the real life technical problems.
2. Thorough Understanding: Demonstrate thorough understanding of information systems and its role on the business processes including application and system software and hardware.
3. Applied Knowledge: Demonstrate applied knowledge of at least one area of computing, such as software engineering, programming, or Databases that will help students meet current job requirements and business needs.

4. Ethical Responsibility: Ability to articulate ethical and professional standards as they apply to the use of information systems and the data that result from those systems

Curriculum Map

Division of Computing/Computer Information System **STUDENT LEARNING OUTCOMES Course Map**				
Courses	**1**	**2**	**3**	**4**
CSI 130	X		x	
CSI 150	X		X	
CSI 230	X		X	
CSI 235	X		X	
CSI 295	X	X	X	
CSI 300	X	X	X	
CSI 315		X	X	
CSI 320	X	X	X	
CSI 330			X	
CSI 345	X	X	X	
CSI 415	X		X	
CSI 450		X		
CSI 497			X	
CSI 498			X	
CSI Electives (3, 6 hours)	X		X	X
ECO 211				
ACC 205				

ACC 230				
BUS 303/BUS 304	x			
PWR 360	x			
MGT 204	x			
MTH 310	x			

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: CSI 497/498 Senior Seminar

This is a full year capstone experience where students apply all what they learned and integrate it in one solution. Students pick a research topic of interest to them, or Software they want to develop. Student at first should write a project description that they have to show a thorough understanding of what they want to achieve at the end of the project. On the second term they implement the project with well documentation. The project is done independently and involves significant self-directed research in the field to complete the task.

RESEARCH:

The capstone graduation project can be a research topic that involve reading many research papers and at the present an applied work of the selected paper by implementing an algorithm or compare different approaches as a proof of thorough understanding of the research topic.

SERVICE:

The major does not implement any significant service components into the curriculum. Opportunities exist for service in the form of helping to maintain the computer lab, assist in tutoring fellow students, participating in field specific student organizations (UPE and ACM), and assisting in outreach activities such as the Academic Challenge.

Methods of assessment
Results from assessment

Use of Data (Previous year or this year)

The following text is taken from the Program Review and addresses the three areas above.

The **Division of Computing** assesses its outcomes primarily through the use of: course grading, including in-class exams, quizzes, homework, individual and team projects; the Computing Proficiency Exam (CPE); individual senior seminar projects; internships; discussion with students and colleagues; 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 of the division's courses at the junior and senior level. Group projects help to prepare students for career settings. More immediately, the group project demonstrates the student's ability to implement and communicate analytic reasoning skills, critical reasoning skills and content knowledge.

3. The CPE is an assessment tool that provides an indication of each student's competency midway through the student's program. The exam consists of 50 multiple choice questions and 3 short-answer questions and covers material from the first five computing courses in the major: CSI 130, CSI 230, CSI 235, CSI 300, and CSI 330. The exam addresses the Problem Solving Skills and Content Knowledge goals. It is recommended that the student take the exam immediately after completing these five courses. This usually occurs after the third or fourth semester.

4. A senior capstone project is completed in CSI 490. In 2014, the one semester three credit hour course was replaced with CSI 497 (1 credit) and CSI 498 (2 credit) which separates the project into two distinct phases. CSI 497 allows the student to develop a project idea in the first semester and CSI 498 allows the student to implement the project in the subsequent semester. The project requires students to apply material from the curriculum to a significant project which may be either theoretical or a practical application.

Assessment of Problem Solving Skills

Evaluation Instruments

1. Student Projects
2. Computing Proficiency Exam (CPE)
3. Student Success after graduation

Evaluation Criteria

1. Through course projects students should demonstrate the ability to apply theoretical and practical knowledge. The student should demonstrate the ability to analyze the problem statement, develop a solution, implement the solution and assess the quality of the solution using critical reasoning.
2. Students should pass the CPE after completing the courses: CSI 130, CSI 230, CSI 235, CSI 300, and CSI 330.
3. Graduates of the programs are prepared to pursue their individual goals. Most students seek employment in an area of computing, some seek employment outside any area of computing and some pursue further education.

Standard of Success

1. It is expected that 75% or more of our students to obtain a grade of B- or above on the sophomore level project and 85% or more of our students to obtain a grade of B+ or above on the senior level project.
2. It is expected that 90% of students should pass the CPE on the first attempt and all should pass by the second attempt. Currently, students who have taken courses in the traditional 15 week format meet this criteria. Students taking courses in the condensed format have been passing at a rate of 10% on the first attempt with most not passing with multiple attempts.
3. It is expected that 90% or more of our graduates to be employed in a desired position or enrolled in a graduate education program within six months after date of graduation from McKendree University.

Assessment of Thorough Understanding

Evaluation Instruments

1. Within specific courses

a. CSI 399 - CPE – Successful passing Comprehensive Exam.

b. CSI 490 – Presentations and report on a semester long project

Evaluation Criteria

1. Specific courses/Exam CSI-399 (CPE) and CSI 490, now 497/498 have curriculum content intended to address the thorough understanding of taught material. The courses involve students' retention of technical and researched material in written and oral form.

Standard of Success

1. It is expected that 95% of our students obtain a grade of C or better in the CPE Exam.
2. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project.
3. It is expected that 85% or more of our graduates to have given oral and written presentation of material at the senior level with a grade of B or above.

Assessment of Applied Knowledge

Evaluation Instruments

1. Course Grading
2. Internship reports
3. Senior level projects

Evaluation Criteria

1. Exams, quizzes, homework and in class assignments are graded. Combined, these grades provide an indicator of the student understanding of the course content. Major course grades provide an indicator of student content knowledge for the major. The student's GPA provides an indicator of the level to which the student has been successful in the goals of the degree program.
2. Students enter internship programs with small, medium and large businesses throughout the geographic region. All graded internships require the student to complete a log of work activities, a report of work activities and the supervisor to complete an assessment of the student's ability.

3. The senior level projects provide an indicator of not only the student understanding of individual topics within the curriculum but also the students' ability to synthesize from this knowledge. The senior project requires students to put information together from throughout the curriculum and produce a significant project.

Standard of Success

1. It is expected that 95% of our students to maintain an overall GPA of 2.5 or higher, and 75% to maintain a GPA of 3.0 or higher in major courses.
2. It is expected that 95% of participating students to average at least a "good" rating on the Supervisor Evaluation of Intern Midterm report.
3. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project.

a. **Use of evaluation and assessment data:**

After studying data from the CPE results it became apparent that there was a problem with retention of material in the off campus programs. The course format was changed from four weeks to eight weeks to help address the problem.

After studying results from CSI-490 Senior seminar the course was supplanted with the two courses CSI 497 and CSI 498. This change requires students to complete a project proposal in the 1 credit hour CSI 497 course and then, in the following term, implement the project in the 2 credit hour CSI 498 course.

Contact(s)

Sameer Dutta, James Feher, Mostafa Mostafa, Kian Pokorny

Computer Science

Mission Statement

The computer science (CS) major provides students with a theoretical foundation in computing that will allow them to succeed as software developers or in graduate school. The program uses a capstone project and other group projects, students will enhance their ability to apply computing and communicate advanced concepts in computing. Upon graduating students should be able to demonstrate an understanding of computer and communication systems as well as hardware and software systems, including the design, development, implementation and integration into an organization.

Major Student Learning Outcomes (3-5)

1. Problem Solving: Graduates should understand and be able to demonstrate analytic and critical reasoning ability through algorithmic development along with software and hardware implementation of the use of technology.
2. Communication: Graduates should be able to communicate effectively utilizing current technology in information systems. This includes the acquisition, summarization and presentation of existing and synthesized knowledge.
3. Content Knowledge: Graduates should be able to demonstrate an understanding of computer and communication systems. Hardware and software systems, including the design, development, implementation and integration into an organization should be understood.

Curriculum Map	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**		
CSI 130	**x**		**x**		
CSI 230	**x**		**x**		
CSI 235	**x**		**x**		
CSI 300	**x**		**x**		
CSI 330	**x**		**x**		
CSI 335	**x**		**x**		
CSI 345			**x**		
CSI 410	**x**	**x**	**x**		
CSI 450		**x**	**x**		
CSI 465	**x**	**x**	**x**		
CSI 497/498	**x**	**x**	**x**		
CSI Electives (3, 9 hours)	**x**		**x**		
MTH 210	**x**				
MTH 211	**x**				
MTH 310	**x**				
SCIENCE w Lab	**x**				
PWR 360		**x**			

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: CSI 497/498 Senior Seminar

This is a full year capstone experience where students pick a topic of interest to them. They write a proposal the first term and implement the project the second term. The project is done independently and involves significant self directed research in the field to complete the task.

RESEARCH:

See the above.

SERVICE:

The major does not implement any significant service components into the curriculum. Opportunities exist for service in the form of helping to maintain the computer lab, assist in tutoring fellow students, participating in field specific student organizations (UPE and ACM), and assisting in outreach activities such as the Academic Challenge.

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Assessment of Problem Solving Skills

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Assessment of Communication Skills

Evaluation Instruments

1. Within specific courses
    a. PWR 360 – Successful completion of technical writing
    b. CSI 490 – Presentations and report on a semester long project

Evaluation Criteria

1. Specific courses PWR 360 and CSI 490, now 497/498 have curriculum content intended to address the communication of content related material. The courses involve students' communication of technical and researched material in written and oral form.

Standard of Success

1. It is expected that 85% of our students obtain a grade of C or better in the PWR course.
2. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project.
3. It is expected that 85% or more of our graduates to have given oral and written presentation of material at the senior level with a grade of B or above.

Assessment of Content Knowledge

Evaluation Instruments

1. Course Grading
2. Internship reports
3. Senior level projects

Evaluation Criteria

1. Exams, quizzes, homework and in class assignments are graded. Combined, these grades provide an indicator of the student understanding of the course content. Major course grades provide an indicator of student content knowledge for the major. The student's GPA provides an indicator of the level to which the student has been successful in the goals of the degree program.
2. Students enter internship programs with small, medium and large businesses throughout the geographic region. All graded internships require the student to complete a log of work

activities, a report of work activities and the supervisor to complete an assessment of the student's ability.

3. The senior level projects provide an indicator of not only the student understanding of individual topics within the curriculum but also the students' ability to synthesize from this knowledge. The senior project requires students to put information together from throughout the curriculum and produce a significant project.

Standard of Success

1. It is expected that 95% of our students to maintain an overall GPA of 2.5 or higher, and 75% to maintain a GPA of 3.0 or higher in major courses.
2. It is expected that 95% of participating students to average at least a "good" rating on the Supervisor Evaluation of Intern Midterm report.
3. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project.

a. **Use of evaluation and assessment data:**

After studying data from the CPE results it became apparent that there was a problem with retention of material in the off campus programs. The course format was changed from four weeks to eight weeks to help address the problem.

After studying results from CSI-490 Senior seminar the course was supplanted with the two courses CSI 497 and CSI 498. This change requires students to complete a project proposal in the 1 credit hour CSI 497 course and then, in the following term, implement the project in the 2 credit hour CSI 498 course.

Contact(s)

Sameer Dutta, James Feher, Mostafa Mostafa, Kian Pokorny

Information Technology

Description

The **Information Technology** majors study the practical applications of computing and communications technology. Most organizations have become dependent on networked computing infrastructure to the degree that they could not function without the infrastructure. Information Technology majors are prepared to select, manage and maintain the technology of an organization. Students with a major in Information Technology obtain positions in organizations planning and managing the organization's technology.

Mission Statement

The **Information Technology** (IT) major mission is to educate student the foundation of Information Technology by offering the most up-to-date courses in their field. The program aims to increase their knowledge of the business side of Information Technology and its impact on today's world by applying what they learn starting from understanding the problem to selecting, designing and then the implementation of the right solution. IT major should prepare students with the right tools and the knowledge that is needed to manage and maintain the IT infrastructure. Finally the students should be able to demonstrate their written and oral communication skills necessary for a successful IT management career.

Major Student Learning Outcomes (3-5)

1. Critical Thinking: Ability to design, implement, test and maintain Information Systems processes, and procedures to meet desired needs.
2. Thorough Understanding: Ability to use, apply current Internet technologies and best practices in the core information technologies to today's IT needs.
3. Applied Knowledge: Ability to effectively Apply IT skills and technologies to solve current business needs.
4. Ethical Responsibility: Ability to address social, ethical, and legal issues and responsibilities in today's complex society.

Curriculum Map

Division of Computing/Information Technology STUDENT LEARNING OUTCOMES Course Map				
Courses	**1**	**2**	**3**	**4**
CSI 130	X		X	
CSI 150	X		X	
CSI 201		X		
CSI 230	X		X	
CSI 235	X		X	
CSI 260	X		X	
CSI 300	X	X	X	
CSI 325		X	X	
CSI 369				X
CSI 415	X		X	
CSI 425	X		X	
CSI 450		X		
CSI 497			X	
CSI 498			X	
CSI Electives (3, 6 hours)	X		X	
ECO 211				
ACC 205				
PWR 360	X			
MGT 204	X			
MTH 310	X			

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: CSI 497/498 Senior Seminar

This is a full year capstone experience where students apply all what they learned and integrate it in one solution. Students pick a research topic of interest to them, or Software they want to develop. Student at first should write a project description that they have to show a thorough understanding of what they want to achieve at the end of the project. On the second term they implement the project with well documentation. The project is done independently and involves significant self-directed research in the field to complete the task.

RESEARCH:

The capstone graduation project can be a research topic that involve reading many research papers and at the present an applied work of the selected paper by implementing an algorithm or compare different approaches as a proof of thorough understanding of the research topic.

SERVICE:

The major does not implement any significant service components into the curriculum. Opportunities exist for service in the form of helping to maintain the computer lab, assist in tutoring fellow students, participating in field specific student organizations (UPE and ACM), and assisting in outreach activities such as the Academic Challenge.

Methods of assessment
Results from assessment

Use of Data (Previous year or this year)

The following text is taken from the Program Review and addresses the three areas above.

The **Division of Computing** assesses its outcomes primarily through the use of: course grading, including in-class exams, quizzes, homework, individual and team projects; the Computing Proficiency Exam (CPE); individual senior seminar projects; internships; discussion with students and colleagues; 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 of the division's courses at the junior and senior level. Group projects help to prepare students for career settings. More immediately, the group project demonstrates the student's ability to implement and communicate analytic reasoning skills, critical reasoning skills and content knowledge.
3. The CPE is an assessment tool that provides an indication of each student's competency midway through the student's program. The exam consists of 50 multiple choice questions

and 3 short-answer questions and covers material from the first five computing courses in the major: CSI 130, CSI 230, CSI 235, CSI 300, and CSI 330. The exam addresses the Problem Solving Skills and Content Knowledge goals. It is recommended that the student take the exam immediately after completing these five courses. This usually occurs after the third or fourth semester.

4. A senior capstone project is completed in CSI 490. In 2014, the one semester three credit hour course was replaced with CSI 497 (1 credit) and CSI 498 (2 credit) which separates the project into two distinct phases. CSI 497 allows the student to develop a project idea in the first semester and CSI 498 allows the student to implement the project in the subsequent semester. The project requires students to apply material from the curriculum to a significant project which may be either theoretical or a practical application.
5. In Addition to the (CSI 490 – CSI 497/CSI498) senior capstone project, the IT major has a two half credit hours course CSI 201 APPLIED INFORMATION TECHNOLOGY that is only needed for the IT students. This course focuses on topics related to the administration of information technology systems such as hardware maintenance, software life cycle management of hardware and software, shell scripting, system backup, system replication and basic networking. This course requires the student to learn and apply IT skills on a self-learning bases and requires the student to demonstrate his/her IT skills acquired at the end of the class by a presentation and/or physically on the machine demonstrating what he/she learned.

Assessment of Problem Solving Skills

Evaluation Instruments

1. Student Projects
2. Computing Proficiency Exam (CPE)
3. Student Success after graduation

Evaluation Criteria

1. Through course projects students should demonstrate the ability to apply theoretical and practical knowledge. The student should demonstrate the ability to analyze the problem statement, develop a solution, implement the solution and assess the quality of the solution using critical reasoning.
2. Students should pass the CPE after completing the courses: CSI 130, CSI 230, CSI 235, CSI 300, and CSI 330.
3. Graduates of the programs are prepared to pursue their individual goals. Most students seek employment in an area of computing, some seek employment outside any area of computing and some pursue further education.

Standard of Success

1. It is expected that 75% or more of our students to obtain a grade of B- or above on the sophomore level project and 85% or more of our students to obtain a grade of B+ or above on the senior level project.
2. It is expected that 90% of students should pass the CPE on the first attempt and all should pass by the second attempt. Currently, students who have taken courses in the traditional 15 week format meet this criteria. Students taking courses in the condensed format have been passing at a rate of 10% on the first attempt with most not passing with multiple attempts.
3. It is expected that 90% or more of our graduates to be employed in a desired position or enrolled in a graduate education program within six months after date of graduation from McKendree University.

Assessment of Problem Solving Skills

Evaluation Instruments

4. Student Projects
5. Computing Proficiency Exam (CPE)
6. Student Success after graduation

Evaluation Criteria

4. Through course projects students should demonstrate the ability to apply theoretical and practical knowledge. The student should demonstrate the ability to analyze the problem statement, develop a solution, implement the solution and assess the quality of the solution using critical reasoning.
5. Students should pass the CPE after completing the courses: CSI 130, CSI 230, CSI 235, CSI 300, and CSI 330.
6. Graduates of the programs are prepared to pursue their individual goals. Most students seek employment in an area of computing, some seek employment outside any area of computing and some pursue further education.

Standard of Success

4. It is expected that 75% or more of our students to obtain a grade of B- or above on the sophomore level project and 85% or more of our students to obtain a grade of B+ or above on the senior level project.

5. It is expected that 90% of students should pass the CPE on the first attempt and all should pass by the second attempt. Currently, students who have taken courses in the traditional 15 week format meet this criteria. Students taking courses in the condensed format have been passing at a rate of 10% on the first attempt with most not passing with multiple attempts.
6. It is expected that 90% or more of our graduates to be employed in a desired position or enrolled in a graduate education program within six months after date of graduation from McKendree University.

Assessment of Thorough Understanding

Evaluation Instruments

2. Within specific courses
    a. CSI 399 - CPE – Successful passing Comprehensive Exam.
    b. CSI 490 – Presentations and report on a semester long project

Evaluation Criteria

2. Specific courses/Exam CSI-399 (CPE) and CSI 490, now 497/498 have curriculum content intended to address the thorough understanding of taught material. The courses involve students' retention of technical and researched material in written and oral form.

Standard of Success

4. It is expected that 95% of our students obtain a grade of C or better in the CPE Exam.
5. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project.
6. It is expected that 85% or more of our graduates to have given oral and written presentation of material at the senior level with a grade of B or above.

Assessment of Applied Knowledge

Evaluation Instruments

4. Course Grading
5. Internship reports
6. Senior level projects
7. Applied Information Technology project presentation/demo

Evaluation Criteria

4. Exams, quizzes, homework and in class assignments are graded. Combined, these grades provide an indicator of the student understanding of the course content. Major course grades provide an indicator of student content knowledge for the major. The student's GPA provides an indicator of the level to which the student has been successful in the goals of the degree program.
5. Students enter internship programs with small, medium and large businesses throughout the geographic region. All graded internships require the student to complete a log of work activities, a report of work activities and the supervisor to complete an assessment of the student's ability.
6. The senior level projects provide an indicator of not only the student understanding of individual topics within the curriculum but also the students' ability to synthesize from this knowledge. The senior project requires students to put information together from throughout the curriculum and produce a significant project.
7. The applied information technology project provides a valuable tool to expose the IT student to a real life experience on using and mastering IT skills that will help them in the real world future job. The presentation and/or the real life demo at the end of the class is used as a way to demonstrate their understanding and how much they learn on their own which is the norm on today's Information technology world.

Standard of Success

4. It is expected that 95% of our students to maintain an overall GPA of 2.5 or higher, and 75% to maintain a GPA of 3.0 or higher in major courses.
5. It is expected that 95% of participating students to average at least a "good" rating on the Supervisor Evaluation of Intern Midterm report.
6. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project.
7. It is expected that 95% or more of our graduates to obtain a grade of B or above on the applied information technology project.

b. **Use of evaluation and assessment data:**

After studying data from the CPE results it became apparent that there was a problem with retention of material in the off campus programs. The course format was changed from four weeks to eight weeks to help address the problem.

After studying results from CSI-490 Senior seminar the course was supplanted with the two courses CSI 497 and CSI 498. This change requires students to complete a project

proposal in the 1 credit hour CSI 497 course and then, in the following term, implement the project in the 2 credit hour CSI 498 course.

Contact(s)

Sameer Dutta, James Feher, Kian Pokorny

Interactive Media

Mission Statement

The **interactive media** (IM) major develops the student's ability to demonstrate knowledge of computer-based 2-D and 3D graphics, 3-D modeling, color models, user interface concepts, interactive graphics and animation techniques. The students work to become proficient in programming languages, Artificial Intelligence (AI) algorithms and AI techniques. The program prepares graduates for jobs as entry-level game designers, entry-level programmers, and web designers.

Major Student Learning Outcomes (3-5)

1. Problem Solving: Graduates should understand and be able to demonstrate analytic and critical reasoning ability through algorithmic development along with software and hardware implementation of the use of technology.
2. Communication: Graduates should be able to communicate effectively utilizing current technology in information systems. This includes the acquisition, summarization and presentation of existing and synthesized knowledge.
3. Content Knowledge: Graduates should be able to demonstrate an understanding of computer and communication systems. Hardware and software systems, including the design, development, implementation and integration into an organization should be understood.

Curriculum Map	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**		
CSI 130	**x**		**x**		
CSI 230	**x**		**x**		
CSI 235	**x**		**x**		
CSI 260	**x**		**x**		
CSI 300	**x**		**x**		
CSI 330	**x**		**x**		
CSI 425	**x**		**x**		
CSI 430			**x**		
CSI 497/498	**x**	**x**	**x**		
CSI Electives (3, 9 hours)	**x**		**x**		
MTH 210	**x**				
MTH 211	**x**				
PHYS 211	**x**		**x**		
PHYS 212	**x**				
PWR 360		**x**			

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: CSI 497/498 Senior Seminar

This is a full year capstone experience where students pick a topic of interest to them. They write a proposal the first term and implement the project the second term. The project is done independently and involves significant self directed research in the field to complete the task.

RESEARCH:

See the above.

SERVICE:

The major does not implement any significant service components into the curriculum. Opportunities exist for service in the form of helping to maintain the computer lab, assist in tutoring fellow students, participating in field specific student organizations (UPE and ACM), and assisting in outreach activities such as the Academic Challenge.

Methods of assessment
Results from assessment

Use of Data (Previous year or this year)

The following text is taken from the Program Review and addresses the three areas above.

The **Division of Computing** assesses its outcomes primarily through the use of: course grading, including in-class exams, quizzes, homework, individual and team projects; the Computing Proficiency Exam (CPE); individual senior seminar projects; internships; discussion with students and colleagues; 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 of the division's courses at the junior and senior level. Group projects help to prepare students for career settings. More immediately, the group project demonstrates the student's ability to implement and communicate analytic reasoning skills, critical reasoning skills and content knowledge.
3. The CPE is an assessment tool that provides an indication of each student's competency midway through the student's program. The exam consists of 50 multiple choice questions and 3 short-answer questions and covers material from the first five computing courses in the major: CSI 130, CSI 230, CSI 235, CSI 300, and CSI 330. The exam addresses the Problem Solving Skills and Content Knowledge goals. It is recommended that the student take the exam immediately after completing these five courses. This usually occurs after the third or fourth semester.
4. A senior capstone project is completed in CSI 490. In 2014, the one semester three credit hour course was replaced with CSI 497 (1 credit) and CSI 498 (2 credit) which separates the project into two distinct phases. CSI 497 allows the student to develop a project idea in the first semester and CSI 498 allows the student to implement the project in the subsequent semester. The project requires students to apply material from the curriculum to a significant project which may be either theoretical or a practical application.

Assessment of Problem Solving Skills

Evaluation Instruments

1. Student Projects
2. Computing Proficiency Exam (CPE)
3. Student Success after graduation

Evaluation Criteria

1. Through course projects students should demonstrate the ability to apply theoretical and practical knowledge. The student should demonstrate the ability to analyze the problem statement, develop a solution, implement the solution and assess the quality of the solution using critical reasoning.
2. Students should pass the CPE after completing the courses: CSI 130, CSI 230, CSI 235, CSI 300, and CSI 330.
3. Graduates of the programs are prepared to pursue their individual goals. Most students seek employment in an area of computing, some seek employment outside any area of computing and some pursue further education.

Standard of Success

1. It is expected that 75% or more of our students to obtain a grade of B- or above on the sophomore level project and 85% or more of our students to obtain a grade of B+ or above on the senior level project.
2. It is expected that 90% of students should pass the CPE on the first attempt and all should pass by the second attempt. Currently, students who have taken courses in the traditional 15 week format meet this criteria. Students taking courses in the condensed format have been passing at a rate of 10% on the first attempt with most not passing with multiple attempts.
3. It is expected that 90% or more of our graduates to be employed in a desired position or enrolled in a graduate education program within six months after date of graduation from McKendree University.

Assessment of Communication Skills

Evaluation Instruments

1. Within specific courses

a. PWR 360 – Successful completion of technical writing

b. CSI 490 – Presentations and report on a semester long project

Evaluation Criteria

1. Specific courses PWR 360 and CSI 490, now 497/498 have curriculum content intended to address the communication of content related material. The courses involve students' communication of technical and researched material in written and oral form.

Standard of Success

1. It is expected that 85% of our students obtain a grade of C or better in the PWR course.
2. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project.
3. It is expected that 85% or more of our graduates to have given oral and written presentation of material at the senior level with a grade of B or above.

Assessment of Content Knowledge

Evaluation Instruments

1. Course Grading
2. Internship reports
3. Senior level projects

Evaluation Criteria

1. Exams, quizzes, homework and in class assignments are graded. Combined, these grades provide an indicator of the student understanding of the course content. Major course grades provide an indicator of student content knowledge for the major. The student's GPA provides an indicator of the level to which the student has been successful in the goals of the degree program.
2. Students enter internship programs with small, medium and large businesses throughout the geographic region. All graded internships require the student to complete a log of work activities, a report of work activities and the supervisor to complete an assessment of the student's ability.

3. The senior level projects provide an indicator of not only the student understanding of individual topics within the curriculum but also the students' ability to synthesize from this knowledge. The senior project requires students to put information together from throughout the curriculum and produce a significant project.

Standard of Success

1. It is expected that 95% of our students to maintain an overall GPA of 2.5 or higher, and 75% to maintain a GPA of 3.0 or higher in major courses.
2. It is expected that 95% of participating students to average at least a "good" rating on the Supervisor Evaluation of Intern Midterm report.
3. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project.

a. **Use of evaluation and assessment data:**

After studying data from the CPE results it became apparent that there was a problem with retention of material in the off campus programs. The course format was changed from four weeks to eight weeks to help address the problem.

After studying results from CSI-490 Senior seminar the course was supplanted with the two courses CSI 497 and CSI 498. This change requires students to complete a project proposal in the 1 credit hour CSI 497 course and then, in the following term, implement the project in the 2 credit hour CSI 498 course.

Contact(s)

Sameer Dutta, James Feher, Kian Pokorny

Division of Humanities

English

Description

The English major offers students the opportunity to read, discuss, create and analyze a wide range of literature written in English. In the process, the major enhances student understanding and appreciation of language. English majors engage in a considerable amount of critical and research writing, which enhances both intellectual development and professional communication skills. The English major offers three tracks—a literature track, literature/writing track, or an English/Secondary Education Track.

Student Learning

Mission Statement

The mission of the English program is to offer a wide range of courses in literature and writing to prepare students for graduate study and careers in teaching and other professions.

Major Student Learning Outcomes (3-5)

1 Enhance students' skills in oral and written communication.

2 Develop the ability to read and interpret literature critically.

3 Develop the ability to appreciate literature and respond to it intellectually, aesthetically, and affectively.

4 Help students understand their own cultural heritage as well as the cultural heritage of others.

5 Enhance students' sensitivity to and understanding of language.

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**
ENG 290: Introduction to Literary Theory	**x**	**x**	**x**		**x**
ENG 390: Major Authors	**x**	**x**	**x**		**x**
ENG 490: Senior Seminar	**x**	**x**	**x**		**x**
ENG 303: American Literature to 1900 and 304: American Literature from 1900-present	**x**	**x**	**x**		**x**
ENG 300: Nature of Language or ENG 307: English Grammar					**x**
ENG 311: Anglo-Saxon and Medieval Literature or 312: English Renaissance Literature; 317: Romantic English Literature, 318: Victorian English Literature, or 319: 20th Century English Literature	**x**	**x**	**x**		**x**

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: ENG 490: Senior Seminar

RESEARCH: ENG 290: Introduction to Literary Studies; ENG 390: Major Authors; ENG 490: Senior Seminar

SERVICE: X

Methods of assessment:

English 290, 390 and 490 will be assessed using the following rubric.

Written Communication Rubric with the following discipline-specific criteria:

Skill	Level of performance			
	Advanced	**High intermediate**	**Low intermediate**	**Beginning**
Literary analysis	4	3	2	1
	Demonstrates an extremely high level of critical thinking and mastery of literary theory, periods, and / or genres.	Demonstrates a high level of critical thinking and a strong command of literary theory, periods, and / or genres.	Demonstrates some level of critical thinking and a reasonable command of literary theory, periods, and / or genres.	Demonstrates the potential for critical thinking and an introductory-level command of literary theory, periods, and / or genres.
Writing process	4	3	2	1
	Exhibits mastery of a process-writing approach that incorporates skills such as invention, drafting, revising, polishing, and editing.	Exhibits a process-writing approach that incorporates skills such as invention, drafting, revising, polishing, and editing.	Attempts a process-writing approach that incorporates skills such as invention, drafting, revising, polishing, and editing.	Fails to adopt a process-writing approach that incorporates skills such as invention, drafting, revising, polishing, and editing.
MLA style	4	3	2	1
	Almost perfect use of all appropriate MLA style rules.	MLA style is followed for citations and references with no more than 1-2 errors.	MLA style is followed for citations and references with no more than 4 errors.	MLA style is attempted for citations and references, but 4 or more errors are present.

Results from assessment: None at this time. We have not implemented this rubric.

The curriculum mapping process revealed the following action items:

- We need to require classes that meet our Learning Outcome #4 and / or revise the language of this particular outcome;
- We need to include a section on the discipline-specific rubric that will assess Learning Outcome #3 and / or revise this particular outcome;

- We need to include a section on the discipline-specific rubric that will assess Learning Outcome #5 and / or revise this particular outcome;
- We need to examine our Mission Statement to potentially make it less skills-based.

Contact(s)

Brenda Boudreau, Nichole DeWall, John Greenfield

Organizational Communication

Description This major is designed to help students meet the communication challenges required in the business world. Courses provide them with knowledge and skills that include individual and group behaviors, presentations , organizational strategies, listening, and rhetorical sensitivity.

Mission Statement: to prepare students to be successful in their professional lives

Major Student Learning Outcomes (3-5)
1 students will learn about the various communication skills needed in organizations

2 students will be able to create and present polished presentations

3 students will understand and use effective small group practices

4 students will be aware of organizational theories and applications

5 students will be familiar with effective written communication in companies

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**Comm. Skills in Organizations**	**Polish Presentations**	**Small Group Skills**	**Organization Theories**	**Written Communication**
SPC 100 Fundamentals of Speech Communication		**X**			

SPC 252 Interpersonal Communication			**X**		
SPC 310 Business and Professional Presentations	**X**	**X** **XX**	**X**	**X**	**X** **XX**
SPC 351 Organization Communication	**X** **XX**	**X**	**X**	**X**	**X** **XX**
MGT 204 Principles of Management	**Unknown (will be consulting**				
MGT 315 Organizational Behavior	**with Business Faculty about these**				
MKT 205 Principles of Marketing	**courses this year.)**				
PWR 360 Technical Writing	**X**	**X**			**X** **XX**
SPC 490 Seminar in Speech Communication	**X**	**X**	**X**	**X**	**X**

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: SPC 490 Seminar in Speech Communication

RESEARCH: SPC 252 Interpersonal Communication; SPC 310 Business and Professional Presentations; SPC 351 Organizational Communication (no data about MKT and MGT courses at this time.)

SERVICE: SPC 310

Methods of assessment: reflection papers, research papers, oral reports, interviews, group projects, debates, presentations, simulations

Results from assessment: students have an enhanced awareness of the skills they have mastered, and use self-assessments to improve the quality of their presentations. Class members gain valuable insights about their strengths and weaknesses in skill building.

Use of Data (Previous year or this year) Our faculty (full and part time) encourage students to assess the value of various assignment at the end of each semester. We meet as a group and share suggestions for improving the learning opportunities for each class for next year.

Contact(s) Dr. Betsy Gordon

Philosophy

DESCRIPTION

The Philosophy Department at McKendree University offers a diverse range of courses of study and other activities designed to help students achieve academic excellence in preparation for assuming leadership roles in our society and their profession. Courses emphasize the foundational role of philosophy in addressing the core assumptions and beliefs that undergird other disciplines, worldviews, and, indeed, everyday ways of life. Critical reasoning and argumentation are at the heart of coursework, which aims to provide students with the analytical and interpretive skills necessary for self-growth, productive civic engagement, and career success. Extra-curricular activities, such as the Philosophy Club and film nights, nurture a philosophical community at McKendree and provide students with a forum for extending their conversations beyond the classroom. As a whole, coursework and extra-curricular activities foster a commitment to academic excellence in the context of a life of community service and dedication to life-long learning. As such, the department strives to contribute to the American

Philosophical Association's mission, which "promotes the discipline and profession of philosophy, both within the academy and in the public arena." [2]

MISSION STATEMENT

The mission of the Philosophy B.A. degree program is to teach and guide students in philosophical inquiry, helping them to integrate the study of philosophy as an academic discipline with the practice of philosophy as a way of life (in both its personal and social/global dimensions). The department strives to cultivate critical reasoning skills essential to engagement in civic life and success in any future career. By imparting knowledge of and fostering respect for the history of philosophy, we aim to stimulate lifelong reflection and civic engagement on those questions fundamental to an understanding of the human condition and its possibilities.

MAJOR STUDENT LEARNING OUTCOMES

1. To develop in students the interpretive, critical, and argumentative skills necessary for succeeding in graduate studies, the professions, and civic life;
2. To impart knowledge of and appreciation for the majors figures, issues, and debates in the history of Western Philosophy, both ancient and modern;
3. To explain, analyze, and evaluate those ethical and social issues that inform students' personal and social lives; and,
4. To provide a perspective from which students can synthesize all their studies and develop a sense of how philosophy bears on other disciplines.

CURRICULUM MAP

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES

[2] http://www.apaonline.org/?page=mission

PROGRAM COURSES	SLO #1: Reasoning & Argumentation	SLO #2: Disciplinary Competence	SLO #3: Responsibility & Engagement	SLO #4: Philosophy & the Disciplines
PHI 201: Introduction to Philosophy	**XX**	**X**		
Philosophy 204: Logic	**XX**	**XX**		
Philosophy 206: Introduction to Ethics	**X**	**X**	**XX**	**X**
PHI 325: Philosophy of Religion		**X**	**X**	**X**
PHI 331: Social and Political Philosophy		**X**	**XX**	**X**
PHI 332: Ethical Theory	**X**	**X**	**X**	
PHI 333: Metaphysics and Human Nature		**X**		**XX**
PHI 334: Philosophy of Art		**X**	**X**	**X**
PHI 336: Existentialism		**X**	**X**	**X**
PHI 345: Philosophy of Science	**X**	**X**		**XX**
PHI 363/364: History of Philosophy sequence	**XX**	**XX**		**X**
PHI 390: Ethics and Public Policy		**X**	**XX**	**X**
PHI 391: Biomedical Ethics		**X**	**XX**	**X**

PROGRAM REQUIREMENTS:

CAPSTONE: At present, the department lacks a Capstone Course. Because of the relatively small number of majors and course enrollment requirements (i.e., the 7 student requirement for a course to make), a yearly capstone seminar is not feasible. We do, however, provide a rigorous Capstone Experience. In their senior year, majors take an Independent Study in which they demonstrate that they have achieved the learning goals of the Philosophy Department. To do so, students engage in a personalized project that addresses a topic of their choice in the context of their undergraduate philosophical coursework. The goal of the project is to connect the student's project with the varied aspects of the undergraduate philosophy coursework that is informed by and implicated in that project. Students are required to present their work at a gathering of the Philosophy Club, to make two presentations to other philosophy classes (focusing on work relevant to those classes), and to work on and submit their project paper to an undergraduate philosophy journal.

RESEARCH: n/a

SERVICE: The department has made efforts in recent years to increase the service-component of its courses. Specifically, PHI 208: Environmental Ethics and PHI 391: Biomedical Ethics now include service-learning components.

Methods of assessment

Students engage in a wide-range of writing activities that allow faculty to gauge the extent to which they have achieved (or are striving to achieve) the learning outcomes of the department and university. *Exegetical essays* develop skills essential for clearly and precisely articulating and analyzing the arguments of an author. *Argument analysis essays* foster skills essential for evaluating the cogency of an author's argument. *Literature review essays* allow students to participate, as junior scholars, in the ongoing conversation of the philosophical community, thereby exposing them to the standards of the professions as well as the range of issues and debates that continue to be the focus of philosophy and related disciplines. *Formal research* papers offer a process-oriented context for honing student writing, reasoning, and argumentation.

In addition, the department encourages developing new ways of assessing competency and nurturing academic excellence. Service-learning assignments are incorporated into several classes (most notably PHI 208: Environmental Ethics and PHI 391: Biomedical Ethics). Furthermore, in recent years courses have included digital humanities projects.

Contact: Dr. Kevin Zanelotti

Religious Studies

Description: Religious Studies examines the human relationship to what is conceived as ultimate reality or the highest reality. It studies the beliefs, practices, and behaviors that are expressions of this relationship, examining them in their individual and corporate, historical and contemporary forms. Human history displays established patterns of the relationship to ultimate reality in the world's major religious traditions. Religious studies at McKendree University explores all the world's religions while focusing in a special way on the Christian tradition, its sacred texts, history, and theology.

Mission Statement: The mission of Religious Studies at McKendree University is to examine, analyze, and understand the way in which humans conceive their relationship to ultimate reality or the highest reality.

Major Student Learning Outcomes

1. To understand and critically analyze the history, geographical distribution, and major beliefs and practices of the major world's religions.

2. To understand and critically analyze the Hebrew background of Christianity, the history of Christianity, including the major beliefs and practices of Christianity from its origins and the development of Christianity into separate Christian groups.

3. To understand and critically analyze the major beliefs and practices of Christian groups today, focusing on Christianity in the United States.

4. To improve reading, writing, and critical thinking skills.

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES REL 210 Living Religions of the East	Outcomes 1 and 4				
REL 211 Living Religions of the West	Outcomes 1-4				
REL 230 Introduction to Christianity	Outcomes 1-4				
REL 215/315 Religion in the United States	Outcomes 1-4				
REL 340 Old Testament	Outcomes 1,2,4				
REL 345 New Testament	Outcomes 1-4				
REL 330 History of Christian Thought	Outcomes 1,2,4				
REL 332 Contemporary Christian Thought	Outcomes 1-4				
PHI 201 Introduction to Philosophy	Outcomes 1-4				
REL 325 Philosophy of Religion	Outcomes 1-4				

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE:

REL 330 History of Christian Thought

or

REL 332 Contemporary Christian Thought

RESEARCH:

REL 210 Living Religions of the East
REL 211 Living Religions of the West
REL 230 Introduction to Christianity
REL 215/315 Religion in the United States
REL 340 Old Testament
or
REL 345 New Testament
REL 330 History of Christian Thought
or
REL 332 Contemporary Christian Thought
PHI 201 Introduction to Philosophy
or
REL 325 Philosophy of Religion
Four electives in religious studies (at least two at 300-400 level)

Methods of assessment

Exams
Quizzes
Reflection papers
Short research papers (3-6 pages)
Long research papers (7-20 pages)
Presentation of reading
Formal presentations of research
Engaged discussion of class material

Results from assessment

Use of Data (Previous year or this year)

Contact(s): Duane Olson

Professional Writing and Rhetoric (PWR)

Description

The Professional Writing and Rhetoric program consists of four over-arching components that will guide the program focus as well as students' coursework: Workplace Preparation, Rhetorical Sophistication, Research and Problem Solving, and Creative and Stylistic Ability. Additionally, courses within the program will be guided by three curricular structures. First, each course will help students investigate and gain expert knowledge from the field of Professional Writing and Rhetoric. Second, students will gain practical experience in this field through activity-based course assignments. Third, courses will support the university's commitment to service by instilling in students a sense of responsibility for the private and public good through effective workplace and civic communication practices.

Program Requirements

- Capstone: Research and Practice in Professional Writing (PWR 490)
- Research: Research and Practice in Professional Writing (PWR 490)
- Service: Civic Engagement through Professional Writing (PWR 390)

Mission

The mission of this program is to develop students as effective professional writers in print and digital environments.

Program Learning Outcomes

• Program Learning Outcomes	Bloom's Level	PO#
Develop strategies to evaluate and compose effective professional writing.	**4**	**PWR-PO-01**
Examine theories, genres, methods, and applications for effective workplace communication.	**4**	**PWR-PO-02**
Learn to design documents for print and digital environments using principles of visual rhetoric.	**6**	**PWR-PO-03**
Use contemporary and emergent technologies relevant to professional writing environments.	**6**	**PWR-PO-04**
Practice writing for civic purposes.	**3**	**PWR-PO-05**

Bloom's Taxonomy Highest Level for the Program: Creating (Level 6)

Mapping Course Outcomes (CO) to Program Outcomes (PO):

Program Outcome (PO)	PWR-PO-01	PWR-PO-02	PWR-PO-03	PWR-PO-04	PWR-PO-05
• **Course/Course Outcomes (CO)**					
PWR 210 Intro to Prof. Writing					**X**
PWR210-CO-01		**X**			
PWR210-CO-02	**X**		**X**	**X**	
PWR210-CO-03			**X**	**X**	
PWR210-CO-04	**X**	**X**	**X**	**X**	
• **PWR 240 Visual Rhetoric/Doc Design**					
PWR240-CO-01	**X**		**X**		
PWR240-CO-02		**X**	**X**	**X**	
PWR240-CO-03	**X**	**X**	**X**		
PWR240-CO-04	**X**	**X**	**X**	**X**	
PWR 350 New Media/Emerging Tech in PW					
PWR350-CO-01	**X**		**X**	**X**	
PWR350-CO-02		**X**			
PWR350-CO-03	**X**		**X**	**X**	
PWR350-CO-04	**X**	**X**	**X**	**X**	
• **PWR 360 Interdis Pro/Tech Writing**					
PWR360-CO-01	**X**		**X**		
PWR360-CO-02		**X**			
PWR360-CO-03	**X**	**X**		**X**	
PWR360-CO-04					
PWR 390 Civic Engagement through PW					**X**
PWR360-CO-01	**X**	**X**			
PWR360-CO-02		**X**	**X**	**X**	
PWR360-CO-03	**X**	**X**			**X**
PWR360-CO-04	**X**	**X**			**X**
PWR 490 Research/Practice in PW					**X**
PWR490-CO-01		**X**			
PWR490-CO-02	**X**			**X**	
PWR490-CO-03	**X**	**X**	**X**	**X**	
PWR490-CO-04	**X**	**X**	**X**	**X**	

Assessment:
Note: As this program just began offering courses in Fall 2014, our assessment practices have largely been reflective as we work to create and revise course materials. More formal assessments of student work will be undertaken in 2015-2016.

2014-2015 AY

Course Name	Assessment Method/s	Results from Assessment	Use of Data
• **PWR 210 Introduction to Professional Writing**	Written Communication Rubrics used on first assignment (pre-test) and on culminating course project (post-test).	Will be assessed Fall 2015	
PWR 240 Visual Rhetoric and Document Design	Comprehensive review of culminating course projects, which were created for real campus audiences. Instructor and student self-reflections.	Seniors exceeded expectations of the course in their final projects. Identification of the factors that facilitated their success will be used to provide additional support and guidance to sophomores and juniors in project selection and fulfillment.	Revision of guidelines for culminating project. Review of selected texts and scaffolding of the material in those texts. Revision of syllabus to include greater emphasis on intellectual property and copyright. Revision of syllabus to integrate theory and practice throughout the semester rather than teaching all theory elements then all practice elements.
PWR 350 New Media/Emerging Technologies in PW	Course will be taught for the first time during Fall 2015.	Will be assessed Fall 2015	
PWR 360 Interdisciplinary Pro-Tech Writing	Written Communication Rubrics used on first assignment (pre-test) and on culminating	Will be assessed Fall 2015	

	course project (post-test).		
PWR 390 Civic Engagement through Professional Writing	Instructor review of student work; feedback from external audience for student final projects and presentations (grant and grant-related presentation). Will use Written and Oral Communication rubrics in Fall 2016 iteration of course.	Most student work exceeded our expectations, and students reported a high level of satisfaction with the course and its relevance to their profession. Oral presentations were weak early in the semester, so more instruction and opportunities for practice were added, leading to improvement by the end of the semester.	Assessment information will be used to improve instruction and provide more practice on grant writing. More oral presentations of work will be included in the next iteration of the syllabus to assist students in development of that skill. Instructor will develop a feedback form to use with site supervisors of service learning projects.
PWR 490 Research and Practice in Professional Writing	Course taught as directed study to one student in Summer 2015. Assessment will focus on student project, digital professional writing portfolio, and student's reflective writing.	Will be assessed Summer 2015	

Contacts: Stephanie Quinn & Joy Santee

Spanish

Description

The Spanish Major teaches students how to communicate competently in Spanish through acquiring linguistic abilities and learning to be culturally aware. The Spanish curriculum offers pragmatic linguistic courses that focus on Spanish students' real need for interactions in real-world settings. Content-based courses equip students with the cultural, historical and political backgrounds of Spanish-speakers that help students gain a better understanding of their interlocutors, be more culturally sensitive, and therefore grow to be holistically successful communicators. Students are offered many opportunities to interact directly with the Hispanic communities to learn, practice, and sharpen their linguistic and socio-cultural skills.

Mission Statement

The mission of the Spanish Major is to prepare our students for the increasing demand for Spanish skills on the job market. Students will learn to communicate competently in Spanish in professional and casual settings in an increasingly economically interdependent and culturally diverse world. We guide our students to recognize, appreciate, and understand the diversity of Spanish-speaking countries and their people, and to learn to function successfully through engaging with Hispanic communities. Through exposure to a variety of Hispanic cultures and histories, we foster openness to new ideas and a broader world perspective.

Major Student Learning Outcomes (3-5)

1. Communicate competently in the Spanish language

2. Recognize that there is a variety of Hispanic cultures/civilizations (Broaden world perspective)

3. Acquire a deep understanding of the variety of Hispanic cultures/civilizations (Broaden world perspective)

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**Linguistic**	**Recognize Hispanic Cultures**	**Understand Hispanic Cultures**		
SPA 101 (First semester)	**XX**	**X**			

SPA 102 (Second semester)	**XX**	**X**			
SPA 220 (third semester)	**XX**	**X**			
SPA 300 (conversation)	**XX**	**X**	**X**		
SPA 301 (grammar)	**XX**	**X**			
SPA 302 (conversation II)	**XX**	**X**	**X**		
SPA 310 (history and civilization) **SPA 321/322 (Literatures)**	**XX**	**XX**	**XX**		
SPA 312 (Latino in the USA)	**XX**	**XX**	**XX**		
SPA 380-389	**XX**	**XX**	**XX**		

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: None at this time. But most majors are strongly encouraged to (and have) gone to study abroad for their last courses.

RESEARCH:

SPA 310 (History and civilization)

SPA 312 (Latino in the USA)

SPA 321/322 (Panorama of Literatures)

SPA 380-389 (Special topics)

SERVICE:

SPA 312 (Latino in the USA)

Methods of assessment

SPA 101, 102, 220, 301/303,

Language exams (grammar, writing, listening and reading comprehension)

SPA 300/302

2.5 hours of Recorded language conversations with native speakers in Latin America (Listening comprehension and speaking)

Ongoing class participation (Listening and speaking)

Video project

SPA 310, 311, 312, 321/322, SPA 380-389:

Presentations (speaking)

Research Papers (writing, reading and listening)

Results from assessment

Use of Data (Previous year or this year)

Contact(s)

Aurélie Capron

Speech Communication

Description: Students explore a wide range of communication practices and theories to build skills in problem-solving, organizational strategies, listening, rhetorical sensitivity, confidence, and presentational skills

Mission Statement: to prepare students to be effective communicator in their professional and personal lives.

Major Student Learning Outcomes (3-5)
1 students will be able to create and present effective presentations

2 students will be able to assess and improve their own presentations/communication

3 students will gain confidence in small groups, public speeches, and personal interactions

4 students will be able to select appropriate strategies for all communication settings

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**Effective Presentations**	**Assess & Improve**	**Gain Confidence**	**Select Strategies**	
SPC 220 Public Speaking	**X XX**	**X XX**	**X XX**		
SPC 200 Small Group	**X**	**X**	**X**	**X**	
SPC 252 Interpersonal Communication		**X XX**	**X XX**	**X**	
SPC 391 Persuasion	**X XX**	**X XX**	**X XX**	**X XX**	
SPC490 Seminar in Speech Communication	**X XX**	**X XX**	**X XX**	**X XX**	

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: SPC 490 Seminar in Speech Communication

RESEARCH: SPC 252 Interpersonal Communication; SPC 391 Persuasion; SPC 490 Seminar in Speech Communication

SERVICE: SPC 200 Small Group

Methods of assessment: reflection papers, research papers, oral reports, interviews, group projects, debates, presentations, simulations

Results from assessment: students have an enhanced awareness of the skills they have mastered, and use self-assessments to improve the quality of their presentations. Class members gain valuable insights about their strengths and weaknesses in skill building.

Use of Data (Previous year or this year) Our faculty (full and part time) encourage students to assess the value of various assignment at the end of each semester. We meet as a group and share suggestions for improving the learning opportunities for each class for next year.

Contact(s) Dr. Betsy Gordon

Division of Science and Mathematics
Biology

Description

Biology is presently one of the most exciting and active areas of scientific advancement. Rapid advances in genetic and cellular biology, and the development of biotechnology, have led to improved crops, new medical treatments, and a wealth of new information that will drive continuing advances. Ecological studies continue to elucidate the myriad, and often unsuspected, links between ecosystems on the Earth and will prove essential if we are to better understand global climate change and its likely effects. Evolutionary biology not only continues to inform us about the history of life, but has also proven essential in the battle against drug resistance in microbes. In short, the biological sciences are rapidly advancing and are central to many of society's most pressing problems and debates.

The biology major at McKendree is designed to provide majors a broad-based education, but still allow students room for some specialization. A major in biology prepares students for work in many different areas, including conservation, or wildlife biology, biological education, research in government, business, or academia, laboratory work in the medical setting or work in biotechnology. graduates are also prepared to enter graduate school in preparation for careers in research or teaching or to pursue professional studies in fields such as medicine, pharmacy, dentistry, optometry, or veterinary science. Students interested in majoring in biology and pursuing professional studies in the aforementioned fields after graduation should refer to the Bachelor of Science: Pre-Professional Track program of study in this section of the catalog. A similar option also exists for students interested in majoring in chemistry.

Students may earn a bachelor of arts (BA), a bachelor of science (BS), or a minor in biology. Both majors are designed to provide students flexibility to take a number of different elective courses in the major. Therefore, students are given the option of concentrating their studies in one or more areas of biology. To graduate with a major in biology, the student must maintain a minimum 2.50 cumulative grade point average in the courses required for the major. A maximum of 20 credit hours from lower division courses in biology may be applied toward the credit hour total in the major. Additionally, students must successfully complete an online portfolio as well as a standardized pre-test and post-test prior to graduation.

McKendree University is a member of the Reis Biological Station Consortium and strongly encourages its biology students to enroll in a field station course during their undergraduate

careers. The Reis Biological Station, operated by Saint Louis University, is located in the northern ozark Mountains near Steelville, Missouri.

Students seeking secondary certification to teach biology must fulfill all of the requirements for Science Education: Biology Emphasis. These requirements are listed in the Courses of Study section of this catalog under Science Education. general Education and other professional education requirements must also be met for certification and are listed in the section entitled "Initial Secondary Certificate" in the Courses of Study section of this catalog under Education, Heath, and Human Performance.

Mission Statement

Our mission is to provide students with an integrative knowledge of content, an understanding of the practice of science, the ability to communicate scientific knowledge to a broader community, and professional awareness of the opportunities that await them.

Major Student Learning Outcomes (3-5)

1. Content: Graduates should understand major biological concepts and integrate that understanding across levels of biological organization from cellular and molecular biology, to organismal biology, to ecology, and evolutionary biology.

2. Practice: Graduates should understand the process of scientific inquiry and develop the ability to independently design and conduct scientific investigations.

3. Communication: Graduates should be able to access existing scientific knowledge and effectively communicate their own work to a broader community.

4. Professional and Social Awareness: Graduates should develop personal and professional goals, the tools to achieve these goals, and an understanding of professional and social responsibilities.

Curriculum Map

(CURRICULUM MAP SUBMITTED, BUT NOT ABLE TO VIEW)

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: BIO 455, Research Methods

RESEARCH: BIO 303, Ecology; BIO 313, Cellular Biology, BIO 470, Internship in Biology

SERVICE: N/A

Methods of assessment

Content

- Course specific test and quiz scores
- Major GPA
- Implement the use of standardized pre- and post-test

Practice

- Various assignments within the following courses: 110, 111, 220, 303, 313, 455.
- Development of a single rubric that addresses the following outcomes:
    - Proficiency in technology and basic scientific skills
        - Creating figures
        - T-tests, ANOVA, regressions, chi-square analysis
        - Microscopy
        - GPS
        - Use of dichotomous keys
        - Basic terminology
        - Unit conversions
        - Making solutions
        - Pipetting
        - Basic laboratory equipment (balance, pH meter, spec, centrifuge, sterile)
    - Scientific Inquiry
        - Development of hypotheses
        - Experimental design
        - Data collection/Notebook maintenance
        - Independent / Dependent variables
        - Time management

A rubric will be used to assess each student throughout all courses (where appropriate) and through graduation.

Communication

- Implement the use of the oral and written communication rubrics provided by the communication sub-committee of SLATE
- Various assignments within the following courses: 110, 111, 220, 303, 313, 455

Professional & Social Awareness

- Various assignment-specific rubrics used in courses within the major
- Collection of students' resumes and statements of professional goals
- Data tracking alumni career placement

Results from assessment

- Weakness in "development of hypotheses" and "experimental design" identified in curriculum map in BIO 110 and 111
- Weaker student performance related to bio-statistical analysis identified by individual assignments BIO 303, 313, and 455
- Weakness in "participation in in-class discussions" identified in curriculum map in many of the core courses

Use of Data (Previous year or this year)

- Laboratory manuals for BIO 110L and 111L updated to place greater emphasis on developing hypotheses and experimental design
- A new course, BIO 300 Biomeasurements, was proposed in 2013-2014 and implemented in Spring, 2015. This is now required course.
- BIO 300 is now a pre-requisite to BIO 303
- Discuss implementation of requiring students to participate in online discussion boards

Contact(s)

Robb VanPutte; x6930; rdvanput@mckendree.edu

Chemistry

DESCRIPTION

Courses in the program are designed to make students competent in the areas of content, critical thinking, laboratory work, and research. Chemistry content courses span the 4 major fields of General Chemistry, Organic Chemistry, Analytical Chemistry, and Physical Chemistry. Supplementary courses establish a strong background in Physics and Mathematics that prepares students for leadership roles in a technologically-dependent society. Content mastery is practiced in the senior year by conducting an original research project in chemistry as a capstone experience. Students are encouraged to communicate their results to broader scientific community at the national conferences. As a whole, the program encourages broader vision, enriched purpose, and engagement with the community. It fosters commitment to responsible citizenship, openness to new ideas, and dedication to lifelong learning.

MISSION STATEMENT

The mission of the chemistry program is to prepare students with complete core knowledge and skills in chemistry and with supplementary applicable skills in mathematics and physics for success in graduate school, professional school, or for employment in the chemical industry or a technological field.

MAJOR STUDENT LEARNING OUTCOMES (3-5)

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

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

3. Communication: Graduates should be able to conduct searches of the chemical literature and to communicate their work in written form or orally in a professional manner. They should also be able to communicate the value of chemistry and its applications to the citizenry in general.

4. 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.

CURRICULUM MAP

PROGRAM COURSES	Content	Practice	Communication	Professional /Social awareness
CHE 105	X			
CHE 105L				
CHE 106	X	X		
CHE 106L		X		
CHE 205	X			
CHE 205L		X	X	
CHE 206	X			
CHE 206L		X	X	
CHE 300	X			X
CHE 300L		XX	X	X
CHE 305	X			
CHE 305L		XX	X	
CHE 306	X			
CHE 306L		XX	X	
CHE 491	XX	XX	XX	
CHE 493A	XX	XX	XX	
CHE 493B	XX	XX	XX	XX

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: CHE 491: Seminar in Chemistry

RESEARCH: CHE 493A and CHE 493B: Senior Research in Chemistry I and II

SERVICE:

METHODS OF ASSESSMENT
Content:

- Portfolio (electronic) of student research project papers in accordance with the rules set by the American Chemical Society. All chemistry majors complete an original research project (either experimental or computational) in their senior year which requires the application of the theories, techniques, and skills learned earlier in their education.
- Written reports on various chemistry topics and written reviews of primary research articles published in peer-reviewed chemistry journals in the capstone course, Junior Seminar in Chemistry. GRE scores in standardized Chemistry subject test.
- MCAT scores in Chemistry section

Students are assessed on their mastery of practical and theoretical concepts in chemistry, ability to apply chemical principles and theories for problem solving, critical thinking skills, mastery of mathematical techniques for numerical problem solving, and capacity in abstract thinking.

Practice:

- Portfolio (electronic) of the graded lab reports in Analytical and Physical Chemistry.
- Lab notebooks containing detailed log of experimental procedure for each experiment performed.
- Portfolio (electronic) of student research project papers in accordance with the rules set by the American Chemical Society. All chemistry majors complete an original research project (either experimental or computational) in their senior year.
- Lab notebooks containing daily log of senior research project work in accordance with professional format.
- Oral presentations of periodic progress reports of student research projects.

First and second year students are assessed on their qualitative and quantitative experimental skills, quality of their lab reports, knowledge of lab work and safety rules, ability to follow instructions, and capacity for team work.

Third and fourth year students are assessed on their ability to use information technology effectively, knowledge of ethics and techniques of preparing and presenting a research paper in chemistry, capacity for independent work, ability to use computational data analysis techniques, interpret the raw data, draw conclusions with discussions based on the experimental facts, and critique the work of others using arguments supported by experimental evidence.

Communication:

- Publication of senior research project papers in the *Scholar*, online journal of McKendree University.
- Oral presentation of senior research project papers on Academic Excellence Day.
- Oral presentation of senior research project papers at Sigma Zeta National Science Honor Society's annual conferences.

Assessment of research project in written form includes paper organization and format, justification of project, logical connection of concepts, grammar and sentence construction, citations, molecular focus, use of appropriate techniques, data quality, ability to use data analysis techniques, interpretation of results in a clear manner and ability to speculate about the implications and substructures of the results.

Assessment of research project in oral form includes ability to present clear and easily understandable manner, having full command of the background chemistry, using creative presentation techniques, and interaction with the audience in a approachable and confident style.

Professional and social awareness:

- Attendance at Sigma Zeta National Science Honor Society's annual conferences.
- Oral presentation of senior research project papers at Sigma Zeta National Science Honor Society's annual conferences.
- Attendance at American Chemical Society regional (Midwest) conferences whenever possible.

- Internships at Sigma Aldrich Chemical Company and at other chemical companies in the region.
- Completion of NSF REU Summer Programs at research universities by participating in specific research projects.

RESULTS FROM ASSESSMENT

Content:

Strength: Graduates have a mastery of the core concepts of chemistry and are able to relate them partially across the major areas of chemistry.

Weakness: Students compartmentalize the basic concepts according to the sub-disciplines of general, organic, physical, and analytical chemistry and sometimes have difficulty in integrating them under one central subject matter.

Practice:

Strength: Graduates have mastery of the process of scientific inquiry and have the skills and ability to undertake and conduct experimental projects in chemistry.

Weakness: Lack of physical resources in first-year labs such as probe technology delays integration of theoretical concepts with lab experiments. Lack of instrumentation for chemical analysis in upper level courses prevents satisfactory practice of modern techniques. Due to the same deficiency, students have a very limited range of lab resources to complete experimental research projects.

Communication:

Strength: Graduates have mastery of conducting searches of the chemical literature and communicating their work in written form or orally in a professional manner.

Weakness: Although students perform excellent in oral and written presentations, they don't attend sufficient number of professional presentations or conferences in chemical field.

Professional and social awareness:

Strength: Students gain professional awareness by attending and presenting at Sigma Zeta National convention. Furthermore, they complete either an internship at a chemical company or REU research project at a research university in summer.

Weakness: A few students don't gain sufficient experience in interacting with professionals in their area and with the members of the society in general due to the lack of attendance to the professional meetings.

USE OF DATA (Previous year or this year)

Following action plan is established based on the assessment results.

Content:

- Improve presentation of basic concepts in appropriate courses
- Emphasize interrelations and correspondence of concepts seen in different course contexts
- Discuss examples of inter-disciplinary applications.
- Include more web assignments that use animations and simulations in lower level courses to clarify complex concepts

Communication:

- Increase use of oral reports in lower-level courses and have students rewrite unacceptable reports until satisfactory
- Include attendance of at least one professional presentation of American Chemical Society St. Louis section and oral/written review of the presentation as course requirement.

Professional and social awareness:

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

Contact(s)

Feza Ozturk, Professor of Chemistry Myron Reese, Professor of Chemistry

Mathematics

Description

Mathematics is the study of quantities, patterns, and relationships that utilizes both abstract and concrete methods.

Logical reasoning, the ability to use different forms of representation, and effective communication are necessary in order to master mathematics.

Mission Statement

The mission of the McKendree mathematics program is to develop students' analytical abilities in preparation for careers in research, education, or industry.

Major Student Learning Outcomes

1. Students should be able to think analytically and critically, to be able to formulate, solve, and interpret the solution to problems.
2. Students should be able to communicate mathematics orally and in writing.
3. Students should understand the nature of proof.
4. Students should master a diverse set of mathematical ideas; they should be able to apply mathematics from one branch of mathematics to another and in other disciplines.
5. Students should be able to use technological tools: Excel, computational algebra software, and statistical packages.

Note: These outcomes are based on the Mathematical Association of America's report: Mathematics and the Mathematical Sciences in 2010: What Should Students Know?

Courses Common to All Three Track in the Mathematics Major	Problem Solving	Communication	Proof	Mathematical Ideas	Technology
MTH 210 - Calculus I	X			X	
MTH 211 - Calculus II	X			X	
MTH 212 - Calculus III	X				X
MTH 300 - Transition to Advanced Mathematics	X	X	X	X	
MTH 330 - Complex Variables	X				

MTH 360 - Linear Algebra	X	X	X	X	
MTH 490 - Seminar in Mathematics	X	X	X	X	
General Track					
MTH 392 - Analysis	X	X	X		
MTH 393 - Modern Algebra I	X	X	X	X	
CSI 130 - Introduction to Computing I	X				X
CSI 230 - Introduction to Computing II	X				X
Secondary Education					
MTH 301 - Geometry	X	X	X		
MTH 340 - Probability	X			X	
MTH 375 - Discrete Models	X				X
MTH 393 - Modern Algebra I	X	X	X	X	
Financial and Actuarial Sciences					
MTH 320 - Financial Mathematics	X				
MTH 340 - Probability	X				
MTH 341 - Applied Statistics	X				X
CSI 130 -Introduction to Computing I	X				X

Program Requirements:

1. Capstone: MTH 490 – Seminar in Mathematics
2. Research: MTH 490 – Seminar in Mathematics
3. Service: N/A

Methods of Assessment

A. Summary of capstone from Fall 2014 (Instructor: Heather A. Dye)

The course consisted of 4 parts.

1. Common Courses Review – A review of the courses common to all three tracks was conducted. Assessments: homework and a multiple-choice exam

2. Proofs Every Mathematics Major Should Know – Proofs of the irrationality of $\sqrt{2}$, e, and π, the Pythagorean Theorem, the Infinitude of the Primes, and the second part of the Fundamental Theorem of Calculus. Assessment: homework assignment

3. Understanding a Journal Article – Student teams read original undergraduate-level research articles on knot theory. Assessment: paper

4. Independent Research – Student teams studied indepedently a topic unfamiliar to them but chosen by them in knot theory. Assessments: presentation and poster

Overall results from 2014: Students performed at a high level in each of the 4 items above, although one student struggled with item 4. That student chose an overly difficult topic. An important component of being an educated individual is the realization that some ideas, although interesting, are un-masterable, i.e., it is impossible to understand fully *every* concept one will encounter.

Use of Data: Items 1-4 will continue to be used, although a poster presentation may not be incorporated as a *common* assessment.

B. Summary of capstone from Fall 2013 (Instructor: J. Alan Alewine)
The course consisted of 5 parts.

1. Common Courses Review – A review of the courses common to all three tracks was conducted. Assessments: homework and a multiple-choice exam

2. Proofs Every Mathematics Major Should Know – Proofs of the irrationality of $\sqrt{2}$, e, and π, the Pythagorean Theorem, the Infinitude of the Primes, and the second part of the Fundamental Theorem of Calculus. Assessment: written exam

3. Geometry – Student teams investigated advanced Euclidean, spherical, hyperbolic, and projective geometries. Assessment: presentation

4. Understanding a Journal Article – Student teams read original undergraduate-level research articles. Assessment: presentation

5. Independent Research – Student teams studied indepedently a topic unfamiliar to them but chosen by them. Assessments: paper and presentation

Overall results from 2013: Students performed at a high level in each of the 5 components above *except* item 3. The group who chose advanced Euclidean geometry did a satisfactory job, but it is suspected the group's performance is attributable to the fact that basic Euclidean geometry is familiar to students from high school. The group who chose projective geometry also performed satisfactorily, but that group was composed of the strongest mathematics majors.

Use of Data: Items 1, 2, 4, and 5, will continue to be used; item 3 will be abandoned altogether or incorporated as one of the choices of topics in item 5.

C. Assessment Plan Beginning Fall 2015

The five student learning outcomes (SLO's) listed under "Major Student Learning Outcomes" above will be assessed by using common embedded assessments. SLO's 1-5 will be assessed in the courses listed below. Note that the assessment instruments have yet to be created.

SLO #1: Assessed in MTH 341 – Applied Statistics. This course will be required of mathematics majors in all three tracks beginning in the academic year 2016-2017. Currently, it is only required in the Financial and Actuarial Sciences Track. Hence, the assessment of this SLO will be delayed by one year.

SLO #2: Assessed in MTH 490 – Seminar in Mathematics. Both the written and oral communication rubrics developed by the SLATE subcommittee on Effective Communication will be used.

SLO #3: Assessed in MTH 300 – Transition to Advanced Mathematics

SLO #4: Assessed in MTH 490 – Seminar in Mathematics

SLO #5: Assessed in MTH 212 – Calculus III. How well students use a computational software package such as Mathematica or GeoGebra will be assessed. Eventually, this SLO will be assessed in MTH 341 instead of MTH 212 as statistical software is more commonly used in industry than Mathematica or GeoGebra. (The majority of mathematics majors are no longer pursing the secondary education track in which knowledge of Mathematica or GeoGebra would be more useful.)

Contact: Alan Alewine

Division of Social Sciences

History

Mission Statement

The Bachelor of Arts program in History and the Bachelor of Science program in History Education serves the McKendree University mission by introducing students to the study of the human past. This study involves not only knowledge about historical events but also an understanding of the causes and processes involved in the growth and development of cultures over time, an awareness of the function of change and continuities in past societies, and an appreciation of and respect for the many varieties of human experience across cultures and over time. The craft of the historian includes the critical analysis of texts and arguments, the interpretation of evidence, research conducted in a variety of media, and clear and effective written and oral communication. These skills prepare students for vocational and professional opportunities in a variety of fields and also enable them to be life-long learners. In addition, a major in History helps them to become thoughtful and effective citizens of an increasingly interconnected world.

Major Student Learning Outcomes (3-5)

1. CONTENT OUTCOMES:

a. to develop an understanding of the past from ancient to contemporary times by using multiple facets of Non-Western and Western civilizations, as well as the development of the United States, including political, economic, social, cultural, and technological life

b. to develop multi and cross-cultural awareness and appreciation

2. DEVELOP HISTORICAL READING COMPREHENSION AND COGNITIVE SKILLS

a. identify the main point or thesis in a piece of historical writing.

b. analyze how authors develop their theses and support them with evidence.

c. recognize and evaluate differences in historical interpretations.

d. understand how representations of the past are used to shape the present.

3 DEVELOP HISTORICAL THINKING SKILLS

a. recognize potential sources of bias in historical writings.

b. understand and interpret events in their appropriate historic context.

c. understand and interpret relations of cause and effect and other sequential relations.

e. understand the complexity of human motivations and appreciate cultural differences in patterns of behavior and ideation.

f. synthesize a variety of evidence into a coherent and plausible account of events.

g. formulate meaningful questions about historical topics, develop valid theses and arguments, and present the results in a professional oral and written manner.

4. DEVELOP HISTORICAL RESEARCH AND LITERACY SKILLS

a. recognize the difference between primary and secondary sources, and understand the uses and importance of each type.

b. select and refine an appropriate topic for a given assignment.

c. identify a variety of different kinds of source materials that could shed light on a particular topic.

d. use the library, internet and various bibliographic aids to identify and locate different sources relevant to a particular topic.

e. evaluate which of their sources are the most authoritative.

f. compile and annotate a bibliography, and present it in proper format.

g. conduct an oral history interview.

5. DEVELOP ORAL COMMUNICATION AND PEER CRITIQUING SKILLS

a. respond clearly and thoughtfully to questions and comments in class discussion.

b. draw upon and summarize reading materials in ways that address larger themes and issues.

c. deliver an effective oral presentation.

d. critically evaluate the work of other students.

Curriculum Map

		SLO Covered	SLO Assessed		
PROGRAM COURSES **HIS 161 (World History to 1450)**	**1,2,3**	**1,2,3**		
HIS 162 (World History 1450-1914)	**1,2,3**	**1,2,3**		
HIS 163 (20th Century World)	**1,2,3**	**1,2,3**		
HIS 261 (U.S. History to 1865)	**1,2,3**	**1,2,3**		
HIS 262 (U.S. History since 1865)	**1,2,3**	**1,2,3**		
HIS 309 (Historical Methods/Regional Inquiry-W)	**ALL 5**	**ALL 5**		
HIS 310 Junior Seminar in History	**4,5**	**4,5**		
HIS 410 Senior Seminar in History	**4,5**	**4,5**		
2 Upper Level U.S. History Courses	**ALL 5**	**ALL 5**		
2 Upper Level European History Courses	**ALL 5**	**ALL 5**		

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: History 410 is the capstone course

RESEARCH: All 300 and 400 level History courses

SERVICE: We have no departmental service requirement

Methods of assessment

Work for the class consists of the preparation of a finely honed senior thesis, which must be completed in stages. The thesis must be based on primary source material. There is also continual peer critiquing of work products.

The grading scale is as follows: 93-100% is an A; 90-92% is an A-; 87-89% is a B+; 83-86% is a B; 80-82% is a B-; 77-79% is a C+; 73-76% is a C; 70-72% is a C-; 60-69% is a D; and below 60% is an F. The grade distribution is as follows:

First draft (12 pp.)	5%
Second draft (13 pp. new plus revisions)	5%
Third draft (revision of first 2 drafts)	5%
First two peer critiques (2.5% each)	5%
Second two peer critiques (2.5% each)	5%
Third two peer critiques (2.5% each)	5%
Oral presentation, class participation, off-week reports, and attendance	10%
Final draft	60%

Results from assessment

Use of Data (Previous year or this year)

Political Science

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 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.

Political Science Learning Outcomes

1) Students will be able to understand the major concepts of the discipline, particularly in the fields of American politics and international relations.

2) Students will be able to demonstrate the writing skills necessary to effectively participate in academic, civic, and political environments.

    a. Students will generate arguments from a review of scholarly sources.

    b. Students will evaluate arguments on the basis of empirical evidence.

    c. Students will clearly present their arguments using appropriate organization and grammar.

3) Students will be able to demonstrate the oral presentation skills necessary to effectively participate in academic, civic, and political environments.

    a. Students will generate arguments from a review of scholarly sources.

    b. Students will evaluate arguments on the basis of empirical evidence.

    c. Students will present their arguments using appropriate organization and grammar.

    d. Students will demonstrate excellent speaking skills during oral presentations.

4) Students will be able to demonstrate the critical thinking and research skills necessary to effectively participate in academic, civic, and political environments.

a. Students are aware of alternative explanations to their thesis.

b. Students can generate academic literature reviews using appropriate search engines.

c. Students can evaluate the quality and relevance of scholarly sources.

d. Students can analyze both quantitative and qualitative evidence for and against their thesis

1) Rubric for Writing Objectives

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Introduction and Thesis Statement	Explains an important problem or question to be addressed; thesis is clear, answers the question and is falsifiable.	Explains a problem or question to be addressed; thesis is either unclear, not falsifiable, or does not answer the question.	Unclear statement of problem or question; thesis is unclear, not falsifiable, and does not answer question.	No context or background for problem or question; no clear thesis statement.
Scholarly sources / Literature Review	All claims are fully supported with multiple scholarly or primary sources; explores alternative explanations.	All claims are supported with scholarly or primary sources; presents alternative explanations.	Some claims are not supported with scholarly or primary sources; no discussion of alternative explanations.	Many claims are not supported with scholarly or primary sources; no discussion of alternative explanations.
Evidence-based arguments	Appropriate statistical analysis or qualitative research is used to evaluate a thesis or hypothesis.	Some quantitative evidence or use of existing political science data/research is used to evaluate a	A thesis or hypothesis is evaluated with poor evidence not connected to	A thesis or hypothesis is not evaluated with empirical or qualitative evidence.

		thesis or hypothesis.	political science data and research.	
Clarity, grammar, organization	Excellent clarity and organization; no errors in grammar or spelling; rare use of central quotations.	Clearly organized; minimal errors in sentence construction, grammar, spelling; few quotations.	Weak organization; numerous errors in grammar and spelling; too many quotations.	Poorly organized; multiple and significant errors in grammar and spelling; too many quotations.

2) Rubric for Oral Presentation Objectives

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Scholarly sources	All claims are fully supported with multiple scholarly or primary sources.	All claims are supported with scholarly or primary sources.	Some claims are not supported with scholarly or primary sources.	Many claims are not supported with scholarly or primary sources.
Evidence-based arguments	Original empirical or qualitative research is used to evaluate a thesis or hypothesis.	Existing political science research is used to evaluate a thesis or hypothesis.	A thesis or hypothesis is evaluated with poor evidence not connected to political science research.	A thesis or hypothesis is not evaluated with empirical or qualitative evidence.
Clarity, grammar, organization	Excellent clarity and organization; no grammatical errors.	Clearly organized; minimal errors in sentence construction or grammar.	Weak organization; numerous grammatical errors.	Poorly organized; multiple and significant grammatical errors.
Speaking skills				

Political Science Curricular Map		
Student Learning Outcome	**Required Program Course**	**Assessment Tool**
(1) Students will be able to understand the major concepts of the discipline, particularly in the field of American politics	**PSI 101** **PSI 296** **PSI 498**	**In class pre-test / post-test** **Standardized PACAT pre-test** **Standardized PACAT post-test**
(2) Students will be able to demonstrate the writing skills necessary to effectively participate in academic, civic, and political environments	**PSI 296** **PSI 498**	**Lab assignments** **Senior thesis**
(3) Students will be able to demonstrate the oral presentation skills necessary to effectively participate in academic, civic, and political environments	**PSI 498**	**Senior thesis**
(4) Students will be able to demonstrate the critical thinking and research skills necessary to effectively participate in academic, civic, and political environments	**PSI 296** **PSI 498**	**Lab assignments** **Senior thesis**

International Relations Curricular Map		
Student Learning Outcome	**Required Program Course**	**Assessment Tool**
(1) Students will be able to understand the major concepts of the discipline, particularly in the field of international relations	**PSI 210** **PSI 296** **PSI 498**	**In class pre-test / post-test** **Standardized PACAT pre-test** **Standardized PACAT post-test**
(2) Students will be able to demonstrate the writing skills necessary to effectively participate in academic, civic, and political environments	**PSI 296** **PSI 498**	**Lab assignments** **Senior thesis**
(3) Students will be able to demonstrate the oral presentation skills necessary to effectively participate in academic, civic, and political environments	**PSI 498**	**Senior thesis**
(4) Students will be able to demonstrate the critical thinking and research skills necessary to effectively participate in academic, civic, and political environments	**PSI 296** **PSI 498**	**Lab assignments** **Senior thesis**

3) Rubric for Assessing Political Science General Education Materials/Assignments

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Uses political science concepts to provide context for the topic	4	3	2	1
	Systematically uses and analyzes more than one topic in depth	Uses and analyzes a major concept.	Demonstrates awareness and makes marginal use of a major concept.	Demonstrates no knowledge or use of a major concept.
Demonstrates a solid understanding of the topic	4	3	2	1
	Demonstrates theoretical and historical knowledge of the subject; also policy and theory implications	Demonstrates theoretical and historical knowledge of the subject	Demonstrates awareness of historical knowledge without theoretical context	Demonstrates neither historical nor theoretical knowledge.
Demonstrates awareness of alternative explanations	4	3	2	1
	Presents more than one alternative theory to explain the evidence presented in the paper.	Presents one alternative theory to explain the evidence presented in the paper.	Mentions an alternative theory but does not adequately explore whether it explains the evidence in the paper.	Demonstrates no awareness of alternative explanations
Appropriately uses evidence to support arguments	4	3	2	1
	Relevant relationships are established; major	Relevant relationships are established; major	Relevant relationships are established, but	No connection between arguments and evidence, or no

	points are substantiated with evidence; awareness of the limitations of the argument	**points are substantiated with evidence.**	**major points are only partially substantiated with evidence**	**evidence to substantiate major points.**
Presents ideas in a logical, organized way	**4**	**3**	**2**	**1**
	.	**Clear introduction and conclusion; use of subsections; logical transitions between sections; absence of non sequiturs.**	**Disorganized introduction and conclusion; no logical transition between sections; no clear development of the argument.**	**.**
Writes and/or speaks clearly and correctly	**4**	**3**	**2**	**1**
	Sophisticated writing style; no errors in sentence construction, grammar, spelling.	**Minimal errors in sentence construction, grammar, spelling.**	**Clear writing but periodic errors in sentence construction, grammar, spelling.**	**Multiple and significant errors in grammar, sentence construction, spelling.**

Methods of assessment

4) Standardized exams. All majors take a standardized political science subject exam during their sophomore year (in the required Research Methods class) and in their senior year (in the required Senior Seminar course). Our department goals are:

    a. In the sophomore year, at least 30% score above the 70th percentile.

    b. In the sophomore year, at least 50% score above the 50th percentile.

    c. In their senior year, at least 50% score above the 70th percentile.

    d. In their senior year, at least 70% score above the 50th percentile.

5) Pre-test/post-tests. We include short pre-tests/post-tests in two introductory courses – PSI 101 (American Politics) and PSI 210 (World Politics).

6) 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 high intermediate standards in our departmental rubric for writing and oral presentations.

Assessment Outcomes

Standardized Exams

Since the spring 2005 semester, 68 students have taken this exam in the Senior Seminar course. We have met our departmental goals: over half of the students scored in the top 30% nationwide, and over 70% of the students have scored in the top 50% nationwide. Even more impressively, 29% of our students scored in the top 10%, and 9% of our students scored at the 99th percentile.

The results by percentiles are as follows:

Over 90th percentile	20 students
70-89th percentile	14 students
50-69th percentile	14 students
Below 50th percentile	20 students

Senior Thesis

Students write a research paper in our capstone Senior Seminar course. Since the spring 2005 semester, we have not met our departmental goal in this area. Of the 68 students to finish a senior thesis, only 42, or 62%, completed that assignment in a way that met or exceeded all the high intermediate criteria in our departmental rubric. This does not reach our goal of 70%.

Psychology

Description

Psychology is the scientific study of behavior and mental processes. It develops theories and discovers laws to understand, explain, predict, and change behavior.

Mission Statement

It is the mission of the psychology department at McKendree University to prepare students to be knowledgeable professionals as they learn critical reasoning through psychological theory and research methods, caring, engaged practitioners as they learn about mental health issues and issues of diversity, and more self-aware, reflective, and collaborative individuals as they learn to analyze themselves and the society of which they are a part.

Major Student Learning Outcomes (3-5)

General Student Learning Outcomes for the Psychology Major

- Psychology majors will be able to conduct literature reviews, gain psychological information literacy, design a research project, and write an APA style paper. Students will be able to use the software program, SPSS, to enter data and run basic analyses as they become scholars.
- Students will be exposed to issues of cultural diversity and abnormal psychology. They will complete at least one assignment that deals with a cross-cultural issue or issues of psychopathology.
- Over the psychology curriculum, students will become more self-aware, reflective, and collaborative individuals as they learn to analyze themselves and the society of which they are a part. Students will write a personal statement addressing their development and understanding of psychology.

Writing-Specific Learning Outcomes

Students will:

1. Use grammar and organization appropriate to professional standards and conventions (e.g., APA writing style);
2. Evaluate psychology information based on the reliability, validity and generalizability of sources;
3. Construct arguments clearly and concisely using evidence-based psychological concepts and theories;
4. Format their writing using APA guidelines.

Curriculum Map

General Psychology Major Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES		
PROGRAM COURSES	**#1 (Research)**	**#2 (Diversity and Abnormal)**	**#3 (Personal development)**
PSY 153		X	
PSY 201	X	X	X
PSY 315	XX	XX	
PSY 494	X		
PSY 496	XX		
PSY 498			XX

Writing-Specific Curriculum Map

Course	Goal 1: Mechanics, organization, tone	Goal 2: Scholarly sources	Goal 3: Evidence-based arguments	Goal 3: APA formatting
100-level	Consistent use of professional tone, grammar, punctuation, and organization	Exclusive use of scholarly sources.	Application of scientific concepts.	Citation of sources using the parenthetical "author, year" format. Inclusion of Reference page.
Specific courses	153	153	153	153
200-level	Consistent use of professional tone, grammar, punctuation, and organization	Exclusive use of scholarly sources. Use of primary sources.	Application of scientific concepts.	Citation of sources using the parenthetical "author, year" format. Inclusion of an APA style

				reference page.
Specific courses	210	210	210	210
300-level	Consistent use of professional tone, grammar, punctuation, and organization	Exclusive use of scholarly sources. Use of multiple primary sources to support a thesis.	Conduct a literature review in support of a thesis.	Citation of sources using the parenthetical "author, year" format. Use of APA style headers and running heads. Inclusion of and APA style Reference page.
Specific courses	315	315	315	315
400-level	Consistent use of professional tone, grammar, punctuation, and organization	Exclusive use of scholarly sources. Synthesis of multiple primary sources to support an original thesis.	Report original empirical or qualitative research.	Use of all APA style rules.
Specific courses	496	496	496	496

PROGRAM REQUIREMENTS:

CAPSTONE: PSY 496: Research Methods and Senior Thesis

RESEARCH: PSY 496: Research Methods and Senior Thesis

SERVICE: PSY 201: Psychology Cornerstone

Methods of assessment

- Outcome 1 (Research)
    - Instructors scored student papers using the General Education and Psychology-Specific Writing Rubrics in PSY 153, PSY 315, PSY 401, and PSY 450 as part of embedded assessment (see below).
    - Instructors administered a knowledge test of APA style in PSY 201 as part of embedded assessment.
    - The department administered the Psychology Major Assessment Tool in PSY 153 and PSY 498; this tool tests both students' objective knowledge about psychology concepts and assesses their self-reported learning.
- Outcome 2 (Diversity and Abnormal)
    - The department administered the Psychology Major Assessment Tool in PSY 153 and PSY 498.
    - The instructor of PSY 315 conducted embedded assessment in the form of exam performances and papers rubrics.
- Outcome 3 (Personal development)
    - The department administered the Psychology Major Assessment Tool in PSY 153 and PSY 498.

Psychology-Specific Writing Rubric

Skill	**Level of performance**			
	Advanced	**High intermediate**	**Low intermediate**	**Beginning**
Scholarly sources	4	3	2	1
	Claims are fully supported with sources. All sources are scholarly and primary. Multiple sources are synthesized.	Claims are fully supported with sources. All sources are scholarly and primary. Multiple sources are cited to support claims but they are not synthesized.	Claims are mostly supported with sources. Sources are scholarly but are not primary (i.e., do not present original data or theory).	Claims are unsupported. Sources are not scholarly (e.g., Wikipedia, magazines).
Evidence-based arguments	4	3	2	1
	A student-generated, original thesis or hypothesis is supported by multiple valid arguments. Arguments are supported by original	A thesis or hypothesis is supported by multiple valid arguments. Arguments are supported by multiple references to	Ideas accurately apply psychological theory or research. Ideas are not based on references to the psychology research literature.	Ideas are not connected to psychology or cannot be supported with evidence.

	empirical or qualitative research.	psychology research.		
APA style	4	3	2	1
	Almost perfect use of all appropriate APA style, organization, and formatting rules.	APA style is followed for citations, references, headers, and page numbers. There are 2-3 errors in specific APA style, organization, or formatting rules.	APA style is followed for citations and references. There are 4-5 errors in specific APA style, organization, or formatting rules.	There are 6 or more errors in specific APA style, organization, or formatting rules.

Results from assessment

Data-Based Results

- Outcome 1 (Research)
  - General Education and Psychology-Specific Writing Rubrics
    - Scores on all sections of the writing rubric move in the expected directions with students in 400-level courses performing significantly better than students in 100-level courses.
    - Students in 400-level courses perform, on average, at the *high intermediate* level.
    - Students' ability to correctly use APA format was the lowest score among 400-level students and did not reach the *high intermediate* level. In addition, there was no increase in APA-style scores between the 100 and 300 level.
  - Knowledge Quiz
    - In PSY 201, 71% of students could name three out of four sections of an APA empirical manuscript, and 66% of students could describe the content of three out of four sections.
  - Psychology Major Assessment Tool
    - Students in PSY 498 self-reported significantly more knowledge about APA style, research methods, and statistics than student in PSY 153.
    - Scores on objective test questions assessing knowledge about psychology research topics were significantly higher in PSY 498 than PSY 153.
- Outcome 2 (Diversity and Abnormal)
  - Psychology Major Assessment Tool
    - Students PSY 498 self-reported that they had more knowledge about cultural differences than the students in PSY 153. However, both groups reported that they could work with people different than themselves.
  - PSY 315 Embedded Assessment
    - Course exams required students to recognize mental disorder from case histories. The percentage of students correctly identifying disorders increased from 75% on the first exam to 79% on the final exam. This increase is

particularly meaningful because the first exam covered only six total disorders and the final exam was cumulative and covered all disorders from the semester.
        - The major course paper required students to identify, diagnose, and conceptualize a case of mental illness. On the final draft of this paper 95% of students earned a rubric score of *meets expectations* or higher on the section evaluating the accuracy of their diagnosis. On the conceptualization section, the percentage of students *meeting expectations* was 83%.
        - The major course paper also required students to identify social/cultural influences for their case. Rubric scores for this section were at 80%, which is indicative of their ability to analyze their case's life from a cultural perspective.
- Outcome 3 (Personal Development)
    - Psychology Major Assessment Tool
        - Students in PSY 498 self-reported that they had adequate knowledge about resumes and personal statements (i.e., a mean of 4.55 on a 5-point scale).

Reflection-Based Results

- The American Psychological Association has developed guidelines for undergraduate programs in psychology. Currently, our program's mission and learning outcomes do not match those guidelines. Thus, we need to revise our mission and outcomes to better reflect the standards in our profession.
- The relative absence of diversity-based assessment results indicates that the department needs to collect data using the General Education diversity rubric in PSY 304: Cross-Cultural Psychology and other relevant courses.
- Outcomes assessment is generally absent for learning outcome number 3; there is also little or no data from two required courses (PSY 201 and PSY 498). Thus, we need to more intentionally engage in embedded assessment for that objective and within those courses.

Use of Data (Previous year or this year)

- In 2015 we implemented PSY 201: Cornerstone in order to address previously identified areas of concern related to APA style writing, advising, and awareness of opportunities for applied learning.
- We have created learning objectives for writing and a curriculum map specifically for writing.
- Psychology faculty have begun to use the General Education Writing Rubric and the Psychology-Specific Writing Rubric to unify the curriculum and collect embedded assessment data.
- Informal observations and results of assessment at the 400-level indicate that students need earlier interventions to meet learning objectives related to research and APA-style writing. This has prompted discussion of (a) curriculum revision related to our 400-level research courses and (b) incorporation of a 200-level research course.

Contact(s)

Dr. Guy Boysen and Tami Eggleston

Sociology

Description

At McKendree University, the sociology program is broken down into three specific tracks: 1.) General Sociology; 2.) Criminal Justice; and 3.) Social Work. Each track has sociology as its core intellectual foundation. Sociology, generally, is the study of society. However, more specifically, sociology is a social science involving the study of the social lives of people, groups, and societies. It encompasses the study of our behavior as social beings, covering everything from the analysis of short contacts between anonymous individuals on the street to the study of global social processes. Most importantly, sociology provides an overarching unification of all studies of humankind, including history, psychology, and economics.

Mission Statement

The sociology program at McKendree University adheres to the mission of the university by providing students majoring in sociology and students taking sociology courses as a general education requirement with; 1.) a greater understanding of the sociological perspective and the opportunity to develop their sociological imagination; 2.) a better understanding of social structure and its effect on social inequalities and the role of intersectionalities on human behavior; 3.) skills in using sociological theory, research methods and analysis; 4.) a greater understanding of the reciprocal relationship between social change and human agency; and 5.) the opportunity to engage in applied and experiential learning.

Major Student Learning Outcomes

Student Learning Outcomes for the Sociology Major

- Sociology majors will be able to demonstrate their depth of knowledge within sociology by being able to integrate sociological theory, research methods and statistical knowledge into their capstone project (i.e. senior thesis).
- Sociology majors will develop the ability to evaluate and assess empirical data by understanding quantitative and qualitative research.
- Students will develop an awareness of current social issues, conditions, power relations and social problems facing diverse populations at structural or interactional levels.
- Sociology students will gain an awareness of ethical responsibility in social science research and specifically in the collection, analysis and dissemination of their own research.

Writing-Specific Learning Outcomes

Students will:

5. Use grammar and organization appropriate to professional standards and conventions (e.g., ASA writing style);
6. Evaluate sociological information based on the reliability, validity and generalizability of sources;
7. Construct arguments clearly and concisely using evidence-based sociological concepts and theories;
8. Format their writing using ASA guidelines.

Curriculum Map

Sociology Major Curriculum Map (General Sociology, Criminal Justice and Social Work)

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES			
PROGRAM COURSES	**#1 Depth of Knowledge**	**#2 Assess Empirical Data**	**#3 Awareness of Social Issues**	**#4 Ethical Responsibility**
SOC 150		X	X	X
SOC 270		X	X	
SOC 340,350,360	X	X	X	
SOC 400	X	X	X	
SOC 496	X	X	X	X
SOC 498	X	X	X	X

Program Requirements:

Capstone: SOC 498 Sociological Analysis and Senior Thesis

Research: SOC 496 Methods of Social Research

Service: SOC 270 Social Problems

Methods of Assessment

- Outcome 1 (Depth of Knowledge)
    - In previous years, papers were assigned and graded to determine the amount of information that the student had retained during his or her time in the program. These papers and exams will continue to be embedded in courses where Outcome 1 is being measured. The courses included will be SOC 340 or 350 or 360, SOC 400, SOC 496 and SOC 498. The senior thesis is also used as an assessment device in in our senior capstone classes of SOC 496 and SOC 498.

- Outcome 2 (Assess Empirical Data)
    - This is a vital skill that is necessary for any student of sociology. As such, this skill is taught and assessed in nearly every class. Exams and papers embedded into many of our classes measure Outcome 2. This is the case for SOC 150, SOC 270, SOC 340 or 350 or 360, SOC 400, SOC 496 and SOC 498. This outcome has always been assessed in SOC 496 and SOC 498, where our seniors write their senior theses. These projects have been turned in electronically and saved for the past several years. In the future, a grading rubric will also be used to assess the students' knowledge of analyzing empirical data (see Rubric for Senior Thesis Project) and graded on a 33 point scale. These will be saved and analyzed to help the department make changes so that we can improve, if necessary, the skills involved in Outcome 2.

- Outcome 3 (Awareness of Social Issues)
    - As in Outcome 2, awareness of social issues is key to any social science class. As such, this is taught in every sociology course. SOC 270, Social Problems, focuses almost exclusively on awareness of social issues. Embedded exams, field trips, papers, presentations, exercises and class discussions are all geared to this outcome. Students are assessed on this learning outcome by each individual instructor, but in the future, we may want to administer a standardized exam to each sociology student to see how our majors are doing. Again, this can be useful as an evaluative tool to make changes to ensure that Outcome 3 is being accomplished.

- Outcome 4 (Ethical Responsibility)
    - Another key element for any social science student is ethical responsibility. Although this may be addressed indirectly in every class, it is specifically addressed in SOC 150, SOC 496 and SOC 498. Embedded exams are given in SOC 150 that cover ethics. However, in the senior capstone classes, SOC 496 and SOC 498, students must also fill out McKendree's IRB form, which is an indirect form

of assessment. Students must also write a research proposal describing how they plan to do their research. Once this proposal is approved by the instructor and IRB approval granted, students will carry out their research according to the ethical principles agreed to in the proposal. Although the instructor grades the proposal, the ultimate authority granting permission to perform the research resides with the IRB.

- **Results from assessment**

  At this point in time, the sociology department has only been assessing seniors using the capstone classes of SOC 496 and SOC 498. Students must turn in an electronic copy of their senior thesis so that we have a copy on file. However, we will begin in the fall of 2015 to collect new forms of data. A new rubric will be used in SOC 498 to grade senior theses on a 33 point scale. These rubrics will be saved and used to measure the success of our students. Once collected, this data will serve as a baseline of how our students are doing in the sociology program and what changes, if any, are needed. In addition, we have been weighing using a standardized sociology exam that can be used as a pre-test, post-test assessment tool. The struggle has been where to incorporate this exam, because so many of our students declare the sociology major late in their college careers or come into the program having transferred SOC 150 from another institution. As a department, we have not figured out how to resolve this issue, but we continue to work on it. Again, once we begin this standardized exam, we will have a baseline from which to begin gathering and analyzing data.

Reflection-Based Results

- The American Sociological Association (ASA) created a document called *Creating an Effective Assessment Plan for the Sociology Major* that can be used by any sociology department to help create an assessment plan. Looking at the potential learning outcomes listed in the ASA guide, our program has very similar learning outcomes and seems to be in sync with what is expected for a sociology program.
- The ASA guide suggests both direct and indirect measures of assessment. For direct assessment, they suggest capstone courses, course embedded exams and projects and research and major projects. We currently employ each of these measures in our department. For indirect measures, they suggest the use of surveys of graduates, focus groups of current students, focus groups of graduates, and surveys of employers. These are things that we are not currently doing. We will be trying to connect more with our graduates in the future, but this has not been done consistently in the past. Other indirect measures include monitoring our students for their awards, honors and public presentations. During our departmental review two years ago, it was noted that the sociology department is probably the department with the most students doing

presentations at regional and national conferences. However, we have not been keeping the data so that we can quantify this claim.

- The biggest shortcoming that our department faces is the lack of standardized data. This has been discussed for years, but no concrete action has been taken thus far. As of fall 2015, we will be collecting new data in several ways. The data collection will serve as a baseline for future departmental changes. We expect that the first analysis of the new data will begin in the spring and summer of 2016. We will be in a much stronger position to make changes within the department once we have data to work with.
- Informal observations and results of assessment at the 400-level indicate that students need earlier interventions to meet learning objectives related to depth of knowledge in Outcome 1. Many of our students reach SOC 496 without having ever written a literature review. This has prompted discussion of changes in many of our lower-level courses. For example, we may require students to write literature reviews in other lower-level courses. In addition, we may add a "mini" research methods course as a lower-level course so that students will not be overwhelmed when they begin to write their senior thesis. I know this problem occurs in other areas of the social sciences and we are all looking for ways to address this issue.

Division of Visual and Performing Arts

Art

Description

The curriculum in Art is intended to develop an appreciation of the human creative process that can ultimately be translated into a work of art, the understanding of the history of art and its aesthetic value. Students are expected to develop knowledge, skills, concepts, and sensibilities essential to the professional artist or designer. Critical thinking and insight into the role of art and design in the life of humankind, and the ability to identify and solve problems are essential to studies of the visual arts program.

Mission Statement

Provide high quality educational experience to outstanding students. We guide our students in the pursuit of academic excellence, skill development in preparation for the educational and cultural climate within our modern society.

Major Student Learning Outcomes (3-5)

The Bachelor of Fine Arts (B.F.A) major provides students with a foundation for the appreciation of both historical and contemporary visual art and culture. Students are introduced to techniques and processes required for the establishment of a professional studio practice, and given guidance for the pursuit of a graduate degree in Fine Arts. Upon graduation, students should have an understanding of the major developments in Art History, and the role individual artists play in the influence of significant artistic movements. Students should possess functional skills in all primary media, including drawing, painting, printmaking, sculpture, photography, and design, and be able to demonstrate a nascent understanding of their own role in cultural society through the development of a body of work displayed in a public exhibition.

1. Students will have demonstrable technical skills in a variety of visual arts media and the ability to demonstrate formal and conceptual applications of foundation principles.

2. Students will be able to express their ideas visually, verbally, and in written form.

3. Students will have a broad understanding of Art Historical movements and the ability to apply Art Historical context to their own work.

4. Students will be aware of current critical theory and have the ability to apply knowledge of current trends in context with their own work.

5. Students will have evidence of their proficiency in visual art by the time they graduate. This proficiency will be earned through critique and practice, culmination in an exhibition of their thesis work. The body of work shall demonstrate thematic consistency and technical skill. Students will prepare an artist statement concomitant to their exhibition work.

Program Requirements

CAPSTONE: Senior Seminar I & II, Senior Exhibition at the McKendree University Gallery of Art

RESEARCH: Gallery Practicum 271 & 471, Art 341 Modern Art History & Painting, Art 111 Survey of Art History (Western Art-Beginning to End of Gothic), Art 112 Survey of Art History (Western Art- Renaissance to Present), Art 311 History of Film & Photography, Art 314 Survey of American Art

SERVICE:

The department is often contacted to provide specific service needs for the Lyn Huxford Center for Community Service, as well as for ongoing mission projects for the Reverend Tim Harrison.

The appropriate class is determined to address specific service projects by members of the Art faculty. The resulting team or individual projects are evaluated according to the same criteria as other class assignments. ART 241, 245, 321, 232, 332, 350, 343 have incorporated service learning components in recent years. Art Club is active every year on service.

Methods of Assessment

1. Exams, quizzes, and written assignments are conducted to determine individual student learning in courses where those assessment measures are deemed appropriate. These measures are mostly in use in lecture courses, such as Art History, or studio courses where a base set of knowledge is required.

2. Studio courses, wherein students have the ability to demonstrate a level of mastery in the creation of original work, outcomes are measured according to discipline specific criteria in the execution of their work, and by their ability to communicate understanding of principles and concepts during group and individual critiques.

3. Exhibitions of student work are displayed in the McKendree University Gallery of Art at the end of every semester. All students enrolled in studio courses, regardless of major, are required to prepare their work for display in this professional setting. Students are evaluated on the quality of work, their level of competency in preparing their work for display, the ability to meet deadlines, curate their contribution of work(s) to the exhibit, and support their choices by verbal justification during critique.

4. Senior Seminar I and II are capstone courses for majors. In conjunction with the creation of a coherent body of work, students are required to develop an artist statement that reflects a personal aesthetic in relation to the work. A solo or small group public exhibition with their peers represents the culmination of their development as an undergraduate. Students are responsible for all aspects of the exhibit, including curation, display, promotion, and hosting a public reception. Students are responsible for documenting their work with a digital portfolio.

5. Internships are managed through Student Placement, with oversight by a student-selected faculty member. Grades are awarded based on work performance, daily journal, and a reflection paper.

Results from assessment

Our capstone is the Senior Exhibition. The rubric consists of the criteria in the Advanced column of the sample rubric shown above.

Use of Data (Previous year or this year)

No data collected at this time.

Contacts

David L. Ottinger
Amy S. MacLennan

Music with an emphasis in Church Music

Description This major requires music majors to learn to plan and perform/conduct literature appropriate for worship.

Mission Statement Students will be able to choose, plan and prepare music literature for worship services. Their performances will reflect their understanding how to teach a work to the performers the performance practices of the time during which the piece was written.

Major Student Learning Outcomes (3-5)
1 Students will be able to prepare a quality performance.

2 Students will comprehend the form of the piece and the harmonic style of the work.

3 Students will know of the time in which the piece was written and how that influences the techniques needed for the proper performance of the piece.

4 Students will understand the composer's intent and any theological influences which influenced the composition.

5 Students will develop their conducting skills so as to be able to conduct choirs and small instrumental ensembles.

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES **Theory I-IV (MUS 255,256, 355,345)**	**X**				

Music History I-III (MUS 364, 365, 366)	**X**				
Performance lab MUS 100	**XX**				
Applied lessons	**X, XX**				
Conducting (MUS 322)	**X**				
Arranging (MUS372)	**X**				
Advanced Conducting (MUL 367)	**X**				

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: Advanced Conducting MUL 367, which will include a public performance.

RESEARCH: Music History; capstone performance

SERVICE: The students perform for the community and campus throughout their program.

Methods of assessment

Weekly applied lessons, performances an ensemble and a public performance in MUL 367.

Results from assessment

The last student who completed this degree conducted the concert choir and a small orchestra in a public performance and did so very well.

Use of Data (Previous year or this year)

There have been no students who have completed this degree in the last 2-3 years.

Music Education

Description: The bachelor's degree in Music Education reaches beyond the core skills and understandings of the music major to address the full scope of competencies required by the Illinois content Area Standards in Music. Students who successfully complete the degree program are certified to teach K-12 music: general, instrumental, and vocal music.

Mission Statement: Will be developed throughout the 2015 – 2016 academic year.

Major Student Learning Outcomes (3-5)

1 By the completion of the degree program students have developed the skill set and knowledge base to teach general music education (grades K – 8).

2 By the completion of the degree program students have developed the skill set and knowledge base to teach vocal music education (grades K – 12).

3 By the completion of the degree program students have developed the skill set and knowledge base to teach instrumental music education (grades K – 12).

4 By the completion of the degree program students are highly skilled musicians on their primary instrument.

5 By the completion of the degree program students are well rounded musicians, understanding aspects of music theory, music history, arranging, conducting, and pedagogy.

Curriculum Map

COMPLETE THE GRID WITH YOUR MAJOR STUDENT LEARNING OUTCOMES AND A LISTING OF YOUR COURSES. YOU MAY WANT TO START WITH JUST THE REQUIRED COURSES. PUT AN "X" WHERE THE SLO IS COVERED AND AN "XX" WHERE IT COULD BE ASSESSED.

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**
Music 100 – Performance Lab				**XX**	**X**
Music Theory 1, 2, 3, 4					**XX**
Aural Skills 1, 2, 3, 4					**XX**

MUS 322 - Introduction to Conducting	**X**	**X**	**X**		**X**
MUS 372 - Arranging					**XX**
Music History 1, 2, 3					**XX**
Applied Piano	**X**				**XX**
MUED 302 & 303 - Woodwind Methods			**XX**		
MUED 305 & 307 - Brass Methods			**XX**		
MUED 308 – Percussion Methods			**XX**		
MUED 308 – String Methods					**X**
MUED 353 – Methods of Teaching General Music	**XX**				
MUED 357 – Classroom Vocal Methods		**XX**			
MUED 410 – Band and Choir Organization		**X**			**X**
MUED 423 – Choral Conducting and Secondary Methods		**XX**			
MUED 424 – Instrumental Conducting and Secondary Methods			**XX**		
Ensembles		**XX**	**XX**		

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: We have three capstone classes that all require observation in the field (area schools): MUED 357 (Classroom Vocal Methods), MUED 424 (Instrumental Conducting and Secondary Methods), and MUED 423 (Choral Conducting and Secondary Methods).

RESEARCH: There is a special topics course being offered this fall – Research in Music Education. This, in the future, may become part of the standard curriculum.

SERVICE: Students consistently perform concerts and recitals in large ensembles and chamber groups on campus and throughout the community. They also volunteer to assist area high schools with summer band camps.

Methods of assessment – Conducting ensembles for performances, conducting in rehearsals, performing in performance lab and in ensembles.

Results from assessment – Students continue to grow and improve as musicians and educators.

Use of Data (Previous year or this year) – None currently available

Contact(s) – Jennifer A. Moder

Music Marketing

Description This Bachelor of arts degree in Music Marketing is designed to prepare students for a variety of career opportunities in the field of music marketing.

Mission Statement Students will be prepared to work in a music store or in the music industry knowledge. regarding the theory and history of music and understand how various instruments are played and constructed. They also will take business courses which will prepare them to work in the business arena.

Major Student Learning Outcomes (3-5)

1 Students will be able to perform on a variety of instruments.

2 Students will understand the construction of musical instruments.

3. Students will comprehend the form of musical works and the harmonic style of the work.

4 Students will know of the time in which the piece was written and how that influences the techniques needed for the proper performance of the piece.

5 Students will gain the business skills necessary to work in the music business place.

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES **Theory I-II (MUS 255,256)**	**X**				
Music History II-III (MUS 365, 366)	**X**				
Performance lab MUS 100	**XX**				
Applied lessons in piano and guitar	**X, XX**				
Music and World Cultures (MUS 265)	**X**				
Class strings, brass, pedagogy and woodwind classes	**X**				
Music Technology (MUS 200)	**X**				

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: An internship experience; not required but highly recommended.

RESEARCH: Music History courses

SERVICE:

Methods of assessment
Weekly applied lessons, courses assignments and exams.

Results from assessment

This degree is only 2 years old; assessment is still taking place.

Music Performance (Classical and Jazz)

Description This major requires music majors to learn to perform repertoire of each era with an understanding of the theoretical and historical concepts of the works.

Mission Statement Students will perform at a high level which will reflect their understanding of the techniques needed, the form of the piece and the performance practices of the time during which the piece was written.

Major Student Learning Outcomes (3-5)
1 Students will be able to give a high quality performance

2 Students will comprehend the form of the piece and the harmonic style of the work.

3 Students will know of the time in which the piece was written and how that influences the techniques needed for the proper performance of the piece.

4 Students will understand the composer's intent and any societal influences which influenced the composition.

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES **Theory I-IV (MUS 255,256, 355,345)**	**X**				
Music History I-III (MUS 364, 365, 366)	**X**				
Performance lab MUS 100	**XX**				
Applied lessons	**X, XX**				
Diction for Vocal Students	**X**				
History of Jazz	**X**				

Conducting (MUS 322)	**X**				
Junior Recital (MUL 398)	**XX**				
Senior Recital (MUL 498)	**XX**				

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: MUL 498 Senior Recital

RESEARCH: MUL 400 Level lessons

SERVICE: The students perform for the community and campus throughout their program.

Methods of assessment

Weekly applied lessons, performances in Department and studio performance classes, junior and senior recitals.

Results from assessment

Students are given constructive criticism by both instructors and students and this has helped them improve their ability to perform.

Use of Data (Previous year or this year)

The music students consistently improve each year as they progress through the program. The quality of their senior recitals has proven that their theory and history courses and performance activities have influenced the quality of their performances.

Theatre

Description The major in theatre gives students a wide background in history, acting, technical work, directing, and dramatic literature. Courses in the theater major build skills in critical thinking, analysis, interpretation, writing, design, production, and performance skills through a combination of theoretical and hands-on work. Through participation in departmental productions on campus, theatre students apply the skills gained in course-work and gain valuable experience.

Mission Statement: The mission of the McKendree University Theatre Department is to develop engaged student artists who understand the importance of collaboration, problem-solving, and risk-taking. Through a combination of classroom-based and hands-on work, students develop their knowledge, skills, and unique creative viewpoint.

Major Student Learning Outcomes (3-5)

1. Understand techniques in acting, directing, and/or design and be able to apply these techniques in production.

2. Identify the major historical periods and genres of world drama and discuss their contributions to contemporary theatre practice and technology.

3. Analyze a script from both the performance and production perspective.

4. Communicate effectively with an audience utilizing skills developed in in movement, voice, interpretation, design, production, analysis, critical thinking, and writing.

5. Work independently and as part of a group to meet deadlines, solve practical problems, and provide leadership for projects

Curriculum Map

COMPLETE THE GRID WITH YOUR MAJOR STUDENT LEARNING OUTCOMES AND A LISTING OF YOUR COURSES. YOU MAY WANT TO START WITH JUST THE REQUIRED COURSES. PUT AN "X" WHERE THE SLO IS COVERED AND AN "XX" WHERE IT COULD BE ASSESSED.

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**
THE 100	**x**				**xx**
THE 111	**xx**		**x**	**xx**	**xx**
THE 215	**xx**		**xx**	**xx**	**xx**
THE 219	**xx**		**xx**	**xx**	**xx**
THE 221	**xx**		**xx**	**xx**	**xx**
THE 250 Housed in ENG			**xx**		

THE 320	**xx**		**xx**	**xx**	**xx**
THE 350		**xx**	**xx**		
THE 351		**xx**	**xx**		
THE 490	**xx**		**xx**	**xx**	**xx**

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: THE 490 Senior Project in Theatre

RESEARCH: THE 219 & 220 Play Production, THE 320 Directing, THE 350 and 351 Theatre History I & II, THE 490 Senior Project in Theatre

SERVICE: THE 215 Theatre Practicum, THE 219 & 221 Play Production, THE 320 Directing

Methods of assessment—varies widely depending on the class structure and content.

THE 490 Senior Project in Theater

Assessment techniques vary. This capstone course is tailored to meet the needs and goals of each individual student. The most common assessment techniques are listed below.

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

Contact(s) Michelle Magnussen

School of Business

Accounting

Description: The accountant's role in business decision making has expanded, making accounting one of the fastest growing fields in education and business. The accounting program at McKendree University is designed to prepare the student for a professional career in industrial, public, or non-profit accounting. Career opportunities include employment in corporations as financial or managerial accountants, with opportunities for promotion into executive roles. Careers in taxation, audit or governmental accounting provide employment opportunities for graduates of the program.

Students who plan to sit for the Uniform CPA Examination are required to have 150 credit hours in many states. The additional hours beyond McKendree University's graduation requirements may be earned by taking additional courses as specified by each state. In Illinois, the additional hours may be at the graduate or undergraduate level.

Accounting students will gain a basis in accounting which will enable them to make decisions about the presentation of financial data, to analyze managerial and cost data, to gain an understanding of the audit function, and to assess the reliability of data. Students will develop their oral and written communication skills, their critical thinking skills, and their quantitative skills. Throughout the course work, students will focus on professional development and the skills needed for a successful career as an accountant or executive.

Mission Statement: The accounting program at McKendree University is designed to prepare the student for a professional career in corporate, public, or non-profit accounting. Upon graduation, the student will have the skills needed to pursue a higher degree or seek employment in one of many opportunities open in the field. For students who plan to sit for the Uniform CPA Examination, additional hours beyond McKendree University's graduation requirements may be earned by taking additional courses (as specified by each state) to reach the 150 hour requirement to sit for the exam. In Illinois, the additional hours may be at the graduate or undergraduate level.

Major Student Learning Outcomes (3-5)

1 make decisions about the presentation of financial data

2 analyze managerial and cost data

3 gain an understanding of the audit function

4 assess the reliability of data

5 develop oral and written communication skills and critical thinking skills focused on professional development and the skills needed for a successful career as an accountant or financial executive

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**
ACC 205	**X**		**X**	**X**	
ACC 220				**X**	
ACC230	**XX**	**XX**		**X**	**X**
ACC 305	**X**		**X**	**X**	**X**
ACC 306	**X**		**X**	**X**	**X**
ACC 307	**X**		**X**	**X**	**X**
ACC 330	**XX**	**XX**		**X**	**XX**
ACC 352				**X**	**X**
ACC 354				**X**	**X**
ACC 401	**XX**			**X**	**XX**
ACC 421	**XX**		**XX**	**XX**	**XX**
ACC 431	**XX**			**XX**	**XX**

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: ACC 431 Research in Accounting Theory

RESEARCH: ACC 431 Research in Accounting Theory

SERVICE:

Methods of assessment

- **Exams, including short or long essay questions**
- **Oral presentations, both individual and group**
- **Written assignments, including memos, analysis papers, and research papers**
- **Graded class participation**
- **Graded group work, with group assessment**

Results from assessment

- **Feedback to students**
- **Basis for grades in course**

Use of Data (Previous year or this year)

- **Assessment of weaknesses in program**

Economics

Description

Economics students focus on the study of the allocation of resources with an emphasis on personal, business and public sector decision making. Students will be able to use economic concepts such as opportunity costs, supply, demand, marginal analysis, the equation of exchange, and the theory of trade. To be effective in these activities, students will develop their oral and written communication skills, their critical thinking skills, and their numerical skills.

The major in Economics provides a solid academic base and opens a number of career options. Such career options include positions in commercial banking, the securities business, financial planning, government agencies, and consulting. The economics major also provides a sound foundation for post graduate studies in economics, business administration, law and public policy.

Mission Statement

The mission of the Economics program, within the context of the University's liberal arts tradition, is to equip students with the analytical skills and institutional understanding

fundamental to the disciplines of Economics, and to provide them with the mental framework that will allow them to lead productive and successful professional and social lives.

Major Student Learning Outcomes (3-5)

1 Apply critical thought regarding the environment of business

2 Understand the major concepts in the functional areas of business

3 Identify and apply appropriate economic analyses in professional situations

4 Assess the reliability of data and sources

5 Perform and communicate econometric analysis

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**
Business Core	XX	XX	X		
ECO 353 Managerial Economics	XX	XX	XX		
ECO 309 Money and Banking	X	X	X		
ECO 410 Econometrics	XX		X	XX	XX

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: BUS 450 Strategy and Policy

RESEARCH: ECO 410 Econometrics

SERVICE:

Methods of assessment – Direct:

- All students are required to take the ETS Business Major Field Test. Success is having more than 50% of students score higher than the national average.
- BUS 310 Quantitative Analysis for Business Decisions final exam. Success is having 80% of students score higher than 70%.

- ECO 353 Managerial Economics final exam. Success is having 80% of students score higher than 70%.
- ECO 410 Econometrics research project. Success is having 80% of students score higher than 70%.

Methods of assessment – Indirect:

- Job placement in business-related field. Success is having at least 85% students hired or in graduate school.
- BUS 450 Strategy and Policy group simulation tool.
- Major required courses: Student Course Assessment, question 7 (Critical Thinking) and question 9 (Research and Information Literacy). Success is average at least 3.5 on 5-point scale.

Results from assessment

Use of Data (Previous year or this year)

Contact(s)
Eric Abrams
Frank Spreng
John Watters

Economics and Finance

Description
Economics and Finance students focus on the study of the allocation of resources with an emphasis on community, business and financial resources. In particular, students will be able to develop and interpret operating budgets, capital budgets, investment portfolios, and develop and manage capital structure. After studying economics, students will be able to use concepts such as opportunity costs, supply, demand, marginal analysis, the equation of exchange, and the theory of trade. To be effective in these activities, students will develop their oral and written communication skills, their critical thinking skills, and their numerical skills.

The major in Economics and Finance provides a solid academic base and opens a number of career options. Such career options include positions in commercial banking, the securities business, financial planning, government agencies, and financial consulting. The major also provides a sound foundation for post graduate studies in finance, economics and business administration.

Mission Statement
The mission of the Economics and Finance program, within the context of the University's liberal arts tradition, is to equip students with the analytical skills and institutional understanding fundamental to the disciplines of Economics and Finance, and to provide them with the mental framework that will allow them to lead productive and successful professional and social lives.

Major Student Learning Outcomes (3-5)

1 Apply critical thought regarding the environment of business

2 Understand the major concepts in the functional areas of business

3 Identify and apply appropriate economic and financial analyses in professional situations

4 Assess the reliability of data and sources

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**	**4**	
Business Core	XX	XX	X		
ECO 353 Managerial Economics	XX	XX	XX		
ECO 309 Money and Banking	X	X	X		
FIN 360 Financial Management – Applications and Cases (W)	XX	XX	XX	XX	
FIN 355 Investments	X		X	X	

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: BUS 450 Strategy and Policy

RESEARCH: FIN 360 Financial Management – Application and Cases (W)

SERVICE:

Methods of assessment – Direct:

- All students are required to take the ETS Business Major Field Test. Success is having more than 50% of students score higher than the national average.
- BUS 310 Quantitative Analysis for Business Decisions final exam. Success is having 80% of students score higher than 70%.
- ECO 353 Managerial Economics final exam. Success is having 80% of students score higher than 70%.
- FIN 360 Financial Management – Applications and Cases final written project. Success is having 80% of students score higher than 70%.

Methods of assessment – Indirect:

- Job placement in business-related field. Success is having at least 85% students hired or in graduate school.
- BUS 450 Strategy and Policy group simulation tool.
- Major required courses: Student Course Assessment, question 7 (Critical Thinking) and question 9 (Research and Information Literacy). Success is average at least 3.5 on 5-point scale.

Results from assessment

Use of Data (Previous year or this year)

Contact(s)
Eric Abrams
Mohammad Safa
Frank Spreng
John Watters

Management

Description: Management skills are necessary in every organization. Study of the four major management functions of planning, organizing, leading, and controlling prepares students to succeed in a variety of personal and professional pursuits – businesses, government, and non-profit organizations. Management students examine

management decision making at various levels of the organization, from high-level strategic decisions to day-to-day operations and human resource issues.

The management curriculum comprises the study of both management theory and application. Students gain knowledge of the broad concepts concerning how individuals and organizations function, and some of the decision-making tools that managers use in business settings. Team-building, effective communications, and how to deal with cross-cultural challenges are topics which bridge several courses. Students who are approaching the completion of their course work may choose to further their knowledge through internships in which they participate in the actual operation of a commercial organization.

To receive a Bachelor of Business Administration degree in Management, the student must successfully complete the business core and the major requirements listed below. The student must complete all work applied to the major with a minimum cumulative grade point average of 2.25. Any business course outside of the business core may be applied toward the completion of requirements for only one business major or minor.

Mission Statement: The mission of the School of Business at McKendree University is to prepare students to enter a variety of occupations and professions or to continue their education in a program of graduate study. To this end, the School prepares students to receive degrees, it offers majors and provides courses and experiences relevant to current business practices in support of the mission and tradition of McKendree University

Major Student Learning Outcomes (3-5)

1 Differentiating and packaging Unique Talents, Strengths and Character that Provides Value to Others and to Enable Personal Professional Development

2 Explain the Major Functional Areas of Management

3 Describe the Different Environments that Comprise the Global Environment

4 Apply Decision Support Tools to Enable Effect Business Decision Making

5 Apply Knowledge of Business Concepts and Functions in a Cohesive and Unified Manner to support Integration

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES

PROGRAM COURSES	1	2	3	4	5
Principles of Management MGT 204 (Required)	XX	XX	XX	XX	X
Organizational Behavior MGT 314 (Required)	XX	XX	XX	XX	X
Human Resource Management MGT 334 (Required)	XX	XX	XX	XX	X
Business Strategy and Policy MGT 450 (Required)	XX	XX	XX	XX	XX
Operations Management MGT 376 (Required)	XX	XX	XX	XX	X
Supply Chain Management MGT 316	XX	XX	XX	XX	XX
Small Business Management MGT 350	XX	XX	XX	XX	XX
Business Communications MGT 354	XX	XX	XX	XX	X
Business Ethics and Corporate Social Responsibility MGT 424	XX	XX	XX	XX	XX
International Business MGT 340	XX	XX	XX	XX	XX
Internship in Management MGT470	XX	XX		XX	

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: Business Strategy and Policy BUS 450

RESEARCH: Business Ethics and Corporate Social Responsibility MGT 424

SERVICE: Some courses have service projects required. However, not all instructors in all courses require service.

Methods of assessment: Quizzes, Exams, Papers, Projects, Simulations, Presentations, ETS (comprehensive Business Exam)

Results from assessment: Started giving the ETS (comprehensive Business Exam) to all students in BUS 450 in the fall of 2014. We have insufficient data to draw valid conclusions.

Use of Data (Previous year or this year): When we get more data from the ETS we will use that to assess the Management program.

Contact(s): Rick Bonsall, Jean Sampson

Marketing

Description:

The McKendree University marketing curriculum is based on a customer satisfaction model known as the marketing concept. Business core courses provide students with the necessary foundation studies in economics, accounting, finance, management, and business strategy. Specialty courses in the marketing major focus on specific topics in marketing such as marketing research, advertising, personal selling, and distribution through channels. This curriculum is designed to prepare students for careers in marketing that include eventual marketing management responsibilities.

Mission Statement:

The mission of the marketing major at McKendree University is to prepare students to enter a variety of occupations and professions to continue their education in a graduate program of a graduate study. To this end, the major prepares students to receive degrees; it offers majors and provides courses and experiences relevant to current business practices in support of the mission and tradition of McKendree University and the School of Business.

Major Student Learning Outcomes (3-5)

1. **Personal Branding:** Differentiating and packaging unique talents, strengths, and character that provide value to others.
2. **Market Sensing:** Collecting and analyzing data about a firm's or brand's external factors including competitive set and economic, technological, cultural, social, demographic,

legal, political, international, and ecological factors as well as internally focused factors including market share, customer needs, and similar relevant data as shaped by industry.

3. **Market Interpretation:** Revealing meaning and relationships among and between consumers and the organization and products in the market in order to facilitate brand value creation.
4. **Market Value Creation:** Adding value to the firm's product or service offering by developing marketing mix strategies that reflect the needs and characteristics desired by each of the selected target markets that are identified in the market sensing and market interpretation processes.
5. **Market Analytics, Feedback and Control:** Recognizing the correlation between marketing metrics and customer relationship management and understanding the importance of both in providing feedback that identifies gaps in meeting the goals of previous process steps such as market sensing, market interpretation and market value creation.

CURRICULUM MAP

DEPARTMENT/PROGRAM : Business/Marketing STUDENT LEARNING OUTCOMES						
PROGRAM COURSES		**1**	**2**	**3**	**4**	**5**
MKT 205	**Principles of Marketing**	**X**	**X**	**X**	**X**	**X**
MKT 305	**Consumer Behavior**	**XX**	**XX**	**XX**	**X**	**XX**
MKT 410	**Marketing Research**	**X**	**X**	**X**	**X**	**X**
MKT 354	**Advertising and Promotion**	**X**			**X**	
MKT 315	**Marketing Channel**	**No longer offered**				
MKT 316	**Supply Chain Management**	**XX**	**XX**	**X**	**XX**	**X**
MKT 320	**Personal Selling**	**X**	**X**	**X**	**X**	**X**
MKT 325	**Sport Marketing**	**X**	**X**	**X**		**X**
MKT 330	**Principles of Retailing**	**XX**	**XX**	**XX**	**XX**	**XX**
MKT 340	**International Business**	**XX**	**XX**	**XX**	**XX**	**XX**
MKT 350	**Small Business Management**	**X**		**X**	**X**	
MKT 380-390	**Topics in Marketing**	**X**	**X**	**X**	**X**	**X**
MKT 424	**Business Ethics and Social Responsibility**	**X**	**X**	**X**		
MKT 470	**Internship in Marketing**	**X**	**X**	**X**	**X**	**X**
MKT 480	**Independent Study in Marketing**	**X**	**X**	**X**	**X**	**X**
MKT 490	**Seminar in Marketing**	**No longer offered**				

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: BUS 450

Currently, the marketing major does not have a specific marketing capstone course; instead it adopts the general SOB capstone course BUS450. This course is designed to further develop the business student's decision-making ability through the use of case studies, exercises and simulations. Students are asked to identify problems, develop alternative solutions and present the results. Prerequisites are completion of the business core and senior standing or instructor consent.

However, we are moving towards considering MKT410-Marketing Research as a marketing capstone course. MKT410 is a writing intensive course and it is designed to introduce the scientific method as it is applied in marketing. Quantitative and qualitative research methods are studied and an original research project is undertaken. Students gain experience in developing research questions, selecting appropriate methods, using analytical tools and interpreting and presenting research findings. Prerequisites of this course are MKT205, 305, 354 and MTH310.

RESEARCH:

All business people will agree that market research helps businesses to understand business trends, satisfy their customers and stay ahead of their competitors. MKT 410-Marketing Research offers an overview of how the research process provides marketers with information to solve marketing problems. Students integrate literature and develop research models based on the theories. To support active research, students continue working on their own research projects in MKT 381. Students develop research surveys with IRB approval and analyse the data using different statistics. All the findings and implications are analysed as well. Each student's different research is presented at Academic Excellence Celebration and the research papers are published at Scholars, McKendree excellent research papers online journal.

SERVICE:

MMC aims to offer hands-on experience in different types of real 'marketing' projects. These may include conducting situation and competitor analyses, marketing research, promotion design, marketing mix research and any other exciting marketing assignments.

Last semester, MMC worked on a very exciting project for the Chakota Therapeutic Riding Center (CTRC) of Germantown. As a non-profit organization, CTRC offers horse riding therapy for children and adults with disabilities. Since opening their business in 2005, CTRC has consistently improved their clients' self-esteem, dignity and emotional well-being. To improve their business,

CTRC has sought MMC's expertise to design their fundraising venture and to attract more volunteers to help their business operation.

In addition to this project, MMC has several further projects in the pipeline! These include increasing Lyn Huxford's popularity, developing J&J Lawn's marketing plan and Salon System's promotional plan, and conducting marketing research for McKendree's Art Gallery. Currently, MMC is designing and developing a logo for McKendree's Student Consulting Firm (SCF).

Methods of assessment:

The marketing major adopts two different types of assessments. These assessments are:

1. Formative assessment – this assessment provides feedback and information while the teaching and learning process is occurring. It measures both student progress and instructor progress. The types of formative assessment are:
   - Observations during in-class activities
   - Question and answers sessions
   - Quizzes
   - Cold calling
   - Assignments
   - Mid tests
   - Presentations

2. Summative assessment – this assessment occurs at the end of the semester and it offers final information and feedback on the teaching and learning process. Typical summative assessments that we adopt are:
   - Final examination
   - Final projects/reports
   - Student evaluations

Results from assessment

These assessments will help prepare students for marketing careers, and adult life. The projects are real business types of projects, in the sense that such projects require students to apply skills or investigate issues in marketing areas. These assessments encourage students to connect their projects to community issues or problems, and to integrate outside-of-school learning experiences, including activities such as interviews, scientific observations, or internships.

Use of Data (Previous year or this year)

Currently, the marketing major does not have previous data to report.

Contact(s)

Dr. Yunhee Kim (ykim@mckendree.edu) and Dr. Halimin Herjanto (hherjanto@mckendree.edu)

School of Education

MAED in Educational Administration and Leadership

Description:

The graduate program in Educational Administration and Leadership is designed for educators who want to continue developing their professional commitment and competence while seeking an Illinois Principal License. Candidates in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and leadership style. They explore social issues affecting teachers and students, and expand their awareness of and respect for the unique development of schools, teachers and students. During their course work, they consider effective collaboration and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, candidates in this program gain greater intellectual and ethical insight.

The Educational Administration and Leadership program develops advanced proficiency in the Illinois School Leader and the Illinois Principal standards. Participants develop proficiency on the standards in three phases: first, an orientation to and self-assessment of the standards; second, development of the knowledge and predispositions required by the standards; and third, demonstration of performances implementing the standards. Progress on the standards is evaluated throughout the program through a portfolio aligned with the standards.

Mission Statement:

It is the mission of the School of Education Unit at McKendree University to prepare teachers and other education professionals as lifelong learners (analytical abilities, research capabilities, lifelong learning), caring practitioners (creativity, service to community, mutual respect), and knowledgeable professionals (academic excellence, knowledge, analytical abilities, development of the whole person).

It is the mission of the faculty in Educational Administration and Leadership to make sure candidates meet the Illinois Professional School Leaders Standards (ISLCC). The 6 major

standards are:
1. Facilitating a Vision of Learning
2. School Culture and Instructional Program
3. Management
4. Collaboration with Families and Communities
5. Acting with Integrity, Fairness, and in an Ethical Manner
6. The Political, Social, Economic, Legal and Cultural Context

Major Student Learning Outcomes (8 - as required by the state of Illinois)

1 State and federal laws, regulations and case law affecting Illinois public schools;

2 State and federal laws, regulations and case law regarding programs for students with disabilities and English Language Learners;

3 Use of technology for effective teaching and learning and administrative needs;

4 Use of a process that determines how a student responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student;

5 Understanding literacy skills required for student learning that are developmentally appropriate (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, understanding reading in the content areas, and scientific literacy;

6 Understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels;

7. Identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting and rewarding a peaceful and productive school climate; and

8. The process to be used to evaluate certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].

Curriculum Map

Components of Coursework Requirements Course Number/Name	Embedded Field Experience	Coursework Requirements **(8 major student learning outcomes from above)**							
		1	2	3	4	5	6	7	8
EDL 601 – Technology Applications for School Admin.				X				X	
EDL 610 – Supervision of Instruction	12 hours	XX	XX					XX	XX
EDL 620 – School Law		XX	XX					XX	
EDL 625 – Finance and Facilities for Principals	10 hours								
EDL 630 – Leadership Theory					X	X	X	X	
EDL 640 – School and Community relations						X	X		
EDL 650 – Principalship	10 hours	XX	XX	XX	XX		XX	XX	XX
EDL 691 – Internship I	SREB	XX	XX	XX	XX	XX	XX	XX	XX
EDL 692 – Internship II	SREB	XX	XX	XX	XX	XX	XX	XX	XX
EDL 693 – Internship III	SREB	XX	XX	XX	XX	XX	XX	XX	XX
EDU 611 – Curriculum Theory and Design				X	X	X	X		
EDU 612 – Instructional Curricular Design and Evaluation	10 hours			X	X	X	X		
EDU 615 – Contemporary Issues in Education		X	X						
EDU 641 – Educational Research and Statistics		X			XX	X	X	X	

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: Portfolio Assessment – EDL 699, Internship – I,II,III – EDL 690, 691, 692

RESEARCH: Educational Research and Statistics – EDU 641, Action Research Planning – EDU 645, and Internship III – Chapters 4 and 5 along with Impact on Student Learning

SERVICE: N/A

Methods of assessment

The School of Education created a standards-based curriculum and assessment system for all programs. A portfolio evaluation system was created as a systematic way of monitoring a candidates' progression through the program. Candidates must meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences.

The four gates are: (1) Admission to the program. Requirements: submission and assessment of admission portfolio, successful interview with program faculty, successful completion of in-basket scenario, submission of letter of recommendation from school district superintendent, completed application and admission GPA, CAT1, and COTE approval.

(2) Prior to principal internship: minimum GPA 3.0, writing assessment, oral assessment, dispositions assessment, ethics assessment, action research planning assessment, school improvement assessment, portfolio review, COTE approval. Also in gate 2 is the Action Research Plan. Gate 2 includes the action research project which candidates are required to complete. Candidates plan action research, conduct literature review, and design an appropriate research plan for their educational setting. The completed project contains a statement on the impact on student learning.

(3) Internship completion successful completion of the SREB activities assessment, 100% participation, 80% leadership role, successful completion of the Illinois Principal internship Assessment Rubric, 100% met, successful completion of the LINC assessment, 100% met, successful completion of the McKendree University Dispositions Assessment, and Completion of the Action Research Project with Impact on Student Learning statement. The internship is a 12-month experience under an approved school administrator and the university requiring completion of EDL 690, 691, 692.

(4) Program completion/prior to entitlement portfolio review: minimum 3.0 GPA, completed coursework and requirements, faculty assessment of Portfolio, dispositions assessment, interview (if necessary), and COTE approval.

In addition, the program requires a series of assessments. The assessment rubric is attached.

Results from assessment

Alan

Use of Data (Previous year or this year)

The School of Education meets on a monthly basis to discuss programs. McKendree University has a University – School partnership with Belleville High School District #201 and Belleville Elementary District #118 who both provide continuous feedback. McKendree University seeks feedback from other school districts at Advisory, Cote, and Superintendent meetings. Our Director of Educational Technology and Institutional Research periodically meeting with the School of Education to update assessment information which leads to possible needs for change. Numerous improvements to programs and the unit have been implemented as a result of the continuous assessment implemented through the unit-wide assessment system.

As a result of these discussions and assessment initiative to improve, school of education faculty have made tremendous strides in developing and implementing meaningful assessments of candidate performance. As faculty continued to develop a deeper understanding of candidate assessment in relation to professional, state, and unit standards, their assessments became much more sophisticated. Today programs have in-depth assessments with detailed rubrics addressing candidate competence related to specific professional standards. Recently, our interns met with IPREP, a research group, to provide feedback in to our program. Our interns also were part of a pilot group to develop the Illinois Principal Content area test. Our program uses all of these data to drive meaningful program change.

Data related to program completers, alumni, and employers is collected via Educational Benchmarking Inc. surveys. We are now in a new program. As soon as we have completers in the new program that obtain administrative jobs, a survey will be sent out to superintendents of all graduates of McKendree University that are serving as administrators. This survey will request data to support all ELCC, ISLLC, and SREB 13 standards and will be linked to the McKendree University's dispositions and conceptual framework.

Contact(s)

Jim Rosborg

School of Nursing and Health Professions

Division of Health Professions

Athletic Training

Description

Accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Athletic Training is recognized by the American Medical Association as an allied healthcare profession. Athletic Trainers may work in a variety of settings which include: secondary schools, colleges and universities, hospitals, sports medicine clinics or other athletic healthcare settings. The athletic trainer works in cooperation with the team physician or other allied healthcare professional to provide complete care for athletes and/or patients. As specialists in prevention, recognition and rehabilitation of injuries, athletic trainers administer immediate emergency care and provide follow-up care to develop a treatment program based on medical, exercise, and sports sciences.

Mission Statement

The mission of the McKendree University undergraduate Athletic Training program is to provide a comprehensive, progressive educational and clinical foundation to prepare students for a variety of entry-level positions in athletic training. The program encompasses academic studies and clinical education experience that will help the individual student develop the ability to think critically, solve problems and communicate effectively. This preparation along with successfully passing the BOC certification examination will qualify students for entry-level positions in athletic training.

Major Student Learning Outcomes (3-5)

1 build a strong foundation on which all students can grow cognitively through the development of higher level thinking skills.

2 demonstrate psychomotor skills required of an entry-level athletic trainer.

3 practice personal reflection pertaining to the discipline of athletic training.

4 preparation to meet the needs of a diverse population including the needs of those engaged in everyday activity.

5 demonstration of effective verbal and written communication skills.

6 demonstrate learning over time through clinical proficiencies.

7 establish research skills to encourage continued growth over the course of the student's professional career.

8 provide comprehensive learning experiences.

9 graduates will be adequately prepared to pass the Board of Certification (BOC) Examination and become certified athletic trainers.

Curriculum Map

COMPLETE THE GRID WITH YOUR MAJOR STUDENT LEARNING OUTCOMES AND A LISTING OF YOUR COURSES. YOU MAY WANT TO START WITH JUST THE REQUIRED COURSES. PUT AN "X" WHERE THE SLO IS COVERED AND AN "XX" WHERE IT COULD BE ASSESSED.

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES								
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
ATH 100	**X**								
BIO 308	**X**								
BIO 309	**X**								
HPE 158	**X**								
PED 206	**X**	**XX**							
ATH 200	**X**								
HPE 200	**X**								
ATH 208	**X**	**XX**							
HPE 300	**X**								
ATH 230		**XX**				**XX**			
ATH 330		**XX**				**XX**			
ATH 430		**XX**				**XX**			

ATH 250	**X**	**XX**						**XX**	
ATH 250A	**X**	**XX**	**XX**		**XX**				
ATH 251	**X**	**XX**			**XX**			**XX**	
ATH 251A	**X**	**XX**	**XX**		**XX**				
ATH 261	**X**	**XX**			**XX**			**XX**	
	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES								
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
ATH 262	**X**	**XX**			**XX**		**XX**	**XX**	
ATH 263	**X**	**XX**			**XX**			**XX**	
ATH 300	**X**			**XX**					
ATH 310	**X**	**XX**	**XX**	**XX**	**XX**	**XX**			
ATH 315	**X**	**XX**	**XX**	**XX**	**XX**			**XX**	
ATH 335								**XX**	
ATH 349	**X**	**XX**						**XX**	
ATH 353	**X**	**XX**							
ATH 357	**X**				**XX**			**XX**	
PED 365	**X**			**XX**					
ATH 370								**XX**	
ATH 402	**X**	**XX**	**XX**			**XX**			
PED 403	**X**				**XX**		**XX**		
PED 404	**X**			**XX**					

ATH 404	**X**				**XX**		**XX**		
ATH 490	**X**							**XX**	
MTH 310	**X**						**XX**		**XX**

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: ATH 490 – Seminar in Athletic Training

RESEARCH: ATH 404 – Research Topics in Athletic Training

SERVICE: not associated with one specific course, students participate in various activities during each year.

Methods of assessment

Written quizzes, comprehensive written exams (multiple choice, T/F, short answer and fill-in), individual and group projects (oral and written form), scenario based demonstration of psychomotor skills incorporating comprehensive clinical evaluation skills (increasing grade of difficulty as student progresses through the program), individual research projects, computerized comprehensive written exams, BOC computerized practice exams (short and long form).

Results from assessment

First Year Professional Students –

1 – Many students had never written a paper, unfamiliar with how to develop an outline, didn't know how to use APA style of writing.

2 – Poor vocabulary and lack of understanding when reading material.

3 – Lack of continuous study resulted in poor performance at end of course when comprehensive exams were given.

4 – Low evaluation confidence on clinical evaluation.

5 – Majority of students do not take advantage of open lab time and extra opportunity to interact with instructor to improve performance during first semester. Second semester 50% of the students were interacting and participating in additional lab opportunities.

Second Year Professional Students –

1 – 30% of the students still lack strong vocabulary.

2 – Writing performance has improved in 75% of the students who showed challenges.

3 – Analysis of exam results for ATH 335 and 370 (Athletic Training Comprehensive Exam I and II):

- ATH 335 knowledge for BOC Domains 1-3. Exam results show that students missed questions in each domain. All students demonstrated the highest incorrect responses in Domain 2- task 2, 3 and 4.
- ATH 370 knowledge for BOC Domains 1-5. Exam results show that students missed questions in each domain. All students demonstrated the highest incorrect responses in the following domains and tasks:
  - Domain 1: task 1 and 7
  - Domain 2: task 3 and 4
  - Domain 3: task 1, 2 and 4
  - Domain 4: task 2 and 5
  - Domain 5: task 1 and 4

Third Year Professional Students –

1 – Underestimated the continued need for study of all material.

2 – Didn't believe that graduation may be delayed if the comprehensive exam was not passed in ATH 490.

3 – ATH 402 ACES Exam Workshop results and comprehensive end of semester exam results

- ACES exam results revealed that students continued to change answers, had difficulty with terminology, didn't recognize key words in stem such as *except* or *not* and didn't employ appropriate test taking strategies to narrow down responses to questions. Statistical analysis of percent correct by domain revealed that students consistently had trouble in domains 3 and 5 with at least 50% of the students scoring in the 50-59 percentiles.

  Statistical comparison of McKendree to all other schools (N=31) that conducted the workshop reveal that McKendree students are scoring below other schools in all domains

for percent average correct. The range percent and range score minimums are higher for McKendree students that all other schools but the maximum range percent and scores are lower.

- Comprehensive end of semester exam results:
  50% of the students passed the exam with a range of 70-78%. All Students who didn't pass the exam showed consistent weakness in domain 1 and 5 and 66% of the students were also weak in domains 3 and 4.

4 - ATH 490 Seminar in Athletic Training Results:

- Common weak tasks were identified as:
  - Domain 1- task 5
  - Domain 2 – task 3
  - Domain 4 – tasks 1, 2 and 5
  - Domain 5 – tasks 1, 3 and 5

5 – BOC Exam Results

BOC Report for McKendree University – First Time Candidates

Score 200-800 (500 passing point)	2012-2013	2013-2014
Low Score	374(302)	458 (332)
High Score	542 (674)	602 (680)
Average Score	467.9 (524.3)	522 (545)

All BOC candidates score in ( )

The 2013-2014 results show significant improvement over the 2012-2013 results. However, the high score and the average score still remain lower than when compared to all candidates.

BOC Report for McKendree University – First time Candidates Percent Correct by Domain

Score	Domain 1		Domain 2		Domain 3		Domain 4		Domain 5	
200-800 (500)	12-13	13-14	12-13	13-14	12-13	13-14	12-13	13-14	12-13	13-14
Low Score	36.36	59.46	28.94	60.31	42.42	59.35	28.90	59.7	19.04	38.45
High Score	59.08	88.05	60.52	78.23	63.63	91.32	57.89	88.92	28.94	83.43
Average Score	45.0	72.45	42.89	68.34	59.90	76.9	44.73	73.34	33.33	59.45

All 2013-2014 scores showed significant improvement as compared to the 2012-2013 scores. Even though Domain 5 only represents 12% of the exam this area remains the weakest overall.

BOC Report All First Time Candidates Percent Correct by Domain

Score	Domain 1		Domain 2		Domain 3		Domain 4		Domain 5	
200-800 (500)	12-13	13-14	12-13	13-14	12-13	13-14	12-13	13-14	12-13	13-14
Low Score	15.90	33.54	23.68	30.59	27.27	41.82	23.68	39.98	9.52	16.64
High Score	68.18	96.94	68.42	97.46	72.72	99.35	68.42	94.21	66.66	99.05

Average Score	51.13	77.3	49.73	73.13	57.57	80.85	48.68	70.72	40.47	63.29

Comparison of McKendree Average scores for 2012-2013 against all candidates continues to show that the low score for McKendree candidates is higher than all candidates nationally. McKendree candidates for the 2013-2014 reporting cycle did have higher average scores in domain 4 than all candidates combined nationally.

- Review of the Progress Report to CAATE from May of 2014 compared to May of 2015 indicates percent first time pass rates and percent overall pass rates have continued to improve for the 2011-2012 and 2012-2013 academic years (May of 2014 percentage in red and in parentheses). 2010-2011 involved the incorporation of additional BOC practice testing prior to taking the BOC certification exam.
- Percent of students who passed the exam regardless of the number of attempts is the highest at 86% for the class of 2013-2014 which hasn't been achieved since before 2006-2007.
- Graduation requirements for all students in the 2014-2015 cohort have not completed graduation requirements yet or have not taken the exam so data remains incomplete.

Current BOC Pass Rate

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	3 YR Aggregate
Number of students graduating from program	10	10	12	10	4	26
Number of students graduating from program who took the examination	10	10	9	7	2	18
Number of students who took the examination and passed on the first attempt	2	3	4	3	1	8
Percentage of students who passed the examination on the first attempt	20	(25)30	(37.5)44	43	50	44
Number of students who passed the examination regardless of the number of attempts	7	(4)6	(6)7	(1)6	1	14
Percentage of students who passed the examination regardless of the number of attempts	70	(50)60	(75)78	86	50	78

Review of completed data shows improvement in all areas of performance specifically, first time pass rate and overall pass rate. 2015-2016 cohort will be the first graduating class to have been immersed in all new course work and strategic testing revisions made in the academic program.

Use of Data (Previous year or this year)

The attached document labeled: **Table 2 – Action Plan – Standard 13,** provides a breakdown by student learning outcome for identified areas of weakness. The plan provides review date, person(s) responsible, action, timeline for action and goals.

Contact(s) Dr. Dawn Hankins

Clinical Mental Health Counseling

Description

McKendree University's Professional Counseling Program offers a 60 hour master's degree in Clinical Mental Health Counseling that is designed to meet the curriculum requirements for counseling licensure in both Illinois and Missouri. Licensure as a professional counselor can be pursued following program completion. Attaining the status as a Licensed Clinical Professional Counseling (LCPC) allows individuals to practice independently and receive third-party payment.

Mission Statement

The graduate program in professional counseling has a mission of training reflective, ethical practitioners who work in a variety of mental health settings. The program faculty is committed to providing a dynamic education that prepares students to promote health and wellness in an ever-changing world. An emphasis is placed on both professional and personal development, recognizing that well-prepared professionals are those who possess relevant academic training, as well as the self-understanding and awareness needed to facilitate growth, development, and healing among others.

Major Student Learning Outcomes (3-5)

1 Demonstrates an understanding of diversity and difference.

2. Understands the major theories of individual/group counseling, human development, and career counseling.

3. Demonstrates individual and group counseling skills to facilitate client change.

4. Translates an understanding of professional ethics into counseling practice.

5. Understands a framework for assessing and diagnosing mental disorders.

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**
CNL 590 Foundations of Professional Counseling			X		
CNL 600 Counseling Theory		X			
CNL 601 Social & Cultural Foundations of Counseling	X				
CNL 602 Professional & Ethical Issues	X			X	
CNL 603 Counseling Skills	X		X	X	
CNL 604 Maladaptive Behavior & Psychopathology	X	X		X	X
CNL 605 Research & Evaluation	X			X	
CNL 606 Human Growth & Learning		X			
CNL 607 Substance Abuse Counseling	X			X	
CNL 608 Individual Assessment	X			X	
CNL 609 Couples & Family Counseling	X	X		X	
CNL 610 Group Counseling		X			
CNL 611 Career Development & Counseling		X			
CNL 614 Grief, Loss, & Crisis Intervention	X	X		X	X
CNL 630 Individual Counseling Practicum	X	X	X	X	
CNL 635 Group Counseling Practicum	X	X	X	X	
CNL 637 Internship I	X	X	X	X	X
CNL 638 Internship II	X	X	X	X	X

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE:

CNL 637 Internship I

CNL 638 Internship II

CNL 697 Comprehensive Examination (note: This is a national examination that is administered by the Program. It is not a didactic course, so it is not listed above.)

RESEARCH:

CNL 605 Research and Evaluation

SERVICE:

CNL 630 Individual Practicum

CNL 635 Group Practicum

Methods of assessment

Assessment of the learning outcomes is accomplished by examination of students' knowledge of core educational content and quality of performance on individual and group counseling skills.

1) **Core educational content of required by licensure exams are assessed by the following means:**

   Students in each of the required classes are assessed through various methods including quizzes, examinations, presentations, term papers, etc. At the end of the program, students take 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). These core areas are reflected in the Illinois and Missouri state licensing exams. The CPCE is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC). A passing score on the CPCE is at or above one standard deviation below the national mean. Those who fail the CPCE must retake the entire examination. Students must achieve a passing score in order to graduate from the program.

2) **Individual and Group Counseling Skills are assessed through the following means***:*

a. *Group Counseling Skills Scale* was created as a means to measure the quality of student performance of group counseling skills across five areas. This scale is used in the CNL 635 Group Practicum class. These five areas include: Basic Skill Responses, Group Leadership Skills, Session Management, and Professional Competency. This assessment is on a 100 point scale where 90-100=A; 80-89=B; 70-79=C; 60-69=D; and 60 and below=F. Students are provided with feedback mid-semester and then assigned a grade from the scale at the end of the semester. Students' scores on this assessment are then calculated into their total grade for the class.

b. The *Individual Practicum Competency Scale* was created as a means to measure the quality of student performance of individual counseling skills. This scale is used in the CNL 630 Individual Practicum class. Five areas are assessed on this scale. These areas include: Shows Interest and Appreciation, Encourages Exploration, Deepens the Session, Encourages Change, Session Management, and Professional Conduct Competency. Students are provided with feedback mid-semester and then assigned a grade from the scale at the end of the semester. This assessment is on a 100 point scale where 90-100=A; 80-89=B; 70-79=C; 60-69=D; and 60 and below=F. Students' scores on this assessment are then calculated into their total grade for the class.

c. *Evaluation of the Student Intern* was developed as a means for internship supervisors to evaluate interns across the areas of Relationship Competency, Assessment Competency, Intervention Competency, Professional Conduct Competency, Diversity and Difference Competency, and Communication Competency**.** Within these competency areas students are evaluated on 31 specific items. Scores range from Unsatisfactory (1) to Excellent (5). Students are expected to perform an average competency (3) or better in each area. Students performing below average competency may be expected to complete the requirements of a remediation plan.

Results from assessment

1) **CPCE Exit Examination Results**

Semester	McKendree Mean	National Mean
Spring 2012	100.57	94.14
Fall 2012	96	83.87
Spring 2013	81.5	83.97
Fall 2013	91.82	87.32
Spring 2014	95.33	85.61
Fall 2014	91.25	89.88
Spring 2015	93.83	86.6

When comparing the national versus McKendree University average scores, our students scored above the national mean for all but one semester since we began administering the examination. This data indicates that students have demonstrated knowledge of the core educational areas that are designated by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These educational areas are testable material for state clinical licensure examinations.

2) **Individual and Group Counseling Skills**
Students' scores on *the Group Counseling Skills Scale* and the *Individual Practicum Competency Scale* are administered at specific times throughout the practicum courses. The final grade is computed into students' overall course grade. To date, all students have scored above 80% on this scale. The Evaluation of Student Intern is administered during specific times during the courses noted above. To date, all students have performed at or above average on this assessment.

Use of Data (Previous year or this year)

Contact(s)

Jim Cook and Laura Harrawood

Health and Wellness

Description:

The disciplines in health and wellness draw from biological, social, and behavioral sciences to foster knowledge, create awareness, and facilitate healthy lifestyle changes. The degree programs in Health Promotion and Wellness prepare students to become knowledgeable and skillful professionals, who are able to cultivate an understanding of critical health and wellness concepts that support healthy lifestyles and behavioral change.

Students majoring in Health and Wellness must complete the required major core classes and then choose one of the following four track options:

The Fitness track will prepare students who wish to work in a gym or training facility, YMCA, skill development setting. They will work with groups or individuals. It will prepare students to sit for a variety of certification exams including CSCS, ISSN, and wellness coach. The focus of this professional would be primarily fitness, nutrition, and performance.

The Worksite track will prepare students who are interested in working in a corporate or other work environment. They will be prepared to work within a business setting to establish a program that benefits the employees as well as helping the company to increase productivity, reduce health-related costs, absenteeism, and presenteeism. In addition, it will prepare students to sit for a variety of certification exams including CSCS, ISSNS, and wellness coach.

The Government/Community track will prepare students to work in the public health arena. They might seek jobs with local, state, or national health departments, in programs on military facilities, or internationally. In these settings, they may be working with diverse populations to plan, implement, and evaluate programs of all types.

The Clinical track is for students who are planning to work in hospitals, clinics, voluntary health agencies, or who are planning to continue their education to become nurses, physical therapists, and dieticians, etc.

Mission Statement:

The mission of the Health Promotion and Wellness department is 1) to provide quality educational experiences both in the classroom and in the field; 2) to offer educational programs which are designed to facilitate and support student development so that students will become proficient in their knowledge and understanding of health promotion and wellness content and theory, and competent in their ability to plan, implement, lead, and evaluate strategies designed to promote health and wellness with diverse populations; and 3) to prepare graduates for careers in schools, health care facilities, worksites, colleges and universities, and other health and wellness-related venues or for continued educational pursuits at the graduate level upon

successful completion of the educational programs.

Major Student Learning Outcomes (3-5)

1 Demonstrate an understanding of the multiple dimensions of health and wellness and the interrelationship of those dimensions.

2 Comprehend concepts related to health promotion, disease prevention, and wellness to enhance overall health and wellbeing.

3 Be able to plan, implement, and administer health education and wellness strategies, interventions, and programs based upon sound health and wellness philosophical and theoretical constructs.

4 Be able to conduct evaluation and research related to health education and wellness.

5 Be able to demonstrate the ability to access valid information, products, and services to enhance health and wellness in order to serve as a health education and wellness resource person.

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**

Health & Wellness	**X** **XX**	**X** **XX**			
Technology in Health and Wellness					**X** **XX**
Principles & Foundations of Health Education and Wellness	**X** **XX**	**X** **XX**			**X**
Human Nutrition					**X** **XX**
Administrative Skills in Health and Wellness	**X**	**X**	**X** **XX**	**X**	**X**
Evaluation in Health Education and Wellness	**X**	**X**		**X** **XX**	
Planning & Implementation in Health Promotion and Wellness	**X**	**X** **XX**	**X** **XX**		**X** **XX**
Programs in Community Health	**X** **XX**	**X** **XX**			**X** **XX**
Internship in Health Promotion and Wellness			**X**	**X**	**X**
Seminar in Health Education	**X** **XX**	**X**	**X**		**X** **XX**

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: HPE 470 – Internship in Health Promotion and Wellness AND HPE 490 – Seminar in Health Education

RESEARCH: HPE 390 – Administrative Skills in Health and Wellness; HPE 420 – Planning & Implementation in Health Promotion and Wellness; HPE 450 – Programs in Community Health; HPE 490 – Seminar in Health Education

SERVICE: HPE 214 – Principle & Foundations of Health Education & Wellness; HPE 420 – Planning & Implementation in Health Promotion and Wellness; HPE 450 – Programs in Community Health; HPE 490 – Seminar in Health Education

Methods of assessment:

The methods of assessment are varied. They include tests and quizzes, presentations, written assignments, demonstrations, and research papers.

Results from assessment:

Planning to begin formal tracking of assessments school year 2015-2016.

Use of Data (Previous year or this year)

Not applicable at this time; however, results will be used to determine areas which appear to be strengths and weaknesses of the courses in supporting student learning.

Contact(s):

Karan Onstott
Deanne Riess
Dawn Hankins

Physical Education and Exercise Science

Mission Statement: the mission of the department of Physical Education, Exercise Science and Sports Performance is to facilitate the teaching of exercise concepts, through the application of current research on the acquisition/development of human movement skill across the lifespan.

Description of Physical Education Major: Students interested in teaching physical education will develop skills, knowledge and techniques required of contemporary K-12 physical educators. Physical education majors must complete the teacher education certification requirements for both the Initial Secondary (type 09) and the Initial Special K-12 (Physical education) Certificate (type 10). Upon completion of the required course work, the student is prepared for teaching physical education in elementary and secondary schools in the State of Illinois. The student must complete the physical education major with a minimum of a 2.50 cumulative grade point average and grades of "C" or better in the major courses. All majors must achieve an 80% (B) or better on all activity course skills tests in addition to the required achievement of a grade of "B" or better in each activity course. These classes include PED 114-125. All majors must also complete professional education requirements listed in the School of education program including successful completion of teaching Performance assessment (EDU 499).

Description of Exercise Science and Sports Performance Major: Students not interested in seeking teacher certification will complete a major in exercise Science and Sports Performance. This major will build the foundation for students interested in careers in the field of exercise Science and Sports Performance. Completion of this major will also make students eligible to receive the following additional certifications: American Red Cross First Aid/CPR Instructor,

Certified Strength and Conditioning Specialist (CSCS) through the national Strength and Conditioning Association as well as the Health Fitness Specialist and Personal Trainer certifications through the American College of Sports Medicine (ACSM). Students may also be eligible for Clinical Certifications through the ACSM. The Pass/Fail option may not be chosen for a course fulfilling a major or minor requirement.

Student Learning Outcomes

All students will: • demonstrate knowledge of rules, strategies, assessments, and appropriate skill progressions for sport, exercise, and physical activity. • Identify the lifetime benefits associated with regular participation in physical activity. • Advocate for participation in health-enhancing lifetime physical activity on campus. • recognize risks and prevent unsafe practices associated with participation in physical activity. • Perceive the affective benefits of life-long participation in physical activity which include self-expression, positive self-esteem, and social interaction with others. • Integrate learning in all three domains: psychomotor, cognitive, and affective. • Possess excellent communication and organizational planning skills to meet the needs of an ever-changing global culture of learners. • Hold professional memberships in organizations which advocate for lifelong opportunities for all individuals through exercise and physical activity.

Degree Preparation: the Physical education degree prepares students to teach in both the elementary and secondary school setting and to obtain a K-12 Special teaching license in the state of Illinois.

The Exercise Science and Sports Performance degree prepares students to teach and/or coach in the community and school settings, and to obtain professional certifications recognizable in athletic, exercise, and/or fitness professions.

	STUDENT LEARNING OUTCOMES							
SelectiveProgram Courses	Demonstrate Knowledge of skill progression, strategies & appropriate assessments	Identify lifetime benefits of PA…	Advocate for participation in health Enhancing behaviors.	Recognize risks & prevent unsafe…	Perceive affective benefits…self esteem etc.	Integrate learning in all 3 domains	Possess excellent communication & planning skills to meet needs of learners	Hold professional memberships which advocate for lifetime PA…

PED 157		XX	XX		XX			X
PED 108-125	XX	X		X	XX	XX	XX	
HPE 250	XX	X		X				
PED 356	XX	XX	X	X	X	XX	XX	X
PED 357	XX	XX		XX	XX	XX	X	X
PED 403	XX	XX		X				
PED 404	XX	XX		X				
PED 348	XX	XX		XX	XX	XX	XX	
PED 349	XX	X		XX				
PED 405	XX	XX	X	X	X			XX
PED 470 & EDU 497	XX	XX	XX	XX	XX	XX	XX	XX

Methods of Assessment for Physical Education and Exercise Science

1. **FitnessGram**

FITNESSGRAM is a **comprehensive educational, reporting and promotional tool** used to assess physical fitness and physical activity levels for children and youth. It was first developed in 1982 by the Cooper Institute and is the most widely used children and youth health-related physical fitness assessment in the world. The assessment includes a variety of health-related physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate.

Component of Health-related Fitness	Definition	Fitness Test
Aerobic Capacity	The ability to perform large muscle, high intensity exercise for prolonged periods.	• PACER • 1-Mile run • Walk Test
Muscular Strength	The ability of the muscles to exert an external force.	• Pull-ups • 90 Push-ups • Curl-ups • Trunk lift
Muscular Endurance	The ability of muscles to exert themselves repeatedly.	
Flexibility	The range of motion available in a joint.	• Back-Saver Sit and Reach • Shoulder Stretch
Body Composition	The relative percentage of muscles, fat, bone and other tissues that comprise the body.	• BMI • Skinfold Measurements • Bioelectric Impedance Analyzers

FitnessGram testing and instruction occurs 2 times within program to ascertain personal levels of performance. The goal is to offer the students the opportunity to learn how to teach, implement and interpret fitness testing components. FitnessGram scores are stored in an online database and …

2. **Motor Analysis – (PED 403 & 404) Assessment and Assignment**
   Analysis & Motor Skill Program

3. **Administrative Policy Development for Physical Education, Athletics, AT and Intramural Programs – (PED 357) Assignment and Rubric**

Division of Nursing

Nursing (RN to BSN)

Description

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

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. In October 2012, McKendree University received the full ten year accreditation through 2022 from CCNE.

The goal of the RN to BSN program at McKendree University is to facilitate the educational advancement of Registered Nurses to further enhance safe, quality patient care. Graduates are prepared for careers that positively impact society, both locally and globally.

The BSN completion program builds on the core competencies and core knowledge the student brings from previous academic nursing programs, and expands on professional nursing values and practices resulting in a deeper and broader scope of professional practice and professional role identity. Graduates of the program are generalists with the necessary base for graduate education and continuing professional development to be leaders in practice and the nursing profession.

Mission Statement

The mission of the Nursing Division is to provide students with the knowledge and skills needed to develop their nursing practice. Students in the Nursing Division are prepared to apply the philosophies, theories, research, and skills from the liberal arts, and the discipline of nursing to their own practice with a baccalaureate or masters degree.

Major Student Learning Outcomes

1 Demonstrate critical thinking skills by integrating knowledge from various disciplines.

2 Synthesize knowledge from the art and science of nursing to improve quality and safety in patient care throughout the lifespan.

3 Analyze the effects of social, cultural, political, and environmental components on health status.

4 Utilize assessment to plan nursing care for individuals, families, groups, and communities.

5 Demonstrate inter-professional communication/collaboration skills.

6 Apply leadership principles to professional practice.

7 Incorporate nursing research into evidence-based nursing practice.

Curriculum Map	**DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES**						
PROGRAM COURSES	**1 Critical Thinking**	**2 Quality & Safety**	**3 Social, Political, and Env**	**4 Plan Nursing Care**	**5 Communication/ collaboration**	**6 Leadership**	**7 Research**
NSG 351 - Health Assessment & Pathophysiology I	**X**	**X**	**X**	**X**			
NSG 352 - Health Assessment & Pathophysiology II	**X**	**X**	**X**	**X**			

NSG 366 - Concepts in Research	**X**	**X**			**X**		**X**
NSG 367 - Research Applications in Practice	**X**	**X**			**X**		**X**
NSG 404 - Diversity in Healthcare Delivery	**X**		**X**	**X**	**X**		**X**
NSG 451 - Concepts of Population-Based Care	**X**	**X**	**X**	**X**	**X**		**X**
NSG 452 - Practicum in Population Based Care	**X**	**X**	**X**	**X**	**X**	**X**	**X**
NSG 471 - Concepts of Leadership & Management in Nursing	**X**	**X**	**X**	**X**	**X**	**X**	**X**
NSG 472 - Practicum in Leadership and Management in Nursing	**X**	**X**	**X**	**X**	**X**	**X**	**X**

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: NSG 472 Practicum in Leadership and Management in Nursing

RESEARCH: NSG 366 Concepts in Research and NSG 367 Research Applications in Practice

SERVICE: NSG 452 Practicum in Population Based Care

Methods of assessment

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. Each required course has rubrics developed by the lead faculty member. These rubrics are approved during the annual curriculum retreat.

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

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

Results from assessment

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

Job placement rates are strong as the majority of nursing students are employed prior to admission. For 2014, 98% of all RN to BSN graduates reported employment while 23% were currently attending graduate school. 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 the undergraduate level responded that they would recommend McKendree University to a friend. This speaks volumes as word of mouth is one of our greatest avenues for recruitment to our RN to BSN programs. One and three year alumni results mirror these findings. Surveys were devised to measure students' evaluation of McKendree University RN to BSN 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 A BSN graduate stated that she had gained "I feel that the program helped to advance my career by giving me more opportunities. I feel that having my BSN will help benefit my career in the future. I also feel that this program touched on a deeper level of nursing skills that I did not obtain in my ADN." Another BSN graduate stated, "I feel I have a very solid foundation for which to continue my nursing career." Benchmarks previously identified as indicators for RN to BSN and alumni were exceeded on satisfaction

surveys. In addition, graduates highly rank attainment of outcomes. Benchmarks previously identified as indicators for RN to BSN 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 2014 Employer Survey, 89% of respondents believed McKendree BSN graduates were well prepared to function in their current role. One hundred percent of the employer respondents to the 2014 graduate survey indicated that the MSN graduates were well prepared to function in their current role.

2014 BSN Alumni Responses to Program Satisfaction and Foundation for Advanced Studies					
2014 Alumni BSN Results	**Program Satisfaction**	**Would Recommend McKendree RN to BSN program to a Friend**	**Very Sound Foundation for Advanced Studies**	**Employment Status**	**Further Education Plans**
Initial	95%	98%	83%	98%	88%
1 year	100%	100%	100%	100%	80%
3 year	89%	100%	89%	89%	44%

2014 BSN Employer Response Results		
	Education Prepared Employee Well for Current Role	**Meets Expectations of BSN**
2011 BSN Employer Results	100%	100%

Open responses provide a great deal of valuable information regarding the RN to BSN programs. One BSN new graduate stated, “The BSN program at McKendree is one of the best. I feel very prepared for my MSN.” Another graduate BSN graduate stated, “The instructors are always very understanding and willing to help in any way they can.”

Use of Data (Previous year or this year)

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 annually to increase student success.

Contact(s) Richelle Rennegarbe, PhD, RN, CENP

Nursing (MSN) – Educator, Manager, Dual MSN/MBA, Palliative Care Tracks

Description

In the fall semester of 2005, approval was received from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools to offer a Master’s of Science degree in Nursing

Education and Nursing Management/Administration. Masters courses are offered in an online and face-to-face format. In fall 2013, McKendree University added offer a dual MSN/MBA option and a Palliative Care track.

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. In October 2012, McKendree University received the full ten year accreditation through 2022 from CCNE.

Graduates of McKendree University's Master of Science of Nursing program will contribute to the science of nursing in one's specialty area of practice by analyzing underlying disparities in knowledge of evidence; formulating research questions; and systematically evaluating the impact on quality and disseminating evidence-based solutions to nursing problems. Graduates will be prepared to respond to the evolving healthcare systems to meet the nation's health needs.

Mission Statement

The mission of the Nursing Division is to provide students with the knowledge and skills needed to develop their nursing practice. Students in the Nursing Division are prepared to apply the philosophies, theories, research, and skills from the liberal arts, and the discipline of nursing to their own practice with a baccalaureate or masters degree.

Major Student Learning Outcomes

1. Integrate theories and scientific findings into research and practice.
2. Analyze the effects of policy, economics, and societal influences on healthcare systems.
3. Appraise the effects of systems and organizational leadership on healthcare outcomes.
4. Integrate the behaviors and functions of a masters prepared nurse into professional nursing roles.
5. Demonstrate effective interprofessional collaboration and communication in practice.
6. Analyze the impact of ethical issues on professional nursing practice.
7. Utilize advanced skills according to standards of practice.
8. Engage in scholarly activities to foster lifelong learning in professional practice.
9. Utilize research, informatics, and technologies to provide safe high quality healthcare, initiate change, and improve healthcare outcomes.
10. Demonstrate cultural responsiveness in service to individuals, families, aggregates, and populations throughout the health illness continuum.

Curriculum Map

COMPLETE THE GRID WITH YOUR MAJOR STUDENT LEARNING OUTCOMES AND A LISTING OF YOUR COURSES. YOU MAY WANT TO START WITH JUST THE REQUIRED COURSES. PUT AN "X" WHERE THE SLO IS COVERED AND AN "XX" WHERE IT COULD BE ASSESSED.

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES									
PROGRAM COURSES	1 Theories and scientific findings	2 Policy, economics, and societal influences	3 Leadership	4 Professional nursing roles	5 Collaboration and communication	6 Ethical issues	7 Advanced skills	8 Scholarly activities	9 Improve patient outcomes	10 Cultural responsiveness
NSG 500 - Advanced Nursing Research	**X**					**X**		**X**	**X**	
NSG 501 – Health Policy and Advocacy		**X**	**X**						**X**	
NSG 502 - Ethical Issues in Healthcare Populations	**X**			**X**	**X**	**X**				**X**
NSG 503 – Health Promotion Disease Prevention	**X**									**X**
NSG 504 – Diversity in Healthcare	**X**	**X**		**X**	**X**				**X**	**X**
NSG 505 – Professional Role Development				**X**	**X**			**X**		
NSG 600 - Theories & Principles of Nursing Management	**X**		**X**	**X**	**X**	**X**			**X**	
NSG 601 - Nursing Informatics	**X**		**X**						**X**	
NSG 602 - Human	**X**			**X**	**X**					

Behavior in Organizations										
NSG 603 - Management of Fiscal Systems		**X**	**X**		**X**				**X**	
NSG 604 - Quality and Performance in Organizations			**X**		**X**				**X**	
NSG 605 - Nurse Manager Practicum and Seminar	**X**		**X**	**X**	**X**		**X**			
NSG 606 - Advanced Health Assessment through the Lifespan	**X**			**X**	**X**		**X**		**X**	**X**
NSG 609 - Philosophical & Theoretical Found. of Nsg Education	**X**		**X**	**X**						
NSG 611 - Clinical Practicum	**X**			**X**	**X**		**X**		**X**	**X**
NSG 612 - Nurse Educator Practicum and Seminar	**X**			**X**	**X**		**X**		**X**	
NSG 613 - Scholarly Project	**X**			**X**		**X**	**X**	**X**	**X**	
NSG 614 – Thesis	**X**			**X**		**X**	**X**	**X**	**X**	
NSG 615 - Educational Methods & Strategies	**X**			**X**	**X**	**X**			**X**	
NSG 616 - Assessment & Evaluation in Nursing Education	**X**			**X**	**X**	**X**			**X**	

NSG 617 - Advanced Clinical Pathophysiology & Pharmacology	**X**						**X**			**X**
NSG 619 - Nurse Manager Practicum with Business Application		**X**		**X**	**X**	**X**			**X**	
NSG 620 - Nurse Manager Clinical Practicum	**X**		**X**	**X**	**X**		**X**			
NSG 630 - Philosophy and Theory of Palliative and End-of-life Nursing Care	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
NSG 631 - Advanced Clinical Pathophysiology in Palliative Care							**X**			
NSG 632 - Clinical Practicum in Palliative Care				**X**					**X**	**X**
NSG 633 - Advanced Pharmacology in Palliative Care							**X**			
NSG 634 - Clinical Practicum				**X**					**X**	**X**
NSG 635 - Reflective Listening and Communication in PC					**X**					

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences.

CAPSTONE: NSG 613 Scholarly Project or NSG 614 Thesis

RESEARCH: NSG 500 Advanced Nursing Research

Methods of assessment

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. Each course has rubrics developed by the lead faculty member. These rubrics are approved during the annual curriculum retreat.

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

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

Data regarding actual outcomes are gathered by the Nursing Assessment Committee and Nursing Student Affairs Committee. The Nursing Assessment Committee analyzes graduate, alumni, and employer survey results yearly; while, the Nursing Student Affairs Committee analyzes the information garnered from the meetings conducted with current MSN students. This information is reported to nursing faculty, university administration, advisory council members, and appropriate accrediting bodies.

Results from assessment

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

Job placement rates are strong as the majority of nursing students are employed prior to admission. For 2014, 95% of all MSN graduates reported employment. Data gathered regarding change of positions provide interesting insight. 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 the graduate level responded that they would recommend McKendree University to a friend. One new MSN graduate stated, "I would recommend the program to a friend. I completed my BSN through McKendree in 2000. I was pleased with that experience and that is why I chose McKendree for my master's completion program. " Another MSN graduate stated, "I have recommended McKendree to a number of staff who are thinking about going back." This speaks volumes as word of mouth is one of our greatest avenues for recruitment to our MSN programs. Interestingly, 64% of the MSN graduates indicated that they planned to seek a doctoral degree. One and three year alumni results mirror these findings. Surveys were devised to measure students' evaluation of McKendree University 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 MSN alumni have gained a foundation within their advanced practice. Benchmarks previously identified as indicators for MSN graduates and alumni were exceeded on satisfaction surveys. In addition, graduates highly rank attainment of outcomes. Benchmarks previously identified as indicators for 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 MSN prepared nurse. For the 2014 Employer Survey, 80% of respondents believed McKendree MSN graduates were well prepared to function in their current role.

2014 MSN Alumni Responses to Program Satisfaction and Foundation for Advanced Practice			
2014 Alumni MSN Results	**Program Satisfaction**	**Very Sound Foundation for Advanced Practice**	**Employment Status**
Initial	95%	91%	95%
1 year	89%	89%	100%
3 year	100%	100%	67%

2014 MSN Employer Response Results		
	Education Prepared Employee Well for Current Role	**Meets Expectations of MSN**
2014 MSN Employer Results	80%	80%

Open responses provide a great deal of valuable information regarding the MSN programs. The MSN students had positive comments regarding the McKendree University graduate program. Students had favorable comments regarding nursing faculty including, “Excellent professors! I have always enjoyed being a nurse the master’s education assisted me to reach another level of enjoyment. ” and another stated, “I have been pleased with each course. I think your program is top-notch and recommend it every chance I get.” One of the most impactful statement from a new MSN graduate was, “The professors were exceptional, knowledgeable caring and concerning for students’ achievement. The design of the Nursing Online program allows flexibility and works extremely well for working adults (nurses).”

Use of Data (Previous year or this year)

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 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 annually to increase student success.

Contact(s) Richelle Rennegarbe, PhD, RN, CENP, Nursing Division Chair, Professor of Nursing

Interdisciplinary Majors

Environmental Studies

Description: Environmental Studies is an interdisciplinary major that examines significant issues relating to the natural environment, human impact on the natural environment, and the relationship between humans and the natural environment. These issues include but are not limited to climate change, pollution, water availability, sustainable energy, sustainable waste management, species extinction and genetic engineering. As an interdisciplinary program, environmental studies takes a comprehensive approach toward understanding these issues. Issues are engaged in terms of their scientific basis, as matters of public policy, in relation to broader economic realities, in terms of their historical, religious, and philosophical meaning, and as matters for personal and social responsibility.

Mission Statement: Environmental Studies is an interdisciplinary major that gives students the knowledge to understand and develop informed positions about current environmental issues from a variety of perspectives, including scientific, political, economic, historical, religious, literary, philosophical, social and personal perspectives.

Major Student Learning Outcomes (3-5)

1. To understand and critically evaluate the scientific bases of important environmental issues both globally and locally.

2. To understand and critically evaluate the scientific limitations and possibilities for resolving important environmental issues both globally and locally.

3. To understand and critically evaluate the historical, religious, literary, philosophical and ethical construal of the human relationship to the natural environment, engaging both the limitations and possibilities contained in these worldviews for resolving important environmental issues.

4. To understand and critically evaluate the economic and political limitations and possibilities for resolving important environmental issues.

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES Required courses are listed					
Bio 101 Introductory Biology	Outcomes 1 and 2				
Bio 250 Introduction to Environmental Science	Outcomes 1 and 2				
CHE 100 Chemistry in the Modern World	Outcomes 1 and 2				
ECO 211 Principles of Microeconomics	Outcome 4				
ENS 490 Seminar in Environmental Studies	Outcomes 1-4				
ES 105 Earth Science	Outcomes 1 and 2				
PHI 208 Environmental Ethics	Outcome 3				
PSI 309 Public Policy	Outcome 4				

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE:

ENS 490 Seminar in Environmental Studies (W)

RESEARCH:

It is unclear what is being asked by this heading since all courses include research of some kind.

Methods of assessment
Exams
Quizzes
Reports
Short research papers (3-6 pages)
Long research papers (7-20 pages)
Class presentations
Formal presentations of individual research
Engaged discussions of class material

Results from assessment

Use of Data (Previous year or this year)

Contact(s):
Dr Mickey Schutzenhofer
Dr Duane Olson

Global Studies Assessment Program

Mission Statement

The mission of the global studies program at McKendree University is to provide students with a multidisciplinary approach to understand the growing interdependence of the contemporary world. The program offers the knowledge, skills, and values necessary to be effective citizens in a globalizing world. It challenges students to critically examine the causes and consequences of globalization and to shape these changes in a positive direction.

Global Studies Learning Outcomes

1) To understand how various theories describe globalization and explain its causes and consequences.
2) To understand globalization policy debates, particularly regarding the environment, the economy, and human rights.
3) To understand the ethical implications of global citizenship informed by global awareness and cross-cultural understanding.
4) To acquire skills in a foreign language in order to effectively communicate in other societies.

5) To systematically analyze a globalization issue and develop new knowledge using the scientific method.

Rubric for Writing Objectives

Skill	Level of performance			
	Advanced	**High intermediate**	**Low intermediate**	**Beginning**
Introduction and Thesis Statement	Explains an important problem or question to be addressed; thesis is clear, answers the question and is falsifiable.	Explains a problem or question to be addressed; thesis is either unclear, not falsifiable, or does not answer the question.	Unclear statement of problem or question; thesis is unclear, not falsifiable, and does not answer question.	No context or background for problem or question; no clear thesis statement.
Scholarly sources / Literature Review	All claims are fully supported with multiple scholarly or primary sources; explores alternative explanations.	All claims are supported with scholarly or primary sources; presents alternative explanations.	Some claims are not supported with scholarly or primary sources; no discussion of alternative explanations.	Many claims are not supported with scholarly or primary sources; no discussion of alternative explanations.
Evidence-based arguments	Appropriate statistical analysis or qualitative research is used to evaluate a thesis or hypothesis.	Some quantitative evidence or use of existing political science data/research is used to evaluate a thesis or hypothesis.	A thesis or hypothesis is evaluated with poor evidence not connected to political science data and research.	A thesis or hypothesis is not evaluated with empirical or qualitative evidence.
Clarity, grammar, organization	Excellent clarity and organization; no errors in grammar or spelling; rare use of central quotations.	Clearly organized; minimal errors in sentence construction, grammar, spelling; few quotations.	Weak organization; numerous errors in grammar and spelling; too many quotations.	Poorly organized; multiple and significant errors in grammar and spelling; too many quotations.

Rubric for Oral Presentation Objectives

Skill	Level of performance			
	Advanced	**High intermediate**	**Low intermediate**	**Beginning**
Scholarly sources	All claims are fully supported with multiple scholarly or primary sources.	All claims are supported with scholarly or primary sources.	Some claims are not supported with scholarly or primary sources.	Many claims are not supported with scholarly or primary sources.
Evidence-based arguments	Original empirical or qualitative research is used to evaluate a thesis or hypothesis.	Existing political science research is used to evaluate a thesis or hypothesis.	A thesis or hypothesis is evaluated with poor evidence not connected to political science research.	A thesis or hypothesis is not evaluated with empirical or qualitative evidence.
Clarity, grammar, organization	Excellent clarity and organization; no grammatical errors.	Clearly organized; minimal errors in sentence construction or grammar.	Weak organization; numerous grammatical errors.	Poorly organized; multiple and significant grammatical errors.
Speaking skills				

Global Studies Curricular Map		
Student Learning Outcome	**Required Program Course**	**Assessment Tool**
To understand how various theories describe globalization and explain its causes and consequences.	GLS 101	Exams Pre-test / Post-test
To understand globalization policy debates, particularly regarding the environment, the economy, and human rights.	GLS 101	Exams Pre-test / Post-test
To understand the ethical implications of global citizenship informed by global awareness and cross-cultural understanding	GLS 101	Exams Pre-test / Post-test
To acquire skills in a foreign language in order to effectively communicate in other societies	Foreign language courses (Recommended study abroad)	
To systematically analyze a globalization issue and develop new knowledge using the scientific method	GLS 498	Senior thesis

Rubric for Assessing Global Studies General Education Materials/Assignments

Skill	Level of performance			
	Advanced	**High intermediate**	**Low intermediate**	**Beginning**
Uses political science concepts to provide context for the topic	4	3	2	1
	Systematically uses and analyzes more than one topic in depth	Uses and analyzes a major concept.	Demonstrates awareness and makes marginal use of a major concept.	Demonstrates no knowledge or use of a major concept.
Demonstrates a solid understanding of the topic	4	3	2	1
	Demonstrates theoretical and historical knowledge of the subject; also policy and theory implications	Demonstrates theoretical and historical knowledge of the subject	Demonstrates awareness of historical knowledge without theoretical context	Demonstrates neither historical nor theoretical knowledge.
Demonstrates awareness of alternative explanations	4	3	2	1
	Presents more than one alternative theory to explain the evidence presented in the paper.	Presents one alternative theory to explain the evidence presented in the paper.	Mentions an alternative theory but does not adequately explore whether it explains the evidence in the paper.	Demonstrates no awareness of alternative explanations
Appropriately uses evidence to support arguments	4	3	2	1
	Relevant relationships are established; major points are substantiated with evidence; awareness of the limitations of the argument	Relevant relationships are established; major points are substantiated with evidence.	Relevant relationships are established, but major points are only partially substantiated with evidence	No connection between arguments and evidence, or no evidence to substantiate major points.
Presents ideas in a logical, organized way	4	3	2	1
	.	Clear introduction and conclusion; use of subsections; logical transitions between sections; absence of non sequiturs.	Disorganized introduction and conclusion; no logical transition between sections; no clear development of the argument.	.
Writes and/or speaks clearly and correctly	4	3	2	1
	Sophisticated writing style; no errors in sentence construction, grammar, spelling.	Minimal errors in sentence construction, grammar, spelling.	Clear writing but periodic errors in sentence construction, grammar, spelling.	Multiple and significant errors in grammar, sentence construction, spelling.

Methods of assessment

Pre-test/post-tests. We include short pre-tests/post-tests in the introductory course GLS 101.

Research projects in their senior year (in the required Senior Seminar course).

Assessment Outcomes

The GLS 101 course is taught every spring, and we have only done the pre-test / post-test once. And we have only had three graduates complete the program and do the thesis. We do not have enough data at this point to make any conclusions.

Occupational Therapy

Description

Occupational Therapy is an applied social and biological science dedicated to assisting people in developing skills and attitud3es to adapt to disabilities to that their lives become more productive and meaningful.

Mission Statement

It is the mission of the OT program at McKendree University to prepare students to be knowledgeable professionals as they learn critical reasoning through theory and research methods, caring, engaged practitioners as they learn about mental health issues and issues of diversity, and more self-aware, reflective, and collaborative individuals as they learn to analyze themselves and the society of which they are a part.

Major Student Learning Outcomes (3-5)

General Student Learning Outcomes for the OT Major

- Students will complete at least 30 hours of volunteer time (or shadowing) at an OT related setting.
- Students will be exposed to issues of cultural diversity and abnormal psychology. They will complete at least one assignment that deals with a cross-cultural issue or issues of psychopathology.
- Over the curriculum, students will become more self-aware, reflective, and collaborative individuals as they learn to analyze themselves and the society of which they are a part. Students will write a personal statement addressing their development and understanding of OT.

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES		
PROGRAM COURSES	**#1 (Service)**	**#2 (Diversity and Abnormal)**	**#3 (Personal development)**
PSY 153		X	
PSY 201	X	X	X
PSY 255	XX	X	X
PSY 315		XX	
PSY 498			XX

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: Attending Washington University for the final 32 hours

RESEARCH: Attending Washington University for the final 32 hours

SERVICE: PSY 201: Psychology Cornerstone & PSY 255: Introduction to Occupational Therapy

Methods of assessment

- Outcome 1 Service
  - Students complete service requirements and complete assignments in PSY 201 and PSY 255. We do not have a standardized service rubric.
- Outcome 2 (Diversity and Abnormal)
  - The department administered the Psychology Major Assessment Tool in PSY 153 and PSY 498 (most OT majors are psychology majors).
  - The instructor of PSY 315 conducted embedded assessment in the form of exam performances and papers rubrics.
- Outcome 3 (Personal development)
  - The department administered the Psychology Major Assessment Tool in PSY 153 and PSY 498 (once again, most OT majors are psychology majors).

Results from assessment

Data-Based Results

- Outcome 1 (Service
  - We need to develop a standardized service rubric. We also need to have a better listing of appropriate OT service opportunities.

- Outcome 2 (Diversity and Abnormal)
    - Psychology Major Assessment Tool
        - Students PSY 498 self-reported that they had more knowledge about cultural differences than the students in PSY 153. However, both groups reported that they could work with people different than themselves.
    - PSY 315 Embedded Assessment
        - Course exams required students to recognize mental disorder from case histories. The percentage of students correctly identifying disorders increased from 75% on the first exam to 79% on the final exam. This increase is particularly meaningful because the first exam covered only six total disorders and the final exam was cumulative and covered all disorders from the semester.
        - The major course paper required students to identify, diagnose, and conceptualize a case of mental illness. On the final draft of this paper 95% of students earned a rubric score of *meets expectations* or higher on the section evaluating the accuracy of their diagnosis. On the conceptualization section, the percentage of students *meeting expectations* was 83%.
        - The major course paper also required students to identify social/cultural influences for their case. Rubric scores for this section were at 80%, which is indicative of their ability to analyze their case's life from a cultural perspective.
- Outcome 3 (Personal Development)
    - Psychology Major Assessment Tool
        - Students in PSY 498 self-reported that they had adequate knowledge about resumes and personal statements (i.e., a mean of 4.55 on a 5-point scale).

Reflection-Based Results

- The relative absence of diversity-based assessment results indicates that the department needs to collect data using the General Education diversity rubric in PSY 304: Cross-Cultural Psychology and other relevant courses.
- Outcomes assessment is generally absent for learning outcome number 3; there is also little or no data from two required courses (PSY 201 and PSY 498). Thus, we need to more intentionally engage in embedded assessment for that objective and within those courses.
- We also need to try and tease apart OT and psychology majors in our analyses. This is difficult to do, however, because OT majors are only labeled as OT majors if they are in the 3-2 program. If a student decides to stay at McK for 4 years, they must select a different major and 99% of the time that is psychology.

Use of Data (Previous year or this year)

- In 2015 we implemented PSY 201: Cornerstone in order to address previously identified areas of concern related to APA style writing, advising, and awareness of opportunities for applied learning.
- We now offer the PSY 255 class every year. This has proven to be a very valuable class for the OT students, however, we need to figure out ways to gather assessment data from this class.

Contact: Tami Eggleston

Course Evaluations & Self-Reflections

McKendree University Course Evaluations Fall, 2014

Description

Each semester faculty members are asked to upload their syllabi and complete a faculty self-evaluation for each course in assessment.mckendree.edu. In addition, students are asked to complete a course evaluation for each course they are enrolled in. 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

Overview of Fall, 2013 Responses

Statistic Description	Number
Total Number of Courses Taught:	**1248**
Number of Syllabus Uploaded:	**413**
Number of Faculty Self-Evaluations:	**268**
Total Number of Course Evaluations:	**8148**
Number Students Submitting Evaluations:	**2353**

*Please note in the Fall of 2014, we slightly altered the way we gathered this data to ensure that it included F1, F2, and other terms in the overall Fall 2014 reporting.

Table 2 summarizes the overall results for undergraduate courses.

TABLE 2

This course ...	
1. was a positive experience.	**4.39 ± 0.98**
2. helped me gain an appreciation for the material covered.	**4.28 ± 1.06**
3. improved my critical thinking.	**4.26 ± 1.04**
4. was intellectually engaging.	**4.27 ± 1.06**
5. enhanced my research and information literacy skills.	**4.12 ± 1.13**
6. promoted development of my writing skills.	**4.04 ± 1.20**
7. was well organized.	**4.31 ± 1.05**
8. was challenging.	**4.31 ± 1.03**
9. had a clear and comprehensive syllabus.	**4.44 ± 0.95**
10. was of high quality overall.	**4.34 ± 1.02**
This instructor ...	
11. was knowledgeable about the subject.	**4.72 ± 0.68**
12. used a variety of teaching methods and activities.	**4.23 ± 1.13**
13. was well prepared for class.	**4.51 ± 0.89**
14. was respectful to students.	**4.63 ± 0.79**
15. provided useful feedback.	**4.46 ± 0.95**
16. used fair grading procedures.	**4.51 ± 0.90**
17. presented course material effectively.	**4.40 ± 1.02**
18. provided an atmosphere where students could ask questions and express ideas.	**4.57 ± 0.86**
19. was accessible (in person, by phone, or by e-mail) to students outside of class.	**4.53 ± 0.88**
20. responded effectively to comments and questions.	**4.52 ± 0.89**
21. used technology effectively where appropriate.	**4.52 ± 0.89**
22. was effective overall.	**4.46 ± 0.96**

Table 3 summarizes the overall results for graduate courses.

TABLE 3

This course ...	
2. helped me gain an appreciation for the material covered.	**4.53 ± 0.92**
3. improved my critical thinking.	**4.46 ± 0.98**
4. was intellectually engaging.	**4.47 ± 0.96**
5. enhanced my research and information literacy skills.	**4.33 ± 0.98**
6. promoted development of my writing skills.	**4.31 ± 1.01**
7. was well organized.	**4.38 ± 1.04**
8. was challenging.	**4.50 ± 0.91**
9. had a clear and comprehensive syllabus.	**4.46 ± 1.00**
10. was of high quality overall.	**4.48 ± 0.97**
This instructor ...	
11. was knowledgeable about the subject.	**4.76 ± 0.63**
12. used a variety of teaching methods and activities.	**4.45 ± 0.99**
13. was well prepared for class.	**4.56 ± 0.91**
14. was respectful to students.	**4.60 ± 0.93**
15. provided useful feedback.	**4.52 ± 0.95**
16. used fair grading procedures.	**4.58 ± 0.87**
17. presented course material effectively.	**4.44 ± 1.05**
18. provided an atmosphere where students could ask questions and express ideas.	**4.62 ± 0.83**
19. was accessible (in person, by phone, or by e-mail) to students outside of class.	**4.60 ± 0.82**
20. responded effectively to comments and questions.	**4.53 ± 0.92**
21. used technology effectively where appropriate.	**4.56 ± 0.83**
22. was effective overall.	**4.54 ± 0.91**

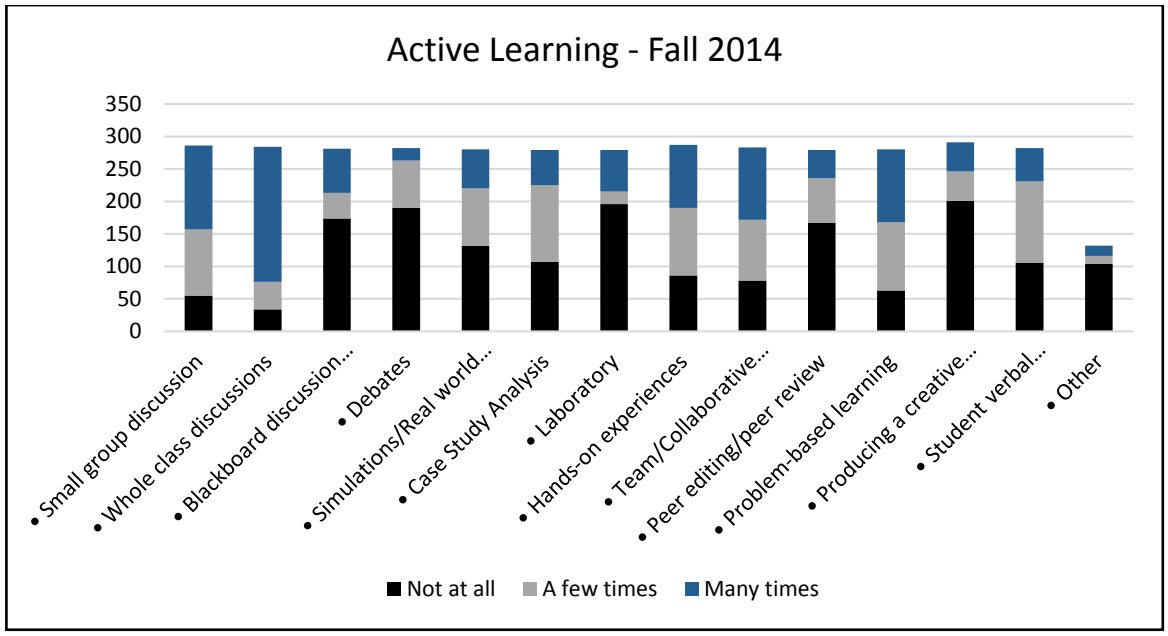
FALL 2014 Number of Self-Reflections in this report:	298

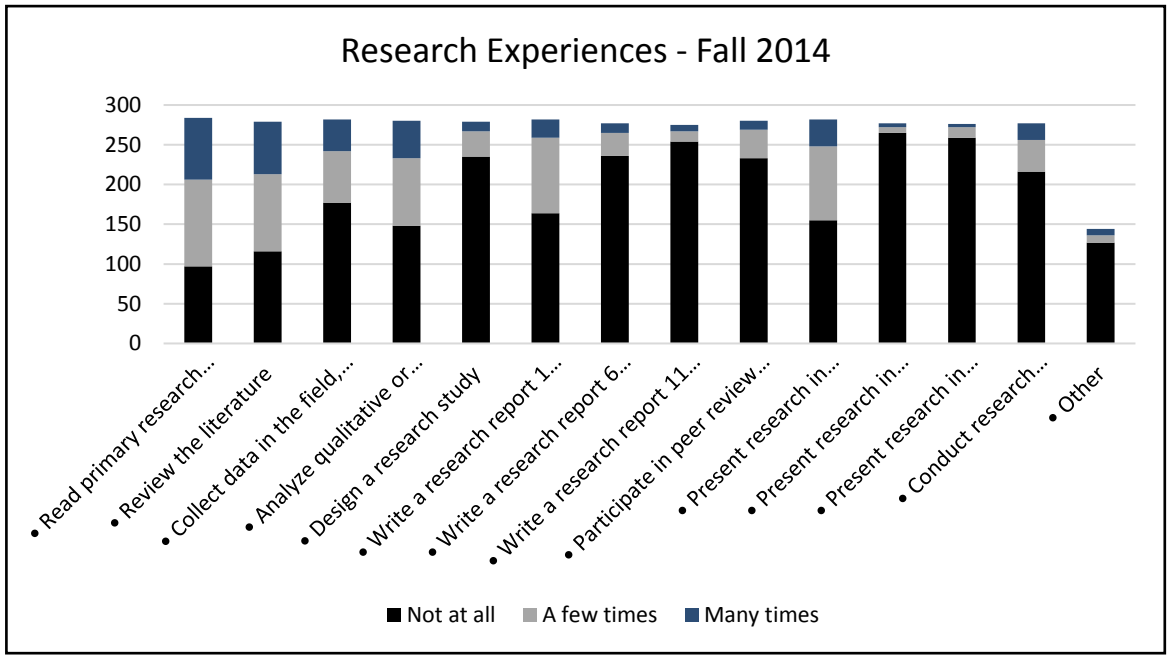
1. Active Learning Inventory	Not at all	A few times	Many times
• Small group discussion	55	102	129
• Whole class discussions	34	42	208
• Blackboard discussion boards	174	39	68
• Debates	190	73	19
• Simulations/Real world applications (e.g., investment competition)	132	88	60
• Case Study Analysis	107	118	54
• Laboratory	196	19	64
• Hands-on experiences	86	104	97
• Team/Collaborative learning	78	94	111
• Peer editing/peer review	167	69	43
• Problem-based learning	63	105	112
• Producing a creative piece (e.g., art, music, theater)	201	45	45
• Student verbal presentations or demonstrations	106	125	51
• Other	104	12	16
Overall, to what extent did you include active learning activities in your class in terms of time?		64.12% ± 23.82%	

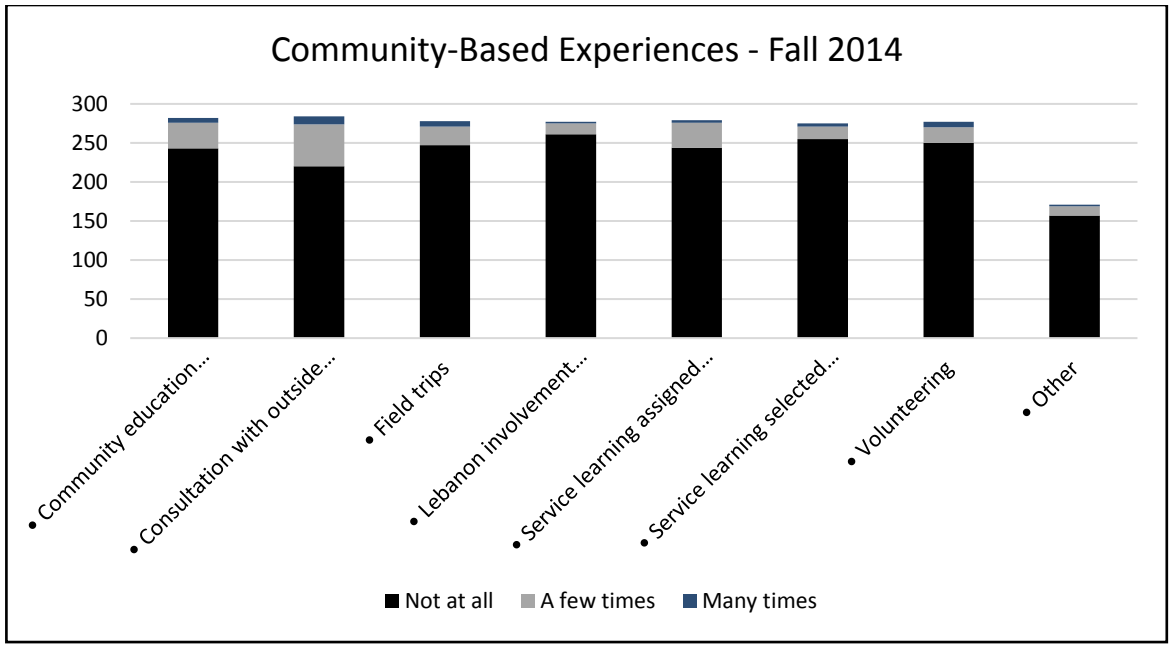
2. Research Experiences Inventory	Not at all	A few times	Many times
• Read primary research materials (e.g., journal articles, technical reports)	97	109	78
• Review the literature	116	97	66
• Collect data in the field, experimentally, or from archives	177	65	40
• Analyze qualitative or quantitative data	148	85	47
• Design a research study	235	32	12
• Write a research report 1 to 5 pages long	164	95	23
• Write a research report 6 to 10 pages long	236	29	12
• Write a research report 11 or more pages long	254	13	8
• Participate in peer review of research	233	36	11
• Present research in written or oral form in class	155	93	34

• Present research in written or oral form on campus outside of class	265	7	5
• Present research in written or oral form off campus	259	13	4
• Conduct research collaboratively with other students	216	40	21
• Other	127	9	8
Overall, to what extent did you include research activities in your class in terms of time?		39.90% ± 24.39%	

3. Community-Based Experiences Inventory	Not at all	A few times	Many times
• Community education projects	243	33	6
• Consultation with outside groups/companies	220	54	10
• Field trips	247	24	7
• Lebanon involvement (e.g., Art Gallery, Business class surveys for the town)	261	14	2
• Service learning assigned by instructor	244	32	3
• Service learning selected by student(s)	255	16	4
• Volunteering	250	20	7
• Other	157	12	2
Overall, to what extent did you include community-based experiences in your class in terms of time?		30.93% ± 18.71%	


Active Learning - Fall 2014
350
300
250
200
150
100
50
0
Small group discussion
Whole class discussions
Blackboard discussion...
Debates
Simulations/Real world...
Case Study Analysis
Laboratory
Hands-on experiences
Team/Collaborative...
Peer editing/peer review
Problem-based learning
Producing a creative...
Student verbal...
Other
Not at all
A few times
Many times


Research Experiences - Fall 2014
300
250
200
150
100
50
0
Read primary research...
Review the literature
Collect data in the field,...
Analyze qualitative or...
Design a research study
Write a research report 1...
Write a research report 6...
Write a research report 11...
Participate in peer review...
Present research in...
Present research in...
Present research in...
Conduct research...
Other
Not at all
A few times
Many times



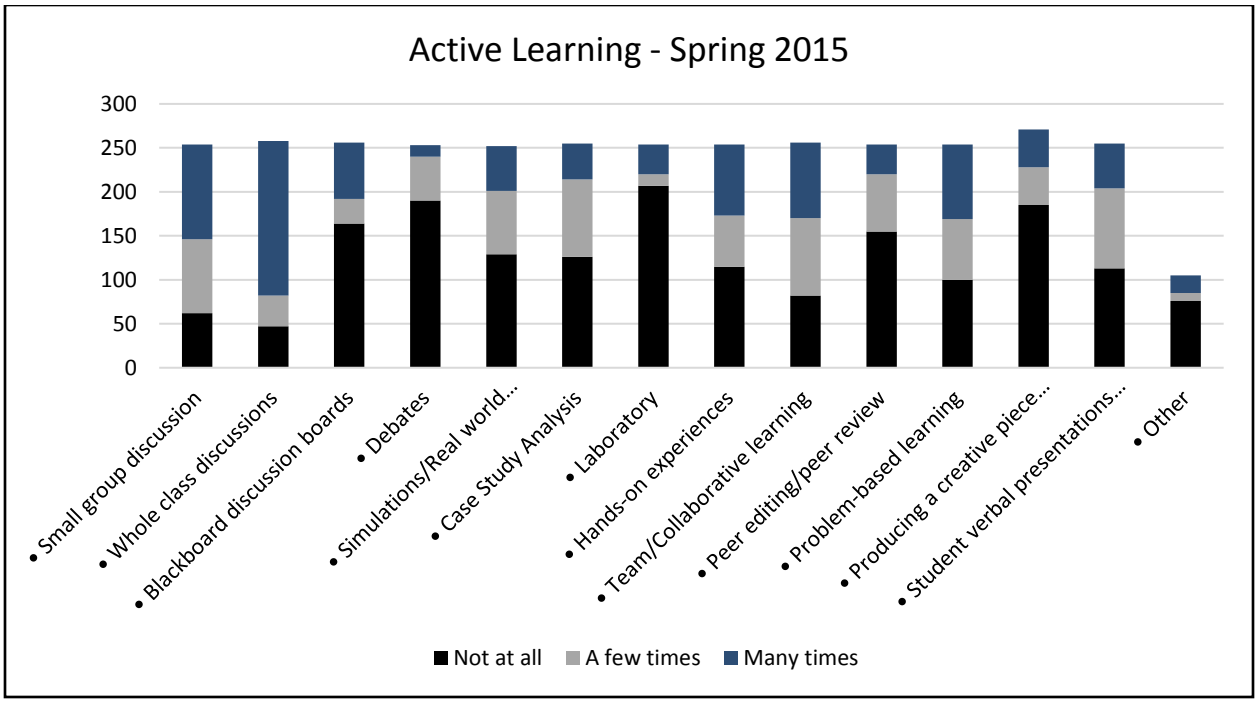
SPRING 2015 Number of Self-Reflections in this report:	**262**

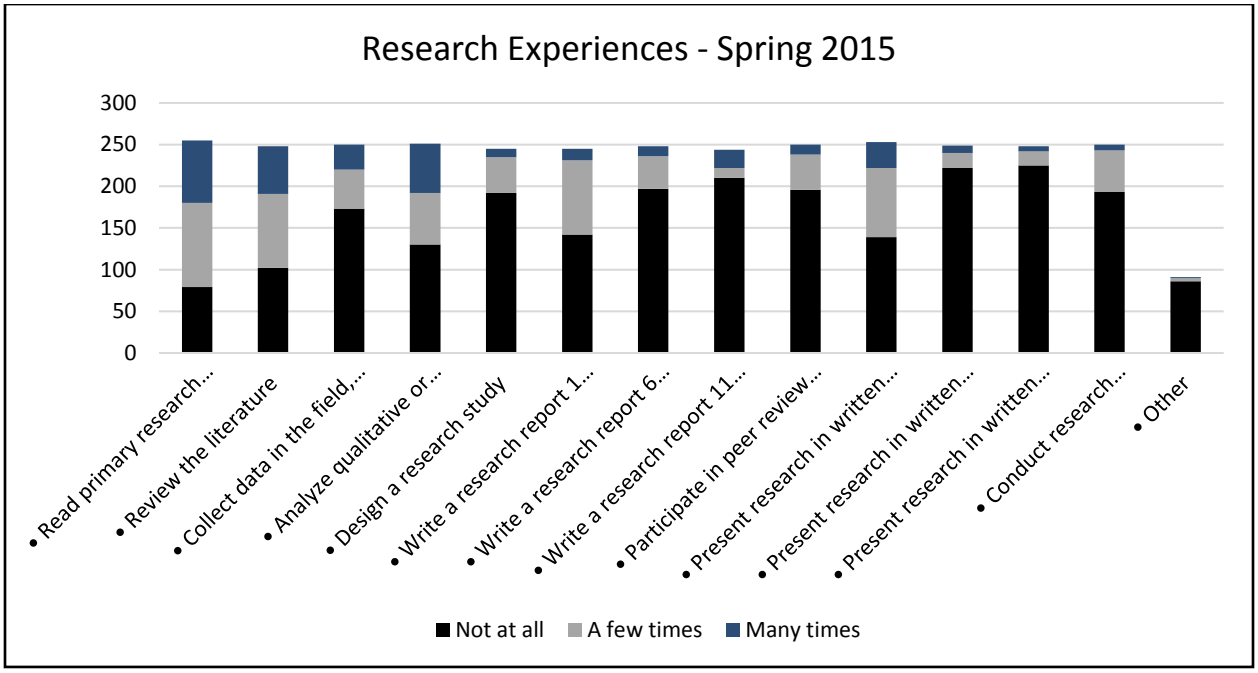
1. Active Learning Inventory	**Not at all**	**A few times**	**Many times**
• Small group discussion	62	84	108
• Whole class discussions	47	35	176
• Blackboard discussion boards	164	28	64
• Debates	190	50	13
• Simulations/Real world applications (e.g., investment competition)	129	72	51
• Case Study Analysis	126	88	41
• Laboratory	207	13	34
• Hands-on experiences	115	58	81
• Team/Collaborative learning	82	88	86
• Peer editing/peer review	155	65	34
• Problem-based learning	100	69	85
• Producing a creative piece (e.g., art, music, theater)	185	43	43
• Student verbal presentations or demonstrations	113	91	51
• Other	76	9	20

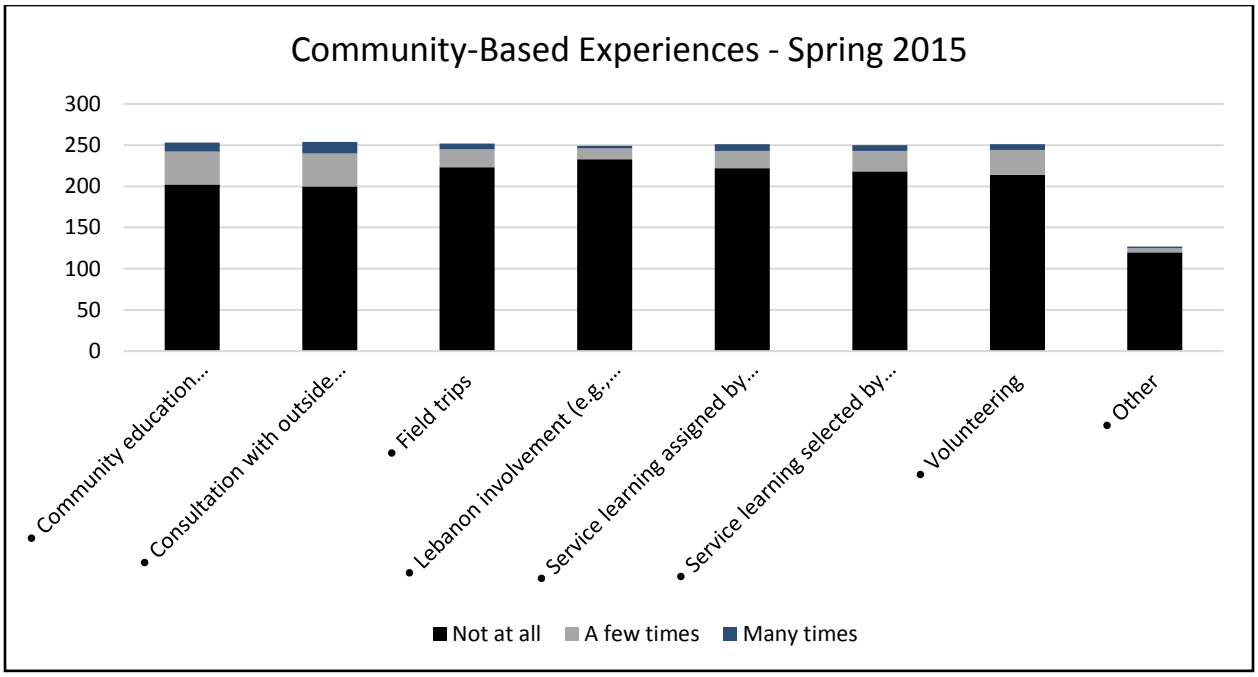
Overall, to what extent did you include active learning activities in your class in terms of time?	67.71% ± 24.59%

2. Research Experiences Inventory	Not at all	A few times	Many times
• Read primary research materials (e.g., journal articles, technical reports)	79	101	75
• Review the literature	102	89	57
• Collect data in the field, experimentally, or from archives	173	47	30
• Analyze qualitative or quantitative data	130	62	59
• Design a research study	192	43	10
• Write a research report 1 to 5 pages long	142	89	14
• Write a research report 6 to 10 pages long	197	39	12
• Write a research report 11 or more pages long	210	12	22
• Participate in peer review of research	196	42	12
• Present research in written or oral form in class	139	83	31
• Present research in written or oral form on campus outside of class	222	18	9
• Present research in written or oral form off campus	225	17	6
• Conduct research collaboratively with other students	193	50	7
• Other	86	4	1
Overall, to what extent did you include research activities in your class in terms of time?		43.13% ± 27.78%	

3. Community-Based Experiences Inventory	Not at all	A few times	Many times
• Community education projects	202	40	11
• Consultation with outside groups/companies	200	40	14
• Field trips	223	22	7
• Lebanon involvement (e.g., Art Gallery, Business class surveys for the town)	233	13	3
• Service learning assigned by instructor	222	21	8
• Service learning selected by student(s)	218	25	7
• Volunteering	214	30	7
• Other	120	5	2
Overall, to what extent did you include community-based experiences in your class in terms of time?		34.89% ± 23.63%	


Active Learning - Spring 2015
300
250
200
150
100
50
0
• Small group discussion
• Whole class discussions
• Blackboard discussion boards
• Debates
• Simulations/Real world...
• Case Study Analysis
• Laboratory
• Hands-on experiences
• Team/Collaborative learning
• Peer editing/peer review
• Problem-based learning
• Producing a creative piece...
• Student verbal presentations...
• Other
Not at all
A few times
Many times


Research Experiences - Spring 2015
300
250
200
150
100
50
0
• Read primary research...
• Review the literature
• Collect data in the field,...
• Analyze qualitative or...
• Design a research study
• Write a research report 1...
• Write a research report 6...
• Write a research report 11...
• Participate in peer review...
• Present research in written...
• Present research in written...
• Present research in written...
• Conduct research...
• Other
Not at all
A few times
Many times



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 2014 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. The SLATE committee was not using the faculty self-evaluation form in any meaningful way since 2009, therefore the SLATE committee redesigned the self-evaluation form to include greater emphasis on active learning, research, and community-based experiences. These self-reflections will be used in future T4E events and for divisions.

Contact(s)

Tami Eggleston and the SLATE committee

Fall Student Survey

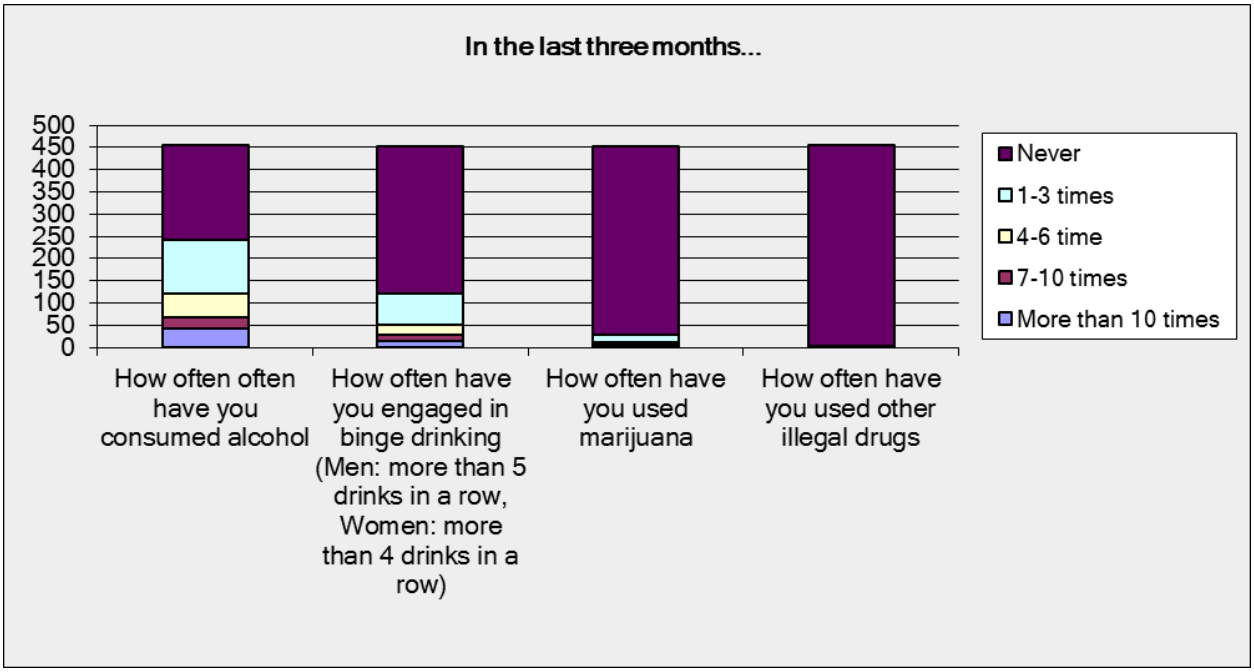
Description

The Office of Residence Life conducted a student survey during the Fall of 2014. The survey was administered through the website www.surveymonkey.com from November 1, 2014 through November 30, 2014. This survey focused on 12 areas: RA performance, RD performance, community living, community development model, living learning, commuter students, student learning, Public Safety, Physical Plant, Dining Services, Academic Advising, and IT using a Likert scale. This year marks the eighth year for the fall survey.

Our sample size for this survey was 1493 (undergraduate students only). Our response rate was 35.93% (522/1493).

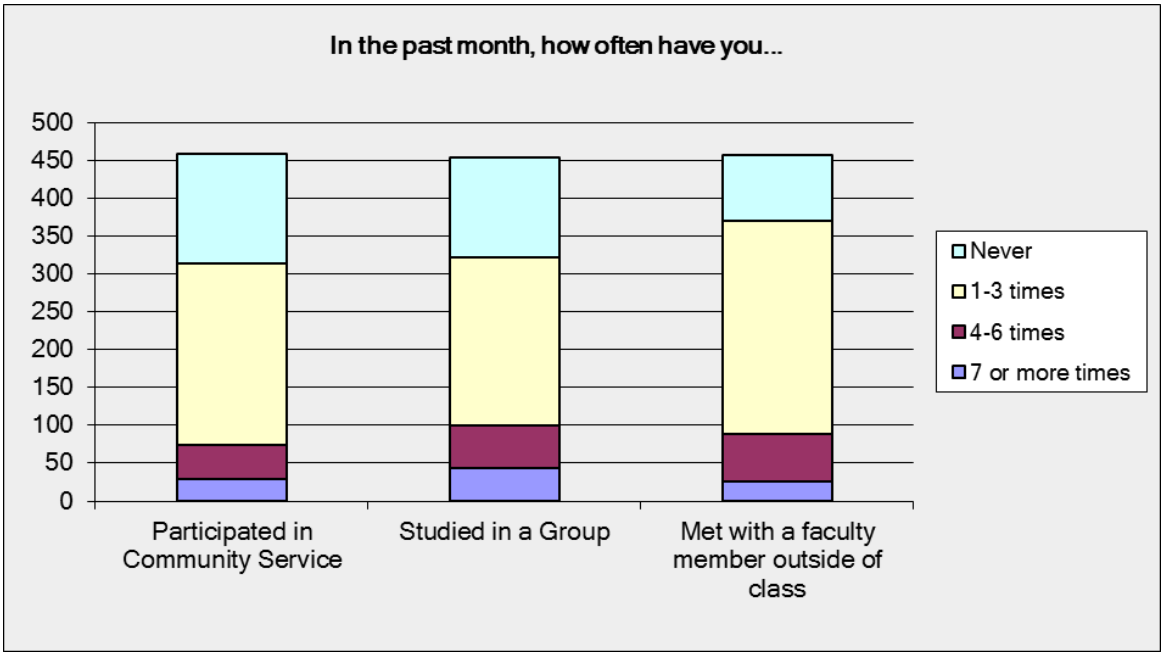
Results

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:



Answer Options	Never	1-3 times	4-6 times	7-10 times	More than 10 times
How often often have you consumed alcohol	46.48%	26.65%	12.11%	5.29%	9.47%
How often have you engaged in binge drinking (Men: more than 5 drinks in a row, Women: more than 4 drinks in a row)	73.29%	15.23%	4.86%	3.53%	3.09%
How often have you used marijuana	93.38%	4.19%	0.88%	0.44%	1.10%

How often have you used other illegal drugs	99.12%	0.44%	0.44%	0.00%	0.00%



Answer Options	Never	1-3 times	4-6 times	7-10 times
Participated in Community Service	31.44%	52.40%	9.83%	6.33%
Studied in a group	29.14%	49.01%	12.36%	9.49%
Met with a faculty member outside of class	18.86%	61.62%	13.82%	5.70%

Use of Data

Entire survey shared with Dr. Joni Bastian. Public Safety results shared with Ranodore Foggs, Dan Sewell, and Larry Hundsdorfer. Physical Plant results shared with Steve Barz. IT results shared with George Kriss. Dining Services results shared with Shazad Baig. Residence Life staff were evaluated based on results. Final summary sent to President's Group.

Contact(s)

Roger "Mitch" Nasser Jr.

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 at graduation through a paper survey and during the fall semester through an online survey. 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 487 graduates. Career Services then made personal telephone calls (two 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 354 responses, with a response rate of 73 percent.

96% of the graduating class was working, in graduate school, or not seeking employment within 10 months of graduation.

15% of the graduating class immediately continued their education.

During the 2013-14 academic year (including the summer prior to the academic year), 93 interns registered for a total of 439 credit hours.

Master's and Doctoral Degree

Surveys were distributed to 264 graduates. Career Services then made personal telephone calls (two 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 75 percent.

98.5% of the graduating class was working, continuing their education, or not seeking employment within 10 months of graduation.

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

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 and again in the Spring of 2014. The survey was conducted online over a three month period.

The following pages show the 2011 and 2014 NSSE reports by four of our main student learning outcomes:
PERSONAL AND SOCIAL RESPONSIBILTY
DIVERSITY
COMMUNICATION
INQUIRY

NSSE 2011- Personal and Social Responsibility

Assessment 2.0 NSSE Items

McK students will cultivate integrity through personal responsibility and ethical standards.

			McKendree University	Great Lakes Private			Carnegie Class			NSSE 2011		
			Mean	Mean	Sig	Effect	Mean	Sig	Effect	Mean	Sig	Effect
			During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	2.11	2.22		-.09	2.02		.09	2.05		.05
		SR	2.28	2.27		.01	2.06	**	.20	2.10	*	.15
			To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
11n.	Developing a personal code of values and ethics	FY	2.73	2.90		-.18	2.75		-.02	2.75		-.02
		SR	2.70	2.94	***	-.25	2.78		-.07	2.76		-.05

McK students will exhibit social responsibility by participating actively in a democracy.

			Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)									
7b.	Community service or volunteer work	FY	.60	.40	***	.40	.36	***	.49	.39	***	.43
		SR	.51	.63	***	-.24	.56		-.09	.60	**	-.18
			To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
11o.	Contributing to the welfare of your community	FY	2.79	2.57	*	.21	2.46	***	.33	2.49	**	.30
		SR	2.53	2.65		-.11	2.49		.04	2.51		.02
11i.	Voting in local, state, or national elections	FY	2.08	1.87	*	.21	2.00		.08	2.00		.07
		SR	1.95	1.98		-.03	2.08	*	-.12	2.09	*	-.13

Other NSSE Items

			In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
1k	Participated in a community-based project (e.g. service learning) as part of a regular course	FY	1.79	1.59	**	.23	1.55	**	.28	1.58	**	.24
		SR	1.70	1.78		-.09	1.75		-.05	1.73		-.03
	Connected your learning to societal problems or issues	FY	No data. New item for 2014									
		SR										

NSSE 2014- Personal and Social Responsibility

Assessment 2.0 NSSE Items

McK students will cultivate integrity through personal responsibility and ethical standards.

			McKendree University	Great Lakes Private			Carnegie Class			NSSE 2014		
			Mean	Mean	Sig	Effect	Mean	Sig	Effect	Mean	Sig	Effect
			During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	Item Removed									
		SR										
			To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
17g. (11n)	Developing or clarifying a personal code of values and ethics	FY	2.77	2.81	-.05		2.73		.04	2.70		.07
		SR	2.89	2.96	-.07		2.86		.03	2.82		.07

McK students will exhibit social responsibility by participating actively in a democracy.

			About how many hours do you spend in a typical 7-day week doing the following?									
15e. (7b)	Doing community service or volunteer work	FY	2.59	2.11	.13		2.40		.04	2.36		.05
		SR	2.56	2.80	-.05		3.25	*	-.12	3.09		-.10
			To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
11o.	Contributing to the welfare of your community	FY	Item Removed									
		SR										
11i.	Voting in local, state, or national elections	FY	Item Removed									
		SR										

Other NSSE Items

			In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
2b.	Connected your learning to societal problems or issues	FY	2.53	2.68	-.17		2.62		-.10	2.61		-.10
		SR	2.82	2.94	-.14		2.89		-.08	2.87		-.05

NSSE 2011 – Diverse Perspectives

No NSSE Items used for Assessment 2.0

Other NSSE Items

			McKendree University	Great Lakes Private			Carnegie Class			NSSE 2011		
			Mean	Mean	Sig	Effect	Mean	Sig	Effect	Mean	Sig	Effect
			In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	2.87	2.84		.03	2.81		.06	2.79		.09
		SR	3.08	2.98		.12	2.89	***	.21	2.83	***	.26
1u.	Had serious conversations with students of a different race or ethnicity than your own	FY	2.78	2.54	*	.23	2.57	*	.20	2.61		.16
		SR	2.66	2.65		.01	2.67		-.01	2.69		-.03
1v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.79	2.57	*	.22	2.61	*	.18	2.66		.13
		SR	2.61	2.69		-.09	2.69		-.08	2.71		-.11
			Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)									
7e.	Foreign language coursework	FY	.06	.19	***	-.34	.16	***	-.27	.20	***	-.35
		SR	.15	.37	***	-.45	.34	***	-.40	.40	***	-.51
			To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
10c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.89	2.84		.05	2.74		.15	2.74		.15
		SR	2.77	2.69		.07	2.58	**	.18	2.56	***	.21
			To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
11l.	Understanding people of other racial and ethnic backgrounds	FY	2.65	2.74		-.10	2.71		-.06	2.69		-.04
		SR	2.68	2.76		-.08	2.70		-.03	2.67		.01

NSSE 2014 – Diverse Perspectives

No NSSE Items used for Assessment 2.0

Other NSSE Items

			McKendree University	Great Lakes Private			Carnegie Class			NSSE 2014		
			Mean	Mean	Sig	Effect	Mean	Sig	Effect	Mean	Sig	Effect
			In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
2c (1e)	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	FY	2.47	2.66	*	-.22	2.58		-.13	2.58		-.12
		SR	2.74	2.83		-.09	2.72		.03	2.68		.06
			During the current school year, about how often have you had discussions with people from the following groups? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
8a. (1u)	People of a race or ethnicity other than your own	FY	3.06	3.10		-.05	3.07		-.02	3.09		-.03
		SR	3.19	3.10		.09	3.13		.07	3.13		.07
8b. (1v)	People from an economic background other than your own	FY	3.15	3.12		.03	3.05		.10	3.08		.07
		SR	3.21	3.13		.09	3.11		.11	3.13		.09
8c. (1v)	People with religious beliefs other than your own	FY	3.09	3.01		.08	2.97		.13	3.01		.09
		SR	3.15	3.04		.12	3.02		.14	3.05		.11
8d. (1v)	People with political views other than your own	FY	3.10	3.00		.11	2.95		.16	2.99		.11
		SR	3.21	3.06	*	.16	3.03	**	.19	3.06	*	.16
			Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)									
7e.	Foreign language coursework	FY	Item Removed									
		SR										
			How much does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
14d. (10c)	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	FY	2.85	2.82		.03	2.74		.11	2.74		.11
		SR	2.63	2.66		-.04	2.61		.02	2.59		.04
			How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
17h. (11l)	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	FY	2.76	2.79		-.02	2.76		.01	2.73		.03
		SR	2.86	2.87		.00	2.85		.02	2.81		.05

NSSE 2011- Effective Communication

No NSSE Items used for Assessment 2.0

Other NSSE Items

			McKendree University	Great Lakes Private			Carnegie Class			NSSE 2011		
			Mean	Mean	Sig	Effect	Mean	Sig	Effect	Mean	Sig	Effect
			In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
1b.	Made a class presentation	FY	2.52	2.37	*	.18	2.33	**	.23	2.26	***	.31
		SR	3.17	2.97	***	.23	2.86	***	.35	2.77	***	.44
1c.	Prepared two or more drafts of a paper or assignment before turning it in	FY	3.01	2.76	***	.27	2.76	***	.27	2.69	***	.33
		SR	2.81	2.52	***	.29	2.55	***	.27	2.49	***	.32
1d.	Worked on a paper or project that required integrating ideas or information from various sources	FY	3.17	3.26		-.12	3.15		.02	3.10		.08
		SR	3.48	3.46		.03	3.38	*	.13	3.34	***	.19
			During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20									
3c.	Number of written papers or reports of 20 pages or more	FY	1.29	1.32		-.04	1.29		.01	1.27		.03
		SR	1.60	1.69		-.11	1.64		-.05	1.62		-.03
3d.	Number of written papers or reports between 5 and 19 page	FY	2.18	2.38	**	-.22	2.21		-.03	2.20		-.02
		SR	2.50	2.80	***	-.31	2.57		-.08	2.54		-.04
3e.	Number of written papers or reports of fewer than 5 pages	FY	2.94	3.24	***	-.28	2.98		-.03	2.97		-.03
		SR	2.91	3.22	***	-.26	2.98		-.06	2.99		-.06
			To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
11c.	Writing clearly and effectively	FY	3.28	3.19		.11	3.07	**	.25	3.03	**	.30
		SR	3.32	3.23		.11	3.14	***	.21	3.11	***	.24
11d.	Speaking clearly and effectively	FY	3.11	2.98		.14	2.93	*	.20	2.87	**	.26
		SR	3.21	3.10	*	.13	3.05	**	.19	3.01	***	.23

NSSE 2014- Effective Communication

No NSSE Items used for Assessment 2.0

Other NSSE Items

			McKendree University	Great Lakes Private			Carnegie Class			NSSE 2014		
			Mean	Mean	Sig	Effect	Mean	Sig	Effect	Mean	Sig	Effect
			In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
1i. (1b)	Gave a course presentation	FY	2.43	2.33		.11	2.28		.17	2.23	*	.22
		SR	2.85	2.89		-.05	2.67	**	.18	2.68	**	.18
1b. (1c)	Prepared two or more drafts of a paper or assignment before turning it in	FY	3.01	2.58	***	.44	2.58	***	.44	2.54	***	.48
		SR	2.82	2.43	***	.37	2.49	***	.32	2.45	***	.36
1d.	Worked on a paper or project that required integrating ideas or information from various sources	FY	Item Removed									
		SR										
			During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? 0=None, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=More than 20									
7c. (3c)	11 pages or more	FY	.76	.84		-.03	.76		.00	.80		-.02
		SR	2.26	2.17		.03	2.00		.07	2.00		.07
7b. (3d)	Between 6 and 10 pages	FY	2.04	2.53		-.16	2.01		.01	2.11		-.03
		SR	3.65	4.15		-.12	3.65		.00	3.59		.01
7a. (3e)	Up to 5 pages	FY	7.59	8.64	*	-.16	6.73		.15	6.83		.13
		SR	7.89	9.34	**	-.21	7.83		.01	7.81		.01
			To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
17a. (11c)	Writing clearly and effectively	FY	3.00	2.96		.05	2.92		.09	2.87		.15
		SR	3.23	3.14		.11	3.08	*	.17	3.05	**	.20
17b. (11d)	Speaking clearly and effectively	FY	2.83	2.73		.11	2.76		.08	2.68		.15
		SR	3.07	3.04		.04	2.96		.12	2.94		.14

NSSE 2011 – Inquiry and Problem Solving

Proposed Assessment 2.0 NSSE Items

			McKendree University	Great Lakes Private			Carnegie Class			NSSE 2011		
			Mean	Mean	Sig	Effect	Mean	Sig	Effect	Mean	Sig	Effect
			During the current school year, how much has your coursework emphasized the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
2e.	Applying theories or concepts to practical problems or in new situations	FY	3.16	3.13		.04	3.06		.12	3.09		.08
		SR	3.23	3.33	*	-.14	3.26		-.04	3.25		-.03
2b.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	FY	3.06	3.21	*	-.20	3.15		-.11	3.17		-.14
		SR	3.26	3.36	*	-.15	3.30		-.06	3.31		-.08
2d.	Making judgments about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	2.97	3.00		-.03	2.96		.02	2.95		.03
		SR	3.03	3.15	*	-.15	3.06		-.04	3.05		-.02
2c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.87	3.00		-.16	2.94		-.08	2.95		-.10
		SR	3.06	3.20	**	-.18	3.10		-.05	3.11		-.06
			During the current school year, about how often have you done the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	2.56	2.67		-.13	2.64		-.10	2.65		-.10
		SR	2.96	3.02		-.07	2.96		.00	2.97		-.01
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.67	2.72		-.05	2.60		.08	2.62		.06
		SR	2.69	2.81	*	-.13	2.70		-.01	2.72		-.03
			During the current school year, about how often have you done the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	FY	No data. New item for 2014									
		SR										
	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	FY	No data. New item for 2014									
		SR										
	Evaluated what others have concluded from numerical information	FY	No data. New item for 2014									
		SR										

NSSE 2014 – Inquiry and Problem Solving

Proposed Assessment 2.0 NSSE Items

			McKendree University	Great Lakes Private			Carnegie Class			NSSE 2014		
			Mean	Mean	Sig	Effect	Mean	Sig	Effect	Mean	Sig	Effect
			During the current school year, how much has your coursework emphasized the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
4b. (2e)	Applying facts, theories, or methods to practical problems or new situations	FY	2.9	3.0		-.11	3.0		-.03	3.0		-.06
		SR	3.29	3.16	*	.17	3.15	*	.17	3.15	*	.18
4c. (2b)	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	FY	2.89	3.06	*	-.20	2.98		-.09	2.98		-.10
		SR	3.26	3.16		.13	3.13	*	.16	3.12	*	.17
4d. (2d)	Evaluating a point of view, decision, or information source	FY	2.87	2.99		-.15	2.94		-.09	2.92		-.07
		SR	3.15	3.05		.12	3.02	*	.15	2.98	**	.20
4e. (2c)	Forming a new idea or understanding from various pieces of information	FY	2.84	2.98		-.17	2.92		-.09	2.90		-.07
		SR	3.06	3.05		.00	3.02		.04	2.99		.07
			During the current school year, about how often have you done the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
2a. (1i)	Combined ideas from different courses when completing assignments	FY	2.62	2.72		-.11	2.66		-.05	2.68		-.06
		SR	3.03	3.04		-.01	3.00		.03	3.02		.02
2d. (6d)	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.70	2.83		-.17	2.79		-.11	2.78		-.10
		SR	2.98	2.95		.04	2.89		.11	2.88		.13
			During the current school year, about how often have you done the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
6a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	FY	2.52	2.53		-.01	2.53		-.01	2.56		-.03
		SR	2.71	2.60		.12	2.60		.12	2.63		.08
6b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	FY	2.21	2.26		-.05	2.27		-.06	2.28		-.07
		SR	2.54	2.41		.13	2.41		.13	2.43		.11
6c.	Evaluated what others have concluded from numerical information	FY	2.18	2.25		-.08	2.24		-.06	2.27		-.09
		SR	2.45	2.42		.04	2.39		.07	2.42		.03

Use of Data

The results were presented to members of the President's Group. A presentation of results was given to the faculty and the break downs of the NSSE were the main focus of the "Closing the Loop" T4E workshop in May, 2015. The results are being used by the Student Learning and Teaching Effectiveness (SLATE) Committee and the SLATE subcommittees. Distinct questions are used as various parts of the Assessment 2.0 assessment initiative.

Contact(s)

Alan Boerngen and Tami Eggleston

Senior Exit Survey

Success Navigator

Description

The SuccessNavigator® assessment gives you a holistic view of the critical factors that most greatly influence incoming student success — academic skills, commitment, self-management and social support — so you can identify at-risk students, deliver detailed action plans and improve first-year retention rates (Educational Testing Services website, 2015).

The survey is administered at McKendree University every fall during university 101 course.

Results

McKendree University did well, compared to comparative institutions. Eighty-seven percent of McKendree University First-year students were indicated with a likelihood to succeed. McKendree University's students have an eighty-six percent commitment to McKendree and a ninety percent commitment to college in general. McKendree University's first-year class has a high perception of the level of institutional support offered to them at seventy-three percent.

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)

Dr. Joni Bastian, Jennifer Miller

Major Assessment Plan
Evaluation Rubric

The SLATE committee developed this major assessment plan evaluation rubric in 2014-2015.

The SLATE committee used this rubric and provided feedback to each major at the May 2016 Closing the Loop Workshop.

Assessment Plan Descriptors	Best Practice	Acceptable	Developing	Rating/ Comments
Description of Major	Complete description of the major is included, and it is aligned with the university's mission statement and relevant professional organizations.	General description of the major is included, and it is aligned with the university's mission statement.	Description of the major is vague with no alignment to the university's mission statement.	
Mission Statement	The mission statement is specific, clear, meaningful statement.	A general statement lacks one of the following: specificity, meaning, clarity.	No mission statement.	
Major Learning Outcomes	The number of outcomes is appropriate for the major (generally, three to five broad goals). Outcomes are clear and concise. Outcomes are based on student learning that is observable, measureable, and meaningfully related to current standards in the field.	The number of outcomes is too few to assess the major adequately or too numerous to be manageable. Outcomes could be somewhat clearer or more concise. Outcomes are based on student learning but may be somewhat difficult to observe or measure.	There are no outcomes. Outcomes need revision to make them clearer or more concise. Outcomes are based on pedagogical activities rather than learning. Objectives cannot be observed or measured.	

Curriculum Map	A complete grid includes major learning outcomes along with clear connections to required courses in the major. Curriculum map is clearly used to structure the curriculum and plan assessment-based changes.	A grid includes major learning outcomes along with connections to courses in the major. The curriculum map is referenced in the report.	A partial grid with learning outcomes is included. There is no evidence that the curriculum map is used.	
Program Requirements: **Capstone** **Research Experience** **Service**	A capstone course is identified. The major includes meaningful research experience. The major includes meaningful service experience.	The major lacks a meaningful capstone, research experience, or service experience.	Multiple aspects of capstone, research, and service are missing. Experiences are not meaningful.	
Methods of Assessment	**There are multiple direct and indirect measures of assessment. Measures are valid.** **The assessment measures are meaningfully related to the outcomes.** **High-quality rubrics and scoring guides are attached.**	**There are two to three direct or indirect measures of assessment. Measures are valid.** **The assessment measures are generally related to the outcomes.** **Rubrics and scoring guides are used but not included, or the quality needs to be improved.**	There is only one measure or the measures lack validity. The assessment measures do not relate to the outcomes. Rubrics and scoring guides are not utilized.	

Results of Assessment	Assessment results are included in the assessment plan. The results are meaningfully related to outcomes. New findings are compared to previous years' results. Explanation describes how targets were met/not met.	Assessment results are included in the assessment plan. Strengths and weaknesses are identified.	Assessment results are unclear. No areas of growth are explained.	
Use of Data (from year to year)	The major identifies a responsible person/group to improve the program. Timetable for implementation is included. Specific examples of how the data were used and specific changes (e.g., adding a class, deleting a class, developing a rubric, etc.) are included. The major is clearly "closing the loop" and making meaningful improvements.	The major identifies a plan to improve the program. Lacking a clear timetable, more use of data still desirable. The major is using data and starting to make use of the data for decisions and changes. One or two general examples of changes. The major is "closing the loop,"	The major lacks an improvement plan and an identified person. The major does not have a clear timeline for reviewing data and implementing change. The major is not using data. The major does not have clear assessment methods. The major is not "closing the loop."	
General Comments:				