BIENNIAL DEPARTMENT/MAJOR ASSESSMENT ACTION PLANS

❖ May 30, 2015 Departments/Majors turned in biennial assessment reports to SLATE
❖ May 23, 2016 SLATE provided feedback via a rubric for the assessment reports and provided information at the annual "Closing the Loop" workshop to improve reports and work time was provided for the action plans
❖ May 25, 2016 additional information provided at the Academic Retreat about the Assessment reports and action plans
❖ May 31, 2016 Department/Major Assessment Action Plans due

Next Biennial Department/Major Assessment Report due May 31, 2017

ART

1. Assessments records were not maintained on a regular basis prior to now. Beginning in Fall 2016 all Art faculty will be instructed on the importance of assignment rubrics and will be strongly encouraged to implement a version of the Aesthetic Expression rubric in at least one assignment per class. The rubrics will be live on Blackboard to facilitate data gathering.
2. Major description (and course descriptions) will be revised with input from new faculty. Options for "either/or" or Graphics/Fine Arts tracks will be researched.
3. Art faculty will review NASAD guidelines to ensure that we are meeting the criteria for the BFA degree. http://nasad.arts-accredit.org/site/docs/Handbook/NASAD_HANDBOOK_2015-16.pdf
4. The Art mission statement will be revised for clarity, specificity, and meaning.

BIOLOGY

1. Rewrite description of the major and mission statement
2. Revise and implement methods of assessment. Clarify what is in place.
3. Work to tabulate data for assessment results
4. Embed a concise version of out curriculum map
5. Development of cornerstone course to help achieve and assess several SLOs
6. Create better system for assessment process, unified rubrics

BUSINESS

1. Complete assessment plans for these majors (programs):
   a. Business Administration
   b. Human Resource Management
   c. Sport Management
2. Assign assessment tasks to individual faculty members
3. Develop valid assessments for each program/major using input from SLATE
4. Develop and adopt a plan for collecting assessment data
5. Develop and adopt a plan for interpreting and using assessment data

EDUCATION

Undergraduate Elementary Education Program 2015-16 Action Plan

Learning Outcome	Assessment Measure	Results	Action Needed
Teacher candidates will demonstrate discipline-specific content and pedagogical knowledge.	Content Area Test	Provided by ISBE	Review and respond to current data provided by the state; set program benchmarks and make action plans.
Student teachers will demonstrate effective instructional planning, delivery, and assessment skills.	edTPA	Provided by ISBE	Review and respond to current data provided by the state; set program benchmarks.
Teacher Candidates will demonstrate professional and ethical behavior.	Dispositions Assessment	In LiveText	Review and respond to current data in LiveText; set program benchmarks.
Teacher candidates will demonstrate effective instructional planning	Lesson Plan Assessment	In LiveText	Review and respond to current data in LiveText; set program benchmarks.
Teacher candidates will demonstrate effective instructional delivery.	Performance Assessment	In LiveText	Review and respond to current data in LiveText; set program benchmarks.

MAED Educational Administration and Leadership 2015-16 Action Plan

Learning Outcome	Assessment Measure	Results	Action Needed
State and federal laws, regulations, and case law affecting Illinois public schools	Each learning outcome is assessed within a course(s) or internship. Specific measure is unknown.	Not provided.	Rephrase learning outcomes to include candidate expectations (e.g. The candidate will be able to…). Outcomes linked to specific assessment measures. Data collected and reviewed.
State and federal laws, regulations, and case law regarding programs for students with disabilities and ELLs	Each learning outcome is assessed within a course(s) or internship. Specific measure is unknown.	Not provided.	Rephrase learning outcomes to include candidate expectations (e.g. The candidate will be able to…). Outcomes linked to specific assessment measures. Data collected and reviewed.
Use of technology for effective teaching and learning and administrative needs	Each learning outcome is assessed within a course(s) or internship. Specific measure is unknown.	Not provided.	Rephrase learning outcomes to include candidate expectations (e.g. The candidate will be able to…). Outcomes linked to specific assessment measures. Data collected and reviewed.
Use of a process that determines how a student responds to scientific, research-	Each learning outcome is assessed within a course(s) or internship. Specific	Not provided.	Rephrase learning outcomes to include candidate expectations (e.g.

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	measure is unknown.		The candidate will be able to…). Outcomes linked to specific assessment measures. Data collected and reviewed.
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	Each learning outcome is assessed within a course(s) or internship. Specific measure is unknown.	Not provided.	Rephrase learning outcomes to include candidate expectations (e.g. The candidate will be able to…). Outcomes linked to specific assessment measures. Data collected and reviewed.
Understanding numeracy skills and working collaboratively across content areas to improve problem solving and number sense at all grade levels	Each learning outcome is assessed within a course(s) or internship. Specific measure is unknown.	Not provided.	Rephrase learning outcomes to include candidate expectations (e.g. The candidate will be able to…). Outcomes linked to specific assessment measures. Data collected and reviewed.
Identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of	Each learning outcome is assessed within a course(s) or internship. Specific measure is unknown.	Not provided.	Rephrase learning outcomes to include candidate expectations (e.g. The candidate will be able to…). Outcomes linked to specific

teaching, promoting, and rewarding a peaceful and productive school climate			assessment measures. Data collected and reviewed.
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].	Each learning outcome is assessed within a course(s) or internship. Specific measure is unknown.	Not provided.	Rephrase learning outcomes to include candidate expectations (e.g. The candidate will be able to…). Outcomes linked to specific assessment measures. Data collected and reviewed.

ENVIRONMENTAL STUDIES

1. Rewrite major description and mission
2. Develop SLOs and map program
3. Develop an assessment plan

HISTORY

1. Collect data from gen ed courses (HIS 261, 262) using the SLATE-generated rubrics.
2. Include discipline specific objectives for Chicago Style on writing rubric
3. Re-configure our catalog language to match the new and improved formatting for student clarity
4. Review HIS courses with 100 and 200 prefixes for general education compliance, and identify task list for updates to meet criteria
5. Develop a plan to assess at the program level: Reading and analyzing primary source materials

MATHEMATICS

1. Expand the description of the major
2. Reword the mission and tie it to the university mission
3. Decrease the number of learning outcomes, shorten the first, and clarify the third
4. Do the majority of assessments in our capstone experience
5. Include rubrics we will use and gather data.

ORGANIZATIONAL COMMUNICATION

1. We will conduct a complete review of our curriculum starting with the new program outcomes developed by the National Communication Association (published in November, 2015). We will then develop a curriculum map and revise our courses to be sure we are in line with current outcomes in our field
2. We will update our catalog description to match the outcomes we develop in Goal #1
3. We will expand our use of the SLATE oral communication rubric. It was piloted in SPC 100 in the spring of 2016. We will incorporate the rubric into all SPC courses that meet the General Education Requirements by the end of the school year
4. We will begin to develop rubrics that assess Organizational Communication outcomes not covered by the SLATE rubric
5. We will coordinate the learning outcomes for Organizational Communication with required courses taught in Marketing, Management, and Professional Writing
6. We will identify signature assignments for all required courses in the Organizational Communication major/minor and all of our General Education classes.
7. We will look at the data gathered in the Senior Seminar, revise the instruments used, collate the data from 2013 - 2016, and incorporate our findings into our program review. (Seniors fill out a survey at the start of the course, and participate in an exit interview at the end.)

PHILOSOPHY

1. The Department will undertake a revision of the student learning outcomes for the Philosophy major. A review of those outcomes by SLATE identified some as being "difficult to measure." In order to clarify the learning outcomes, the Department will conduct a thorough review of learning outcomes from peer and aspirational programs
2. The Department will update language in the University catalog to reflect changes that result from work on Goal #1
3. The Department will begin reviewing the Philosophy major curriculum map in order to provide a more coherent organization. In addition, we will move from the current "X" and "XX" style of identifying which courses either cover or assess given learning outcomes and begin using the following model: "I" denotes "Introduced," "E" denotes "Emphasized," and "R" denotes "Reinforced"
4. The Department will create two assignments and corresponding rubrics that will be incorporated into PHI 201 and 206, which are 200-level General Education Philosophy courses. The two assignments will focus on exegesis and argument analysis, respectively. Rubrics for each of the assignments will be embedded in the course Black Board pages. In the past several years, the Department has made efforts to standardize assessments in PHI 201 and 206; the present goal represents the next step in that process
5. The Department will create a timeline of assessment instruments, collection of data from those instruments, and ways that collected data will be used. As with Goal #1, the present goal is motivated by SLATE input regarding lack of use of data from assessments

6. The Department will begin creation of a Philosophy Associate Faculty Handbook and website that will present more clearly assessment expectations and practices. Specifically, we will address departmental rubrics and present the full-range of departmental requirements for assessment of General Education courses. We also will reinforce ways of ensuring that Philosophy Program student learning outcomes are addressed and achieved in General Education courses

7. The Department will review the current Capstone Experience to determine if creation of a Capstone Course is feasible.

PSYCHOLOGY

1. Expand and revise the description of the major
2. Revise the mission statement in light of current practices and the APA undergraduate learning outcomes
3. Reevaluate learning outcomes in light of the revised mission statement and the APA undergraduate learning outcomes
4. Reevaluate curriculum map based on revisions to mission and learning outcomes
5. Select indirect and direct measures to assess achievement of learning outcomes
6. Outline a timetable and benchmarks for the assessment plan.

POLITICAL SCIENCE

1. Add 'description of major' to the assessment plan - we will adapt catalog language
2. Revise the major learning outcomes (more specific language about measurable goals)
3. Add two rubrics for the student learning outcomes #1 (demonstrate knowledge of major concepts of the discipline) and #4 (demonstrate critical thinking and research skills)
4. Reorganize the assessment outcome data - reviewers did not interpret results as up to date
5. Engage the spiral (add a section documenting changes and how we are using the data)
6. Add pre-tests/post-tests to additional upper level courses to facilitate program assessment rather than only course assessment.

PUBLIC RELATIONS

1. Revise objectives for SPC 100 & PR Campaigns course (June)
2. Use Blackboard Rubric for Speech & PR assignments (Speech, already completed for all three major assignments this weekend, PR by July)
3. Develop new assignment/rubric for the PR campaigns course (July)

SOCIOLOGY

1. We were already assessing student learning outcomes on 1.) Depth of Knowledge; 2.) Assessing Empirical Data; 3.) Awareness of Social Issues; 4.) Ethical Responsibility. We have added assessment of their writing-specific learning outcomes as well. These were not included in the original grid for student learning outcomes

2. We have also changed our method of assessment and the courses in which these assessments will take place. For "Depth of Knowledge," and "Assessing Empirical Data," we will be using both the university-created assessment rubric as well as our own individualized rubric. This way the university will still be able to use the standardized data across all courses and we will have data specific to our department. This assessment will be carried out in SOC 498, our capstone class

3. In order to measure "Awareness of Social Issues," we have decided to use a series of Likert-style questions that will be embedded in both SOC 270 Social Problems and those same questions will appear again in SOC 498, our senior capstone class. This will allow us to capture the progress students are making from one of their first classes in sociology to the very last class they take, based on a pre-test, post-test model

4. In order to measure "Ethical Responsibility," will rely solely on the IRB procedure in the SOC 496 class. In order for students to move forward with their senior theses, they must obtain IRB approval. Once IRB approval is obtained, we will assume that Outcome #4 (Ethical Responsibility) has been met

5. Finally, we would like to begin conducting a survey of our alumni on an annual or bi-annual basis. We would like to ask questions such as "What did you expect from our program when coming in?" and "Do you feel like you received the education that you were expecting in our program?" "How has your education in our program prepared you for your life in your chosen career?" "In your daily life?" "Do you feel that your quality of life has been enhanced by the McKendree Sociology Program?"

SPEECH COMMUNICATION

1. We will conduct a complete review of our curriculum starting with the new program outcomes developed by the National Communication Association (published in November, 2015). We will then develop a curriculum map and revise our courses to be sure we are in line with current outcomes in our field

2. We will update our catalog description to match the outcomes we develop in Goal #1.

3. We will expand our use of the SLATE oral communication rubrics piloted in SPC 100 in the spring of 2016. We will incorporate the rubric into all SPC courses that meet the General Education Requirements

4. We will begin to develop rubrics to assess communication outcomes not covered by the SLATE rubric

5. We will coordinate the learning outcomes for Speech Communication with required courses, as well as elective courses taught in Speech, Journalism and Professional Writing

6. We will identify signature assignments for all required courses in the Speech Communication Major/Minor and all of our General Education classes
7. We will collate the data gathered in the Senior Seminar and incorporate our findings into our program review. (*See #6 in Organization Communication plan for fuller details)

THEATRE

1. Rewrite major description to align with University mission statement
2. Look at learning outcomes—determine if some can be reworded to be measurable
3. Rewrite assessment report section on major requirements-capstone, research, service: service section unclear to one reviewer
4. Examine methods of assessment-tie to outcomes and develop clearer measures
5. Develop mechanism for tracking results of assessment and linking assessment measures to changes made in curriculum