PROGRAM ASSESSMENT ACTION PLANS

MAY, 2018

Art

Feedback from SLATE is helpful, direct, and helps us identify areas of improvement. Considering that the Art program had significant curriculum change in 16-17, we are currently using general education rubrics to collect data from our courses. Our action plan is centered on building a consistent rubric that can work for all of our major courses. Specifically, developing a clear rubric for our Sophomore gate review (ART 299) and Senior Studio I & II (ART 498/499). These courses MUST be passed and evaluate students' ability to address the major student learning outcomes.

1. Develop a clear, comprehensive rubric that can be used to assess our major learning outcomes, with emphasis on Sophomore Review (a comprehensive exam of art foundations and history) and Senior Studio I + II (culminating research experience that prepares students for professional practices in art and design)
2. Gather results from assessment of major learning outcomes. We are currently using information from the General Education Aesthetic Expression Rubric from the previous two years after curriculum change. We will include this in our next assessment plan in 2019. Also: we understand that our results should be as clear and specific as possible.
3. Implementation and interpretation of the data. We plan on using the information gathered from the past two years to assess how the program is working. This may include how certain classes are functioning for the program, effectiveness of the aesthetic expression rubric, sequencing in our curriculum map, strengthening the art history courses, and so on. We understand that our initial reporting of data is important as it sets a baseline for our future growth. We look forward to seeing what the data is providing for us.
4. Create a specific departmental mission statement that aligns with institutional mission. This statement should be meaningful.
5. Clarity and cleanup of SLO to allow for direct, measureable outcomes. Some of our learning outcomes are worded in a way that makes assessment difficult. Generally, based on SLATE feedback, we could tighten up much of our assessment procedures to streamline the process each semester/year.

Biology

1. Write a mission statement that includes verbiage directly linking our program mission to the university mission (REAL)
2. Make it clear Bio455 fulfills capstone for major requirements (make a section that says "Program Requirements" and includes capstone and research)

3. Create a table of "results of assessment" with the following column headings: Course, Program level SLO, Assignment, Target, Results
4. Write clear actionable items based on data. Possibly create a table similar to that seen in Athletic Training's assessment report, which has the following column headings: Item SLO, Action, Timeline, Goal, Goal met, What will be done next
5. Include general education courses in program assessment, including methods and results of assessment.
6. Ensure appropriate and consistent assignments are used in all gen ed courses
7. Train faculty to score rubric to minimize variability in scoring

Chemistry

1. Create the major field assessment test (MFAT) for chemistry majors
2. Include practical exams in the laboratory component of courses
3. Provide thorough feedback to students on graded laboratory notebook reports
4. Ensure students are proficient in using the chemical literature

Clinical Mental Health Counseling

1. The language in the Description of Major will be reviewed to determine how the current program description can reflect the University's mission statement.
2. The Major Learning Outcomes language will be assessed to ensure that all outcomes are measurable.
3. Students' average scores on two program level assessments will be included in future assessment reports. Past reported analysis indicated that students' scores on The Group Counseling Skills Scale and The Individual Practicum Competency Scale were calculated into their total grade for the course whereby students must receive a B- (i.e., 80%) or better to receive credit for the course.
4. Additional detail of how the assessment data is used to inform curricular decisions will be included in future reports. Although students in the Counseling Program have had a 100% pass rate on the CPCE, individual subscale scores are reviewed for areas that can be improved. For example, student's scores on the career and individual assessment subscale scores were the lowest of the eight subscales. To increase these subscale scores, an instructor reassignment was made for the Career Counseling course and the purchase of paper and pencil assessments for the Individual Assessment class was made to enhance instruction.

Computational Science

1. Better connect the Description of the major to the university mission.
2. Try to clarify MLO providing more specificity.
3. Include assessment results in the report.

Computer Information Systems

1. Consider creating standard rubrics for several courses as an added method of assessment of MLOs.
2. Better articulate the results of assessment of MLOs.
3. Examine better ways to use the data and better articulate data in the Assessment Report.

Computer Science

1. Consider creating standard rubrics for several courses as an added method of assessment of MLOs.
2. Better articulate the results of assessment of MLOs.
3. Examine better ways to use the data and better articulate data in the Assessment Report.

Master of Arts in Criminal Justice

1. Due to the youth of the program and the small number of students in it, no major changes to the program or assessment targets will be made until more data can be collected to establish a stronger baseline.
2. However, increased efforts will be made to get students to complete course evaluations (via reminders and possible extra credit points).
3. With our first group of students graduating in May 2018, an alumni e-newsletter will be developed in an attempt to maintain contact with the program's graduates.

Education (Graduate)

1. Identify and gather information on research experiences students develop and complete during their EDU 645 action research planning class and their internship portfolio.
2. Develop program satisfaction survey to administer to students at the end of their EDL 692 Internship 3 class and their EDL 694 Teacher Leadership class to evaluate their McKendree Graduate experience.
3. Initiate the superintendent licensure program for the Fall 2018 semester.
4. Train current and future staff members to understand the principal internship program at McKendree University.
5. Work to encourage faculty and staff to be more proactive in marketing McKendree Graduate programs. Provide resources for the faculty and staff of different venues they can be active in making presentations relating to both McKendree University and the specific program to which they work.
6. Develop an action plan to explore using online sources in the classroom to assist students in lowering their costs regarding textbooks and classroom materials.

Elementary Education

1. Identify and gather information on research experiences students complete during program.
2. Develop program satisfaction survey to administer to students at the end of their student teaching semester.
3. Identify rubrics used for assessments and attach to assessment report.
4. Include field placements in service section and identify other service completed during program coursework.

English

1. Review rubric we included in the most recent biennial report; decide whether and how we want to change it. (summer-fall 2018)
2. Designate a faculty member responsible for gathering, disseminating, and using data gathered from the rubric. (summer-fall 2018)
3. Gather data using the rubric in 50% of relevant courses. (fall 2018 and spring 2019)
4. The designated faculty member (see #2) collects data; we all examine the data. (fall 2018 and spring 2019)
5. Discuss program revisions based on data. (spring 2019)
6. Meet to discuss ways to better coordinate assessment efforts in composition (fall 2018 and spring 2019)

Environmental Studies

1. Revise the student learning outcomes.
2. Create an organized table of assessment methods.
3. Include data/results of assessment

History

1. Revise/Align the Description of Major with the University Mission Statement and the Program Mission Statement.
2. Revisit the Following Major Requirements: Historical Methods Intro Course (110), Seminar in Historical Research (310), and Senior Thesis in History (410) in order to:
   a. Make a meaningful research experience.
   b. Develop a common method for assessment/assessment tool (i.e. Program Learning Outcome Rubric, General Education Written Communication Rubric, etc.)
3. Develop a method(s) for assessing Program Learning Outcomes for both HIS 261 and HIS 262.
4. Assess HIS 161, HIS 162, HIS 163, and HIS 311 with the General Education Diverse Perspectives Rubric.

5. Examine assessment data from the General Education classes over the past two years, analyze (and include) the results in the assessment report for 2018-2019, and construct ways to use it in meeting Program Learning Outcome

Mathematics

1. Clearly state in the major description that content common to all three tracks is derived from recommendations from the Mathematical Association of America.
2. Add to the major description various careers for which the mathematics majors prepares graduates.
3. Include rubrics in the 2019 assessment report.
4. Include assessment results for the problem-solving and technology program learning outcomes, #'s 1 and 3, in the 2019 assessment report.
5. Display assessment results in a table, similar to the MACJ program.

MBA

Addressing SLATE Program Evaluation Feedback:

1. Review the description of the Major for alignment with the university mission; update as needed.
2. Clarify how the major learning outcomes will be measured.
3. Develop a general timetable for assessment plan improvement.
4. Compare year-to-year assessment data. Address findings as appropriate.

Addressing Issues Discovered Through Course-Level Assessment:

1. Map MBA program-level outcomes to new graduate program level outcomes.
2. Create then implement assessment rubrics specific for each program-level outcome/evidence.
3. Assign Economics faculty the task of addressing SLO #1 problems in MBA 622.
4. Assign MBA 661 faculty the task of addressing the need for a more comprehensive assessment tool for the capstone assignment.

Nursing

1. Complete RN to BSN curriculum map by start of fall 2018 semester.
2. Ensure inclusion of rubrics r/t measurement of all student learning outcomes by May 2019.
3. Determine how assessment data is shared with faculty by end of fall 2018 semester.
4. Determine how assessment data is used to develop courses/program by May 2019.
5. Determine how areas of growth are documented by May 2019.

Occupational Therapy

1. Review feedback from SLATE and make adjustments to description and student learning outcomes.
2. Identify where and how OT deviates from biopsychology and psychology assessment plan as appropriate.
3. Identify a better way to track students interested in OT.
4. Track graduate success in terms of graduate school and careers.

Organizational Communication

1. Revise Mission Statement and Description to align with University Mission, offer clarity to potential students, and include NCA descriptions. (Murphy & Trask, Fall 2018)
2. Revise SLOs to make them clear, specifically focusing on "strategic goals." (Murphy & Trask, Fall 2018)
3. Analyze SPC 490 data and include the rubric and interview data. (Murphy, Summer 2018)
4. Discuss potential required service component. (Murphy & Trask, 2018)

Philosophy

1. One reviewer noted the absence of a capstone course. This issue was addressed when the Department made a curricular change during the 2017-2018 year, namely the inclusion of a senior capstone course. The Department will investigate including a more prominent research component to the major requirements, which was noted by a reviewer. The Department will review the inclusion of service components in several courses.
2. The Department will continue refining the program learning outcomes. As one reviewer noted, "Several SLOS are difficult to observe or measure." To address this issue the Department will work on revision to the learning outcomes, incorporating observable terms that are more amenable to assessment.
3. The Department will continue to gather data regarding majors. While we have made advances in this area, we realize that more can be done to close the loop of assessment and program practices.

Political Science

1. Add a general education section to the department assessment program (courses, methods of assessment, results, use of data).
2. Add a major requirements section to the department assessment program (capstone, research, service).
3. Improve the 'use of data' section of the department assessment program.
4. Edit the entire department assessment program document to address SLATE comments.

Psychology

1. Create Biopsychology BA assessment plan.
2. Plan and execute alumni survey to assess all relevant objectives.
3. Incorporate oral communication rubric in Senior Thesis to assess oral communication skills.
4. Outline a timetable and benchmarks for the assessment plan.
5. Review General Education Assessment implementation for Introduction to Psychology.
6. Per 2017 assessment report, unify the writing requirements across our PSY 480 Internship course.

Public Relations

1. Revise Mission Statement and Description to align with University Mission, offer clarity to potential students, and include PRSA descriptions. (Murphy, Summer 2018)
2. Reduce the number of outcomes to 5. (Murphy, Summer 2018)
3. Analyze SPC 490 data and include the rubric and interview data. (Murphy, Summer 2018)

Religion

1. Expand the "Discipline specific conventions" row of the assessment rubric to account for individual learning outcomes with greater specificity.
2. Research comparable institutions to see whether they include a required service component in their religious studies major and what that component involves. If applicable, add this component to the set of major requirements in the 2018-2019 bi-annual assessment report.
3. Construct a common system to input assessment data from 2017 graduating students under current assessment plan. This system will be constructed by Duane Olson and data will be inputted by August 31, 2018.
4. Develop an effective way of adding excellence goals to assessment. Among other things, this would include tracking student academic presentations and publications.

Sociology

1. Rewrite the description of the major more concisely so that it aligns more directly with the university mission.
2. Rewrite the mission statement of our department so that it reads less like a list and more like a statement. We will also include elements from the American Sociological Association in the mission statement so that it aligns more directly with the mission of our professional organization.
3. Create a rubric to be used in SOC 340, 350 and 360. In these courses, students should be able to, "provide theoretically sound empirically-based explanations for

patterns of inequality: race, class, gender, LBGTQ, and religion." At present, we do not have a rubric to assess these learning outcomes.

4. Create a policy paper rubric to grade the signature assignment in SOC 270. Students must complete a policy paper after completing 15 service hours. At present, we have not developed a rubric to grade these papers.
5. Develop a rubric for SOC 400 theory papers. This is a writing intensive course and we currently use the university writing rubric, but we need to develop an additional rubric to assess theoretical knowledge as well.

Spanish

1. Develop consistent mechanism for keeping records of assessment and report it on the biennial Assessment report.
2. Respond to feedback provided in the future from the next biennial assessment report (and implement the appropriate revisions).

Speech Communication

1. Revise Mission Statement and Description to align with University Mission, offer clarity to potential students, and include NCA descriptions. (Murphy & Trask, Fall 2018)
2. Reword SLOs to make them more efficient. (Murphy & Trask, Fall 2018)
3. Analyze SPC 490 data and include the rubric and interview data. (Murphy, Summer 2018

Theatre

1. Re-word Learning Outcome #3 to sound more like a program-level outcome rather than an assignment objective
2. Evaluate service learning section of assessment report-rewrite to make clear the service nature of performance
3. Examine methods of assessment beyond grading, include scoring guides in the next report
4. Develop assessment measure for senior project (capstone in theatre) to track achievement of program learning outcomes. If universal assessment measure is not practical, develop one with interchangeable sections to allow for differences in project focus.
5. Develop mechanism for tracking results of assessment and showing the use of those results to improve curriculum

OBJECTIVE: Move rating to next higher level, if possible, through designated actions.
   ✓ Review the specific *Major Assessment Plan Evaluation Rubric (SLATE 2017*) for additional details and criteria for actions.

	Current Rating (5/2018)					
DESCRIPTION OF MAJOR	**BEST PRACTICE**	**ACCEPTABLE**	**DEVELOPING**	**ACTION**	**DATE Due**	**Date Completed**
Accounting		X		Align with University's mission	12/3/2018	
Business Administration			X	Align with professional organizations and mission.	12/3/2018	
Economics		X		Align with University's mission	12/3/2018	
ECON/Finance		X		Align with University's mission	12/3/2018	
Human Resources		X		Align with professional organizations	12/3/2018	
Management		X		Align with University's mission and professional organizations	12/3/2018	
Marketing		X		Align with University's mission	12/3/2018	
Sport Management			X	Align with University's mission and professional organizations	12/3/2018	
MISSION STATEMENT	**BEST PRACTICE**	**ACCEPTABLE**	**DEVELOPING**	**ACTION**	**DATE Due**	**Date Completed**
Accounting		X		Clarify. Feedback is that many elements belong in description	12/3/2018	
Business Administration		X		Rewrite: Phrasing seems to be more of a description than a mission statement.	12/3/2018	
Economics		X		Rewrite: Phrasing seems to be more of a description than a mission statement.	12/3/2018	
ECON/Finance	X			**No action required**	12/3/2018	
Human Resources		X		Feedback: Need an actual mission statement	12/3/2018	
Management	X			**No action required**	12/3/2018	
Marketing		X		Review: received wo rating, best practice and acceptable	12/3/2018	
Sport Management	X			**No action required**	12/3/2018	
MAJOR LEARNING OUTCOMES	**BEST PRACTICE**	**ACCEPTABLE**	**DEVELOPING**	**ACTION**	**DATE Due**	**Date Completed**
Accounting	X			**No action required**	12/3/2018	
Business Administration		X		Revise LO 2 and do not use "understanding".	12/3/2018	
Economics	X			**No action required**	12/3/2018	
ECON/Finance	X			**No action required**	12/3/2018	
Human Resources		X		Review best practice criteria. Can we rewrite and still be aligned with SHRM?	12/3/2018	
Management		X		Revise LO 3 and do not use "understanding".	12/3/2018	
Marketing	X			**No action required**	12/3/2018	
Sport Management		X		Review rubric feedback and rewrite or clarify	12/3/2018	

School of Business Assessment Action Plan – 2018-2019   OBJECTIVE: Move rating to next higher level, if possible, through designated actions.
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CURRICULUM MAP	Current Rating (5/2018)			ACTION	DATE Due	Date Completed
	BEST PRACTICE	ACCEPTABLE	DEVELOPING			
Accounting	X			**No action required**	12/3/2018	
Business Administration	X			**No action required**	12/3/2018	
Economics	X			**No action required**	12/3/2018	
ECON/Finance	X			**No action required**	12/3/2018	
Human Resources	X			**No action required**	12/3/2018	
Management		X		Add business core	12/3/2018	
Marketing		X		Review map, reassess connections to marketing courses	12/3/2018	
Sport Management	X			**No action required**	12/3/2018	
MAJOR REQUIREMENTS: CAPSTONE RESEARCH EXPERIENCE SERVICE	BEST PRACTICE	ACCEPTABLE	DEVELOPING	ACTION	DATE Due	Date Completed
Accounting		X		Determine if a service component is realistic/possible	12/3/2018	
Business Administration			X	Determine if a research and service component is realistic/possible	12/3/2018	
Economics		X		Determine if a service component is realistic/possible	12/3/2018	
ECON/Finance		X		Determine if a service component is realistic/possible	12/3/2018	
Human Resources		X		Determine if a service component is realistic/possible	12/3/2018	
Management		X		Determine if a service component is realistic/possible	12/3/2018	
Marketing		X		Determine if a service component is realistic/possible	12/3/2018	
Sport Management	X			**No action required**	12/3/2018	

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METHODS OF ASSESSMENT OF MAJOR LEARNING OUTCOMES	Current Rating (5/2018)			ACTION	DATE Due	Date Completed
	BEST PRACTICE	ACCEPTABLE	DEVELOPING			
Accounting		X		Feedback: provide more information about measures	12/3/2018	
Business Administration			X	Make alignment of outcomes and measurements clearer	12/3/2018	
Economics		X		Specify how measures relate to specific outcomes; add rubric	12/3/2018	
ECON/Finance		X		Need method for assessing outcomes 3 and 4.	12/3/2018	
Human Resources			X	Feedback: align outcomes to assessment methods	12/3/2018	
Management		X		Add rubrics or scoring guides	12/3/2018	
Marketing			X	Make direct measures clearer	12/3/2018	
Sport Management			X	Make alignment of outcomes and measurements clearer	12/3/2018	
RESULTS OF ASSESSMENT OF MAJOR LEARNING OUTCOMES	BEST PRACTICE	ACCEPTABLE	DEVELOPING	ACTION	DATE Due	Date Completed
Accounting		X		Based on current accreditation; thus, only 1 year of data. Need to *develop a plan to compare data year over year* as we move forward in order to identify strengths, weaknesses, etc.	12/3/2018	
Business Administration			X	Based on current accreditation; thus, only 1 year of data. Need to *develop a plan to compare data year over year* as we move forward in order to identify strengths, weaknesses, etc.	12/3/2018	
Economics			X	Based on current accreditation; thus, only 1 year of data. Need to *develop a plan to compare data year over year* as we move forward in order to identify strengths, weaknesses, etc.	12/3/2018	
ECON/Finance		X		Based on current accreditation; thus, only 1 year of data. Need to *develop a plan to compare data year over year* as we move forward in order to identify strengths, weaknesses, etc.	12/3/2018	
Human Resources			X	Based on current accreditation; thus, only 1 year of data. Need to *develop a plan to compare data year over year* as we move forward in order to identify strengths, weaknesses, etc.	12/3/2018	
Management		X		Based on current accreditation; thus, only 1 year of data. Need to *develop a plan to compare data year over year* as we move forward in order to identify strengths, weaknesses, etc.	12/3/2018	
Marketing		X		Based on current accreditation; thus, only 1 year of data. Need to *develop a plan to compare data year over year* as we move forward in order to identify strengths, weaknesses, etc.	12/3/2018	
Sport Management			X	Based on current accreditation; thus, only 1 year of data. Need to *develop a plan to compare data year over year* as we move forward in order to identify strengths, weaknesses, etc.	12/3/2018	

School of Business Assessment Action Plan – 2018-2019   ==OBJECTIVE==: Move rating to next higher level, if possible, through designated actions.
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USE OF DATA (YEAR TO YEAR)	Current Rating (5/2018)			ACTION	DATE Due	Date Completed
	BEST PRACTICE	ACCEPTABLE	DEVELOPING			
Accounting			X	Based on current accreditation; thus, only 1 year of data. Need to develop a ***closed loop process*** that identifies a timetable, accountability, how data was used, etc.	12/3/2018	
Business Administration			X	Based on current accreditation; thus, only 1 year of data. Need to develop a ***closed loop process*** that identifies a timetable, accountability, how data was used, etc.	12/3/2018	
Economics			X	Based on current accreditation; thus, only 1 year of data. Need to develop a ***closed loop process*** that identifies a timetable, accountability, how data was used, etc.	12/3/2018	
ECON/Finance			X	Based on current accreditation; thus, only 1 year of data. Need to develop a ***closed loop process*** that identifies a timetable, accountability, how data was used, etc.	12/3/2018	
Human Resources			X	Based on current accreditation; thus, only 1 year of data. Need to develop a ***closed loop process*** that identifies a timetable, accountability, how data was used, etc.	12/3/2018	
Management			X	Based on current accreditation; thus, only 1 year of data. Need to develop a ***closed loop process*** that identifies a timetable, accountability, how data was used, etc.	12/3/2018	
Marketing			X	Based on current accreditation; thus, only 1 year of data. Need to develop a ***closed loop process*** that identifies a timetable, accountability, how data was used, etc.	12/3/2018	
Sport Management			X	Based on current accreditation; thus, only 1 year of data. Need to develop a ***closed loop process*** that identifies a timetable, accountability, how data was used, etc.	12/3/2018	