

# McKendree University: Assessment Report

*2016-2017*



**MCKENDREE**  
UNIVERSITY

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Office of Academic Affairs Updated August, 2017

# McKendree Assessment 2.0

## Institution/Campus Level Assessment



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 develop and apply analytical, critical thinking, and problem solving skills.

### **Discipline-Specific Competence**

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

### **Lifelong Learning**

Students will develop dispositions and skills for lifelong learning.

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). In 2016-2017, the Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee voted to repeat this cycle. We are still refining the assessment measures and also engaging in general education reviews to ensure our curriculum aligns with the student learning outcomes.

## Timeline

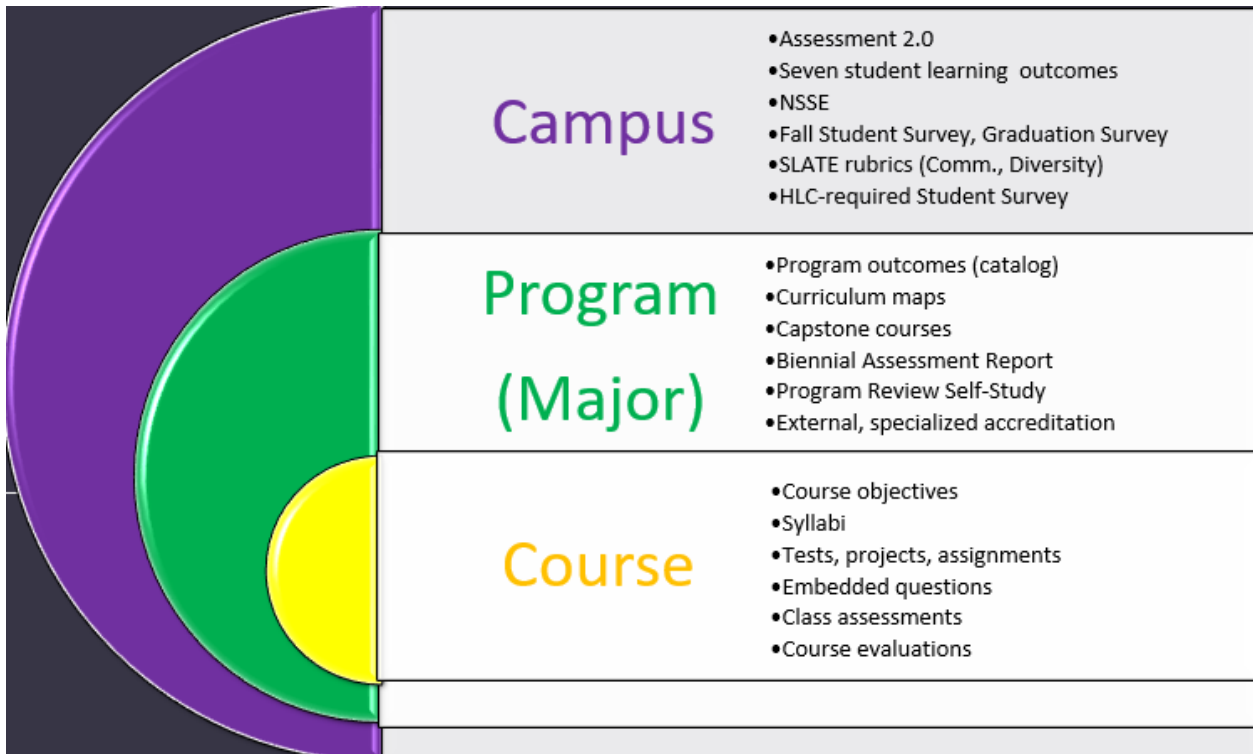
Year	Planning and Development	Implementation
2010-2011	Engagement	
2011-2012	Personal and Social Responsibility	Engagement
2012-2013	Appreciation of Diversity	Personal and Social Responsibility
2013-2014	Effective Communication	Appreciation of Diversity
2014-2015	Inquiry and Problem Solving	Effective Communication
2015-2016	Lifelong Learning	Inquiry and Problem Solving
2016-2017	Engagement	Lifelong Learning
2017-2018	Personal and Social Responsibility	Engagement
2018-2018	Diverse Perspectives	Personal and Social Responsibility

*Note: Discipline-Specific Competence is integrated in the Academic Program Review timeline and via the Biennial 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 data is shared, reviewed, and used.

As part of our Assessment 2.0 at McKendree University, we clearly define assessment activities that occur at the institution/campus level, the program/major level, and the course level. We originally required programs/majors to submit an assessment report annually, but found this did not allow time for meaningful feedback and significant change. Therefore, we now require assessment reports from the programs/majors every two years and require a brief action plan in the off years.





# 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
June 2016	McKendree was selected as a NILOA Degree Qualifications Profile (DQP) Case Study on the DQP Website

## 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. This was done to ensure validity and quality of our student learning outcomes. (Please note, some of the McKendree University Student Learning Outcomes language has been adjusted slightly since this crosswalk was completed.)

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) Lifelong Learning Subcommittee

## DESCRIPTION

Each year one student learning outcome is in the planning and development stage and another is in the implementation stage, following the McKendree University Assessment 2.0 model. The 2016-2017 academic year was the year of “Lifelong Learning.” A subcommittee of the Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee was created to identify the key assessment tools to use in measuring 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, including the course, program, and university

### Objective

The subcommittee began by rewording the original lifelong learning student learning outcome, changing to the following:

- Students will develop dispositions and skills for lifelong learning

The subcommittee decided to create an extended definition, as well.

- Lifelong Learning is an “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.” An endeavor of higher education is to prepare students for lifelong learning by developing specific dispositions and skills while in school, as described in the rubric. (From the Association of Colleges and Universities, as adapted from the European Commission, 2000.)

The subcommittee then gained a better idea of the performance indicators they wanted to use, which were primarily from the Graduation Exit Survey. They presented at the May 2016 Closing the Loop and August 2016 Teaching for Excellence presentations. However, the committee decided that they wanted to expand on their first year of work when they convened for the 2016/2017 academic year. As such, Lifelong Learning rebooted its efforts to produce

performance indicators that more effectively and meaningfully aligned to the spirit of the Lifelong Learning student learning outcome.

The committee created new wording for the outcome during the first year and during the second year decided that no additional changes were warranted. Making use of the Graduate Success Report also seemed logical, though it needed to align with a performance indicator in some way. However, the use of prior performance indicators from the Graduation Exit Survey was determined to be problematic upon further inspection in Fall 2016. These indicators had been in use for at least a decade and the story of their origins had seemingly been lost. Were these indicators still relevant, given the more evolved assessment environment? While making use of existing material was attractive, the committee decided that a more satisfactory schema was required.

Another few months of exploration into potential Lifelong Learning indicators and measures proved to be fruitful. Ultimately, the committee sourced and adapted criteria from the AAC&U VALUE rubrics, particularly the Foundations and Skills for Lifelong Learning and Information Literacy rubrics.

Given the current wave of SLO rubrics in use for assessment purposes here at McKendree, the subcommittee decided that adding another rubric to the implementation might not be well received. Additionally, it would have been a great challenge to determine where in the curriculum that the rubric would be used. The committee decided to continue use of the Graduation Exit Survey as a measure. While this would only provide an indirect measure for this outcome at present, the heavy alignment to AAC&U rubrics would allow for easy implementation of direct measures in the future, if desired. The Graduate Success Report was aligned to the Initiative indicator.

## **RESULTS**

The SLATE Lifelong Learning subcommittee proposed that the student learning outcome definition be changed.

We also proposed that we continue to use the Graduation Exit Survey as a measure and adjust certain questions, for which you will find a sample below.

## **CONTACTS**

Jennifer Pickerell ([618.37.6806](tel:618.37.6806)/[jpickerell@mckendree.edu](mailto:jpickerell@mckendree.edu)) or Alan Boerngen ([618.537.2142](tel:618.537.2142)/[adboerngen@mckendree.edu](mailto:adboerngen@mckendree.edu))

# Lifelong Learning Assessment 2.0 Final Proposal

Outcome	Performance Indicator	Measure	Source/Inspiration
<b>Lifelong Learning (LLL)</b> Students will develop dispositions and skills for lifelong learning.	<b>Curiosity (LLL 7a)</b> Students will analyze topics in depth to gain a deeper understanding.	<b>GES item*</b> “Analyze topics in depth to gain a deeper understanding.”	<b>Curiosity</b> AACU Foundations and Skills for Lifelong Learning VALUE Rubric
	<b>Initiative (LLL 7b)</b> Students will independently initiate the pursuit of opportunities to expand knowledge, skills, and abilities.	<b>GES item</b> “independently initiate the pursuit of opportunities to expand knowledge, skills, and abilities.”  <b>Graduate Success Report</b> Undergraduate Career Outcomes Rate	<b>Initiative, Independence</b> AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric <b>Career Services GSR</b> UG Career Outcomes Rate
	<b>Transfer (LLL 7c)</b> Students will innovatively and/or creatively apply prior learning to new problems or situations.	<b>GES item</b> “innovatively and/or creatively apply prior learning to new problems or situations.”	<b>Transfer</b> AAC&U Foundations and Skills for Lifelong Learning and Integrative Learning VALUE Rubrics
	<b>Reflection (LLL 7d)</b> Students will review past perspectives against newly-gained knowledge and experiences.	<b>GES item</b> “review past perspectives against newly-gained knowledge and experiences.”	<b>Reflection</b> AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric
	<b>Information Literacy (LLL 7e)</b> Students will critically examine sources of information regarding authenticity, accuracy, relevance, and bias.	<b>GES item</b> “critically examine sources of information regarding authenticity, accuracy, relevance, and bias.”	<b>Evaluate Information and its Sources Critically</b> AAC&U Information Literacy VALUE Rubric
	<b>Learning Relationships (LLL 7f)</b> Students will work effectively on their own or with others.	<b>GES item</b> “work effectively on their own or with others.”	GES item/committee discussions

\* GES items are prefaced with the following: “Please indicate your level of agreement with this statement: Through the McKendree University experience, which includes aforementioned items, I have successfully achieved the following outcomes.

# Student Learning, Assessment, & Teaching Effectiveness (SLATE) Engagement Subcommittee

End-of-Year Report  
2016-17

Committee Members:

Dr. Jennifer Webster<sup>1</sup>    Dr. Stephen Hagan  
 Dr. Joni Bastian        Dr. Pamela Manning  
 Mr. Alan Boerngen     Mr. Craig Robertson  
 Dr. Sameer Dutta        Dr. Kelly Stewart



## Learning Outcome<sup>2</sup>

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

	Previous Objectives	Proposed Objectives (beginning AY 2017-18)
1.	McKendree students will be engaged in and out of the classroom.	McKendree students will be engaged in and out of the classroom.
*2.	McKendree students will participate in field experiences and internships.	McKendree students will participate in High-Impact Practices: research with faculty, internship or field experience, study abroad
3.	McKendree students will participate in culminating capstone experiences.	McKendree students will participate in culminating capstone experiences.

<sup>1</sup> Report prepared by Dr. Jennifer Webster, sub-committee chair. All correspondence may be addressed to [jhwebster@mckendree.edu](mailto:jhwebster@mckendree.edu).

<sup>2</sup> The sub-committee recommended no change to the previous wording of the learning outcome.

**4.	At least 80% of McKendree undergraduate Lebanon campus students will report being engaged in a co-curricular activity.	At least 90% of McKendree undergraduate Lebanon campus students will report being engaged in a co-curricular activity.
5.	Over half of McKendree faculty will report being engaged with students outside of the classroom.	Over half of McKendree faculty will report being engaged with students outside of the classroom.

\*The sub-committee recommended changes to objective number 2 only. The recommendation is actually for a series of statements under the “umbrella” objective “McKendree students will participate in High-Impact practices.” Each HIP measured will have its own objective, e.g., “McKendree students will participate in research with faculty.” Targets will be set at this granular level.

\*\*After presentation of these recommendations at the May 2017 “Closing the Loop Workshop,” discussion with faculty attendees and review of annual data led the sub-committee to revise objective number 4 from 80% to 90%.

### Assessing Proposed Objectives

	Objective	Instrument (Undergraduate)	Target		Instrument (Graduate)	Target
1.	McKendree students will be engaged in and out of the classroom.	NSSE Engagement Indicators – average EI score <sup>3</sup>	Seniors: 2014 = 38.13 2017 = data available in August ???		Graduate Student Survey**	Establish baseline, propose target.
2.	McKendree students will participate in High Impact Practices. <sup>4</sup>	NSSE High-Impact Practice Items - % participating in two or more HIPs	Seniors: 2014 = 56% 2017 = ???		Graduate Student Survey**	Establish baseline, propose target.
	McKendree students will participate in research with faculty.	NSSE High-Impact Practice Item – research with faculty	Freshmen: 2014 = 6% 2017 = ???	Seniors: 2014 = 17% 2017 = ???	Graduate Student Survey** - item TBD	Establish baseline, propose target.
	McKendree students will participate in service learning.	NSSE High- Impact Practice Item – service learning	Freshmen: 2014 = 77% 2017 = ???	Seniors: 2014 = 69% 2017 = ???	Graduate Student Survey** - item TBD	Establish baseline, propose target.
	McKendree students will participate in internship or field experience.	NSSE High-Impact Practice Items – internship or field experience	Seniors: 2014 = 35% 2017 = ???		Graduate Student Survey** - item TBD	Establish baseline, propose target.

<sup>3</sup> See Appendix A: NSSE: National Survey of Student Engagement, Engagement Indicators & High-Impact Practices for explanation of EI scores.

<sup>4</sup> NSSE’s High-Impact Practices include participation in learning communities. However, McKendree does not currently offer learning communities; therefore, this item was removed from consideration.

	McKendree students will participate in study abroad.	NSSE High-Impact Practice Items – study abroad	Seniors: 2014 = 6% 2017 = ???		
3.	McKendree students will participate in culminating capstone experiences.	Count of programs (in undergraduate catalog) with culminating capstone experience	100%	Count of programs (in graduate catalog) with culminating capstone experience	100%
4.	At least 90% of McKendree undergraduate Lebanon campus students will report being engaged in a co-curricular activity.	Fall Student Survey	90%		
5.	Over half of McKendree faculty will report being engaged with students outside of the classroom.	Faculty Activity Report*	51%	Faculty Activity Report*	51%

\*The sub-committee recommended expansion of the data points collected from the Faculty Activity Report. An explanation of this recommendation is given below.

\*\*A Graduate Student Survey does not currently exist. The sub-committee recommends working with the Office of Online and External Programs and the Graduate Council to create this survey.

### Other Recommendations




- Faculty Activity Report – the sub-committee recommended the development of a reference sheet with examples to help faculty know what types of activities should be reported in which areas of the report.
- Course Evaluations – the sub-committee recommended course evaluations be revised to assess student engagement “as a reflection of the unique structure, pedagogy, and design of a given course.”<sup>5</sup>
  - This charge was given to the SLATE committee during the Academic Retreat.

<sup>5</sup> Mandernach, B. Jean. (2015). “Assessment of student engagement in higher education: A synthesis of literature and assessment tools.” *International Journal of Learning, Teaching, and Educational Research*, 12(2): 1-14.




- Service Learning and Study Abroad – the sub-committee recommended discussions with colleagues in service learning, Study Abroad, and the Office of the Registrar to determine if service learning and study abroad activities are being tracked in the most effective and efficient manner.

### Implementation Plan for 2017-18

- Recommend three (3) possible books for spring 2018 faculty book study to Tami. ✓
  - *Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students* by Norman Eng (2017)
  - *What the Best College Teachers Do* by Ken Bain (2011)
  - *The Undergraduate Experience: Focusing Institutions on What Matters* by Peter Felten et al. (2016)
- Educate and remind the campus community about the Learning Outcome.
  - Include information in T4E/August faculty events. 
  - Request Year of Engagement “advertisements” be placed on lab computers. 
  - Remind committee chairs and event organizers of the outcome and ask everyone to be intentional in emphasizing and assessing engagement.
  - Design Faculty Activity Report reference sheet, as mentioned above.
  - Email to faculty/staff listserv a monthly “ways to engage” sheet with tips/recommendations for engagement activities for that month.
- Gather and analyze assessment data.
  - Work with Office of Online and External Programs to create and launch Graduate Student Survey. 
  - Consult with relevant offices to determine if service learning and study abroad activities are being captured in most efficient way.
  - Summarize engagement activities and data and submit to the SLATE committee, to be shared on the assessment webpage.
- Report at the annual Closing the Loop Workshop.

✓ = action completed

 = action already begun/in progress

# McKendree University

## Closing the Loop Workshop

Monday, May 22, 2017

On May 22, 2017, approximately 35 full-time faculty and academic staff participated in the annual Closing the Loop workshop. The purpose of the workshop was to review student learning outcomes assessment data that had been collected during the 2016-2017 academic year and determine changes to be made based on the data.

The workshop started with a presentation by Dr. Tami Eggleston, Associate Dean for Institutional Effectiveness, about the HLC accreditation process and timeline. Following her presentation, Jennifer Pickerell, chair of the Lifelong Learning Subcommittee, gave a final report about the Lifelong Learning outcome, and Dr. Jennifer Webster, chair of the Engagement Subcommittee, gave a mid-term report about the Engagement outcome. Dr. Guy Boysen, chair of the SLATE Committee, then shared information about the biennial McKendree University Assessment Report, noting that reports for each major are due on May 31, 2017.

After the initial presentations about the state of assessment at McKendree University, Provost Chris Bahr led the participants in a review of data related to each of six undergraduate student learning outcomes (all except discipline-specific competence). She distributed copies of the Assessment 2.0 grid showing outcomes, objectives, assessment tools, targets, data results, and significant changes, and directed participants to break into six small groups. She assigned each group one of the learning outcomes and asked participants to determine: 1) what the data revealed about student learning, 2) what significant changes we have made based on the data that were not already listed on the grid, and 3) what other changes we could make to promote greater attainment of the targets. She also distributed 2016-2017 data from the General Education rubrics. Each group then presented its findings, significant changes, and recommendations, as follows:

### **ENGAGEMENT**

#### **Findings:**

- Student engagement is very high. Currently, 91% of students on the Lebanon campus report being engaged in at least one co-curricular activity.
- We are awaiting 2016-2017 NSSE data.

**Significant Changes (to be added to the Assessment 2.0 grid):**

- Almost all majors have a culminating/capstone experience identified in the catalog (2016-2017).

**Recommendations:**

- Revise the engagement indicators per the Engagement Subcommittee mid-term report.
- Because NSSE eliminated the Enriching Educational Experiences item, report NSSE Engagement Indicators instead.
- Incorporate NSSE high-impact practices into the data collection.
- Create a Graduate Student Survey similar to the undergraduate Fall Student Survey.
- Revise course evaluation forms to incorporate indicators of student engagement and effort.

**PERSONAL AND SOCIAL RESPONSIBILITY****Findings:**

- Students reported that the General Education curriculum helped them clarify their personal values (4.17 on a scale of 1-5, Graduation Exit Survey).
- Students reported that the General Education curriculum helped them develop capacity for making value judgments (4.25 on a scale of 1-5, Graduation Exit Survey).
- Students reported that the General Education curriculum helped them develop awareness of national and international issues (3.98 on a scale of 1-5, Graduation Exit Survey).
- Students reported that the General Education curriculum helped them become responsible citizens (4.05 on a scale of 1-5, Graduation Exit Survey).

**Significant Changes (to be added to the Assessment 2.0 grid):**

- Implemented single stream recycling (2015-2016)
- Created the Social Justice and Equity Committee and launched Connection Groups (2015-2016)
- Joined the All-In Campus Democracy Challenge (2016-2017)
- Launched the Student Success and Advising Center (2016-2017)

**Recommendations:**

- Despite the positive responses listed above, none of these results met the targets set back in 2010. The targets may be unreasonable; it may be appropriate to reduce them.
- Add a question to the Graduation Exit Survey asking if students participate in voting.

- Add a responsible citizenship item to the faculty Teaching Inventory (e.g., read the news, incorporated lecture or instructional materials about citizenship, discussed current events, clarified personal values, discussed international issues).

## **DIVERSE PERSPECTIVES**

### **Findings:**

- Data from the Diverse Perspectives rubric indicate that students scored above the target (2.0 on a scale of 1-3) on all six criteria.
- Data from the Graduation Exit Survey revealed that students thought that their participation in co-curricular activities helped them learn to value others who were different from themselves in terms of social class (4.11), race/ethnicity (4.14), gender (4.17), sexual orientation (4.07), physical disabilities (3.82), language (3.99), and religion (4.00). All of the data reached the target (4.0) except physical disabilities and language.

### **Significant Changes (to be added to the Assessment 2.0 grid):**

- Developed a mission statement for the Brown Bag series (2014-2015)
- Made promotion of the study abroad program a responsibility of the Faculty Student Affairs Committee (2015-2016)
- Launched new student organizations (e.g., Define America, Young Feminists) (2015-2016)
- Hosted World Fest (international music) at the Hett (2016-2017)
- Provided Safe Zone training to interested faculty, staff, and students (2016-2017)
- Used the Diverse Perspectives rubric across multiple courses (2016-2017)

### **Recommendations:**

- There was some concern that students might already hold positive attitudes toward others when they enroll and not attribute their attitudes to participation in co-curricular experiences. Recommend changing the question to take out the attribution to co-curricular experiences. Simply ask the extent to which students value interaction with others who are different from themselves in these ways.
- Change “physical disability” to “disability” on the Graduation Exit Survey.

## **EFFECTIVE COMMUNICATION**

### **Findings:**

- The Oral Communication rubric indicated that students in lower-level classes scored 3.11 and students in upper-level classes scored 3.17 on a scale of 1-4.

- The Written Communication rubric indicated that students in lower-level classes scored 3.11 and students in upper-level classes scored 3.24 on a scale of 1-4.
- The Aesthetic Expression rubric indicated that students in lower-level classes scored 2.53 and students in upper-level classes scored 2.66 on a scale of 1-4.

**Significant Changes (to be added to the Assessment 2.0 grid):**

- Used the Effective Communication rubric widely across composition and Writing Intensive courses (2016-2017)
- Changed the organizational structure of the Writing Center to better assist students (2016-2017)

**Recommendations:**

- We need to set targets for the rubrics. One suggestion was to set targets of 2.0 for students in lower-level classes and 3.0 for students in upper-level classes.
- Consider reporting the percentage of students who achieve a target rather than the mean scores.

**INQUIRY AND PROBLEM SOLVING**

**Findings:**

- On the Computer Literacy and Competency rubric, students scored 3.16 on a scale of 1-4.
- On the Science and Nature rubric, students in lower-level classes scored 3.28 and students in upper-level classes scored 2.36 on a scale of 1-5.

**Significant Changes (to be added to the Assessment 2.0 grid):**

- Developed and implemented rubrics for Science and Nature and Computer Literacy and Competency (2016-2017)

**Recommendations:**

- Double-check to ensure that all of the completed Science and Nature rubrics were included in the analysis.
- Start using the Quantitative Literacy rubric in general education mathematics classes.
- Consider reporting the percentage of students who achieve a target rather than the mean score.
- Consider setting the benchmark to be 70% of students achieve a 3.0 or higher.
- Consider not separating lower-level and upper-level students.

## **LIFELONG LEARNING**

### **Findings:**

- On the Graduation Exit Survey, students reported that they learned to analyze topics in depth (4.34 on a scale of 1-5).
- On the Graduation Exit Survey, students reported that they learned to independently initiative opportunities (4.33 on a scale of 1-5).
- On the Graduation Exit Survey, students reported that they learned to apply prior learning (4.30 on a scale of 1-5).
- On the Graduation Exit Survey, students reported that they learned to review past perspectives against new knowledge (4.37 on a scale of 1-5).
- On the Graduation Exit Survey, students reported that they learned to critically analyze sources of information (4.37 on a scale of 1-5).
- On the Graduation Exit Survey, students reported that they learned to work effectively on their own or with others (4.39 on a scale of 1-5).
- In 2015-2016, 95% of students reported being employed or enrolled in graduate school one year after graduation from McKendree.

### **Significant Changes (to be added to the Assessment 2.0 grid):**

- Lifelong Learning subcommittee operationally defined Lifelong Learning (2016-2017)
- Lifelong Learning subcommittee added questions to the Fall Student Survey (2016-2017)
- Created a standard syllabus template for internships (2016-2017)

### **Recommendations:**

- We need to set targets for the Graduation Exit Survey items listed above.

## **GENERAL ASSESSMENT QUESTIONS AND DISCUSSION**

- We need to set benchmarks for the remaining outcomes.
- Discussion about reporting means versus percentages.
- Discussion about separating lower- and upper-level course means.
- Are some benchmarks too high (e.g., Responsible Citizenship)?
- Determine if items on the Graduation Exit Survey are asked in a confusing way, e.g., value diversity based on co-curricular experiences?

## **GENERAL RECOMMENDATIONS**

- Set benchmarks of 70% for areas without benchmarks (or means of 2 for lower-level, 3 for upper-level).
- Ensure that part-time faculty learn about general education rubrics shortly after being hired (perhaps add to MVP orientation).
- Add a comment box on the general education rubrics.
- Create a Graduate Student Survey (similar to the Fall Student Survey for undergraduates).
- Create a “how to” worksheet for the Faculty Activities Report.
- Add assessment as a regular topic on division meeting agendas if not there already.
- From the faculty Teaching Inventory, report what percentage of classes incorporate active learning strategies, research experiences, or community-based experiences, not just the mean amount of time devoted to each.
- Add the actual mission statement to the REAL outcomes graphic (where it says McKendree University Mission).

Following the analysis of student learning outcomes assessment data, Dr. Guy Boysen gave a presentation on best practices in assessment. During lunch, Dr. Roxanne Beard, director of the MBA program, presented information about how she assesses student learning in the MBA program.

In the afternoon, participants worked on their (major-specific) biennial Assessment Reports.

# Fall Student Survey

## Fall Student Survey 2016

### Survey History

This marked the 10<sup>th</sup> year for the annual FSS. It began in 2007 with a focus on evaluating Residence Life staff and communities, and has since evolved to include many other areas of the student experience, including student involvement, Academic Advising, Dining Services, Public Safety, Information Technology, and overall impressions.

### Method & Response Rate

The electronic survey was emailed to students and was open from 10/31 to 11/21. Incentive prizes were offered and awarded. The sample size was 1573 (Lebanon undergraduates only) and 495 responses were received for a response rate of 31.5%.

*\*This year's survey was inadvertently made available to non-Lebanon undergraduates for a brief period via Blackboard. During that time 86 responses were received from that population. Those over those areas may want to consider a tailored survey sent to online/external/graduate students in the future as valuable information can be obtained on those students' experiences.*

### Basic Demographics

#### Ethnicity

White	80.8%
Hispanic /Latino	5.3%
Black /African American	14.6%
Native American /American Indian	1.0%
Asian / Pacific Islander	2.0%
Prefer not to select	2.6%

#### Year in School

Freshman	37.8%
Sophomore	17.6%
Junior	25.5%
Senior	16.6%
5 <sup>th</sup> Yr Senior	1.8%

#### Gender Identity

Male	31.3%
Female	67.8%
Other	0.8%

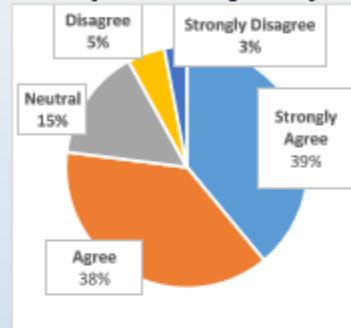
#### Live On Campus?

Yes	78.6%
No	21.4%

### Results Highlights

#### RESIDENCE LIFE

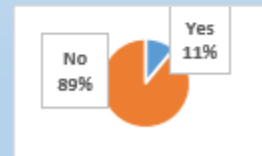
I am comfortable talking with my RA:



Where could your RA improve?:



Have you had to meet with your RD to discuss a policy violation this semester?



If yes, was the meeting educational?





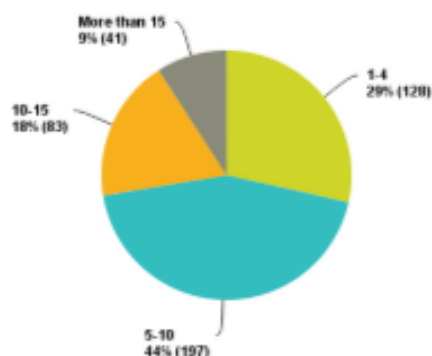
## ACADEMICS & ADVISING

During the current school year, about how many times have you and an academic advisor (or UNI 101 instructor) discussed your academic interests, course selections, or academic performance?

Answer Options	Response Percent	Response Count
0	7.2%	32
1	29.3%	131
2	27.7%	124
3	15.9%	71
4	7.4%	33
5	2.9%	13
6 or more	9.6%	43

Q46 How many hours per week do you study?

Answered: 448 Skipped: 46



During the current school year, to what extent have your academic advisors (or UNI 101 instructor) done the following?

Answer Options	Not at All	Some	Quite a Bit	Very Much	Not Applicable
Been available when needed	7	41	82	290	23
Listened closely to your concerns and questions	15	35	65	306	23
Informed you of important deadlines	15	43	74	287	23
Helped you understand academic rules and policies	24	45	82	263	29
Informed you of academic support options (Tutoring, Writing Center, etc)	38	49	77	241	38
Provided useful information about courses	14	51	90	270	18
Helped you when you had academic difficulties	29	47	66	244	57
Helped you get information on special opportunities (study broad, internships)	47	57	78	202	57
Discussed your career interests and post-graduation plans	42	75	78	215	33

## STUDENT AFFAIRS & OTHER AREAS

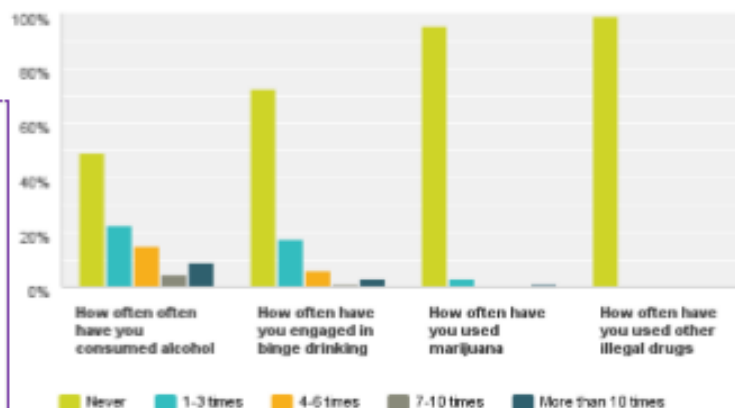
Top 5 Most Utilized Student Affairs Offices:

- STUDENT SUCCESS & ADVISING CENTER
- CAMPUS ACTIVITIES
- HEALTH SERVICES
- RESIDENCE LIFE
- CAREER SERVICES



Q41 In the last three months...

Answered: 454 Skipped: 41



# 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 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 556 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 the knowledge of 440 graduate destinations, with a knowledge rate of 79 percent.

95% of the graduating class was working, in graduate school, or not seeking employment within 6 months of graduation.

14% of the graduating class immediately continued their education.

During the 2016-17 academic year (including the summer prior to the academic year), 133 interns registered for a total of 608 credit hours.

### Master's and Doctoral Degree

Surveys were distributed to 228 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 the knowledge of 189 graduate destinations, with a knowledge rate of 83 percent.

99% of the graduating class was working, continuing their education, or not seeking employment within 6 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 and Jill Smucker

# Program/Major Level Assessment Template

**Major:**

Description

Mission Statement

Major Student Learning Outcomes (3-5)

- 1
- 2
- 3
- 4
- 5

**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					


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

**CAPSTONE:**

**RESEARCH:**

**SERVICE:**

**Methods of assessment**

**Results from assessment**

**Use of Data (Previous year or this year)**

**Contact(s)**

# College of Arts and Sciences

## Division of Computing

### Computational Science

#### Description

The Computational Science major emphasizes the use of computers and mathematics in the development of solutions to complex problems. Students majoring in Computational Science take a variety of mathematics and computer science courses that provide the needed theoretical foundation. Additionally, students take courses in a field of specialization, which provides an application area. Students may specialize in Economics and Finance, Biology, Chemistry, Mathematics, or Physics. Students in consultation with a faculty member may also develop a field of specialization that meets individual interests. Computational Science majors are prepared for variety of careers in industry, research labs and engineering facilities.

In addition to mathematics and computing courses, students majoring in Computational Science take course in an area of application. This provides students an area to apply their analytic and problem solving skills, and the opportunity to pursue individual interests. All of the computing courses in the program are also a part of one of the other majors in the Division of Computing. Thus, this program works in conjunction with the other majors to fulfill the mission of the division.

#### Mission Statement

The mission of the Computational Science program is to prepare students to develop solutions to complex problems using scientific rigor, computers, computational methods, and mathematics. This preparation includes the ability to effectively communicate, utilize contextual knowledge, and apply techniques and methodologies in problem solving for the development of such solutions. Upon graduation, students are prepared to apply their knowledge to an area of application and to pursue advanced studies.

#### Major Student Learning Outcomes (3-5)

1. Problem Solving: Graduates should be able to demonstrate analytic and critical

reasoning ability through algorithmic development and software implementation.

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 a knowledge of computing systems including hardware and software aspects. Additionally, graduates should be able to utilize this knowledge to implement solutions to computational problems.

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 366	x		x		
CSI 450		x	x		
CSI 497/498	x	x	x		
CSI Electives (3 hours)	x		x		
MTH 210	x				
MTH 211	x				
PWR 360		x			
Field of Specialization	x		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:**

Research ideas and techniques in Computational Science are introduced early, allowing knowledge discovery to be integrated into the mindset of students. This culminates in the CSI 497/498 courses where students research a topic of their choosing. The results of this varies based on student interest and area of specialization. This could be a research paper on a specific topic, an applied project that is implemented with a software artifact, or a combination in which a student studies a new topic and demonstrates results by implementing software. With this capstone project students are required to demonstrate a synthesized knowledge of at least three upper level courses.



## **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; 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. A senior capstone project is completed in 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. 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. 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% 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 498 – Presentations and report on a semester long project

### **Evaluation Criteria**

1. Specific courses PWR 360 and 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 360 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)**

Christopher Dulaney, Sameer Dutta, Mostafa Mostafa, Kian Pokorny

# 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**

<b>Division of Computing/Computer Information System</b>				
<b>STUDENT LEARNING OUTCOMES Course Map</b>				
<b>Courses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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; 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. A senior capstone project is completed in 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. 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. 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% 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 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 85% or more of our graduates to obtain a grade of B or above on the senior level project.
2. 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)**

Christopher Dulaney, Sameer Dutta, Mostafa Mostafa, Kian Pokorny

# Computer Science

## Description

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.

## Mission Statement

The Computer Science program's mission is to provide a high quality education to outstanding students by preparing them with a strong theoretical and practical foundation in computing. The program thoroughly covers all aspects of algorithms and computing systems. Students are prepared for a variety of careers and to continue advanced studies in computing.

## Major Student Learning Outcomes (3-5)

1. Problem Solving: Graduates are 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 are 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 are 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

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
	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:**

Research ideas and techniques in Computational Science are introduced early, allowing knowledge discovery to be integrated into the mindset of students. This culminates in the CSI 497/498 courses where students research a topic of their choosing. The results of this varies based on student interest and area of specialization. This could be a research paper on a specific topic, an applied project that is implemented with a software artifact, or a combination in which a student studies a new topic and demonstrates results by implementing software. With this capstone project students are required to demonstrate a synthesized knowledge of at least three upper level courses.

## **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. A senior capstone project is completed in 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. 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. 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% 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)**

Christopher Dulaney, Sameer Dutta, 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 technology immersed society.

## Curriculum Map

<b>Division of Computing/Information Technology STUDENT LEARNING OUTCOMES Course Map</b>				
<b>Courses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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; 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. A senior capstone project is completed in 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.

4. In Addition to the 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. 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. 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% 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**

3. Student Projects
4. Student Success after graduation

### **Evaluation Criteria**

3. 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.
4. 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**

3. 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.
4. 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.
5. 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 490 – Presentations and report on a semester long project

### **Evaluation Criteria**

2. Specific courses/Exam 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**

3. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project.
4. 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)**

Christopher Dulaney, Sameer Dutta, 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 with the goal of deepening their understanding of a diverse world. Students will also know how to write effectively in a variety of rhetorical contexts, developing research and analytical abilities.

### 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. Students will develop excellent writing and oral skills, able to enter a scholarly conversation and argue a particular point of view through careful analysis based on thoughtful research. Students will understand how literature can explain human diversity through its exploration of multiple ethnicities, cultures and societies.

### Major Student Learning Outcomes (3-5)

An English Major will be able to:

1. Read and interpret a diverse range of literature from a variety of theoretical and historical perspectives.
2. Write analytically in response to literature, incorporating secondary sources.
3. Understand how language works in a variety of historical, cultural and rhetorical situations.
4. Understand literary genres, as well as within a historical period, and cultural context.
5. Understand their own cultural heritage as well as the cultural heritage of others.

### Curriculum Map

#### Department/Program Student Learning Outcomes

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
Program Courses	1	2	3	4	5
ENG 290: Introduction to Literary Theory	X	X	X	X	X



ENG 390: Major Authors	X	X	X	X	X
ENG 490: Senior Capstone	X	X	X	X	X
ENG 303: American Literature to 1900 and 304: American Literature from 1900- present	x	x	X	X	X
ENG 311: Anglo-Saxon and Medieval Literature or 312: English Renaissance Literature;	X	X	X	X	X
317: Romantic English Literature, 318: Victorian English Literature, or 319: 20th Century English Literature	X	X	X	X	X
ENG 300: Nature of Language or ENG 307: English Grammar			X		
Multicultural Requirement (African-American, Ethnic or Postcolonial)	X	X	X	X	x

Methods of Assessment:

All English courses in the Curriculum Map will be assessed using the following rubric (other than ENG 300 or ENG 307). We will use the Written Communication Rubric with the following discipline-specific criteria:

Skill	Level of Performance			
	Advanced	High Intermediate	Low Intermediate	Beginning
	4	3	2	1
Literary Analysis	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.
<b>Writing Process</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	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.
<b>MLA</b>	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
<b>Awareness of diverse perspectives</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Demonstrates sophisticated and nuanced understanding of cultural differences	Has thorough understanding of diverse perspectives	Attempts understanding of cultural differences	Fails to understand cultural differences
<b>Language Awareness</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Demonstrates sophisticated understanding of history, structure and meaning of language.	Demonstrates high level of understanding of history, structure and meaning of language	Some understanding of history, structure and meaning of language	Attempts to understand history, structure and meaning of language

CAPSTONE: ENG 490

RESEARCH: ENG 290, 390 and 490 are sequential courses designed to allow students to develop analytical and research skills within the discipline. The Writing Process Rubric above will be used to assess all three of these courses. All three of these courses focus on a Capstone and Research Experience rather than a Service Component given the particular skills that an English major will need to demonstrate.

ENG 290: Introduces students to the principal approaches to literature. Primary emphasis will be given to the application of current critical approaches to selected works as well as research methods within the discipline. Several papers will be completed using different critical approaches to analyze a text.

ENG 390: Intensive study of one major author, allowing students to apply the critical approaches learned in ENG 290 to a text, culminating in a longer research paper of at least 10-15 pages.

ENG 490: Research approaches, resources, and methods in literature and criticism are taught in connection with a selected topic, building on the critical analysis and research skills developed in ENG 290 and 390. The course culminates in a long research paper of at least 15-20 pages. Students are encouraged to present this research at Academic Excellence Day and at a professional conference.

#### SERVICE:

The major does not implement any significant service components into the curriculum, although there are some courses which include specific service-related assignments, particularly in ENG 111 and 112. Opportunities exist for service in the form tutoring in the Writing Center.

**ONGOING ASSESSMENT** We have completed most of the action items laid out in 2015 in the new Curriculum Map. We revised our description of the major, mission statement and major learning outcomes to align with the institutional mission. We have more clearly described how the three sequential courses required of all majors meets all major learning outcomes, and developed a more detailed rubric to assess these outcomes.

We are currently using the Written Communication Rubric in ENG 111 and 112 and will continue to do so in all classes requiring written essays. We need to streamline and unify how this assessment is being collected in 111 and 112 to give the data collected more validity. Both full and part-time faculty should be asked to use the General Writing Rubric at the beginning of the 111 course and at the end of the 112 course. Ideally we will use a common assignment.

All English Literature Courses in the Curriculum map will be asked to use the Written Communication Rubric assessment at the end of this semester, along with the discipline specific assessment rubrics so that we will have data to report and we can ascertain how effectively we are reaching our learning outcomes.

The department is also revising the overall curriculum to more effectively meet our learning outcomes.

We have deleted ENG 212: Advanced Composition because we believe we can effectively fulfill our learning outcomes with other courses. We are deleting ENG 300, The Nature of Language, and combining it with ENG 307: Grammar and/or ENG 360: Writing Pedagogy; this will be required of all majors, regardless of the track they have chosen. We are changing the Literature/Writing track to include courses in other majors to better prepare students who decide not to go to graduate school or to enter the teaching profession. Other changes to the curriculum are being considered and will be completed during a summer retreat with the English literature faculty that will include our new hire in British literature.

We are currently waiting for compiled data from the rubrics to decide where we are meeting our learning outcomes and where we still need to revise the mandatory courses. We also recognize that we need to do a better job using the rubrics in every single course in our Curriculum map and to assess whether students are developing higher level skills, particularly between ENG 290 and ENG 490.

Contacts: Brenda Boudreau or Nichole DeWall

## Organizational Communication

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 professional presentations, context appropriate messages, critical analysis, and accomplishing strategic goals.

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

### Major Student Learning Outcomes (3-5)

- 1 - students will be able to create and present polished presentations
- 2 - students will understand and be able to craft effective messages in context (interpersonal, small group, business, public, and online)
- 3 -students will be able to critically analyze communication messages
- 4 -students will set and accomplish strategic goals

Curriculum Map:

### DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES

(I) = Introduced      ( D) = Developed      (M) = Mastered

REQUIRED COURSES	Professional Presentations	Messages In Context	Critical Analysis	Set & Accomplish Strategic Goals
SPC 100 Fundamentals of Speech Communication	Informative Speech (I)	Informative Speech (I)		
SPC 252 Interpersonal Communication			Research Paper (D)	
SPC 310 Business & Professional Development	Speeches (D)	Speeches (D)	Briefing ((D)	
SPC 351			Ethnography(D)	

Organizational Communication				
SPC 490 Seminar in Speech Communication	Training Session (M)	Targeted Public Speech (M)	Critical Analysis Assignment (M)	Targeted Public Speech (M)

- Changes to our outcomes were made to reflect the national criteria developed by the National Communication Association

**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

**SERVICE:** SPC 200 – **elective, not required**

**Methods** of assessment: see items on curriculum map

**Results from assessment:** students are doing well with professional development, creating messages that fit the context, but they could improve in critical thinking and strategic planning.

**Use of Data:** We recognize we need to improve the opportunities for them to be developing their critical thinking and strategic planning. We will be incorporating a research methods course to help address those issues.

In addition, NCA added the outcome “Apply Ethical Communication” which we had not previously included as a separate category. We teach ethical concepts in several of our classes and have two in- field ethics classes (SPC 372 and MGT 424), but we do not currently address that outcome in a required course. That gap is one we will be addressing in the coming year.

Prepared by 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 societies and their professions. 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 extracurricular 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"<sup>6</sup>

## 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. 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 foster respect for the history of philosophy, we aim to stimulate lifelong reflection on those questions fundamental to an understanding of the human condition and its possibilities.

### A. PHILOSOPHY MAJOR STUDENT LEARNING OUTCOMES

The 2015-2016 PHI Action Plan included a review and revision of program learning outcomes. The following SLO's were approved by the College of Arts and Sciences and are included in the 2017-2018 university course catalog:

1. Develop the interpretive, critical, and argumentative skills necessary for academic excellence, career success, and civil engagement;

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<sup>6</sup> [Http://www.apaonline/?page=mission](http://www.apaonline/?page=mission)

2. Know the major figures, issues, and debates in the history of Western philosophy, both ancient and modern;
3. Explain, analyze, and evaluate the ethical and social issues that inform our personal and social lives; and,
4. Create a perspective from which students can synthesize all their studies and develop a sense of how philosophy bears on other disciplines.

**B. CURRICULUM MAP**

As a result of the above revisions to the student learning outcomes, which were produced as a result of the 2015-2016 PHI Action Plan, the program curriculum map has been revised as well.

- “I” = Introduced
- “E” = Emphasized
- “R” = Reinforced

	<b>DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES</b>			
<b>PROGRAM COURSES</b>	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>
PHI 201: Introduction to Philosophy	<b>I</b>	<b>I</b>		<b>I</b>
Philosophy 204: Logic	<b>E</b>			
Philosophy 206: Introduction to Ethics	<b>I</b>	<b>I</b>		
PHI 325: Philosophy of Religion	<b>R</b>	<b>R</b>		<b>R</b>
PHI 331: Social and Political Philosophy	<b>R</b>	<b>R</b>	<b>E</b>	
PHI 332: Ethical Theory	<b>R</b>	<b>R</b>	<b>I</b>	

PHI 333: Metaphysics and Human Nature	<b>R</b>	<b>R</b>		<b>R</b>
PHI 334: Philosophy of Art	<b>R</b>			<b>R</b>
PHI 336: Existentialism	<b>R</b>	<b>R</b>		
PHI 345: Philosophy of Science	<b>R</b>			<b>E</b>
PHI 363/364: History of Philosophy sequence	<b>R</b>	<b>E</b>		
PHI 390: Ethics and Public Policy	<b>R</b>		<b>E</b>	<b>R</b>
PHI 391: Biomedical Ethics	<b>R</b>		<b>E</b>	<b>R</b>

## II. PROGRAM REQUIREMENTS

**CAPSTONE.** The 2017-2018 university course catalog refers to the program capstone experience as follows:

“Students complete a capstone experience, which includes an independent study focusing on the profession of philosophy in addition to capstone activities such as leading discussions in 300-level courses.”

The 2015-2016 PHI Action Plan included a review of the program capstone experience. The 2016-2017 five-year program review also focused, in both the original program report and the report by the external review committee, on improving the capstone experience. As a result, the program will propose in Fall 2017 changing the title of PHI 490, currently “Seminar in Philosophy,” to “Senior Capstone Seminar.” The course description will be revised to indicate that the seminar is limited to PHI majors and represents a culminating experience for the major.



**RESEARCH:** A senior thesis, as part of the aforementioned proposed revision to PHI 490, will be proposed in Fall 2017

**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 includes service-learning components.

### **III. METHODS OF ASSESSMENT**

A major focus of the 2015-2016 PHI Action Plan concerned program-level assessment. During 2016-2017, program assessment has been improved substantially:

1. As noted above, in Fall 2017 the program will propose a new “Senior Capstone Seminar.” PHI SLO #4 will be assessed directly in the seminar via a paper that will require students to demonstrate the relevance of philosophical investigation to other disciplines (e.g., the relevance of philosophy to current debates in the cognitive sciences). A course-specific rubric will be used to assess student’s capacity for integrating their philosophical knowledge with interdisciplinary investigations. The rubric will be embedded in the Black Board course site to facilitate gathering of assessment data.
2. PHI SLO #3 is assessed directly in PHI 206, a course that most students take to fulfill their Ethics general education requirement. Every section of PHI 206 includes a “Personal Values Inventory” assignment that is assessed by an assignment-specific rubric, which is embedded in the Black Board course sites to facilitate gathering of assessment data. The rubric evaluates the capacity for critical self-reflection on the personal values and beliefs that undergird how students understand and respond to the ethical and social issues that inform their lives.
3. PHI SLO #1 is assessed in the following ways:
  - a. Formative assessment in PHI 201 via two assignments that assess critical reasoning abilities. One assignment occurs at the beginning of the semester, while the other occurs at the end of the semester. Each assignment requires students to engage in argument analysis in order to demonstrate their facility with argumentation and reasoning. An assignment-specific rubric is used to assess each assignment. Such rubrics are embedded in the Black Board course sites to facilitate gathering of assessment data. Since PHI 201 commonly is taken by students to fulfill their Philosophy & Religion general education requirement, the assessment will focus on the general student population

- b. An assignment in PHI 204 is used to assess the reasoning and argumentation capabilities of PHI majors and upper-level undergraduates (who usually take the course to prepare for standardized tests such as the LSAT and GRE). The assignment focuses on formal logic and assesses students' skill in applying formal logical techniques to argument analysis. An assignment-specific rubric is embedded in the Black Board course site to facilitate gathering of assessment data.
- c. In upper-level PHI courses, and relative to PHI majors, SLO #1 is assessed by assignments that require students to:
  - write exegetical essays that reconstruct the argumentative structure (argument, sub-arguments, etc.) of a text's core argument;
  - identify and evaluate different forms and styles of argument and reasoning (deductive, inductive, abductive, etc.);
  - know how to identify and critically evaluate the presuppositions underlying their own questions and those of other; and,
  - write essays in which they construct an argument in defense of a thesis by analyzing relevant concepts and facts and applying relevant analytical, logical, and interpretive principles and skills.
4. In all upper-level PHI courses, the university Written Communication rubric is used to assess the writing abilities of majors. Such rubrics are embedded in the Black Board course sites to facilitate gathering of assessment data.
5. PHI SLO #2 is assessed in PHI 363 and 364, the core history of philosophy sequence required of all majors. The final papers for each course call upon students to demonstrate their understanding of central philosophical theories in ancient and medieval traditions (PHI 363) and in traditions from the renaissance to the present (PHI 364). Course-specific rubrics, which are embedded in the Black Board course sites to facilitate gathering of assessment data, are used to assess student knowledge of the major figures, issues, and debates in the history of Western philosophy,
6. The PHI program uses exit-surveys to gather the self-reports of majors on the extent to which the program has achieved its SLO's. In their fifth year after graduating from McKendree, alumni are sent a survey to gather self-reports on how the major has benefitted their post-McKendree graduate and career experiences.

## **RESULTS FROM ASSESSMENT**

1. As noted in the 2015-2016 PHI Action Plan, program-level assessment was a work in progress. The measures noted in the previous section are an attempt to address that deficiency.
2. As noted above, as a result of the 2015-2016 PHI Action Plan and the 2016 five year program review, program student learning outcomes have been revised substantially.
3. To unify the PHI curriculum, instructors have begun using Written Communication and program-specific rubrics in all courses. The program has devised rubrics to assess: argument analysis; conceptual analysis; short-writing assignments; papers, oral presentations and discussion leading; quizzes; and digital humanities projects. All rubrics are embedded in course Black Board sites to facilitate gathering of data .
4. In Fall 2016, the program conducted an alumni survey and received 19 responses. In general, students expressed quite positive remarks about the program and their learning within it and rated their Philosophy classes as more interesting and more rigorous than their other McKendree classes. Two important general results:
  - a. The average score for Item 3 (“in terms of critical thinking and reasoning, my experience in the PHI major prepared me for my current educational/career endeavors”) was 4.7 (on a 1-5 scale).
  - b. The average score for Item 6 (“my experience in the PHI major provided me with skills and knowledge that directly benefit my deliberation regarding ethical and social issues”) was 4.8 (on a 1-5 scale).
5. In 2016 the program received approval to include HUM 221, “Careers in the Humanities,” as a core requirement of the major. This addition was a result of past data gathered, largely from exit- and alumni-surveys that requested more formal methods of addressing how a PHI major can benefit students in careers other than graduate study or law school.

**CONTACT:** Dr. Kevin Zanelotti

# Public Relations Studies (PRS)

**Description:** A minimum of 42 credits is needed to complete the major, with at least 24 credits earned at McKendree University. The major includes a core of eight courses that emphasize the essential learning outcomes associated with the major. Additionally, students may choose a track to focus their understanding in specific contexts including media relations, event planning, international relations, digital media management, and general. Students in this program will be required to present a PR portfolio their graduating year. In addition to course work, the program encourages students to participate in promotions, publicity, community affairs, internal relations, writing, and special events planning.

**Mission Statement:** The public relations studies program at McKendree University provides students the opportunity to gain the understanding, skills, and experience necessary to engage in public relations.

## Major Student Learning Outcomes (3-5)

1. Write logically, clearly, persuasively, and precisely on a professional level.
2. Engage in communication research, with a basic understanding of both qualitative and quantitative strategies.
3. Develop, deliver, and critique effective oral presentations.
4. Demonstrate high levels of interpersonal competence.
5. Apply public relations theory to historic and contemporary public relations cases.
6. Demonstrate sound ethical problem solving and decision making.
7. Assemble a collection of public relations materials appropriate for display in a professional portfolio.

**Table 1 - Curriculum Map**

Required Courses	Objective #1	Objective #2	Objective #3	Objective #4	Objective #5	Objective #6	Objective #7
PRS 200*	I	I	I	D	I	I	I
PRS 210*	D		D	D		D	D
PRS 460*	D	D			D	D	D
JRN 237*	D						D
MKT 205*		D			D		D

SPC 252*				I			D
SPC 351*	D		D	D	D	D	D
SPC 490*	M	M	M	M	M	M	M

Key – I- Introduces the Objective, D-Development, M-Mastery

**Capstone: Seminar in Speech Communication (SPC 490)**

**Research: Communication Research Methods (PRS 460)**

**Service: Public Relations Techniques (W) (PRS 210)**

**Methods of assessment: Portfolio & Exit Interview**

**Portfolio:** In SPC 490, students compile a portfolio that requires students to assemble a website, LinkedIn Profile, or binder that summarizes their work for the entire program. Students are encouraged to include the work they should have completed in the table below (Major Assignments). During the seminar, students will self-assess their strengths and weaknesses (via exit interviews and presentation of their portfolios). The instructor of the course then assesses the portfolios, specifically looking at the learning objectives and assessing whether or not these objectives were achieved.

**Table 2 Major Assignments**

Course	Major Assignments (Course Objectives)
PRS 200	Case Study(1, 2, 5, 7), SWOT analysis (1, 2, 6, &7), Press Releases (1, 7), Campaign Proposal (1, 6, 7), Pitch (3, 4), Campaign Analysis (3, 4, 5)
PRS 210	Biography (1, 4, 7), Recruiting Material Development (1, 6, 7), Pitch (3, 4, 7), Newsletter & Features (1, 7)
PRS 460	Research Study (1, 2, 5, 6, 7)
JRN 237	News articles & Features (1, 7)
MKT 205	Varies (2, 5, 7)
SPC 252	Research Proposal (4, 7)
SPC 351	Case Study (5, 6, 7), Communication Audit (1, 4, 6, 7), Presentation (3, 6, 7)
SPC 490*	Portfolio (1, 2, 3, 4, 5, 6, 7)

**Exit Interview:** Each student is interviewed by the PRS instructor to indirectly assess students' perceptions of learning. The interviews are semi-structured and based on the following questions:

1. What was the most memorable course you have taken and why?
2. Describe your professors. What did we do well, what do we need to work on.
3. If you like to see one thing changed in the curriculum, what is it and why?
4. How did the research influence your experience?
5. What was your favorite assignment in your experience?
6. If you had to pick out a keystone moment in your experience, what would it be?
7. Do you feel as though you have improved in your (ethical) problem solving during your time here?
8. From your experience, what are the most important skills you have acquired and why?
  - a. How has your writing improved, if at all?
  - b. How has your public speaking improved, if at all?
9. What advice would you give to future majors?
10. How do you describe communication and public relations to others?

**Portfolio Assignment: (Newly developed, will be formally implemented in the 2018 Senior Seminar Course) See Appendix A**

### **Results from assessment**

1. Write logically, clearly, persuasively, and precisely on a professional level.  
Based on portfolio data and responses in the interviews, students have significantly improved in their writing. However, students have stated they want more “practical” writing assignments, specifically wanting to write more press releases. Additionally, after reviewing the major assignments, we need to include more social media writing and content development.
2. Engage in communication research, with a basic understanding of both qualitative and quantitative strategies.  
Students performed well in *qualitative* research. All seniors (except for one, who traveled abroad and took the research methods as an independent study) presented their research at Academic Excellence Day. Most of the students have conducted quantitative research via surveys in non-required courses, but did not include these assignments in their portfolios. We have noticed students are not as comfortable in this area. A change is suggested in the

required course assignments to emphasize quantitative research.

3. Develop, deliver, and critique effective oral presentations.

Each student seems to have confidently improved in their presentation style. However, very little visual evidence is provided. We need a more systematic method for recording presentations.

4. Demonstrate high levels of interpersonal competence.

Students' interpersonal competence is assessed through their use of audience analysis in all their presentations. In addition, it is assessed in their research proposals, audits, and other communication assignments. Based on these projects, students seem to excel in this objective. Students understand their audiences and are able to adapt their message accordingly.

5. Apply public relations theory to historic and contemporary public relations cases.

This is the area the program should focus more on. While presentations and writing have improved, few of the assignments demonstrate application of specific PR theories to PR cases. In the PRS 210 assignment, feedback from outside judges (alumni currently working in PR related fields) suggests the students are learning strategy and techniques. However, through our assessment techniques, we see little evidence that specific theories are influencing this learning. (In other words, they may not know WHY they are doing things)

6. Demonstrate sound ethical problem solving and decision making.

Students address problem solving in both internal (SPC 351) and external (PRS 200) publics and seem to understand sound ethical problem solving. Students said in the exit interviews that they would like more internship opportunities to give them more confidence in this area.

7. Assemble a collection of public relations materials appropriate for display in a professional portfolio.

Students assemble these portfolios in Senior Seminar (SPC 490). More emphasis should be placed on this assignment should be placed in each class. A reminder of the final assignment, encouragement to keep record of the major assignments, and encouragement to begin portfolio development in earlier courses should be emphasized. In the future, the formal assignment will be assessed using the rubric found in Appendix A.

### **Use of Data (Previous year or this year)**

Based on the overall assessment, we suggest the following:

1. More practical and social media writing included in required course work.
2. Emphasis in quantitative research included in required course work.
3. More emphasis placed on recording presentations for portfolios.

4. Include more PR Theory application in major assignments.
5. Encourage more internships.
6. Emphasize the portfolio assignment in earlier coursework.

**Contact:** Dr. Rich Murphy (remurphy@mckendree.edu)

## **Appendix A – Portfolio Assignment**

### **Public Relations Portfolio**

As a public relations major, you will develop a PR portfolio in order to demonstrate your mastery of the skills necessary to engage in the art and practice of Public Relations. The portfolio should be well developed, appear attractive, and successfully present the best of your work here at McKendree University.

### **PRS Program Goals**

The materials included in the portfolio should demonstrate mastery in the following goals.

8. Write logically, clearly, persuasively, and precisely on a professional level.
9. Engage in communication research, with a basic understanding of both qualitative and quantitative strategies.
10. Develop, deliver, and critique effective oral presentations.
11. Demonstrate high levels of interpersonal competence.
12. Apply public relations theory to historic and contemporary public relations cases.
13. Demonstrate sound ethical problem solving and decision making.

All of the materials should be re-written, to account for the feedback given to you by your instructor. Remember, the purpose of this portfolio is to demonstrate mastery of the PR skills you have developed during your time here at McKendree. At a minimum, the portfolio should include the following materials:

<b>Course</b>	<b>Major Assignments (Course Objectives)</b>
PRS 200	Case Study(1, 2, 5), SWOT analysis (1, 2, 6, &7), Press Releases (1), Campaign Proposal (1, 6), Pitch (3, 4), Campaign Analysis (3, 4, 5)
PRS 210	Biography (1, 4), Recruiting Material Development (1, 6), Pitch (3, 4), Newsletter & Features (1)
PRS 460	Research Study (1, 2, 5, 6)



JRN 237	News articles & Features (1)
SPC 252	Research Proposal, Literature Review, or Advice Column(4, 5)
SPC 351	Case Study (5, 6), Communication Audit (1, 4, 6), Presentation (3, 6 )

In addition to the course content you should include the following materials:

- Resume
- Personal Vision Statement
- Table of Contents

You are also encouraged to include content from your electives and general education courses. Remember, this is a portfolio you would show potential employers, so include everything you believe demonstrates your abilities as a PR professional.

### Delivery

You have several options for delivering your portfolio. You can develop your portfolio the traditional style, using a binder, dividers, and prints of your course work. Another option is to develop a digital portfolio. If you choose this option, you can develop a website or a blog that features your work. While the purpose of this assignment is to feature your skills as a PR practitioner, you also want your portfolio to be easy to navigate, visually appealing, and professionally organized.

\*If you transferred one of your classes to substitute for a required class at McKendree, please work with your advisor to include an appropriate alternative assignment

### Rubric

	<b>Not Present</b>	<b>Introductory Level</b>	<b>Still Needs Development</b>	<b>Demonstrates Mastery</b>
<b>Materials Included</b>	Not all materials included.	Required materials Included.	In addition, required materials were re-written to reflect instructor feedback.	In addition, materials from electives and general education courses included.
<b>Writing</b>	Not all materials included.	Writing includes too many errors and mistakes.	Writing only includes a few mistakes.	Content is developed in a logical, clear,

				persuasive, and precise manner.
<b>Research</b>	Not included	A research proposal or paper is presented.	A pilot study is presented, but seems incomplete or includes methodological problems.	A pilot study that is well developed and reflects good methodological practice.
<b>Presentations</b>	Not Included	A presentation is included, but with several mistakes.	A well-developed presentation is included, with only a few problems.	A presentation is included and reflects best practices.
<b>Interpersonal Competence</b>	Not Included	Materials included demonstrate some level of audience analysis and interpersonal competence.	Messages and content is adjusted to reflect strong audience analysis and interpersonal competence.	Messages and content uniquely reflect the audience and demonstrate a high understanding of interpersonal competence.
<b>Theory &amp; Cases</b>	Not Included	Materials include a case study and at least one communication or PR theory.	Case Studies and theories are present throughout the portfolio.	Case Studies and theories are expertly woven into most assignment to demonstrate mastery of PR Theory and concepts.
<b>Ethical Problem Solving</b>	Not Included	Materials include at least one assignment where a problem is discussed and a solution is offered.	Evidence of ethical problem solving and decision making is evident throughout the portfolio.	Evidence of superior, research-supported, and audience centered ethical problem solving and decision making is evident throughout the portfolio.

<b>Appearance</b>		Materials are present	Materials are well organized and presented in a professional manner.	Materials are organized and presented in a consistent, professional, and visually appealing manner.
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## Professional Writing and Rhetoric (PWR)

### Mission

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

### Description of Major

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.

### Student Learning Outcomes

*Students will:*

- Develop strategies to evaluate and compose effective professional writing.
- Examine theories, genres, methods, and applications for effective workplace communication.
- Design documents for print and digital environments using principles of visual rhetoric.
- Use contemporary and emergent technologies relevant to professional writing environments.
- Practice writing for civic purposes.

**Degree Preparation** This degree prepares students to enter professional fields that require effective written communication in print or digital environments. Students may pursue employment in corporate, governmental, or nonprofit arenas as writers, editors, media managers, web content developers, fundraisers, or corporate communicators. They may be hired by software companies, healthcare organizations, law firms, publishing companies, nonprofit organizations, advertising or public relations firms, manufacturers, trade groups, media outlets, or other employers seeking to hire effective communicators. Students pursuing graduate education may consider programs in professional or technical writing, nonprofit administration, rhetoric and composition, law, business, media, or other related fields following completion of this degree.

A. 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
<b>1. Course/Course Outcomes (CO)</b>					
<b>PWR 210 Intro to Prof. Writing</b>					<b>X</b>
PWR210-CO-01		<b>X</b>			
PWR210-CO-02	<b>X</b>		<b>X</b>	<b>X</b>	
PWR210-CO-03			<b>X</b>	<b>X</b>	
PWR210-CO-04	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
PWR240-CO-01	<b>X</b>		<b>X</b>		
PWR240-CO-02		<b>X</b>	<b>X</b>	<b>X</b>	
PWR240-CO-03	<b>X</b>	<b>X</b>	<b>X</b>		
PWR240-CO-04	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>PWR 350 New Media/Emerging Tech in PW</b>					<b>X</b>
PWR350-CO-01	<b>X</b>		<b>X</b>	<b>X</b>	
PWR350-CO-02		<b>X</b>		<b>X</b>	
PWR350-CO-03	<b>X</b>		<b>X</b>	<b>X</b>	
PWR350-CO-04	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
					<b>X</b>
PWR360-CO-01	<b>X</b>		<b>X</b>		
PWR360-CO-02		<b>X</b>			
PWR360-CO-03	<b>X</b>	<b>X</b>		<b>X</b>	
PWR360-CO-04	<b>X</b>		<b>X</b>	<b>X</b>	
<b>PWR 450 Civic Engagement through PW</b>					<b>X</b>
PWR450-CO-01	<b>X</b>	<b>X</b>			
PWR450-CO-02		<b>X</b>	<b>X</b>	<b>X</b>	
PWR450-CO-03	<b>X</b>	<b>X</b>			<b>X</b>
PWR450-CO-04	<b>X</b>	<b>X</b>			<b>X</b>
<b>PWR 490 Research/Practice in PW</b>					<b>X</b>
PWR490-CO-01		<b>X</b>			
PWR490-CO-02	<b>X</b>			<b>X</b>	
PWR490-CO-03	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
PWR490-CO-04	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

**Assessment:****Executive Summary:**

As this program just began offering courses in Fall 2014, our initial assessment practices had largely been reflective as we worked to create and revise course materials. More formal assessments of student work were undertaken in 2015-2016 and 2016-2017.

Whereas the past two years have been focused on piloting rubrics and collecting data, the next two years will be dedicated to creating a program assessment website, perfecting rubrics, analyzing trends in assessment data, and collecting exemplary student sample projects. We will also focus on tightening up curricular structures – specifically service iterations. Our goal is to incorporate a scaffolded on- and off-campus service project component to each of our courses. Service projects have been piloted in each course, and we are now prepared to fully incorporate this important curricular structure.

## 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 is to guide students in understanding the meaning and significance of religion in personal and social life. Understanding the meaning and significance of religion includes appreciating the diversity of religious expressions in the United States and globally, and in their historical and contemporary forms.

**Major Student Learning Outcomes**

1. Students will understand and appreciate diverse belief systems in the United States and globally, and in their historical and contemporary forms.
2. Students will understand the way in which historical, cultural, social, psychological, economic, and political factors play a role in forming different belief systems.

3. Students will understand and implement the methods used by contemporary scholarship to understand religious texts and religious history.

4. Students will display competency in reading, writing, and critical thinking skills.

**Curriculum Map**

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
	#1	#2	#3	#4	
<b>PROGRAM COURSES</b>	X	X	X	X	
REL 210 Living Religions of the East					
REL 211 Living Religions of the West	X	X	X	X	
REL 230 Introduction to Christianity	X	X	X	X	
REL 215/315 Religion in the United States	X	X	X	X	
REL 340 Old Testament	X	X	XX	XX	
REL 345 New Testament	X	X	XX	XX	
REL 330 History of Christian Thought	XX	XX	X	XX	
REL 332 Contemporary Christian Thought	XX	XX	X	XX	
Four Electives in Religious Studies (at least two upper-level)				X	

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

**CAPSTONE:** Students will complete at least one upper-level seminar style course where they read leading literature in the area, present the material to the class, lead class discussions, complete take-home exams, and write a research paper over some aspect of the material.

REL 330 History of Christian Thought or REL 332 Contemporary Christian Thought





Demonstrates a profound and complex use of the methods of contemporary scholarship in analyzing the biblical text.	Demonstrates an accurate and adequate use of the methods of contemporary scholarship in analyzing the biblical text.	Demonstrates an acceptable use of the methods of contemporary scholarship in analyzing the biblical text with some errors and some limited insights.	Demonstrates minimal use of the methods of contemporary scholarship in analyzing the biblical text with significant errors and highly limited insights.
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--All research papers in the portfolio are graded and assessed by the following written communication rubric.

## Written Communication Rubric

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
<b>Purpose</b>	4	3	2	1
	Demonstrates skillful mastery of the assigned purpose of the writing task.	Demonstrates thorough understanding of the assigned purpose of the writing task.	Demonstrates basic awareness of the assigned purpose of the writing task.	Demonstrates minimal or no attention to the assigned purpose of the writing task.
<b>Content and/or Use of Evidence</b>	4	3	2	1
	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject. Demonstrates skillful use of high-quality, credible, relevant evidence to develop ideas that are appropriate for the discipline and genre of the writing.	Uses appropriate, relevant, and compelling content to explore or support ideas. Demonstrates consistent use of credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the writing.	Uses appropriate and relevant content to develop and explore ideas through most of the work. Demonstrates an attempt to use credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the writing.	Content is only minimally appropriate for the assignment. Demonstrates limited success in using credible, relevant evidence. Evidence may be inappropriate for the discipline or assignment.
<b>Organization</b>	4	3	2	1
	Organizational pattern is clear and consistently observable. Paragraphs are arranged logically	Organizational pattern is generally clear and consistently observable with few exceptions.	Organizational pattern is intermittently observable. Transitions may be weak or missing.	Organizational pattern is not observable. The assignment is not well organized or cohesive.

	and connected with strong transitions.			
<b>Syntax and Mechanics</b>	4	3	2	1
	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency. The tone is fully appropriate for the task, and the writing is virtually error free.	Uses straightforward language that conveys meaning to readers. The tone is generally appropriate for the writing task, and the writing has few errors.	Uses language that generally conveys meaning to readers. The tone is not entirely appropriate for the writing task, and the writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage. Overall, the tone is not appropriate for the writing task.
<b>Discipline-specific conventions:</b>	Advanced	High Intermediate	Low Intermediate	Beginning
	Demonstrates an extremely high level of critical thinking and mastery of complex theological positions and periods.	Demonstrates a high level of critical thinking and strong command of complex theological positions and periods.	Demonstrates some level of critical thinking and a reasonable command of complex theological positions and periods.	Demonstrates the potential for critical thinking and an introductory level command of complex theological positions and periods.

--Along with making a portfolio, the Professor of Religious Studies works with students to help them develop and display individual excellence. This includes encouraging students to present papers at professional conferences, working with students individually to turn research papers into effective conference presentations, and taking students to conferences for presentations. It also includes encouragement of submission of excellent papers for publication in McKendree's Undergraduate Journal, *Scholars*, and presentation of excellent papers at McKendree's Academic Excellence Day. Finally, it includes induction of excellent students into McKendree's chapter of Theta Alpha Kappa, the Honors Society in Religious Studies.

**Results from assessment:**

The Professor of Religious Studies was on sabbatical in the Spring Semester of 2017. Full implementation of student portfolios will begin in the Fall Semester of 2017.

**Use of Data (Previous year or this year):**

The Professor of Religious Studies is responsible for improving the major. Meetings with students about their portfolios will begin in Fall, 2017.

**Contact(s):** Duane Olson

# Speech Communication

**Description:** Students explore a wide range of communication practices and theories to build presentation skills and rhetorical competence.

**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 develop appropriate communicative messages
- 3 students will be able to analyze messages
- 4 students will be able to employ theories in understanding and improving their communication
- 5 students will be able to engage in meaningful inquiry

## Curriculum Map

### DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES

Introduces the objective (I)	Development (D)		Mastery (M)		
Required Courses	Effective Presentations	Appropriate Messages	Analyze Messages	Employ Theories	Engage in Inquiry
SPC 220 Public Speaking	Informative & Persuasive Speeches (I)	Speeches (I)	Speeches (I)		
SPC 200 Small Group				Group Dynamics (I)	
SPC 252 Interpersonal Communication			Theory Paper (I)	Theory Paper (I)	Micro-studies (I)
SPC 391 Persuasion	Speeches (D)	Speeches (D)	Ad Analysis (D)	Ad Analysis (D)	
SPC 490 Seminar in Speech Communication	Briefings (M)	Speech (M)	Speech (M)	Analysis (M)	Teaching Unit (M)

**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.** We changed our outcomes to align with the outcomes developed by the National Communication Association. Our students are doing well with presentations, but not as well with inquiry and research. We will be adding those as well as ethics elements to address those issues.

Use of Data (Previous year or this year) We will be requiring our students to take a course in research methods to improve their critical thinking and inquiry skills.

While ethical communication is not on our outcomes list, it is prominent on the list from NCA. We will be redeveloping the Freedom of Speech Course to address that gap.

# Division of Science and Mathematics

## Biology

### Program Description

This was an item we indicated we would address in our 2015-2016 Action Plan. The rewritten program description is below.

Biology is the scientific study of living organisms at all levels of organization. Through observation and the use of the scientific method, scientists test hypotheses and develop theories that explain natural phenomena.

### Student Learning Outcomes

We determined that our mission statement was actually equivalent to our student learning outcomes. The revised student learning outcomes are as follows:

- Students will practice biological inquiry using the scientific method.
  - At least 90% of graduates will have an average overall score at the proficient level on our Inquiry rubric.
- Through this process, they will demonstrate proficiency in scientific language and basic laboratory skills, including the use of modern technology.
  - At least 90% of graduates will have an average overall score at the proficient level on our Practice rubric.
- Students will communicate their findings to a broad audience, including individuals with scientific and non-scientific backgrounds.
  - At least 90% of graduates will have an average overall score at the proficient level on the University's Oral and Written Communication rubric.
- Finally, students will develop an action plan tailored for their career goals.
  - All graduates will complete an action plan.
  - Students that complete standardized professional exams will have average scores that meet or exceed national averages.

## Curriculum Map

As part of our 2015-2016 action plan, we have embedded a concise version of our curriculum map. It appears below.

	108	110	111	211	220W	300	303W	313	455
<b>Practice:</b> Proficiency in terminology, technology and basic scientific skills		XX	X	XX	X	X	X	XX	X
<b>*Scientific inquiry:</b> Use of peer-reviewed literature, development of hypotheses, experimental design, data collection/notebook maintenance, analysis		X	XX	X	XX	XX	XX	XX	XX
<b>Communication:</b> oral and written; scientific or non-scientific audiences	XX (oral)	X	X		XX (written)	X	XX (written)	X	XX (oral & written)
<b>Professional development:</b> Action plan for career goals	XX			X	X	X	X	X	XX
X: addressed by course XX : addressed & assessed by course * Only portions of this rubric will be used in each of the courses.									

## Methods of Assessment

This was one of our action items.

SLO's	Method of Assessment
Practice	Rubric (Appendix A)
Inquiry	Rubric (Appendix B)
Communication	University Oral and Written Communication Rubric
Professional Development	Exit survey (Appendix C)

## Assessment Data

- Have data on oral and written communication from Bio303 Fall 2016, Bio220 Spring 2017, and Bio455 Spring 2016 and 2017. Could not be evaluated before the completion of this report.
- No data is available for Practice or Inquiry rubrics because these are new rubrics this year; we will begin collecting data Fall 2017.

- Have data from the exit survey from 2016 and 2017, although 2017 is the first year it was implemented through blackboard. We are working to combine the data and evaluate it.

#### **Use of Data**

- Cornerstone course was developed after feedback from Program Evaluation committee. Syllabus is under development for first offering in spring, 2018.

**Appendix A. Practice Rubric**

Biology Program Practice Rubric			
Skill	Novice	Developing	Proficient
Follow laboratory protocols	Student may not be understanding the importance of following proper laboratory procedures. Procedure is performed out of order or is missing steps, or the methods recorded in the laboratory notebook are incomplete.	Student understands the importance of following proper laboratory procedures. Procedure is performed in the appropriate order but one or more procedural steps are missing. The methods recorded in the laboratory notebook are missing one or two steps.	Students understands the importance of following proper laboratory procedures. Procedure is performed in the appropriate order with no steps missed. The methods are clearly and completely recorded in the laboratory notebook.
Maintain a laboratory notebook			
Organization of entries	Few pages are numbered or dated; there are no or few titles or headings; table of contents is missing, very incomplete, or out-of-date	Most pages are numbered and dated; a few titles and headings are missing or unclear; table of contents is mostly up-to-date and complete	All pages numbered and every section is dated; each experiment has a title and the appropriate headings: goal or purpose, method, results, and conclusions
Materials and methods	Methods and materials are incompletely described	Methods and materials are described in most experiments but another person may have trouble repeating the experiment	The methods and materials are completely described for all experiments and the experiment could easily be repeated by another person
Results and analysis	Figures and tables are not included when appropriate; observations are not recorded; data analysis is not described or included	Appropriate figures and tables are mostly included but may not be labeled properly; observations are noted but not in sufficient detail, data are analyzed but not thoroughly; methods or calculations used may not be fully explained or written out	All appropriate figures and tables are included and properly labeled with titles and legends; observations are carefully recorded; data analysis is complete, and analysis methods and calculations are written out in full
Interpretation	Conclusions are not documented	Immediate thoughts are recorded for most experiments	Results are interpreted in the context of the original hypothesis being tested or technique being conducted
Use a serological pipet	Student may not demonstrate the ability to	Student demonstrates the ability to use a serological	Student demonstrates the ability to use a serological



	use a serological pipet correctly. Student may not use a pump or filler, or inserts the pipet loosely into the pump or filler such that liquid does not remain in the pipet and pours out upon transfer. Volumes transferred are inaccurate.	pipet correctly. Student inserts the pipet into the pump or filler correctly but the liquid leaks. Student does not read the volume from the bottom of the meniscus or transfers a slightly inaccurate volume.	pipet correctly. Student inserts the pipet into the pump or filler correctly and no liquid escapes. Student reads the volume from the bottom of the meniscus and transfers an accurate volume.
Use an adjustable volume micropipet	Student does not demonstrate the ability to set the pipet volume and transfers an incorrect volume. Student selects the correct tips but may not apply them firmly or student pushes the pipet plunger to the second stop when drawing in liquid.	Student demonstrates the ability to set the pipet volume but transfers an incorrect volume. Student selects the correct tips, applies them firmly, and pushes the pipet plunger to the first stop, however pipet is depressed when inserting it in to the liquid, creating bubbles, or student releases the plunger too quickly sucking back liquid.	Student demonstrates the ability to correctly and the volume transferred is correct. Student selects the correct tips and applies them firmly. Student pushes the pipet plunger to the first stop prior to inserting the pipet into the liquid and draws the liquid slowly into the tip. Student expels the liquid by pushing the plunger to the first stop followed by the second stop.
Calculate simple descriptive statistics	Student may not understand how to calculate descriptive statistics. An incorrect answer is obtained, calculations are not completely written out, or units of measurement are not included.	Student understands how to calculate descriptive statistics. The correct answer is obtained but units of measurement are not consistently or clearly identified. Calculations are difficult to follow.	Student understands how to calculate descriptive statistics. The correct answer is obtained and units of measurement are clearly and consistently identified. Calculations are easy to follow.
Select and use appropriate equipment to measure volumes	Student may not demonstrate the ability to select the appropriate piece of equipment to measure a specific volume and so delivers a volume that is inaccurate.	Student demonstrates the ability to select the appropriate piece of equipment to measure a specific volume but delivers a volume that is inaccurate.	Student demonstrates the ability to select the appropriate piece of equipment to measure a specific volume and delivers a volume that is accurate.
Use a balance	Student does not demonstrate the ability to use a balance correctly. Student may not zero or tare the balance with the weigh boat or weighing paper prior to use, takes the reading prematurely, may not record units, or returns excess material to the storage container.	Student demonstrates the ability to use a balance correctly. Student zeroes or tares the balance with the weigh boat or weighing paper prior to use but takes the reading prematurely, does not record units, or returns excess material to the storage container.	Student demonstrates the ability to use a balance correctly. Student zeroes or tares the balance with the weigh boat or weighing paper prior to use, takes the reading only when the balance is steady, records the units, and does not return excess material to the storage container.

Make dilutions	Student may not demonstrate the ability to make dilutions. Calculations may be incorrect or missing units of measurement, solutions may be incorrectly labeled, or the incorrect measuring equipment may be used. The final solution cannot be used.	Student demonstrates the ability to make a dilution. Calculations are correct, solutions are correctly labeled, and units of measurement are present but one or more units are missing. Student measures volumes but uses equipment that may not be the most accurate. The final solution is useful.	Student demonstrates the ability to make a dilution. Calculations are correct, solutions are correctly labeled, and units of measurement are clearly and consistently identified. Student measures volumes accurately with the appropriate equipment. The final solution is useful.
Make molar solutions	Student may not demonstrate the ability to make a molar solution. Calculations may be incorrect, units of measurement may not be present, and labels may be missing vital information. Solution may not be made in a working volume and final volume may not be accurate. The final solution cannot be used.	Student demonstrates the ability to make a molar solution. Calculations are correct, solutions are correctly labeled, and units of measurement are present but one or more units are missing. Student measures volumes but uses equipment that may not be the most accurate. The final solution is useful.	Student demonstrates the ability to make a molar solution. Calculations are correct and include units of measurement. Solutions are correctly labeled and made in a working volume. When solid is dissolved, the final volume is added up to the marking on the flask and is read from the bottom of the meniscus. The final solution is useful.
Use a pH meter	Student may not demonstrate the ability to use a pH meter. Student reads the pH value too early, uses an incorrect acid/base for adjusting pH, or badly overshoots the pH. The final pH is incorrect and the solution cannot be used.	Student demonstrates the ability to use a pH meter. Student chooses the correct acid/base for adjusting the pH but reads the pH value before the reading is stabilized or slightly overshoots the end point. The pH of the final solution is slightly off but is adequate and the final solution can be used.	Student demonstrates the ability to use a pH meter. Student reads the pH value when the reading is stabilized, and uses the correct acid/base for adjusting pH. The pH of the final solution is correct and the solution can be used.
Make a wet mount	Student may not demonstrate the ability to prepare a wet mount. Student places a drop of liquid on the slide but may lower the coverslip in such a way that many bubbles are generated. Water may not completely cross the coverslip, making it difficult to view the slide.	Student demonstrates the ability to prepare a wet mount. Student places a drop of liquid on the slide and lowers the coverslip onto the slide but uses excess water or creates one or two bubbles. Water may extend onto the coverslip but the slide is still useable.	Student demonstrates the ability to prepare a wet mount. Student places a drop of liquid on the slide and lowers the coverslip onto the slide. There are no bubbles or excess water.
Observe cells using a microscope	Student may not demonstrate the ability to	Student demonstrates the ability to use a	Student demonstrates the ability to use a

	use a microscope properly. Student begins on low or high power and needs help focusing the microscope. Student is unable to find color or locate specimen.	microscope properly. Student begins on low power with the objective as close to the slide as possible. Student focuses away and sees color but needs help locating the specimen.	microscope properly. Student begins on low power with the objective as close to the slide as possible. Student focuses away until they see color, uses the fine focus to locate areas with scattered specimens, then changes to high power and successfully focuses on an individual specimen.
Perform gel electrophoresis (agarose and/or PAGE)	Student may not understand the purpose of gel electrophoresis. Student may use buffers composed different salts for the gel and the running buffer, may not cover the gel in the chamber with buffer, orient the gel in the wrong direction, load the samples unevenly or in the wrong order, or may not record changes in the notebook. After gel electrophoresis, the gel may be stained incorrectly and no distinct bands are visible.	Student understands the purpose of gel electrophoresis. Student loads samples unevenly or in the wrong order but records loading errors and the actual order in the notebook. After electrophoresis, staining of the gel is not optimal but the results can be analyzed.	Student understands the purpose of gel electrophoresis. Samples are loaded properly. After gel electrophoresis, staining of the gel produces distinct bands that can be analyzed.
Analyze a gel	Student may not understand how to analyze gel electrophoresis results and may not record obvious bands or estimates band sizes incorrectly.	Student understands how to interpret a gel. Student requires minor assistance from the instructor with analysis. Student is able to decipher bands but small bands are missed. Student may make minor errors in band size estimations.	Student understands how to interpret a gel and is able to determine the number of bands as well as the size of each band using the size standard for comparison.
Use a centrifuge	Student may not demonstrate proper operation of a centrifuge. Student may not balance the tubes, resulting in vibrations or excess noise.	Student demonstrates proper operation of a centrifuge. Student places tubes in balanced positions with equal volumes (or weights). The hinges of the tubes may not all point outward, the inner lid may not be used, or the speed and time may be set incorrectly.	Student demonstrates proper operation of a centrifuge. Student places tubes in balanced position with equal volumes (or weights). The hinges of the tubes all point outward, and the speed and time are set correctly.
Use a spectrophotometer	Student may not understand the theory	Student understands the theory behind	Student understands the theory behind

	<p>behind spectrophotometry or may not know how to operate the instrument. Student sets the program incorrectly, uses the wrong wavelength, or does not blank the instrument before taking readings. The data obtained are incorrect.</p>	<p>spectrophotometry, sets the program correctly, and knows how to operate the instrument. Student may not be comfortable with the features of the instrument, uses an inappropriate sample to blank, leaves fingerprints on the cuvette, or forgets to remove the cuvette after assay reading. Results are close to expected values.</p>	<p>spectrophotometry, sets the program correctly, uses an appropriate sample to blank the instrument, demonstrates proper operation of the spectrophotometer, and uses automated features. Student inserts the cuvette in the correct orientation and removes it after assay reading. Results are as expected.</p>
<p>Perform a Bradford assay</p>	<p>Student may not understand the purpose behind the Bradford assay. The standards may not be mixed properly, shown by the solution in the top of the cuvette being a different color than the bottom, or may not be incubated for 5 min prior to reading. The series of standards may not show a gradation of color or may not have equal volumes. The spectrophotometer may be used incorrectly. The standards do not generate a linear standard curve and the protein concentration cannot be calculated correctly.</p>	<p>Student understands the purpose behind the Bradford assay. Each standard may not be mixed properly, shown by the solution at the top of the cuvette being a different color than the bottom, or may not be incubated for 5 min prior to reading. The series of standards has a gradation of color and equal volumes. The spectrophotometer is used correctly. The standard curve is mostly linear and the protein concentration is calculated correctly.</p>	<p>Student understands the purpose behind the Bradford assay. Each standard is mixed and incubated for 5 min prior to reading. The series of standards has a gradation of color and equal volumes. The spectrophotometer is used correctly. The standards generate a linear standard curve and the protein concentration is calculated correctly.</p>
<p>Generate a standard curve</p>	<p>Student may not understand the purpose of generating standard curves, graphs data incorrectly, plots data on the wrong axes, or uses improper labels or units. Data points are plotted inaccurately and the line of best fit is not drawn through the data points. The linear equation cannot be used to determine unknown values.</p>	<p>Student understands the purpose of generating standard curves, may graph data with the variables on the incorrect axes, and may not label axes properly. Data are plotted correctly, and the line of best fit is drawn. The equation of the line and/or <math>r^2</math> value may not be shown. The graph or linear equation can be used to determine unknown values.</p>	<p>Student understands the purpose of generating standard curves, graphs data with the dependent variable on the y axis and the independent variable on the x axis, and labels axes with units. Data are plotted correctly, and a line of best fit is drawn. The equation of the line and/or <math>r^2</math> value is shown. The graph or linear equation can be used to determine unknown values.</p>

**Appendix B. Inquiry Rubric**

Biology Program Inquiry Rubric	Advanced	Proficient	Basic	Novice
Properly cite sources.				
Appropriate use of in-text citations	100%-90% of references in bibliography are cited in-text. Statements requiring a citation have one; Statements of common scientific knowledge are not cited.	89%-80% of references cited in-text appear in bibliography. Only one statement requiring a citation lacks one; Only one statement of common knowledge is cited.	79-70% of references cited in-text appear in bibliography. Few statements requiring a citation lack one; Many statements of common knowledge are cited.	Less than 70% of references cited in-text appear in bibliography. Statements requiring a citation frequently lack one; Statements of common knowledge are frequently cited.
Appropriately formatted bibliographical and in-text citations	100%-90% of in-text citations and all bibliographical references follow proper format	89%-80% of in-text citations and/or bibliographical references is improperly formatted	79%-70% of in-text citations and/or bibliographical references is improperly formatted	Less than 70% of in-text citations and/or bibliographical reference is improperly formatted
Summarize a research article (SRA).				
SRA - interpreting figures	Identifies independent/dependent variables correctly; clearly articulates the purpose of figure and formulates a conclusion based on data shown	Identifies independent/dependent variables correctly; able to articulate purpose of figure but cannot formulate a conclusion based on data shown	Identifies independent/dependent variables correctly; unable to articulate purpose of figure or formulate a conclusion based on data shown	Able to identify but incorrectly differentiates independent vs. dependent variables; unable to articulate purpose of figure and formulate a conclusion based on data shown
SRA - Write take-home message relevant to research question	Take home message is a <b>descriptive</b> statement <b>accurately</b> connecting author's conclusion to the original research question	Take home message is a <b>vague</b> statement <b>accurately</b> connecting author's conclusion to the original research question	Take home message is a <b>descriptive</b> statement <b>inaccurately</b> connecting author's conclusion to the original research question	Take home message is a <b>vague</b> statement <b>inaccurately</b> connecting author's conclusion to the original research question

SRA - How the question fits into bigger picture	Identifies how the research <b>uniquely</b> contributes to the previous research; demonstrates a <b>thorough</b> understanding of related research	Identifies how the research <b>uniquely</b> contributes to previous research; <b>lacks a thorough</b> understanding of related research	Identifies the contribution of the research; <b>lacks a thorough</b> understanding of related research	<b>Difficulty</b> identifying the contribution of the research; demonstrates <b>little to no understanding</b> of related research
Build a question from previous literature; Rationalize a hypothesis				
Integrate peer-reviewed literature to communicate background information <i>relevant</i> to research question.	Able to build an argument with sound rationale; Relevance is clearly demonstrated for all articles	Able to build an argument with sound rationale; relevance is not clearly demonstrated for all articles or few articles are cited	Able to build an argument but rationale is flawed; relevance is demonstrated for some but not all articles or few articles are cited	Unable to build an argument; relevance is demonstrated for few articles
Formulate a hypothesis and identify relevant variables necessary to test that hypothesis.	<b>Novel</b> hypothesis that builds from literature (rationale); Identifies IV, DV and confounding variables	Hypothesis that builds from the literature (rationale); identifies IV, DV, and confounding variables	Hypothesis lacks rationale; identifies IV and DV, but has trouble identifying confounding variables	Hypothesis lacks rationale; has trouble identifying all variables
Design experiments to test hypotheses.				
Replication		Designs experiment with appropriate replication	Replication is addressed, but is insufficient (or excessive) to statistically address hypothesis	No attempt to design experiment with replication
Link between experiment and hypothesis: does experiment actually answer the question; Are there alternative interpretations of possible data	All experiments definitively address a <b>specific question</b> and alternative interpretations of data are <b>thoroughly considered</b>	All experiments definitively address <b>a specific question</b> , but alternative interpretations of data are <b>not thoroughly considered</b>	Experimental design is <b>not limited to one question</b> ; alternative interpretations are <b>considered</b>	Experimental design is <b>not limited to one question</b> ; alternative interpretations are <b>not considered</b>
Proper controls	Confounding variables are considered and appropriate	Confounding variables are considered, and controls have not	At least one obvious confounding	Multiple confounding variables are not considered

	controls have been designed	been appropriately designed	variable is not considered	
Timeline		Timeline indicates understanding of methods proposed	Timeline indicates some lack of understanding of methods proposed	Timeline is inappropriate for methods proposed
Organize/conceptualize data				
Appropriate table or figure that aligns with research question/stated objectives		Tables or figures demonstrate clear alignment	Tables or figures demonstrate a lack of understanding	Unable to produce appropriate tables or figures
Proper statistical test chosen	Proper statistical tests are identified with appropriate rationale	Proper statistical tests are identified, but appropriate rationale is not provided	Statistical tests are identified, but not appropriate	Statistical tests are not identified
Run test, communicate results of test, summarize descriptive statistics relevant to biological question.				
Identifies results of statistical test		Properly identifies test, p-value and critical test statistics.	Properly identifies some components but not all.	Does not identify results of statistical test.
Summarize descriptive statistics relevant to biological question		Appropriately summarizes relevant descriptive statistics	Appropriately summarizes some but not all relevant descriptive statistics	Does not appropriately summarize relevant descriptive statistics
Evaluate a statement, hypothesis, or claim using numerical or other evidence.		Correctly interprets how all statistical results support the hypothesis	Correctly interprets most but not all statistical results	Incorrectly interprets statistical results
Discuss implications of new research				
Relate new data to previously published works.	New findings are compared/ contrasted using a thorough assessment of previous findings; indicates an excellent understanding of current knowledge in the field	New findings are compared/ contrasted using less than a thorough assessment of previous findings; there are gaps in assessment of current knowledge in the field	New findings are incompletely compared/ contrasted with assessment of previous findings; an understanding of current knowledge of the field is still evident	New findings are not compared/ contrasted with previous findings; an insufficient understanding of the field is apparent

Identify how new finding(s) contribute to a broader context.	Clearly <b>identifies the most pertinent effect(s)</b> a new finding would have on current understanding of the topic	Identifies <b>some relevant effects</b> a new finding would have on current understanding	Identifies <b>less substantial effect(s)</b> a new finding would have on current understanding	<b>Vaguely suggests</b> a new finding would have an effect on current understanding
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## Appendix C. Exit Survey

### BIO 455 Reflection

The purpose of this reflection assignment is to a) provide feedback on the success of the BIO 455 Research Methods course experience, b) provide feedback on your entire experience as a student in the McKendree Biology Program, and c) provide us with a way to contact you in the future and to better track our success rates.

These are implemented in blackboard.

#### IV. BIO 455 Research Methods

1. What were your expectations of this course?
2. What specific activity/task allowed you to grow the most from the beginning of the class to the end? Why?
3. What did you learn about *yourself* from taking this course?
4. What did you discover were your strengths?
5. What do you think you still could improve on?

#### V. The McKendree Biology Program Experience

1. What were your expectations of the Biology Program at McKendree as an incoming student?
2. Were your expectations fulfilled? Why or why not?
3. Specifically, what could have made for a better experience? For example, you may have comments on peers, equipment, facilities, coursework, mentorship, advising, research, etc.
4. What do you think makes our biology program unique?
5. What experience or repeat experiences in your coursework impacted your perception of biology?
6. What experience or repeat experiences in your coursework impacted your career choice?
7. What were the key experiences that allowed you to feel confident in your ability to be successful after graduation?
8. We are working to develop a cornerstone course that all students majoring in biology would be required to take early in their career here at McKendree, essentially creating the other 'bookend' to the McKendree biology experience? What do you think would be the most helpful things to include in a course of this nature? Essentially, if the biology faculty could have guided you at the beginning of your career here, what would have helped you to be more successful as a biology student and in your future career/with your aspirations?

## VI. Stay in Touch!

We care about you and want to stay in touch with you as you pursue your careers. By staying in contact, we can a) reach to ask if there is anything we can help you with (a needed recommendation letter, professional contact, or career advice), b) ask for updates on how your career goals may have changed, and c) keep you up to date on what is happening in biology at your alma mater! Please help us to this end by completing the following.

1. Name:
2. Permanent email address:
3. Brief description of your career goals:
  - a. 1 year plan:
  - b. 5-10 year plan:
4. Employment: If you plan to secure a part-time or full-time position after graduation, please complete the following list for all positions you have applied for, creating additional rows as necessary.

Organization/ Company	Position Title	Received Offer (Y/N)	Accepted Offer (Y/N)

5. Was the position you ended up accepting the one you really wanted? What would have helped you to be more competitive in this field?
6. Graduate School: If you plan to enter a graduate or professional program, please complete the following list for all schools that you have applied for, creating additional rows as necessary.

School	Program	Received Offer (Y/N)	Waitlist (Y/N)	Accepted Offer (Y/N)

7. Was the spot you ended up accepting the one you really wanted? What would have helped you to be more competitive?
8. If you took a professional examination, please complete the following table. This information will remain secure and will never be associated with your personal identification.

Examination	Total Score	Specific scores (where applicable)

9. What would have helped to better prepare you for success on your exams?
10. Please list whether you participated in Sigma Zeta, the Green Team, and/or the Biology Club.
11. If you participated in any of the groups listed in question 10, what was the best part about your experience, and what could have made it better?

12. Please write a quote about your McKendree BIOLOGY experience. This quote should be a statement you are willing to allow us to use on the webpage or in a brochure or presentation shared with incoming students.
13. Please share constructive advice for incoming biology majors.

## Chemistry

(Due to staffing changes and small student enrollment, no chemistry report was submitted this year.)

## Mathematics

### Description

Mathematics is the science of quantity, change, structure, and space. While solving problems culled from a broad body of knowledge, mathematics majors will develop rigorous analytical abilities and sharpen their oral and written communication skills.

### Mission Statement (This is new and not yet included in the Undergraduate Catalog.)

The mission of the mathematics program at McKendree University is to offer our students programs that respect the wide diversity of professional norms and practices and that provide them with the mathematical and analytical skills necessary for careers in technology, financial analysis, data analytics, or to pursue graduate study in mathematics or related fields.

### Major Student Learning Outcomes (These are new and not yet included in the Undergraduate Catalog.)

*Students will:*

1. Use standard mathematical techniques to solve problems.
2. Apply standard proof techniques in the verification of mathematical truth.
3. Gain proficiency in using statistical software.
4. Effectively communicate mathematics in both oral and written forms.

## Curriculum Map

THE CURRICULUM MAP BELOW LISTS ONLY COURSES COMMON TO ALL THREE TRACKS: GENERAL, SECONDARY EDUCATION, FINANCIAL AND ACTUARIAL SCIENCES

	PROBLEM SOLVING	PROOF	TECHNOLOGY	COMMUNICATION
CALCULUS I	X			
CALCULUS II	X			
CALCULUS III	X		X	
TRANSITION	X	X		X
PROBABILITY	X	X		
APPLIED STATISTICS				
LINEAR ALGEBRA	X		XX	
SEMINAR	XX	XX		XX

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

**CAPSTONE:** MTH 490 – Seminar in Mathematics

**RESEARCH:** MTH 490 – Seminar in Mathematics

**SERVICE:** N/A – We have course work in development. The department ran MTH 380 – Industrial Topics in Mathematics, which focused on a service-learning project, data analytics for Girl Scouts of Southern Illinois. We are working on making the program sustainable.

### Methods of assessment

We assess student learning for purposes of programmatic evaluation in two courses, MTH 341– Applied Statistics and MTH 490–Seminar in Mathematics. Problem solving, proof techniques,

and communication are assessed in MTH 490, where the methods of assessment are embedded questions, oral presentations, and a write-up of an oral presentation. Technology is assessed in MTH 341.

### **Results from assessment**

**SLO 1. Problem Solving** Although students in MTH 490–Seminar in Mathematics solved many problems in Fall 2016, they were not assessed directly. Only grades on entire assignments were given. That will be remedied in all future offerings of MTH 490.

### **SLO 2. Proof**

A rubric using 1-5, with 5 being the highest, was used to assess the three most common proof techniques: direct proof, contradiction, and induction.

- A. Direct proof: The mean was 5, indicating students have mastered this technique.
- B. Contradiction: The mean was 5, indicating students have mastered this technique.
- C. Induction: The mean was 2 (below average), indicating students are lacking in this technique. Students understood the two primary steps of induction: the base case and the inductive step. They all performed the base case correctly. However, they clearly did not understand how to use the induction hypothesis to conclude the inductive step.

### **SLO 3. Technology**

Students are expected to

- 1. Select the appropriate technological tool.
- 2. Use the tool to produce calculations/output.
- 3. Interpret the calculations/output from the tools and formulate a solution to the original problem.

Although students in MTH 341–Applied Statistics used technology extensively in Fall 2016, they were not assessed directly. Only grades on entire assignments were given. That will be remedied in all future offerings of MTH 341.

### **SLO 4. Communication**

We assessed both oral and written skills using the university-approved Oral Communication rubric and Written Communication rubric.

- A. Oral  
Purpose mean: 3/4

Content mean: 3.11/4  
Organization mean: 3.22/4  
Language mean: 3/4  
Delivery mean: 2.77/4  
Discipline-specific conventions: 3.22/4

Some of the students lacked confidence, which caused them to lack energy. Their delivery then became dull. What they were saying was interesting. How they said it was not.

B. Written

Purpose mean: 4/4  
Content mean: 3.66/4  
Organization mean: 3.77/4  
Syntax and Mechanics mean: 3.55/4  
Discipline-specific conventions mean: 3.33/4

The fact that the mean for discipline-specific conventions was lowest implies that some of the mathematics contained in the write-up was ambiguous at best and incorrect at worst.

**Use of Data (Previous year or this year)**

1. More time will be spent on induction in future offerings of MTH 490.
2. The instructor will require students to turn in a rough draft of their oral presentation write-up so that he can work with them to correct mathematical errors.
3. We made some program changes this year based not on our own data but on recommendations from the Mathematical Association of America. We also made changes to the Secondary Education track to facilitate those students' movement through the program. As a result, we *also* tweaked our other two tracks.

# Division of Social Sciences

## Global Studies

### Description

Global Studies is an interdisciplinary major that studies the world as an interacting human community, including the movement of goods, the migration of people, the spread of technologies, and the mixing of cultures. Today's global world leads to such interdependence that the greatest issues faced by humanity – climate change, economic stability, disease, terrorism, hunger, poverty, war and conflict, etc. – require global solutions. The Global Studies program focuses on these processes and problems. Career opportunities for students with global studies degrees include international organizations, international business, economic development, international law, human rights, humanitarian groups, health, the environment, mass communication and a wide variety of government agencies.

### 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.

### Major Student 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.

<b>Global Studies Curricular Map</b>		
<b>Student Learning Outcome</b>	<b>Required Program Course</b>	<b>Assessment Tool</b>
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

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

CAPSTONE:               GLS 498 Senior Seminar

RESEARCH:             GLS 498 Senior Seminar

SERVICE:

**Methods of assessment**

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



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

### 3) Rubric for Writing Objectives

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
<b>Introduction and Thesis Statement</b>	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.
<b>Scholarly sources / Literature Review</b>	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.
<b>Evidence-based arguments</b>	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.
<b>Clarity, grammar, organization</b>	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.

#### 4) Rubric for Oral Presentation Objectives

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
<b>Scholarly sources</b>	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.
<b>Evidence-based arguments</b>	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.
<b>Clarity, grammar, organization</b>	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.
<b>Speaking skills</b>				

#### Results from assessment / Use of Data

We do not have enough data at this point to make any conclusions. We teach GLS 101 each spring, and we have only done the pre-test / post-test once. We have also only had three graduates complete the program and do the thesis.

#### Contact(s)

Brian Frederking

# History

## Description

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.

## Mission Statement

The study of history 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)

### History students will:

1. **Content--Build historical knowledge.**
  - a. Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.
  - b. Recognize how humans in the past shaped their own unique historical moments and were shaped by those moments.
  - c. Describe past events from multiple perspectives.
  - d. Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.
  - e. Distinguish the past from our very different present.
2. **Research--Develop historical research and literacy skills.**
  - a. Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.
  - b. Recognize the difference between primary and secondary sources, and understand the uses and importance of each type.
  - c. Collect, sift, organize, question, synthesize, and interpret complex material.
  - d. Identify, summarize, appraise, and synthesize other scholars' historical arguments.
  - e. Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.

3. **Reading--Develop historical reading comprehension and cognitive skills.**
  - a. Consider a variety of historical sources for credibility, position, perspective, and relevance.
  - b. Evaluate historical arguments, explaining how they were constructed and might be improved.
  - c. Analyze how authors develop their theses and support them with evidence.
  - d. Explain and justify multiple causes of complex events and phenomena using conflicting sources.
  - e. Revise analyses and narratives when new evidence requires it.
4. **Writing--Create historical arguments and narratives.**
  - a. Generate substantive, open-ended questions about the past and develop research strategies to answer them.
  - b. Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.
5. **Life-Long Learning--Use historical perspective as central to active citizenship.**
  - a. Apply historical knowledge and historical thinking to contemporary issues.
  - b. Develop positions that reflect deliberation, cooperation, and diverse perspectives.

## Curriculum Map

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
	1.	2.	3.	4.	5.
HIS 110	x	xx	xx	x	x
HIS 161	xx	xx			
HIS 162	xx	xx	xx		
HIS 163	xx	xx	xx		
HIS 261	xx	xx	xx		
HIS 262	xx	xx	xx		
HIS 310		xx	xx	xx	
HIS 410	x	xx	xx	xx	xx
2 Upper Level US History	x	x	xx	xx	xx
2 Upper Level Euro History	x	x	xx	xx	

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

## **CAPSTONE:**

HIS 410 Senior Thesis in History (W)

## **RESEARCH:**

HIS 110 Historical Methods will introduce students to the tools and methods of research in history. All 300- and 400- level HIS courses have a significant research component requiring students to defend an original thesis and argument utilizing both primary and secondary source materials. In addition, HIS 310 Seminar in Historical Research is the prerequisite to HIS 410.

## **SERVICE:**

While the major does not require service, HIS 271/371 US Women's History has a required Service Learning component.

## **Methods of assessment**

Fall 2016 began our sporadic incorporation of the SLATE Diverse Perspectives Rubric. In Spring 2017, all HIS 262 courses taught by Dr. Lemons used the rubric.

## **Results from assessment**

The preliminary data gives us a rough baseline, since only three sections of one course is currently included. In that data, most students scored in a range just above "exposed" with averages between 1.42 and 1.89 across all measures. (Exposed = 1; Engaged = 2; Embraces =3)

With significant room for improvement, we continue to develop assignments and rubrics to assess at the course and program levels. We will strive to see at least 50% of our general education students achieve a 2 or higher on the Diversity Rubric measures by our next biennial assessment report.

## **Use of Data (Previous year or this year)**

We are just beginning to collect data. Of the five items listed on our Action Plan\*, we tackled items 1 and 4, and we are making progress for items 3 and 5. Item number 2 will be addressed in Fall 2017 once we have our new full time faculty member on campus.

\*HISTORY Action Plan 2015

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. Reconfigure 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.

**Contact(s)**

Irwin Halfond, PhD, Professor of History

Shelly Lemons, PhD, Associate Professor of History

# Occupational Therapy

**Description**

Occupational Therapy is an applied social and biological science dedicated to assisting people in developing skills and attitudes 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**

	<b>DEPARTMENT/PROGRAM</b>
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PROGRAM COURSES	STUDENT LEARNING OUTCOMES		
	#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 201 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 201 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

- We are revamping our psychology major assessment tool and will continue to refine this tool.
- Outcome 3 (Personal Development)
  - Psychology Major Assessment Tool
    - Students in PSY 498 self-reported that they had adequate knowledge about resumes and personal statements.

#### Reflection-Based Results

- 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 biopsychology or 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. This course now has a service requirement that has been useful to OT students.
- In 2016 we launched the biopsychology major. This has been very beneficial to the OT majors. We also have a biopsychology capstone course that includes guest speakers and field trips. One of the field trips was to Washington University's research and scholarship event.
- 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



# Political Science

## Description of Major

Political science is a discipline that studies how people think about politics, how they interact politically, what governmental institutions do, and what effect all of this has on our lives. Given the pervasive influence of politics on the daily lives of all citizens, it is indispensable for well-educated persons to gain an understanding of politics to enable them to critically analyze the world around them and to more effectively exercise their civic responsibilities. Political science majors take courses in both American politics and international politics with the goal of developing oral, written, research, and problem solving skills. The major culminates with a capstone experience which provides students with the opportunity to do extensive research and present their findings in a seminar setting.

## 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 demonstrate knowledge of the major concepts of the discipline, particularly in the fields of American politics and international relations.
  - a. Students will be able to summarize the concepts and theoretical approaches in the discipline.
  - b. Students will be able to apply major concepts of the discipline to real world examples.
  - c. Students will be able to compare and evaluate the merits of multiple policies, theories, or concepts from different theoretical perspectives.
- 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 can identify and explain the main issue, problem, or question.
  - b. Students will produce alternative explanations to their thesis.
  - c. Students can explain their choice of research method.
  - d. Students can analyze the quantitative and/or qualitative evidence for and against their thesis.

<b>Political Science Curricular Map</b>		
<b>Student Learning Outcome</b>	<b>Required Program Course</b>	<b>Assessment Tool</b>
(1) Students will be able to understand the major concepts of the discipline, particularly in the field of American politics	PSI 101 PSI 300, 301, 305, 307, 309  PSI 296 PSI 498 (capstone)	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 (capstone)	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 (capstone)	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 (capstone)	Lab assignments Senior thesis

**International Relations Curricular Map**

<b>Student Learning Outcome</b>	<b>Required Program Course</b>	<b>Assessment Tool</b>
(1) Students will be able to understand the major concepts of the discipline, particularly in the field of international relations	PSI 210 PSI 311, 312, 313, 314, 315  PSI 296 PSI 498 (capstone)	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 (capstone)	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 (capstone)	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 (capstone)	Lab assignments Senior thesis

### 5) Rubric for Assessing 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.	Introduction and conclusion; use of subsections; many logical transitions between sections; few non sequiturs.	Introduction and conclusion; little logical transition between sections; some development of the argument.	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	Minimal errors in sentence construction, grammar, spelling.	Clear writing but periodic errors in sentence	Multiple and significant errors in grammar, sentence

	construction, grammar, spelling.		construction, grammar, spelling.	construction, spelling.
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**6) Rubric for Political Science Department Content Objectives (SLO #1)**

Skill	Level of performance		
	Advanced	Acceptable	Needs Improvement
<b>Summarize the major theoretical approaches in the discipline</b>	Demonstrates a correct and complete understanding of major concepts; uses all relevant keywords.	Demonstrates a competent understanding of major concepts; uses some but not all relevant keywords.	Demonstrates an incorrect understanding of major concepts; uses no relevant keywords.
<b>Apply major concepts of the discipline to real world examples</b>	Demonstrates mastery of theories and concepts through multiple concrete examples.	Provides some examples to indicate mastery of theories and concepts.	Does not use examples to indicate mastery of theories and concepts.
<b>Evaluate the merits of multiple policies, theories, or concepts</b>	Clearly states grounds for comparison of policies, theories, or concepts; combines evidence with logic and reason; recognizes complexity and limitations of evidence	Policies, theories, or concepts are compared but uncritically described; little recognition of complexity or limitations of evidence.	Policies, theories or concepts to be compared are inadequately described; evidence is presented without recognizing limitations or relevant counter-arguments.

7)

**8) Rubric for Political Science Department Writing Objectives (SLO #2)**

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
<b>Introduction and Thesis Statement</b>	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.
<b>Scholarly sources / Literature Review</b>	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.
<b>Evidence-based arguments</b>	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.
<b>Clarity, grammar, organization</b>	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.

**9) Rubric for Oral Presentation Objectives (SLO #3)**

<b>Skill</b>	<b>Level of performance</b>			
	<b>Advanced</b>	<b>High intermediate</b>	<b>Low intermediate</b>	<b>Beginning</b>
<b>Scholarly sources</b>	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.
<b>Evidence-based arguments</b>	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.
<b>Clarity, grammar, organization</b>	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.

**10)**

### 11) Rubric for Critical Thinking and Research Objectives (SLO #4)

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
<b>Identifies and explains the issues</b>	Clearly identifies and summarizes main issue, problem, or question; addresses secondary issues and their relationship to each other.	Clearly identifies and summarizes the main issue, problem, or question.	Identifies but does not sufficiently summarize or explain the main issue, problem, or question.	Fails to identify, summarize, or explain the main issue, problem, or question.
<b>Alternative explanations</b>	Thoughtfully analyzes and evaluates major alternative points of view.	Analyzes and evaluates obvious alternative points of view.	Superficially evaluates obvious alternative points of view.	Ignores obvious alternative points of view.
<b>Research method</b>	Discusses the range of possible methods to answer the question and explains why the particular research method is used.	Explains why the method used is relevant to the question.	Does not explain why the method used is relevant to the question.	Does not explain the method used or why it is relevant to the question.
<b>Analyze quantitative and qualitative evidence</b>	Accurately interprets evidence and identifies the most salient arguments for and against the thesis.	Accurately interprets evidence and identifies relevant arguments for and against the thesis.	Misinterprets evidence and/or fails to identify relevant arguments against the thesis.	Offers biased interpretation of evidence and fails to discuss arguments against the thesis.



## Methods of assessment

- 12) 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 70<sup>th</sup> percentile.
  - b. In the sophomore year, at least 50% score above the 50<sup>th</sup> percentile.
  - c. In their senior year, at least 50% score above the 70<sup>th</sup> percentile.
  - d. In their senior year, at least 70% score above the 50<sup>th</sup> percentile.
- 13) Pre-test/post-tests. We include short pre-tests/post-tests in two introductory general education courses – PSI 101 (American Politics) and PSI 210 (World Politics).
- 14) 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.

## 15) Assessment Outcomes

### *Standardized Exams*

Our majors have taken a standardized political science exam (PACAT) in our capstone course since the spring 2005 semester. Over half of the students have scored in the top 30% nationwide, and over 70% of the students have scored in the top 50% nationwide. Even more impressively, 31% of our students scored in the top 10%, and 9% of our students scored at the 99<sup>th</sup> percentile.

The results by percentiles are as follows:

- 99<sup>th</sup> percentile or above – 9% of our majors
- 90<sup>th</sup> percentile or above – 31% of our majors
- 70<sup>th</sup> percentile or above – 50% of our majors
- 50<sup>th</sup> percentile or above – 71% of our majors

Our majors have also taken this same exam in our research methods course, generally taken their sophomore year, since the fall 2013 semester. This allows some pre-test / post-test analysis of our majors. We have now had eight students take this exam in both their sophomore and senior years. While this is a small sample size, the preliminary data is below. All eight students improved their scores, and the average increase was a 14.6% jump in the percentile scores.

Pre-test percentile score	Post-test percentile score	Difference
12	22	+10
48	58	+10
70	90	+20
78	92	+14
52	60	+8
74	90	+16
14	33	+19
49	69	+20

### *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%.

### *Pre-Test / Post-Tests*

We began pre-test / post-test assessments in sections of PSI 101 and PSI 210 to gauge changes in both content knowledge and citizenship attitudes in our general education courses.

#### PSI 101

Correct answers in the four content questions increased by 23%, 50%, 12%, and 38%. The more positive citizenship answers increased by 37% and 30%.

We did a pre-test / post-test in PSI 210 Intro to World Politics in the fall 2015 and fall 2016 semesters. In the first semester correct answers in the six content questions increased by 3%, 70%, 3%, 5%, 6% and 25%. In the second semester the correct answers to the same questions increased by 5%, 60%, 5%, 24%, 22% and 28%.

### **16) Use of data**

We do not have enough data from the pre-tests /post-tests at this point. We are going to implement them in more sections.

The standardized exams continue to show that our students are learning the content of the discipline. We would like to improve the quality of the senior research projects. Consistent with the findings of our recent program review, we have moved our research methods course to the sophomore year, and we will emphasize research skills more often in our upper level courses in between the research methods course and the capstone course.

## Psychology

### Description:

Psychology is the scientific study of behavior and mental processes, and its goals are to understand, explain, predict, and change behavior. Psychology majors learn the skills needed to conduct scientific investigations of psychological topics through courses in statistics and research methods. Majors complete their own research project and are encouraged to make professional presentations based on their findings. They also learn the major theories and practical applications of psychology while simultaneously gathering the skills necessary to think critically and challenge popular misconceptions about human behavior. In order to prepare students for success in the major and in their work after graduation, the psychology major includes professional development courses at the beginning and end of the curriculum. The university's mission is reflected in the psychology major through its special emphasis on exposing students to diverse perspectives, imparting the skills needed to develop personal and ethical responsibility, and mentoring of students as they develop discipline-specific communication and intellectual competencies. In addition, the curriculum is guided by the American Psychological Association's quality benchmarks and learning goals for the undergraduate psychology major.

### Mission Statement:

- It is the mission of the psychology department to accomplish the following.
  - Ensure that students in psychology courses make progress toward
    - knowledge of psychology;
    - application of psychology to the real world;
    - development of critical thinking skills;
    - appreciation for individual differences and diversity;
    - development of collaborative skills that allow them to work people of diverse perspectives and backgrounds;
    - development of effective written and oral communication skills; and
    - development of professional skills.

- Ensure that psychology majors receive
  - training that prepares them for postgraduate success in the workforce or graduate studies;
  - advising that is accurate, timely, and empathetic;
  - opportunities to engage in research;
  - opportunities for engagement with students and faculty through curricular and cocurricular activities (e.g., research, Psychology Club, honor societies); and
  - a supportive but intellectually challenging experience.
- Ensure that the psychology faculty and broader program are
  - committed to providing an education based on scientifically sound educational practices;
  - intellectually engaged as scientists and/or practitioners;
  - committed to improvement through implementation of the assessment process;
  - exemplars of ethical behavior, collegiality, and community engagement; and
  - socioculturally and philosophically diverse.

(Based on the [APA Principles for Quality in Undergraduate Education](#))

### **Major Student Learning Outcomes (3-5)**

#### **1: Knowledge Base**

Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena.

#### **2: Scientific Inquiry and Critical Thinking**

Students will demonstrate scientific reasoning and problem solving, including effective research methods.

#### **3: Ethical and Social Responsibility in a Diverse World**

Students will develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

#### **4: Communication**

Students will demonstrate competence in communication skills.

#### **5: Professional Development**

Students will develop the professional skills needed for success after graduation.

(From the [American Psychological Association, 2013](#))

### Curriculum Map

APA core content areas	Knowledge	Scientific inquiry	Social, diversity, ethics	Communication	Professional
PSY 153		XX	X	X	XX
PSY 201	XX	X		X	XX
PSY 315	X		XX	XX	
PSY 301	X	X			
PSY 396	X	X		X	
PSY 496	X	XX	XX	XX	
PSY 498	XX				XX

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

**CAPSTONE:** PSY 496W: Senior Thesis

**RESEARCH:** PSY 496W: Senior Thesis

**SERVICE:** No Required class but many opportunities for service

**Methods of assessment:**

#### *Measures of Student Learning*

- APA Style Test
  - The APA Style Test includes multiple-choice and short-answer items that require students to apply knowledge of APA-style citations and references. It is embedded in our Cornerstone course.
- Archival Data
  - Number of presentations at Academic Excellence Celebration by psychology students.
  - Number of service hours completed in psychology courses.
  - Number of internships in psychology.
  - Percentage of students who received IRB approval for their senior thesis project.
- Diversity Rubric
  - The rubric consists of the McKendree University diversity rubric used for cross-cultural courses in the general education program.
- Mental Illness Stigma Scale

- The stigma scale is a validated survey used to measure stigmatizing attitudes about mental illness.
- Personal Statement Rubric
  - The rubric is used to evaluate drafts of senior students' personal statements for graduate school. The rubric includes performance standards related to content and communication.
- Psychology Major Test
  - The Psychology Major Test is a 9-item multiple-choice test designed to assess the following core areas of knowledge in the major that are part of our Cornerstone course: research methods, APA style, and major requirements.
- Research Methods Rubric
  - The rubric is used to evaluate the psychology senior thesis and includes assessment of each section of an APA-style empirical research report.
- Written Communication Rubric
  - The rubric consists of the McKendree Written Communication rubric and a discipline-specific rubric for psychology.

### ***Implementation of Measures for Learning Objectives***

- Knowledge Base
  - Psychology Major Test (PSY 201, 496)
- Scientific Inquiry and Critical Thinking
  - Research Methods Rubric (PSY 496)
  - Presentations at AEC
- Ethical and Social Responsibility in a Diverse World
  - Senior Thesis IRB Approvals (PSY 496)
  - Mental Illness Stigma Scale (PSY 201, 315)
  - Diversity Rubric (PSY 304)
  - Service hours in courses
- Communication
  - Written Communication Rubric (PSY 315, 375, 496)
  - Psychology Major Test (PSY 201, 496)
  - APA Style Test (PSY 201)
- Professional Development
  - Psychology Major Test (PSY 201, 496)
  - Internships
  - Personal Statement Rubric (PSY 498)

### **Results from assessment:**

- Knowledge Base
  - Psychology Major Test (PSY 201, 496)

- Students in Research Methods scored 84% on the test overall, and their performance was highest on the section related to knowledge about research (91%).
    - Students in Cornerstone took the test at the start and end of the semester. The presemester average was 54%, and the postsemester average was 72%. These results indicate that (a) there is an increase in knowledge during the Cornerstone course and (b) students enrolled in a psychology capstone course possess more knowledge than students in introductory-level course.
- Scientific Inquiry and Critical Thinking
  - Presentations at AEC
    - Examination of the AEC schedules from 2015 and 2017 indicates continued high participation in the presentation of psychology research; 49 psychology students presented in 2015 and 46 in 2017. However, there was a distinct increase in the number of students presenting empirical research of their own design as part of our PSY 496 course or for an Honors thesis; 3 students presented such research in 2015 and 13 did in 2017.
  - Research Methods Rubric (PSY 496)
    - Students in PSY 496 planned a senior thesis and wrote an APA-style empirical report based on the project. Scoring of drafts and final papers occurred using a rubric designed to assess both application of research methods and writing on a 4-point scale ranging from *beginning* to *advanced*. Across both the draft and final versions of the paper, average scores the methodological sections of the rubric were above 3.00 indicating performance at the *high intermediate* level. The lowest scores on the rubric corresponded to the literature review section of the paper, which were 2.38 on the draft and 3.06 on the final paper.
- Ethical and Social Responsibility in a Diverse World
  - Diversity Rubric (PSY 304)
    - Students enrolled in Cross Cultural Psychology in fall 2016 completed a project in which they researched and presented information about another culture. Grading for the assignments was based on the general education diversity rubric, and average scores for the 20 students were as follows: awareness of culture = 2.25, open-mindedness = 1.35, interactions with individuals from different cultures = 2.00, use of resources = 1.95, awareness of media = 1.70, and language awareness = 1.60. The average score on the overall rubric was 1.81, which corresponds to the midpoint of the scale that is indicative of students who are exposed to but not fully embracing of diversity. Analysis of the individual components of the rubric suggests that students are aware of cultural differences, but they do not demonstrate consistent open-mindedness in relation to cultural differences.
  - Mental Illness Stigma Scale (PSY 201, 315)
    - Students enrolled in Abnormal Psychology and Psychology Cornerstone completed the stigma scale in Fall 2016. The scale measured seven different stigmatizing attitudes toward mental illness, and students' responses consistently fell on the positive side of the scale indicating attitudes that were generally not stigmatizing. Unfortunately, the overlap in students between the courses was such that there were 39 students who had completed Abnormal

and only 10 who had only completed Cornerstone, which made comparisons between the courses difficult statistically. Nonetheless, the differences that did exist between the groups were in the expected direction in that attitudes tended to be more positive among students who had completed Abnormal Psychology. Abnormal seemed to particularly be associated with reduced anxiety about being around people with mental illness and reduced beliefs that people with mental illness have poor hygiene.

- Senior Thesis IRB Approvals (PSY 496)
  - Completion of the senior thesis project in the face-to-face version of PSY 496 requires students to successfully write an IRB application and receive approval from the university IRB. All students enrolled in the course in fall 2016 and spring 2017 successfully achieved this goal.
- Service hours in courses
  - Psychology contribute to student development of ethical responsibility to the community by engaging in service learning projects.
    - Fall 2016
      - PSY 201 (28 students, 1 hour required)
      - PSY 375 (14 students, 4 hours required)
      - PSY 401 (28 students, 1 hour required)
    - Spring 2016
      - PSY 201 (49 students, 1 hour required )
      - PSY 450 (6 students, 5 hours required)
- Communication
  - APA Style Test (PSY 201)
    - Students completed an online, 25-point, open-book quiz in fall 2015 and spring 2017. Items on the test directly corresponded to APA style content covered in Psychology Cornerstone. Average scores were higher in 2016 (76%) than 2017 (68%) despite a complete redesign of the teaching method in 2017 to focus on practicing the skills during class time. Item analysis of the 2017 results indicate that students performed better on multiple-choice questions (72%) asking them to recognize correct style than open-ended questions (58%) asking them to actually write APA-style citations and references.
  - Psychology Major Test (PSY 201, 496)
    - Students in Research Methods scored 84% on the test overall, and their performance was lowest on the section related to APA style (77%).
  - Written Communication Rubric (315, 375, 496)
    - Several writing assessments in upper-level courses were assessed in the 2016-2017 school year using the general education written communication rubric. The 148 students' average score across all components of the rubric was 3.31, which corresponds to performance at the high intermediate level. The only component of the rubric that yielded an average score below 3 was discipline-specific skills (2.77). This score was largely determined by students' failure to utilize proper APA style.
- Professional Development
  - Internships



- Psychology has consistently supported the professional development of students by supervising internships (Fall 2015 = 0, Spring 2016 = 6, Fall 2016 = 3, Spring 2017 = 6).
- Personal Statement Rubric
  - Students in the Senior Survey course completed a personal statement similar to what is required for application to graduate school. The majority of students (69%) earned an overall score of four or better on the rubric's 5-point scale. Only 8% students fell below the rubric's midpoint indicating that they were not professionally prepared to undertake the writing of a personal statement.
- Psychology Major Test (PSY 201, 496)
  - Students in Research Methods scored 84% on the test overall, and their performance on the advising section was consistent with this average (82%). However, almost all of the errors were related to the new number of hours required to graduate, which is different from the hours required for these upper-level students.

### **Use of Data (Previous year or this year)**

After completing our psychology program review and looking at our annual assessment results in psychology, we have used the data and made the following the changes:

- Based on relatively low performance on the APA Style Test in the Fall 2016 Psychology Cornerstone and low performance on the APA style sections of our writing rubric, we completely revised the instructional method in that course to include more time on task actually practicing APA style citations and references. The continued low performance on the test in spring 2017 will result in further revisions to instruction of that material.
- Based on informal observations that our senior 4-credit PSY 496 Research Methods and Senior Thesis course (PSY 496) contained too much material, we split that course into two separate 3-credit courses: PSY 396 Research Methods and PSY 496 Senior Thesis. The instructors of these courses will be coordinating content and assessment as they are offered for the first time in fall 2017.
- Based on relatively low scores on the literature review section of the senior thesis in PSY 496, we will engage in more direct instruction of techniques for reviewing, organizing, and writing a review of previous research.
- Based on the continued enrollment of psychology students in internships and the impending requirement to receive approval of the course as writing intensive in the General Education program, we will unify the writing requirements across our PSY 480 Internship course.
- PSY 153 has been approved for inclusion in the general education program, and we will begin implementation of the new general education assignments and rubrics in fall 2017.

**Contact(s):** 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 Welfare and Social Justice. 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:

- Integrate social theory, research methods, and statistical knowledge.
- Evaluate and assess empirical data.
- Evaluate current social issues, conditions, power issues, and problems facing diverse populations.
- Demonstrate ethical responsibility in social science research.
- Have the opportunity to engage in applied and experiential learning.

Writing-Specific Learning Outcomes

Students will:

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

**Curriculum Map**

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

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES					WRITING-SPECIFIC STUDENT LEARNING OUTCOMES			
	#1 Depth of Knowledge	#2 Assess Empirical Data	#3 Awareness of Social Issues	#4 Ethical Responsibility	#5 Applied/ Experiential Learning	#1 Grammar & Organization	#2 Evaluate Information	#3 Evidence-Based Arguments	#4 ASA Format
150	X	X		X	X				
270			X		X	X	X	X	X
350,360				X					
400	X								
496	X			X		X	X	X	X
498		X	X		X				

**Program Requirements:**

**Capstone:** SOC 498 Sociological Analysis and Senior Thesis

**Research:** SOC 496 Methods of Social Research

**Service:** SOC 150 Introduction to Sociology and SOC 270 Social Problems

**Assessment Map and Tools**

Course	P-SLO/ WS-SLO	C-SLO	Assessment Tool	Target	2016-17 Results

SOC 150	P 1	Identifies, extracts, and applies key sociological concepts.	Exam 1 grade	100% of students will earn a C- or better on the exam.	77% of students earned a C- or better on the exam (N=99).
SOC 150	P 2	Interpret patterns in empirical data.	Embedded multiple choice question in final exam; see below.	50% of students will answer question correctly.	29% of students answered question correctly (N=87).
SOC 150	P 4	Identifies researcher responsibilities and protocols in the treatment of human subjects.	Embedded multiple choice question in final exam; see below.	50% of students will answer question correctly.	23% of students answered question correctly (N=87).
SOC 150	P 5	Students will exhibit social responsibility by participating actively in a community and a democracy.	Minimum 10 service learning hours.	100% of students will complete a minimum of 10 service learning hours.	Beginning Fall 2017
SOC 270	P 3	Students will build awareness of local, national, and international issues.	Likert-type survey (cross-sectional); see below	N/A	Average scores Item 1 = 4.03 Item 2 = 4.3 Item 3 = 4.23 Item 4 = 4.03 Item 5 = 3.9 Item 6 = 4.33 Item 7 = 4.3
SOC 270	P 5	Students will exhibit social responsibility by participating actively in a community and a democracy.	Minimum 15 service learning hours.		Beginning in fall 2017
SOC 270	WS 1	Demonstrates proficiency in the use of grammar and organization to convey ideas.	Policy paper rubric.		Beginning in fall 2017
SOC 270	WS 2	Demonstrates proficiency in locating information, evidence, facts and knowledge, identifying, summarizing and evaluating relevant and objective sources.	Policy paper rubric.		Beginning in fall 2017
SOC 270	WS 3	Provides theoretically sound empirically based explanations for social problems.	Policy paper rubric.		Beginning in fall 2017

SOC 270	WS 4	Formats paper in accordance with ASA style.	Policy paper rubric.		Beginning in fall 2017
SOC 340, 350, 360	P 4	Provides theoretically sound empirically based explanations for patterns of inequality: race, class, gender, LBGT, and religion.	TO BE DETERMINED		
SOC 400	P 1	Identifies, compares, and applies key ideas, perspectives, and levels in sociological theory.	DEVELOPING SOCIAL THEORY PAPER RUBRIC		
SOC 496	P 1	Integrate sociological theory and methods in the development of a research paper proposal.	SOC 496 Senior Research Paper Proposal Rubric	4.5	4.45
SOC 496	P 4	Complete IRB approval process for research paper proposal.	IRB approval form for senior research paper	100%	
SOC 496	WS 1	Write research paper proposal in accordance with professional standards and conventions.	SOC 496 Senior Research Paper Proposal Rubric	4.5	4.09
SOC 496	WS 2	Demonstrate high information literacy through the use of quality sociological sources.	SOC 496 Senior Research Paper Proposal Rubric	4.5	3.63
SOC 496	WS 3	Draw on evidence-based research to develop a testable research hypothesis.	SOC 496 Senior Research Paper Proposal Rubric	4.5	4.36
SOC 496	WS 4	Format research proposal in appropriate professional format.	SOC 496 Senior Research Paper Proposal Rubric	4.5	4.63
SOC 498	P 2	Use SPSS to correctly analyze and interpret empirical data in completion of senior thesis project.	SOC 498 Senior Research Paper Rubric	4.5	4.04
SOC 498	P 3	Students will build awareness of local, national, and international issues.	Likert-type survey (cross-sectional); see below	Average score of 4.5 on all items	
SOC 498	P 5	Complete senior thesis project.	SOC 498 Senior Research Paper Rubric	100%	100%

### Reflection-Based Results

- The American Sociological Association suggests both direct and indirect measures of assessment. For direct assessment, they suggest capstone courses, course embedded

questions 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 four 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 cannot quantify this claim.

- Our past biennial assessment plan did not include any data. This was discussed in the 2015 assessment plan, but data collection did not begin until the spring of 2017. The data collected serve as a baseline for future departmental changes. Now that we have started the data collection process, we are in a much stronger position to make changes within the department to best meet our student learning outcomes.
- Results of assessment for SOC 150 indicate that we need to do a better job of teaching students how to interpret empirical data. Only 29% of SOC 150 were able to correctly answer an embedded question asking about unemployment rates. Additionally, many of our students reach SOC 496 without having ever written a literature review. The data show this is where students scored the lowest on their senior thesis grading rubric (3.63 out of 5.0). This has prompted discussion of changes in many of our lower-level courses. For example, Dr. Hagan and Dr. Guillen require students to write literature reviews in their lower-level courses in order to better prepare them for SOC 496. 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.

### **Closing the Loop**

The sociology department realizes that listing the learning outcomes and ways to assess learning are not done simply for the purpose of collecting data. Rather, we have created student learning outcomes and are collecting data on those outcomes in an effort to enhance student learning. We have begun the data collection process and are identifying areas where our students are strong and where we need to make improvements. We are using both direct and indirect assessment measures, including new standardized departmental rubrics (attached) for our SOC 496 and SOC 498 classes. Even with the initial data collection, we have identified some weaknesses that we need to address in our future classes. For example, SOC 496 students struggled with writing a literature review. We will begin working with the Joy Santee to help our students develop skills in this area. Joy has developed a worksheet with a “map” for how students should write their Lit Reviews. It requires that students plug in their own topic and resources and how those will fit together in the final product. We realize we will

need to continue tweaking our program as more data are collected, but we also realize how important this first step has been. As a department, we feel we are doing a good job of preparing our students for the world and are now beginning to quantify this.

**Contact(s)** Dr. Jennifer Webster, Dr. Neil Quisenberry, Dr. Melissa Barfield

SOC 496: Methods of Social Research

Grading Rubric for Research Paper Proposal

	Absent/Unsatisfactory 0	Poor 1	Fair 2	Good 3	Excellent 4
Paper Structure/Format	The paper is not structured and formatted in accordance with ASA style; there are numerous errors. The length of the paper is more than 2 pages outside of the criteria established for the assignment.	The paper is not structured and formatted in accordance with ASA style; there are numerous errors. The length of the paper is within 2 pages of the criteria established for the assignment.	The paper is generally structured and formatted in accordance with ASA style; however, there are more than a few errors. The length of the paper is within 1 page of the criteria established for the assignment.	The paper is generally structured and formatted in accordance with ASA style; there are few errors. The length of the paper is within ½ page of the criteria established for the assignment.	The paper is structured and formatted properly in accordance with ASA style; there are no errors. The length of the paper is within the criteria established for the assignment.
Writing Quality	The paper contains numerous grammatical and/or spelling errors; the tone is not appropriate for the intended audience; the writing style and transitions do not enable the reader to understand the subject matter.	The paper contains numerous grammatical and/or spelling errors; the tone is not appropriate for the intended audience; the writing style and transitions detract from the reader's understanding of the subject matter.	The paper contains more than a few grammatical and/or spelling errors; the tone may not be appropriate for the intended audience; the writing style and transitions detract from the reader's understanding of the subject matter.	The paper contains few grammatical and/or spelling errors; the tone is appropriate for the intended audience; the writing style and transitions do not detract from the reader's understanding of the subject matter.	The paper is free of grammatical and spelling errors; the tone is appropriate for the intended audience; the writing style and transitions enhance, rather than detract from, the reader's understanding of the subject matter.
Theoretical Context	The paper does not relate theory to the research and/or the theory chosen is incorrectly referenced.	The paper references theory, but does not clearly relate it to the research; the sociological theory may not be most appropriate for the subject	The paper establishes a theoretical context for the research; however, the sociological theory chosen may not be most appropriate for the subject	The paper establishes a theoretical context for the research; the sociological theory chosen is appropriate to the subject matter but is not referenced	The paper establishes a clear theoretical context for the research; the sociological theory chosen is appropriate to the subject matter and is referenced with understanding.



		matter and/or is not referenced with clear understanding.	matter and/or is not referenced with clear understanding.	with clear understanding.	
Hypothesis Formation	The paper does not contain a hypothesis.	The paper includes a hypothesis, but it is not appropriate for the research being conducted.	The paper includes a hypothesis appropriate for the research, but it is not easily-identified and/or is poorly-written.	The paper includes an easily-identified hypothesis that is appropriate for the research being conducted.	The paper includes an easily-identified, well-written hypothesis that is appropriate for the research being conducted.
Literature Review	The paper does not review relevant sociological literature or the sources are not appropriate for a scholarly paper. Sources are not properly cited.	The paper includes a review of sociological literature, though the review is not thorough and/or the sources are not appropriate for a scholarly paper. Sources may not be properly cited.	The paper includes a review of sociological literature relevant to the topic, though the review may not be thorough and/or some sources are not appropriate for a scholarly paper. Sources are properly cited.	The paper includes a review of sociological literature relevant to the topic, though the review may not be thorough; sources are appropriate for a scholarly paper and are properly cited.	The paper includes a thorough review of sociological literature relevant to the topic; sources are appropriate for a scholarly paper and are properly cited.
Methods Section	The paper does not adequately describe the research design, the methods chosen are not appropriate for the research being conducted and/or scientific terminology is not properly used.	The paper describes the research design, but does not provide all details sufficient for replication of the study. The methods chosen are not appropriate for the research being conducted and scientific terminology is not properly used.	The paper describes the research design, but does not provide all details sufficient for replication of the study. The methods chosen are not appropriate for the research being conducted or scientific terminology is not properly used.	The paper describes the research design, but does not provide all details sufficient for replication of the study. The methods chosen are appropriate for the research being conducted, and scientific terminology is properly used throughout.	The paper details the research design, including population, sample selection, sample size, instrumentation, and data collection method. The methods chosen are appropriate for the research being conducted and scientific terminology is

					properly used throughout.
Proposed Analysis	The paper does not provide a planned analysis or details an analysis completely inappropriate for the data being collected.	The paper provides a general overview of a planned analysis, but does not provide enough detail to determine if the plan is appropriate for the data being collected.	The paper provides a general overview of planned analysis, but the planned analysis may not be most appropriate for the data being collected.	The paper provides a general overview of planned analysis. The planned analysis is not inappropriate for the data being collected.	The paper details the student's plan for processing and analyzing the data. The planned analysis is appropriate for the data being collected.
TOTAL (28 possible points)					

Grading scale:

25.2-28 points = 90-98% = A

22.4-25.1 points = 80-89% = B

19.6-22.3 points = 70-79% = C

16.8-19.5 points = 60-69% = D

16.7 points and below = 59% & below = F

	<b>Absent/Unsatisfactory 0</b>	<b>Poor 1</b>	<b>Fair 2</b>	<b>Good 3</b>	<b>Excellent 4</b>
<b>Paper Structure/Format</b>	The paper is not structured and formatted in accordance with ASA style; there are numerous errors. The length of the paper is more than 2 pages outside of the criteria	The paper is not structured and formatted in accordance with ASA style; there are numerous errors. The length of the paper is within	The paper is generally structured and formatted in accordance with ASA style; however, there are more than a few errors. The	The paper is generally structured and formatted in accordance with ASA style; there are few errors. The length of the paper is	The paper is structured and formatted properly in accordance with ASA style; there are no errors. The length of the paper is within the

	established for the assignment.	2 pages of the criteria established for the assignment.	length of the paper is within 1 page of the criteria established for the assignment.	within ½ page of the criteria established for the assignment.	criteria established for the assignment.
<b>Writing Quality</b>	The paper contains numerous grammatical and/or spelling errors; the tone is not appropriate for the intended audience; the writing style and transitions do not enable the reader to understand the subject matter.	The paper contains numerous grammatical and/or spelling errors; the tone is not appropriate for the intended audience; the writing style and transitions detract from the reader's understanding of the subject matter.	The paper contains more than a few grammatical and/or spelling errors; the tone may not be appropriate for the intended audience; the writing style and transitions detract from the reader's understanding of the subject matter.	The paper contains few grammatical and/or spelling errors; the tone is appropriate for the intended audience; the writing style and transitions do not detract from the reader's understanding of the subject matter.	The paper is free of grammatical and spelling errors; the tone is appropriate for the intended audience; the writing style and transitions enhance, rather than detract from, the reader's understanding of the subject matter.
<b>Theoretical Context</b>	The paper does not relate theory to the research and/or the theory chosen is incorrectly referenced.	The paper references theory, but does not clearly relate it to the research; the sociological theory may not be most appropriate for the subject matter and/or is not referenced with clear understanding.	The paper establishes a theoretical context for the research; however, the sociological theory chosen may not be most appropriate for the subject matter and/or is not referenced with clear understanding.	The paper establishes a theoretical context for the research; the sociological theory chosen is appropriate to the subject matter but is not referenced with clear understanding.	The paper establishes a clear theoretical context for the research; the sociological theory chosen is appropriate to the subject matter and is referenced with understanding.
<b>Hypothesis Formation</b>	The paper does not contain a hypothesis.	The paper includes a hypothesis, but it is not appropriate for the research being conducted.	The paper includes a hypothesis appropriate for the research, but it is not easily-identified and/or is poorly-written.	The paper includes an easily-identified hypothesis that is appropriate for the research being conducted.	The paper includes an easily-identified, well-written hypothesis that is appropriate for the research being conducted.
<b>Literature Review</b>	The paper does not review relevant sociological literature or the sources are not appropriate for a	The paper includes a review of sociological literature,	The paper includes a review of sociological literature	The paper includes a review of sociological literature	The paper includes a thorough review of sociological literature

	scholarly paper. Sources are not properly cited.	though the review is not thorough and/or the sources are not appropriate for a scholarly paper. Sources may not be properly cited.	relevant to the topic, though the review may not be thorough and/or some sources are not appropriate for a scholarly paper. Sources are properly cited.	relevant to the topic, though the review may not be thorough; sources are appropriate for a scholarly paper and are properly cited.	relevant to the topic; sources are appropriate for a scholarly paper and are properly cited.
<b>Methods Section</b>	The paper does not adequately describe the research design, the methods chosen are not appropriate for the research being conducted and/or scientific terminology is not properly used.	The paper describes the research design, but does not provide all details sufficient for replication of the study. The methods chosen are not appropriate for the research being conducted and scientific terminology is not properly used.	The paper describes the research design, but does not provide all details sufficient for replication of the study. The methods chosen are not appropriate for the research being conducted or scientific terminology is not properly used.	The paper describes the research design, but does not provide all details sufficient for replication of the study. The methods chosen are appropriate for the research being conducted, and scientific terminology is properly used throughout.	The paper details the research design, including population, sample selection, sample size, instrumentation, and data collection method. The methods chosen are appropriate for the research being conducted and scientific terminology is properly used throughout.
<b>Data Analysis</b>	The paper does not provide analyses or uses analyses inappropriate for the data collected. Interpretation is missing or inaccurate.	The paper provides a general overview of the analyses, but the analyses may not be appropriate for the data collected or the interpretation does not reflect understanding of the analyses.	The paper provides a general overview of the analyses, but the analyses may not be most appropriate for the data collected. Interpretation may not reflect understanding of the analyses.	The paper provides a general overview of the analyses. The analyses are not inappropriate for the data collected. Interpretation is not inaccurate.	The paper details the student's process for analyzing and interpreting the data. The analyses are appropriate for the data collected and the interpretation reflects understanding of the analyses.
<b>TOTAL (28 possible points)</b>					

Grading scale:

25.2-28 points = 90-98% = A

22.4-25.1 points = 80-89% = B

19.6-22.3 points = 70-79% = C

16.8-19.5 points = 60-69% = D

16.7 points and below = 59% & below = F

## **MA in Criminal Justice**

### **Description**

The Master's program in Criminal Justice is designed to provide students with a scholar-practitioner model that will help them in the practice of criminal justice in their present or future careers. In addition, this program will provide the necessary tools for any student who wishes to continue his or her education at the doctoral level. There are four required courses for the program. Beyond these courses, there are a variety of courses that will be enriching to students hoping to delve more deeply into a single area or get a variety of experiences in several areas. Students will be offered courses that deal specifically with current criminal justice topics. There is also the option of field experiences as well as independent study as a way for students to gain hours in an area of their choice.

### **Mission Statement**

The Master's program in Criminal Justice will help students further develop the knowledge, skills, and abilities necessary for success in criminal justice careers and/or doctoral-level education in the discipline.

### **Major Student Learning Outcomes (3-5)**

By the end of the degree program, students will:

1. Demonstrate advanced theoretical knowledge of the nature of crime, and understanding regarding patterns of criminal activity.

2. Demonstrate advanced knowledge and understanding of the law and the legal system, as well as decision-making in the criminal justice process, and the social and political context of the legal system.
3. Demonstrate advanced knowledge and understanding of the effects of human diversity (including, but not limited to, ethnicity, culture, gender, religion, and economic well-being) within the context of contemporary issues of justice.
4. Demonstrate advanced knowledge and understanding of, and willingness to utilize, ethical decision-making in criminal justice contexts.
5. Demonstrate advanced knowledge and understanding of research methods, statistics, and program evaluation.

### Curriculum Map

REQUIRED PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
	1 <i>Nature and patterns of crime</i>	2 <i>Legal decision-making</i>	3 <i>Effects of human diversity</i>	4 <i>Ethics applied to criminal justice</i>	5 <i>Research methods, statistics, program evaluation</i>
<i>CRJ 600 - Advanced Studies in Criminal Justice</i>		Discussion Questions Modules 2, 5, 6, 7  Final Paper	Discussion Question Module 3	Discussion Question Module 1	
<i>CRJ 604 – Criminological Theory</i>	Final Paper				
<i>CRJ 606 – Research in Criminal Justice I: Methods and Concepts</i>	Homework Assignment Module 1			Citi program certification	Homework Assignments, Modules 3, 4, 5, 6, 7, 8
<i>CRJ 608 – Research in Criminal Justice II: Data Analysis</i>	Discussion Question, Module 2				Final Exam

<i>CRJ 611 – Ethics, the Law, and Individual Rights</i>		Reflection Paper 3	Reflection Paper 2	Reflection Paper 1	
		Final Paper	Discussion Question, Module 4	Quiz Total	

**CAPSTONE:** CRJ 698 & 699 – Thesis I & II (To be used in place of 6 credit hours of elective courses if student chooses to write a thesis) OR comprehensive exam if that option is chosen.

**RESEARCH:** CRJ 698 & 699 (if selected as capstone experience)

**SERVICE:** None required.

**Methods of assessment**

*CRJ 600 – Advanced Studies in Criminal Justice*

Course-Level Objectives:

1. Explain the systemic nature of the criminal justice system in the United States.
2. Explain the major theoretical perspectives of how the criminal justice system works in the United States.
3. Analyze past and current research studies to compare the viability of the major theoretical perspectives concerning the functioning of the criminal justice system in the United States.

Assessment Tools:

Current Issues Blog Posts  
 Discussion Board Posts<sup>7</sup>

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<sup>7</sup> See Appendix A

Final Paper<sup>8</sup>

*CRJ 604 – Criminological Theory*

Course-Level Objectives:

1. Become familiar with some of the main theoretical assumptions, concepts, and patterns of determination identified by each theorist in their approach to the study of crime.
2. Apply criminological theory to current criminal justice events/news stories.
3. Develop research skills by completing a research proposal with narrative literature review of a criminological theory.
4. Refine oral presentation skills by creating a video presentation of final research proposal.

Assessment Tools:

Discussion Board Posts<sup>9</sup>

Current Events Reflection Papers

Final Paper<sup>10</sup>

Video Presentation of Research Proposal

*CRJ 606 – Research I: Methods & Concepts*

Course-Level Objectives:

1. Differentiate scientific research from others ways of knowing.
2. Discuss the purposes of scientific research.
3. Acquire the Citi program certification to demonstrate knowledge of conducting ethical research.
4. Design an empirical research study appropriate to the topic of criminal justice.
5. Discuss methodological practices common to the study of criminal justice.
6. Identify multiple sources of secondary data applicable to criminal justice research.
7. Evaluate the methodological rigor of research studies published within the field of criminal justice.
8. Consider the relationship between empirical research and:
  - Policy development
  - Program implementation

Assessment Tools:

Citi program training (certificate) on Human Subjects research

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<sup>8</sup> See Appendix B

<sup>9</sup> See Appendix A

<sup>10</sup> See Appendix B



Homework assignments  
Discussion Board Posts  
Quizzes

*CRJ 608 – Research II: Data Analysis*

Course-Level Objectives:

1. Develop their ability to conduct statistical analysis of quantitative data at the graduate level;
2. Increase their understanding of the appropriate use of analytic techniques in both descriptive and inferential methods, including hypothesis testing;
3. Improve their ability to interpret statistical results involving univariate and multivariate statistical analysis;
4. Develop their ability to use statistical and database software such as SPSS and Excel;
5. Acquaint themselves with qualitative data analysis to the extent time permits; and
6. Acquire experience in exploring and working with secondary data to prepare for conducting his/her own research.

Assessment Tools:

Homework Assignments  
Discussion Board Posts  
Quizzes  
Final Exam

*CRJ 611 – Ethics, the Law, and Individual Rights*

Course-Level Objectives:

1. Acquire an understanding of basic ethical theories, concepts, and issues.
2. Articulate moral and ethical dilemmas presented within the criminal justice system.
3. Develop a fundamental framework of analytical skills for examining the ethical implications of decision-making in the criminal justice system.
4. Examine personal attitudes, values, and beliefs in relation to the crime, the offender, the victim, and the justice system.

Assessment Tools:

Reflection Papers<sup>11</sup>  
Discussion Board Posts  
Quizzes  
Final Exam

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<sup>11</sup> See Appendix C

### MACJ Program Grading Scale

This scale is used for all assignments and final course grades in the MACJ program. All rubric scores are converted to percentages to align with this scale.

A	95 – 100%	B +	89 – 92%	C	75 – 80%
A -	93 - 94%	B	85 – 88%	F	74% or below
		B -	81 – 84%		

## Results from assessment (2016-2017)

Course	Program-Level SLO	Course-Level SLO	Assignment	Assessment Tool	Target	2016-17 Results
CRJ 600	2	1	Discussion Questions (Modules 2, 5, 6, & 7)	Discussion Question Rubric	100% of students will earn an average of B- or above across the specified questions	100% of students earned an average of B- or above across the specified questions; N = 8
			Final Paper	Final Paper Rubric	100% of students will earn a B- or above on the Final Paper	75% of students earned a B- or above on the Final Paper; N = 8
CRJ 600	3	2	Discussion Question, Module 3	Discussion Question Rubric	100% of students will earn a B- or above on the Discussion Question	100% of students earned a B- or above on the Discussion Questions; N = 8
CRJ 600	4	3	Discussion Question, Module 1	Discussion Question Rubric	100% of students will earn a B- or above on the Discussion Question	100% of students earned a B- or above on the Discussion Questions; N = 8
CRJ 604	1	1	Final Paper	Final Paper Rubric	100% of students will earn a B- or above on the Final Paper	71.4% of students earned a B- or above on the Final Paper; N = 7
-CRJ 606	1	5	Homework Assignment, Module 1	Homework Assignment Rubric	100% of students will earn a B- or above on the Homework Assignment	100% of students earned a B- or above on the Homework Assignment; N = 10

CRJ 606	4	3	Citi program module on Human Subjects research	Citi-issued certificate	100% of students will earn certificate	100% of students earned Citi certificate; N = 10
CRJ 606	5	4	Homework Assignments, Modules 3, 4, 5, 6, 7, & 8	Homework Assignment Rubric	100% of students will earn an average of B- or above across the specified assignments	100% of students earned an average of B- or above across the specified assignments
CRJ 608	1	1	Discussion Question, Module 2	Discussion Question Rubric	100% of students will earn a B- or above on the specified question	100% of students earned a B- or above on Discussion Question, Module 2; N = 9
CRJ 608	5	2	Cumulative Final Exam	Cumulative Final Exam grade	100% of students will earn a B- or above on the Cumulative Final Exam	55.6% of students earned a B- or above on the Cumulative Final Exam; N = 9
CRJ 611	2	2	Reflection Paper 3	Reflection Paper Rubric	100% of students will earn a B- or above on Reflection Paper 3	100% of students earned a B- or above on Reflection Paper 3; N = 3
			Final Paper	Final Paper Rubric	100% of students will earn a B- or above on the Final Paper	100% of students earned a B- or above on the Final Paper 3; N = 3
CRJ 611	3	4	Reflection Paper 2	Reflection Paper Rubric	100% of students will earn a B- or above on Reflection Paper 2	100% of students earned a B- or above on Reflection Paper 2; N = 3

			Discussion Question, Module 4	Discussion Question Rubric	100% of students will earn a B- or above on the specified question	100% of students earned a B- or above on the specified question; N = 3
CRJ 611	4	3	Reflection 1	Reflection Paper Rubric	100% of students will earn a B- or above on Reflection Paper 1	100% of students earned a B- or above on Reflection Paper 1; N = 3
			Quizzes, Modules 1-7	Quiz Average	100% of students will earn a Quiz Average of B- or above	100% of students earned a Quiz Average of B- or above; N = 3

**Use of Data (Previous year or this year)**

This is the first year having students in the program; therefore, this is the first round of data collection. Due to the small number of students in the program, it is unlikely any major changes to the program or assessment targets will be made until more data can be collected to establish a stronger baseline. However, this summer, the current data will be carefully reviewed and assessment tools will be refined, if necessary.

**Contact(s):**

Dr. Jennifer H. Webster

## Appendix A: Discussion Question Grading Rubric

	Unacceptable 0	Problematic 0.25	Good 0.5	Excellent 0.75
<b>Initiated Discussion</b>	No initial thread posted.	Initial thread reflected superficial thought and preparation; less than 200 words.	Initial thread pertained to forum topic but didn't stimulate further discussion; less than 250 words.	Initial thread was well-developed (minimum of 250 words), demonstrating knowledge of the readings and course content and stimulated further discussion.
<b>Time</b>	Initial thread not completed and responses not completed by due date.	Initial thread posted late and/or responses posted on the same date.	Initial thread posted on time, but follow-up posts all posted on same date or not posted on time.	Initial thread posted on time; minimum of four follow-up responses distributed across at least two separate days.
<b>Quality of Follow-up Posts</b>	No follow-up responses posted.	Posted shallow responses; contributed information that irrelevant or incorrect; didn't enrich discussion.	Elaborated on existing posts with further comments about the forum topic, but didn't stimulate further discussion.	Posted accurate, substantive responses, demonstrating knowledge of the readings and course content.
<b>References &amp; Support</b>	Included no reference to readings, course content, nor professional experience to support statements.	Referred to professional experience, but no references to current or previous readings or course content to support statements.	Incorporated some references from current readings (and may include professional experience) to support statements.	Incorporated references from current readings and professional literature, additional resources, and professional experiences to support statements.
<b>APA &amp; Mechanics</b>	Unclear sentences with multiple errors in grammar, punctuation, and/or spelling; or disrespectful tone.	Courteous; some errors in grammar, punctuation, spelling, and/or sentence structure.	Courteous; clear, concise sentences with minor errors in grammar, punctuation, and/or spelling.	Courteous; clear, concise comments formatted in an easy to read style with no errors in grammar, punctuation, or spelling.

## Appendix B: Final Paper Grading Rubric

	Poor 1	Fair 2	Good 3	Excellent 4
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
<b>Influence of context and assumptions</b>	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged.

				Others' points of view are synthesized within position (perspective, thesis/hypothesis).
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.
<b>Control of Syntax and Mechanics</b>	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.



### Appendix C: Reflection Paper Grading Rubric

	Unacceptable 0	Problematic 0.25	Good 0.5	Excellent 0.75
<b>Content</b>	No entry submitted.	Response adequately addresses some aspects of the assigned topic.	Response thoughtful and fairly well written.	Response to assigned topic thorough and well written.
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Idea Development</b>	Ideas not clearly stated or developed.	Incomplete development of ideas; details and examples not always evident.	Good reliance upon examples and details to illustrate and develop ideas and opinions.	Excellent use of examples and details to explore and develop ideas and opinions.

# Division of Visual and Performing Arts

## Art

### Description

The art major is focused on the development of a breadth of skill sets and concepts in visual art and design, encouraging students to think and communicate critically through their work. Emphasis is placed on the fundamentals of art and design, art history, and art theory. Through an array of studio electives, the major allows a freedom of exploration in a variety of mediums. This empowers students to develop a personal expressive voice, which culminates in a senior presentation and art exhibition.

### Mission Statement

N/A

### Major Student Learning Outcomes

1. Demonstrate a proficiency of the language of visual art and design.
2. Understand and apply the skills and techniques required to create compelling art in a range of art forms.
3. Foster a personal expressive voice through critical problem solving skills.
4. Identify major historical genres, artists, and artworks in context to culture, technology, and contemporary practices.
5. Develop the professionalism required to produce and defend an art exhibition reflecting a coherent set of artistic and intellectual goals.

### Curriculum Map

DEPARTMENT OF ART: STUDENT LEARNING OUTCOMES						
PROGRAM COURSES		1	2	3	4	5
ART 101	Drawing I	X	X			
ART 102	Two-Dimensional Design & Layout	X	X	XX		
ART 103	Three-Dimensional Design	X	X	XX		
ART 210	Western Art History I (Prehistoric - High Gothic)	XX			X	
ART 211	Western Art History II (Renaissance - Modern)	XX			X	
ART 290	Gallery Practicum I					X
ART 299	Sophomore Review	XX	XX	XX	XX	
ART 310	20th and 21st Century Art: After Modern Art	XX			X	
ART 312	Aesthetics of Film	XX			X	
ART 314	American Art	XX			X	
ART 390	Gallery Practicum II					X

ART 498	Senior Studio I	XX	XX	XX	XX	XX
ART 499	Senior Studio II	XX	XX	XX	XX	XX

### Program Requirements

**Capstone:** ART 498 Senior Studio I; ART 499 Senior Studio II

**Research:** ART 210 Western Art History I (Prehistoric - High Gothic) (W); ART 211 Western Art History II (Renaissance - Modern) (W); ART 310 20th and 21st Century Art: After Modern Art (W); ART 312 Aesthetics of Film (W); ART 314 American Art (W)

**Service:** None

### Methods of Assessment

All Courses: Aesthetic Expression Rubric

Studio Courses: Critique (Individual & Group); Portfolio Review; Sketchbooks; Self-Evaluations; All-Student Exhibition

Lecture Courses: Tests; Writing (Research Papers, Exhibition Reviews); Group Discussions; Presentations

### Results from Assessment

Note: The art program has undergone significant changes in 2016-2017. This includes the retirement of the Bachelors of Fine Arts degree, and the introduction of a Bachelors of Arts in Art degree. The majority of our courses are currently being assessed as major changes have been made to the curriculum and program.

1. Demonstrate a proficiency of the language of visual art and design.  
Introduced in ART 101, ART 102, and ART 103, the principles and elements of art and design are continuously implemented in all art courses. Work produced in studio courses exhibit an understanding of visual language and the design principles.
2. Understand and apply the skills and techniques required to create compelling art in a range of art forms.  
As students progress through different studio courses, they are expected to gain the skills and knowledge to create artwork in a variety of mediums. This ultimately culminates in the capstone experience ART 498 & ART 499.
3. Foster a personal expressive voice through critical problem solving skills.  
Thematic projects inherent in all studio courses allow students to think critically about their decisions. This enables the development of a personal voice expressed through art.
4. Identify major historical genres, artists, and artworks in context to culture, technology, and

contemporary practices.

Assessed in art history lecture courses, students are expected to understand the history of art across time through written and verbal evaluation. This knowledge is also expected in select appropriate studio courses.

5. Develop the professionalism required to produce and defend an art exhibition reflecting a coherent set of artistic and intellectual goals.

Gallery Practicum (ART 290, ART 390) and Senior Studio (ART 498, ART 499) directly assesses students' abilities to produce, mount, defend, and manage an art exhibition. Senior Studio is a culminating experience for our majors.

### **Use of Data (Previous year or this year)**

With major changes to a program, our data is still being collected. In this current year, a greater focus was placed on outcomes 1 & 2. As a direct result, students have demonstrated a greater ability to defend and discuss their work in critique settings. Outcomes 3, 4, & 5 require more assessment before a conclusion can be reached.

Again, with several of our program revisions being implemented in the next 2 years, we await to see the results of our changes. Our current learning outcomes could also be considered and clarified to better represent our departmental goals.

### **Contacts**

#### **Kevin Kao**

Assistant Professor of Art  
krkao@mckendree.edu

#### **Amy MacLennan**

Associate Professor of Art  
asmaclennan@mckendree.edu

# Music

**Description:** The performance degrees prepares students to enter graduate school in performance, music history, music theory, or Music Therapy. The Music Education degree prepares the students to teach music at the K-12 level. The Music Marketing degree prepares student to enter the arena of music business.

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

## Major Student Learning Outcomes (3-5)

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

## 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.

	<b>DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES</b>
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PROGRAM COURSES	1	2	3	4	5
Ensembles and Applied Lessons (MUE, MUL)	X		X		
MUS 110, 255, 256, 355, 356, 372		X			
MUS 165, 265, 364-366, 375, 376	X	X	X		
MUED classes	X		X		X
MUS 200				X	
MUED 423, 424			X		X

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

**CAPSTONE:** Performance: MUL 498 Senior Recital  
Church Music: MUL 367 Advanced Conducting  
Music Marketing MUS 470 Internship (optional)  
Music Education: MUL 498 Senior Recital & EDU 497 Student Teaching

**RESEARCH:** Research occurs in Music History classes and in MUED courses, but research is not a major component of capstone experiences.

**SERVICE:** MUE courses (all ensembles) - Concerts for the community

**Methods of assessment:**

MUL courses: Juries at the conclusion of every semester  
MUE courses: Every ensemble gives a performance at least once a semester.  
MUS and MUED courses: Quizzes, Exams, Presentations, Research papers

**Results from assessment**

**MUL courses:** The juries allow us to not only critique the students' progress but the instructor's effectiveness. We are pleased with the majority of the instructors; we are considering a change in one studio.

**MUE courses:** Each semester we critique the ensemble performances and that allows us to discuss the ensembles' strengths and weakness with the director and makes necessary changes to rehearsals and teaching if necessary. As of Spring 2017, all directors are doing an above average job.

**MUS and MUED courses:** The exams and presentations have allowed us to examine if what improvements should be made in the course curriculum. We are pleased that the majority of our MUED students have passed their state exams in music, thus confirming we are teaching the necessary skills and materials needed to be a good music instructor in the public schools.

### **Use of Data (Previous year or this year)**

#### **Contact(s)**

Nancy S. Ypma, D.Mus.

Jennifer Moder, Ph.D.

# Theatre

**Description:** Theatre is a lens through which our collective humanity is explored. The curriculum in theatre is designed to develop students' understanding of and contributions to that process. The core classes give students a strong foundation in all areas of theatre practice, while the more advanced courses allow students to specialize in their specific area of interest. Theatre majors develop skills in critical thinking, problem solving, research, creativity, leadership, and performance through a combination of theoretical and hands-on work. As part of performances that contribute to the intellectual and creative climate of the campus community, theatre students apply the skills developed in course-work and gain practical experience beyond the classroom.

**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 evaluate 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 performance and/or technical theatre courses.
5. Work independently and as part of a group to meet deadlines, solve practical problems, and provide leadership for projects

## Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES THEATRE MAJOR CORE	1	2	3	4	5
THE 100	x	x	x	x	x



<b>THE 111</b>	<b>XX</b>		<b>XX</b>	<b>XX</b>	<b>X</b>
<b>THE 215</b>	<b>XX</b>		<b>XX</b>	<b>XX</b>	<b>XX</b>
<b>THE 219/221</b>	<b>XX</b>	<b>X</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>
<b>THE 250</b> Housed in ENG		<b>X</b>	<b>X</b>		
<b>THE 320/420</b>	<b>XX</b>	<b>X</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>
<b>THE 350/351</b>		<b>XX</b>	<b>XX</b>		
<b>THE 490</b>	<b>XX</b>		<b>XX</b>	<b>XX</b>	<b>XX</b>

**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

The work students do in these courses ties directly into performances given for the campus community. These performances are an act of service that enhance the cultural and intellectual climate of our campus by providing our audience a wide variety of both educational content and entertainment.

### Methods of assessment

#### THE 100 Introduction to Theater

- Introductory course serves as base for future learning for majors. Not part of major assessment.

#### THE 111 Acting I

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**

Understanding of technique assessed through in class writing assignments, quizzes, and written work assigned for performance scenes.

Ability to evaluate assessed through oral peer feedback of class performances and written critique and discussion of Theatre Department mainstage performance

- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**  
Written script analysis required and assessed for each performance given in class.
- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**  
Students' work in performance assessed using performance rubrics

#### **THE 215 Theater Practicum**

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**  
Students' understanding and work is assessed in progress through weekly written progress reports, meetings with the director and rehearsal (acting/directing) or production meetings (design)  
Evaluation of techniques in production assessed through a final written self-evaluation at completion of project and subsequent discussion with the director (and technical director, for design projects)
- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**  
A script analysis is the starting point for any work on a production and is assessed as part of the portfolio a student submits for this course
- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**  
The overall success of a student's performance or design/construction work assessed as part of the feedback and grade for the course.
- **Learning Outcome 5. Work independently and as part of a group to meet deadlines, solve practical problems, and provide leadership for projects**  
Assessed in two parts-process and product. Process is an assessment of a student's work throughout the project; time management, working within limitations, problem solving, and working with others. Product is an assessment of the success of work in production.

#### **THE 219 Play Production: Set and Lights and THE 221 Play Production: Costume and Makeup**

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**  
Assessed by grading of written paper assignment and in class discussion dealing with execution of set and lighting or costume and makeup elements in mainstage Theatre Department production
- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**  
Script analysis assignments assessed as part of course work.

- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**

Design plans and execution of selected elements assessed from an audience perspective regarding effectiveness and practicality as part of course work.

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

The design process is largely a process of solving problems, thinking creatively, working with others, and meeting deadlines. Developmental projects following the steps of the design process assessed as part of course work. Final projects are the culmination of this work and are assessed as the final exam for the course.

### **THE 320 Directing and THE 420 Advanced Directing**

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**

Paper and discussion using observation of Theater Department mainstage production to consider and evaluate execution of concepts discussed in class

In-class discussion assesses student understanding and reaction to the work, both their own and that done by others, as well as providing a platform for creative problem solving

- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**

Written script analysis from the director's perspective (which encompasses both performance and production areas) and discussion of same are assessed as part of course work.

Research paper, assessing the student's preparation for the direction of her/his chosen play

- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**

The final project for this course is the performance of the student's chosen script. For 320, this is a ten-minute play. For 420, this is more flexible, but most often is a full-length production or serving as assistant director of the mainstage production. The performance grade for this production is assessed as part of the course work.

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

For 320, student directors work together to organize their projects into a group performance, scheduling tech and dress rehearsals, performance dates, technical demands. Once opening night is set, there is a hard deadline for their work to be completed. As directors, they are the leaders of their individual productions. This is assessed through their rehearsal journals, in-class discussion, performance grade, self-evaluation, and feedback given by the student in the cast and crew.

### **THE 350(W) Theater History I and THE 351(W) Theater History II**

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

Research papers assess student's understanding of time periods and styles of theater performances of the past. Presentations assess this as well, and expose the rest of the class to a variety of topics within the time periods studied.

Shorter, creative writing papers allow students to put themselves in the time period studied and write in the first person about the experience of theater performance in those eras. This also assesses student understanding and application of the information discussed in class.

In-class discussion assesses student understanding and reaction to assigned reading, from the textbook, plays from the periods studied, and online articles.

Mid-term and final exam, essay format, assesses application of knowledge gained in course, analysis using that knowledge, and ability to use that knowledge to draw parallels and contrasts between performance theory and practice in historical periods and geographic areas covered

- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**

Presentations and in-class discussion of scripts from the period assess students' understanding of the script within the context of the period in which it was written and performed as well as its relevance to a contemporary audience.

### **THE 490 Senior Project in Theater**

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

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**

Demonstrated and assessed as project develops. Understanding and application of techniques assessed through weekly progress reports, instructor observation of work, and discussion of project in weekly meetings.

Completed project assessed in terms of effectiveness in performance

After project is completed, student completes a self-evaluation, assessing his/her work in the production, strengths, areas for improvement, and what he/she has learned.

- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**

If applicable, student completes an analysis of the chosen script as an early step in the process. This analysis is assessed and discussed as part of the course work.

- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**

Effectiveness of communication with the audience assessed as part of the performance grade and self-evaluation in this course.

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

This is a largely self-directed course. Instructor provides feedback and advice, but the student runs the project chosen. This is assessed in the weekly progress reports and meetings, overall performance grade, and (when applicable) feedback from others (students, faculty, staff, and/or others) involved in the project.

### **THE Courses not in Core (electives depending on track chosen)**

#### **THE 212 Acting II and THE 313 Acting Workshop**

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**

Understanding of technique assessed through in class writing assignments, discussion, and written work assigned for performance scenes.

Ability to evaluate assessed through oral peer feedback of class performances and written critique and discussion of Theatre Department mainstage performance

- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**

For this course, students select two roles on which they work for the entire semester. A full script and character analysis for each is assessed as part of the graded course work.

- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**

Students' work in performance assessed using performance rubrics

#### **THE 330 Movement, THE 340 Stage Speech, THE 430 Advanced Movement, THE 440 Advanced Stage Speech**

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**

Understanding of techniques in movement or speech assessed through participation in class activities, in class writing assignments, discussion, and written work assigned.

Ability to evaluate assessed through oral peer feedback of class work.

- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**

For these courses, students analyze scripts for their specific movement, dialect, or spoken word demands. These analyses are assessed as part of the graded course work.

- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**

These are the courses that develop those skills. Performance requirements within the course are assessed using specific rubrics for the skills developed.

### **THE 319 Advanced Play Production**

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**

Assessed by grading of written paper assignment and in class discussion dealing with execution of technical theatre elements in mainstage Theatre Department production and other productions observed.

- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**

Script analysis assignments assessed as part of course work.

- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**

Design plans and execution of selected elements assessed from an audience perspective regarding effectiveness and practicality as part of course work.

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

Work assessed in process through weekly meetings, progress reports, and feedback from those student worked with on the project (director, technical director, cast, crew, staff, other faculty, etc.) Product assessed in terms of successful completion, effectiveness in performance, and clarity of final product.

### **THE 360 Design for Theatre**

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**

Assessed by grading of written paper assignment and in class discussion dealing with execution of technical theatre elements in mainstage Theatre Department production and other productions observed.

- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**

Script analysis assignments assessed as part of course work.

- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**

Design plans and execution of selected elements assessed from an audience perspective regarding effectiveness and practicality as part of course work.

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

Work as part of design team for project assessed in process through participation in production meetings, materials submitted, and observation of instructor. Product assessed

for on-time completion, success in execution and performance, and feedback from team members.

### **THE 390 Junior Project in Theater**

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

- **Learning Outcome 1. Understand techniques in acting, directing, and/or design and be able to evaluate these techniques in production.**

Demonstrated and assessed as project develops. Understanding and application of techniques assessed through weekly progress reports, instructor observation of work, and discussion of project in weekly meetings.

Completed project assessed in terms of effectiveness in performance

After project is completed, student completes a self-evaluation, assessing his/her work in the production, strengths, areas for improvement, and what he/she has learned.

- **Learning Outcome 3. Analyze a script from both the performance and production perspective.**

If applicable, student completes an analysis of the chosen script as an early step in the process. This analysis is assessed and discussed as part of the course work.

- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**

Effectiveness of communication with the audience assessed as part of the performance grade and self-evaluation in this course.

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

This is a largely self-directed course. Instructor provides feedback and advice, but the student runs the project chosen. This is assessed in the weekly progress reports and meetings, overall performance grade, and (when applicable) feedback from others (students, faculty, staff, and/or others) involved in the project.

**Results from assessment**—For the most part, students get out of the classes and the major what they put into them. Students who are interested, disciplined, and focused do well—they meet the learning outcomes and exceed expectations. Students who procrastinate or who don't do the work don't achieve what is expected. Courses are continually being updated or reworked to better support students' achievement of the course goals. Specific data collection is an area that needs to be improved. At present, courses and major requirements are revised based on overall observations of majors and their work. Over this summer, I will be developing a method track student learning outcomes in specific courses so there is measurable data to guide these changes in future. The Theatre Department's program review begins in the fall of 2017, so I am sure feedback from that process will affect the structure of the major and its courses, as well. In addition, no data or specific

learning outcomes are given in this document from the courses housed in other departments, specifically English and Music, even though those courses are part of the major requirements. That oversight will be corrected by the next report.

**Use of Data (Previous year or this year)**—Because I am a department of one and teach most of the courses in the Theatre Major (all of the required core courses with the exception of THE 250 Dramatic Literature and the Shakespeare courses, which are housed in the English Department) I am “on the front line” of nearly every course in the major. As such, I continually adjust content and assessment in those courses to align with learning outcomes and students’ needs. As discussed in the previous paragraph, specific SLO data for courses is a work in progress. Course requirements have been adjusted several times since the major was first approved in 2006. As part of that continual reworking, I use the NAST (National Association of Schools of Theatre) accreditation requirements as guidelines. McKendree is not eligible for accreditation through NAST because, according to their published standards, a minimum of three full-time faculty members in the Theatre Department are required for eligibility. However, their standards are helpful as a guideline for the program. In the fall of 2015, tracks were added to give students specific guidelines for major electives that align with their desired area of focus and end goals in theatre. In the fall of 2016, one of those tracks, Musical Theatre, was added as a stand-alone major because of the great disparity in credit hours between that major and the rest of the Theatre tracks. Individual courses are also altered as necessary. For example, I am in the process of reworking the paper/event review assignments for THE 100 Introduction to Theatre. It is important for students to see the concepts we are discussing in class put into practice, and to be able to evaluate the success of those productions beyond “I liked it” or “I didn’t like it.” The idea behind the assignments is sound, but the execution of them isn’t working as well as I’d like. Students are seeing these assignments as work to be checked off a list and aren’t putting a lot of thought into what they are writing. My goal is to rework the prompts for both of these assignments in an attempt to get the students to do a better job of analyzing what they have seen and heard. The Theatre History sequence is a continual work-in-progress, as well. The addition of reading a common script from the periods discussed was successful, but balancing the volume of writing required with the amount of material covered in reading and class time is a project I will tackle again this summer before beginning the sequence in the fall. Keeping the students engaged with the material is critical and I will be looking for active learning projects to supplement our reading, discussion, and lecture.

**Contact: Michelle Magnussen**



# School of Business

**Accounting**

**Economics**

**Economics and Finance**

**Management**

**Marketing**

## **Master of Business Administration**

### **Description of the Program**

McKendree's Master of Business Administration program prepares students for careers in a variety of business-related roles. Using an applied, integrated approach students develop the decision making, analytical, functional, ethical, and leadership skills needed to drive organizational success.

### **Mission Statement**

The McKendree University Master of Business Administration program focuses on integrated learning experiences in which students develop problem solving and team building skills in an environment in which they can learn from the faculty and from each other. The program is designed for students who desire a broad understanding of business operations without concentrating their studies in a particular field. The McKendree University MBA program is designed to meet the needs of the working adult. It is expected that students entering the program will usually be employed while they pursue their studies.

### **Major Student Learning Outcomes**

1. Students will utilize the analytical and decision-making skills regularly employed in the business community.
2. Students will develop critical leadership skills
3. Students will find and utilize appropriate data.
4. Students will demonstrate knowledge of the functional areas of business including management, marketing, finance and strategy.

**Curriculum Map - MBA**

<b>PROGRAM COURSES</b>	<b>STUDENT LEARNING OUTCOMES</b>			
	<b>1</b> Utilize the analytical and decision-making skills regularly employed in the business community.	<b>2</b> Develop critical leadership skills.	<b>3</b> Find and utilize appropriate data.	<b>4</b> Demonstrate knowledge of the functional areas of business including management, marketing, finance, and strategy.
MBA 622 Economics of the Firm	Final Exam or Reports			
MBA 623 Business Research Methods and Applications			Business Plan or Reports	
MBA 628 Organizational Leadership and Transition *MBA 630 People Management		<i>Leadership Simulation</i>		
MBA 635 Global Human Resource Development *MBA 636 Leading Organizational Change	<i>HR Simulation</i>			
MBA 641 Electronic Commerce		Student Presentations		
MBA 651 Global Organization and Management		Student Presentations		
MBA 652 Organizational Behavior	<i>Case Analysis</i>			
MBA 660 Managing the Changing Workforce *MBA 662 Strategic HR and Globalization			<i>Selection Simulation</i>	
MBA 661 Corporate Strategy and Leadership				Capstone Assignment

Assessments in MBA 628/630, MBA 635/636, and MBA 661/662 measure outcomes in the MBA Human Resource Management concentration.

\*Catalog change AY 2017-2018

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

**CAPSTONE:**

MBA 661 Corporate Strategy and Leadership

**RESEARCH:**

MBA 623 Business Research Methods and Applications

\*\*MBA 660 Managing the Changing Workforce

**SERVICE:**

The major has no significant service components in the curriculum.

**METHODS OF ASSESSMENT**

1. **SLO #1** Students will utilize the analytical and decision making skills regularly employed in the business community.
  - a. MBA 622 – Final exam or reports grades
  - b. MBA 635 – Simulation grades
  - c. MBA 652 – Case analysis grades
2. **SLO #2** Students will develop critical leadership skills.
  - a. MBA 628 – Leadership simulation
  - b. MBA 641 – Student presentation grades
  - c. MBA 651 – Student presentation grades
3. **SLO #3** Students will find and utilize appropriate data.
  - a. MBA 623 – Business plans or major reports grades
  - b. MBA 660 – Selection simulation grades
4. **SLO #4** Students will demonstrate knowledge of the functional areas of business including management, marketing, finance and strategy.
  - a. MBA 661 – Capstone assignment grades

## **RESULTS FROM ASSESSMENT**

### **SLO #1 - Assessment of Analytical and Decision Making Skills**

#### **Evaluation Instruments**

1. MBA 622 - Final exam grades or major reports
2. MBA 635 – HR Simulation grades
3. MBA 652 – Case analysis grades

#### **Evaluation Criteria**

Grades no lower than a B on the evaluation instrument.

#### **Standard of Success**

At least 80% of the students completing the assignment will earn a grade no lower than a B.

### **SLO #2 - Assessment of Critical Leadership Skills**

#### **Evaluation Instruments**

1. MBA 628 – Leadership simulation grades
2. MBA 641 – Student presentation grades
3. MBA 651 – Student presentation grades

#### **Evaluation Criteria**

Grades no lower than a B on the evaluation instrument.

#### **Standard of Success**

At least 80% of the students completing the assignment will earn a grade no lower than a B.

### **SLO #3 - Assessment of Find and Utilize Appropriate Data**

#### **Evaluation Instruments**

1. MBA 623 – Business plans or major reports grades
2. MBA 660 – Selection simulation grades

#### **Evaluation Criteria**

Grades no lower than a B on the evaluation instrument.

#### **Standard of Success**

At least 80% of the students completing the assignment will earn a grade no lower than a B.

**SLO #4 - Assessment of Demonstrate Knowledge of the Functional Areas of Business including Management, Marketing, Finance and Strategy.**

1. MBA 661 – Capstone assignment grades

**Evaluation Criteria**

Grades no lower than a B on the evaluation instrument.

**Standard of Success**

At least 80% of the students completing the assignment will earn a grade no lower than a B.

**RESULTS FROM ASSESSMENT**

Data-Based Results

- **SLO #1 - Assessment of Analytical and Decision Making Skills**
  - **Evaluation Instruments**
    - MBA 622 - Final exam grades or major reports. Scores for the exams in this course are mixed, with one instructor’s exam scores falling significantly below the established benchmark. Both faculty teaching this course are experienced teaching both MBA students and this specific course.
    - MBA 635 – HR Simulation grades. Scores for the MBA 635 HR Simulation exceed the benchmark of 80% of the class earning at least a B.
    - MBA 652 – Case analysis grades. Scores for the MBA 652 case analysis exceed the benchmark of 80% of the class earning at least a B.
- **SLO #2 - Assessment of Critical Leadership Skills**
  - **Evaluation Instruments**
    - MBA 628 – Leadership simulation grades. Scores for the MBA 628 leadership simulation exceed the benchmark of 80% of the class earning at least a B.
    - MBA 641 – Student presentation grades. Scores for the MBA 641 student presentations exceed the benchmark of 80% of the class earning at least a B.
    - MBA 651 – Student presentation grades. Scores for the MBA 651 student presentations exceed the benchmark of 80% of the class earning at least a B.
- **SLO #3 - Assessment of Find and Utilize Appropriate Data**
  - **Evaluation Instruments**
    - MBA 623 – Business plans or major reports grades. Scores for both MBA 623 generally exceed the benchmark of 80% of the class earning at least a B.
    - MBA 660 – Selection simulation grades. Scores for the selection simulation exceed the benchmark of 80% of the class earning at least a B.

- **SLO #4 - Assessment of Demonstrate Knowledge of the Functional Areas of Business including Management, Marketing, Finance and Strategy.**
  - **Evaluation instrument**
    - MBA 661 – Capstone assignment grades. Scores for the capstone assignment exceed the benchmark of 80% of the class earning at least a B.

#### Reflection-Based Results

The School of Business plans to implement an external board of advisors as a means of evaluating the relevance and professional applicability of all business programs including the MBA. It is expected the feedback from this work will inform MBA student learning outcomes and evaluation instruments going forward.

#### USE OF DATA

- At this time only one student learning outcome requires attention. During the 2017-2018 academic year faculty teaching both MBA 502 Economics for Managers and MBA 622 Economics of the Firm courses will be asked to analyze SLO #1 data in terms of course-to-course consistency, evaluation processes, and other relevant processes.

#### Contact(s)

Roxanne Beard

# School of Education

## Elementary Education

### Description

The Teacher Education Programs at McKendree University offer applicants the opportunity to prepare for teaching licensure in the State of Illinois. Licensure programs are offered for Elementary Education, Secondary Education, and Special K-12 (Art, Music and Physical Education). Because the Teacher Education Program at McKendree assumes that the education of teachers occurs most successfully in the context of a liberal arts program, a broad background of courses in general education is required of all majors. The Education Unit also believes that candidates who are interested in a teaching career must develop the necessary skills of teaching through a sequence of professional education courses in theory and methodologies. A series of clinical experiences in a variety of diverse school settings help candidates transfer university classroom instruction into practical teaching skills.

In order to graduate with a major in elementary education, the candidate must complete all coursework according to the McKendree University catalog for the major including those courses noted below that provide professional background considered necessary before a student receives a student teaching assignment. These courses are: EDU 115, 205, 210, 350, 401, 409, 420, 429, 430, 435, 441, 442, 445, 446, 458, 460, 461, 462, 463, 490, 495, 499 and SPE 405 with a cumulative grade point average of at least 2.75 in all courses accepted in transfer and all coursework completed at McKendree University. A candidate must receive a grade of C or higher in all professional elementary education courses.

### Mission Statement

It is the mission of the School of Education at McKendree University to prepare teachers and other education professionals as Lifelong Learners, Caring Practitioners, and Knowledgeable Professionals.

### Vision Statement

Supported by this mission, it is the vision of the School of Education at McKendree University that in its preparation of educators who are Knowledgeable Professionals, Caring Practitioners, and Lifelong Learners, the School will provide the leadership to enable graduates to meet the ever changing diverse demands placed upon the schools in the region it serves.

### Knowledge

Content knowledge is considered essential for all teacher candidates and is assessed in multiple ways throughout the program. The unit has standard admission requirements for all teacher education programs. The unit requirement for entering any teacher education program is a passing score on the TAP or a 22 or higher on the ACT with at least a 6 in writing (or 1110 with a 26 in writing and language arts, or higher on the SAT). Candidates must have a 2.75 cumulative GPA to be considered for admission. In addition, specific content courses must be passed with a grade of C or higher. These include ENG 111 and 112, MATH 123 and 310, EDU 115, 205, and 210, Earth, Life and Physical Science courses, and Social Science courses in four different areas.

Following acceptance into a teacher education program, candidates must maintain a cumulative GPA of 2.75 and pass all professional education courses with a C or higher. Throughout the professional coursework, signature assignments are required that further assess content knowledge. Prior to student teaching, candidates must pass the corresponding content test for their teaching area. During student teaching, candidates must pass the APT exam to show mastery of pedagogical knowledge.

#### Pedagogical Skills

In addition to content knowledge, it is imperative that candidates develop the teaching skills necessary to become effective educators. The School of Education places great importance on acquiring practical experience to connect theory to practice. Field placements are embedded throughout the teacher education programs to allow candidates to practice and apply concepts learned in coursework to a classroom setting. In the Elementary Education redesigned program, field expectations were increased and realigned with coursework and required standards. As candidates progress throughout the program, field placements increase in intensity in preparation for student teaching. Teacher candidates are assessed by university supervisors and cooperating teachers during each field placement to monitor growth in instructional planning and delivery. The culminating assessment for all teacher candidates is the edTPA.

#### Dispositions

All candidates are monitored throughout the program to ensure the development of appropriate dispositions and provide remediation as needed. Candidates are evaluated by professors and instructors during professional education coursework using a unit-wide disposition survey. This same survey is used by university supervisors and cooperating teachers during field placements and student teaching. Furthermore, elementary program faculty meet regularly to discuss any dispositional issues that may arise. This ensures communication and consistency among faculty expectations and collaboration to support candidates. Prior to student teaching, candidates are presented for faculty review and approval by COTE.



### Major Student Learning Outcomes (3-5)

- 1 All teacher candidates are expected to demonstrate the content knowledge required by state standards for elementary education teacher licensure.
- 2 All teacher candidates are expected to demonstrate dispositions appropriate to the teaching profession.
- 3 All teacher candidates are expected to demonstrate proficiency in instructional planning.
- 4 All teacher candidates are expected to demonstrate proficiency in instructional delivery.

### Curriculum Map

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
	SLO 1	SLO 2	SLO 3	SLO 4	
EDU 115	X	XX			
EDU 205	X	XX			
EDU 210	X	XX			
EDU 350	X	XX			
EDU 401	X	XX	X	X	
SPE 405	X	XX	X		
EDU 409	X	XX	X	X	
EDU 420	X	XX	X	X	
EDU 429	X	XX	X	X	
EDU 430	XX	XX	X	X	
EDU 435	XX	XX	X	X	
EDU 441	XX	XX	X	X	
EDU 442	XX	XX	X	X	
EDU 445	XX	XX	X	X	
EDU 446	XX	XX	X	X	
EDU 458	XX	XX	X	X	
EDU 460	XX	XX	XX	XX	
EDU 461	XX	XX	XX	XX	
EDU 462	XX	XX	XX	XX	
EDU 463	XX	XX	XX	XX	
EDU 490	X	XX			
EDU 495	X	XX	XX	XX	
EDU 499	X	XX	XX	XX	
		This outcome is assessed in all courses			

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

## **CAPSTONE:** EDU 495 Student Teaching

### **RESEARCH:**

### **SERVICE:**

#### **Methods of assessment**

The McKendree University School of Education Unit created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The Unit's Conceptual Framework links coursework and the assessment system. A screening step takes place as candidates apply to the program. Candidates are required to meet criteria successfully through program assessment points that define their progression through the program.

#### **Admission to the Teacher Education Program**

*Before admission to the McKendree University Teacher Education Program, each applicant must complete the requirements listed below:*

1. Pass the Test of Academic Proficiency or have a composite score of 22 or higher on the ACT with a score of 6 or higher on writing, or have a score of 1110 on the SAT with a 26 or higher in writing and language arts.
2. Have a minimum cumulative 2.75 G.P.A. for all coursework accepted in transfer and all coursework completed at McKendree University.
3. Complete ENG 111, ENG 112 with a grade of C or higher.
4. Complete two Mathematics courses (based on program requirements), with a grade of C or higher.
5. Complete EDU 210 (Foundations of American Education) and EDU 115 (Technology in the Classroom) or MUED 200 (Music Classroom Technology), with a grade of C or higher.
6. Complete Science and Social Science coursework required for licensure with a grade of C or higher.
7. Pass a criminal background check in accordance with the Illinois State Board of Education requirements.
8. Complete the eform Application for Admission to the Teacher Education Program.
9. Receive approval by the Council on Teacher Education (COTE) for admittance to the program.

#### **Requirements for Retention in the Program**

*To remain in a Teacher Education Program, candidates must:*

1. Maintain a minimum cumulative 2.75 GPA in all coursework.
2. Complete Professional Education courses with a grade of C or higher.
3. Receive satisfactory ratings on Dispositions evaluations by faculty.
4. Earn satisfactory ratings on cooperating teacher and university supervisor evaluations.

#### **Requirements for Student Teaching**

*To student teach in a Teacher Education Program, candidates must:*

1. Meet all retention standards listed above
2. Complete all required coursework for program

3. Meet all background and health requirements set forth by ISBE and school districts
4. Pass the appropriate Illinois Content-area Examination
5. Submit application for student teaching by deadline specified in the Teacher Education Handbook
6. Pass faculty review process
7. Receive approval by COTE to student teach

### **Requirements for Program Completion**

*To complete a Teacher Education Program, candidates must:*

1. Meet all prior requirements listed above
2. Complete Professional Education courses with a grade of C or higher
3. Complete student teaching with a grade of C or higher
4. Pass the edTPA and Assessment of Professional Teaching (APT) as required by the State of Illinois
5. Receive approval by COTE for entitlement

### **Requirements for Professional Educator Licensure**

McKendree University teacher education candidates who complete an approved Teacher Education Program and meet all of the requirements established by the Illinois State Board of Education may qualify for a Professional Educator License in the areas of Elementary Education, Secondary Education, and Special K-12 (Art, Music and Physical Education).

Teacher education candidates completing an approved Illinois Teacher Education Program qualify for Professional Educator License by passing the Test of Academic Proficiency or achieving the minimum acceptable score on the ACT/SAT, passing the appropriate test(s) of subject matter knowledge, and edTPA (EDU 499). Each License shall be endorsed according to the approved program completed, the coursework presented, and/or the applicable examination(s) passed. A remediation plan will be individually developed for any candidate who has not passed one or more of the required tests. This plan will be developed by the candidate and advisor and may include, as examples, additional courses, tutoring, referral to the writing center, etc. Candidates who do not pass the tests are also advised to seek assistance through the McKendree Academic Support Center for the area(s) of the test with low scores.

**Because McKendree University must meet the requirements issued by the Illinois State Board of Education and the Illinois State Preparation and Licensure Board, their requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation. A candidate must have earned a grade of “C” or better in all course work applied toward licenses/endorsements.**

All candidates for licensure are required to successfully pass state-mandated

examinations in basic skills, content area exam, and edTPA (EDU 499) before licensure is granted. It is required that students pass the Test of Academic Proficiency or achieve the minimum acceptable score on the ACT/SAT prior to admission to the Teacher Education Program, and pass the content area exam before the student teaching semester. It is required that students pass the edTPA (EDU 499) for program completion. **Registration information and study guides for the examinations are available on the Illinois Licensure Testing System website ([www.il.nesinc.com](http://www.il.nesinc.com)).**

### **Criteria for Dispositions Evaluations:**

The dispositions of a candidate completing the program are grounded in the mission of McKendree University.

*A graduate of McKendree University education program:*

1. Respects cultures, values, beliefs, and talents of all people.
2. Believes that all students can learn.
3. Values the importance of diversity in an ever changing world.
4. Values the use and application of technology in teaching and learning.
5. Appreciates the responsibility of educators to motivate and affect student learning.
6. Reflects professional ethics that are mirrored in McKendree University's tradition of Christian values.
7. Believes that professional development is essential for growth in teaching, learning, and service.
8. Is committed to a career in education that is based upon lifelong reflection.
9. Values the contextual and interactive roles between the profession and the community.
10. Believes that educators must be effective oral and written communicators.
11. Values the tenets and responsibilities of the education profession by dressing appropriately.
12. Values the tenets and responsibilities of the education profession by meeting attendance requirements appropriately.
13. Values the tenets and responsibilities of the education profession by completing professional responsibilities promptly.
14. Values the tenets and responsibilities of the education profession by conducting one's self in a professional manner.

### **Results from assessments**

Content knowledge is considered essential for all teacher candidates and is assessed in multiple ways throughout the program. The unit has standard admission requirements for all teacher education programs. The unit requirement for entering any teacher education program is a passing score on the TAP or a 22 or higher on the ACT with at least a 6 in writing (or 1110 or higher on SAT with a 26 or higher in writing and language arts). Candidates must have a 2.75 cumulative GPA to be considered for admission. In addition, specific content courses must be passed with a grade of C or higher. These include ENG 111 and 112, MATH 123 and 310, EDU 115, 205, and 210, Earth, Life and Physical Science courses, and Social Science courses in four different areas.

**Results: All students accepted into teacher education programs in the 2016-17 academic year met the GPA and ACT/SAT requirements.**

Following acceptance into a teacher education program, candidates must maintain a cumulative GPA of 2.75 and pass all professional education courses with a C or higher. Throughout the professional coursework, signature assignments are required that further assess content knowledge.

**Results: In the 2016-17 academic year, all teacher candidates maintained the required GPA and received a C or higher in all professional education coursework.**

Prior to student teaching, candidates must pass the corresponding content test for their teaching area. During student teaching, candidates must pass the edTPA to show mastery of pedagogical knowledge.

**Results: All 2016-17 teacher candidates passed their content tests to be eligible for student teaching. During the fall 2016 semester, 18 teacher candidates submitted an edTPA for scoring. All teacher candidates passed with scores ranging from 39-63. During the spring 2017 semester, 25 students submitted an edTPA for scoring. All teacher candidates passed with scores ranging from 37-55.**

All candidates are monitored throughout the program to ensure the development of appropriate dispositions and provide remediation as needed. Candidates are evaluated by professors and instructors during professional education coursework using a unit-wide disposition survey. This same survey is used by university supervisors and cooperating teachers during field placements and student teaching. Furthermore, program faculty meet regularly to discuss any dispositional issues that may arise. This ensures communication and consistency among faculty expectations and collaboration to support candidates.

**Results: In the 2016-17 academic year, approximately 24 teacher candidates were identified as having dispositional issues. Faculty or the Director of Teacher Education met with candidates who were having consistent or recurring problems. At the end of the academic year, only 6 teacher candidates remained on the list for additional monitoring.**

#### **Use of Data (Previous year or this year)**

At the program level, aggregated data from all candidates is analyzed at least once a year to identify areas of strength and weakness in the program. Data from each assessment is first divided by graduate and undergraduate programs for separate analysis. Following disaggregation, data from each assessment is analyzed and summarized for each group of teacher candidates (graduate and undergraduate) to consider areas of strength and weakness. If areas of weakness are identified, faculty discussions take place to determine how to improve instruction in targeted areas. This data-based decision making process provides an opportunity for faculty to objectively review student progress at a programmatic level and make informed decisions about the curriculum.

In addition to reviewing program data, struggling students are provided remediation on an individual basis. A remediation plan is put in place for the student and supports provided to improve areas of weakness and monitor progress. Students who failed the edTPA were provided with assistance from the faculty and edTPA Coordinator on ways to improve their submission. Faculty also meet once a month to discuss any students having dispositional issues. Students identified are contacted by the Director of Teacher Education and an individual meeting is scheduled with the student to discuss the issue and provide suggestions for improvement. Follow-up meetings are scheduled if no improvement is noted.

**Contact(s)**

**Allison Fahsl**

# School of Nursing and Health Professions

## Division of Health Professions

### Athletic Training

#### Responses to Major Assessment Plan Evaluation Rubric – SLATE 2015

1. Program Description – Rated as Best Practice – description revised based on current professional and educational description provided by NATA (National Athletic Trainers' Association) and CAATE Commission on Accreditation of Athletic Training Education) in fall of 2015 for the 2016-2017 undergraduate catalog.
2. Mission Statement – Rated as Best Practice – statement revised based on current educational competencies provided by CAATE fall of 2015 for 2016-2017 undergraduate catalog.
3. Major Learning Outcomes – Rated as Acceptable – Outcomes revised to improve clarity based on current educational competencies provided by CAATE fall of 2015 for 2016-2017 undergraduate catalog.
4. Curriculum Map – Rated as Best Practice – Curriculum reviewed annually and revised as needed.
5. Major Requirements – Rated as Best Practice
6. Methods of Assessment – Rated as Developing – Raters not provided with specific rubrics for the following areas: written, verbal and personal reflection. Scores provided but it was unclear to the raters whether or not the data was aggregate and if rubrics were used. Rubrics are at the end of this report and all scores are aggregate. ATH 335 and 370 exams as well as ACES exams and Practice Board of Certification exam results developed using the Board of Certification Practice Analysis. A new practice analysis became effective with the April 2017 exam.
7. Results of Assessment – Rated as Best Practice.
8. Use of Data – Rated as Best Practice.

CAATE reviews all professional programs based on 109 standards, however, Standard 11 which involves the aggregate first time pass rate on the BOC exam rises above all other standards as the measure of a program's existence. The reports that follow provide narrative and data on all assessments identified in the Major Assessment Plan, however, the bulk of the data and analysis centers compliance with Standard 11.

#### 2017 CAATE Analytic Progress Report

**Non-Compliant on Standard 11: Data Analysis: Programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the BOC exam.**

**Rationale:** The three-year aggregate first-time pass rate for the McKendree University Athletic Training Program is below 70%. *In the rejoinder, McKendree University acknowledged the BOC pass rate was below 70%. The Commission now requests the analytic progress report in response to this non-compliance.*

***The format and order for the analytic progress report is according to the request made by CAATE.***

1. Review and analysis of the program's previously submitted action plans:
  - a. Assessment data for the 2016 Action Plan:
    - 230, 330, 430 Standardized Clinical Exams 2016-2017 – Person Responsible: Dawn Hankins

Goal: Beginning with the 2016-2017 academic year the standardized exams were modified in the following ways 1) specific items within each task for each exam are weighted according to criticality to the task and 2) specific tasks within each condition/injury evaluation are weighted according to criticality to the performance and diagnosis of each evaluation.

Data Results:

Total # of Exams	First Time Pass Rate	Second Time Pass Rate
37	32/37 = 86.5%	4/5 = 80%

- **First Gate Exam 335 – Fall 2016 – Person Responsible: Dawn Hankins**

Goal: Achieve 70% or better consistently on task and domain specific exams. Task specific practice exams for each domain were incorporated into the exam course to improve performance in the following low areas: Domain 1 task 7, Domain 2 task 3 and Domain 3 task 2.

Data Results: Number of students in the class = 5

Domain 1 task 7 Exams	Pass Rate	Domain 2 task 3 Exams	Pass Rate	Domain 3 task 2 Exams	Pass Rate
6	>70%	6	68%	6	>70%

Comprehensive Domain Practice Exams – 3 exams were provided for each domain

Domain 1	Domain 2	Domain 3
75%	72%	76%

Goal: Achieve 70% or better correct response for Domain 2, tasks 2-4 on Domain specific exams as well as comprehensive exam at the end of the semester.

Domain 2 exams	Domain 2 task 2	Domain 2 task 3	Domain 2 task 4	Comprehensive End of Semester Exam over Domains 1-3
1	3/5 = 60%	2/5 = 40%	2/5 = 40%	5/5 passed at 70% or better
2	4/5 = 80%	4/5 = 80%	3/5 = 60%	
3	4/5 = 80%	4/5 = 80%	3/5 = 60%	

All students passed the final comprehensive exam at 70% or better.

- **Second Gate Exam 370 – Spring 2017 – Person Responsible: Dawn Hankins**

Goal: Achieve 70% or better correct response for weak task areas identified on Domain 4. Additional practice exams by task were incorporated into the exam course to improve performance in Domain 4.

Data Results: Number of students in the class = 9

% Weakness by Task for Domain 4

Task 1 = 33%, Task 2 = 77%, Task 3 = 0%, Task 4 = 77%, Task 5 = 33%, Task 6 = 0%, Task 7 = 55%

67% of the students passed the final comprehensive exam at 70% or better. 3 students did not pass and will have to complete the remediation course over the summer. Their final exam scores were 51, 60 and 66% respectively.

- **ACES Exams Fall 2016 – Persons Responsible – Dawn Hankins and Katy Gayford**

Goal: Use ACES Exams results to improve % average for Domain 4 by 5-10% for ATH 402 Comprehensive Exam.



Data Results: Number of students = 9

Comparison to Fall 2015 ACES results showed that students did improve domain 4 performance by 6% moving from an average of 47% to an average of 54%. All other domains remained unchanged with percentages staying the same or within 1% as compared to Fall 2015. Results of the ATH 402 Comprehensive Final Exam show that all students were able to improve their individual score for domain 4 by 5-10%. Five out of the nine students achieved scores between 72-100% for domain 4 with the four remaining students achieving scores of 50-69% for domain 4.

• **ATH 490 and BOC Practice Exam Spring 2017 – Person Responsible – Katy Gayford**

Goal: Achieve 70% or better correct responses for Domains 2-4 testing on study material and practice BOC exams.

Data Results: Number of students = 11

**Study Plan for BOC Exam Using ACES Exam Results – Domains that are less than 60%**

	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Number and % of students with weaknesses	4 = 36%	7 = 63%	8 = 73%	9 = 82%	8 = 73%

**BOC Practice Exam Results after Study Plan for each Domain**

	Domain 1	Domain 2	Domain 2	Domain 4	Domain 5
Number of students who achieved 70% or better	2 at 70% 1 at 90% 1 at 93% 5 at 100%	1 at 70% 1 at 76% 1 at 80% 2 at 88% 1 at 93% 1 at 94% 1 at 95% 1 at 100%	1 at 70% 1 at 80% 1 at 86% 1 at 90% 1 at 91% 2 at 93% 1 at 100%	2 at 70% 1 at 75% 2 at 82% 1 at 86% 1 at 89% 1 at 90% 1 at 92%	1 at 70% 1 at 78% 1 at 80% 1 at 89% 3 at 90% 4 at 100%
Number and % of students who achieved less than 70%	1 at 67% 1 at 68%	1 at 41% 1 at 47%	1 at 40% 1 at 64%	1 at 28% 1 at 30%	0

• **Clinical Sites – Persons Responsible – Dawn Hankins and Katy Gayford**

Goal: Add additional off-site clinical experiences including military and family practice experience.

Data Results: Family practice experience will be added for Fall of 2017. Still working on military off-site experience.

**b. Discussion of which strategies have worked and which ones have not:**

**230, 330, 430 Standardized Clinical Exams**

Goal achieved for 230, 330, 430 exams; continue to monitor. One student who did not pass an exam on the second attempt was counseled to change programs based on overall performance (classroom and clinical).

**First Gate Exam 335**

Goal partially achieved for 70% minimum pass rate on task practice exams. Students still have some difficulty with Domain 2 task 3 exams achieving only a 68%. We will continue to provide domain specific practice task exams to improve this performance.

Goal achieved for 70% minimum pass on domain specific exams. We will continue to monitor performance.

### **Second Gate Exam 370**

Goal partially achieved for 70% minimum correct response on domain 4 task areas 3 and 6 and 66% correct on tasks 1 and 5. 55-77% of the students still have trouble with tasks 2, 4 and 7. We will continue to require domain 4 specific task exams for all tasks and increase the number of task exams for 2, 4 and 7. We will also require all students to achieve a minimum of 80% on task specific exams before taking domain specific exams.

### **ACES Exams**

Goal achieved to improve 5-10% on domain 4 on ATH 402 Comprehensive Exam. Domain 4 has continued to be the lowest score for our students on the BOC exam, which is why we have added additional task exams to ATH 335 and 370. We did meet the improvement goal that we set; however, we also had four students who did not achieve a 70% score for domain 4. We also achieved our goal of improving our ACES Exam score for domain 4 by 6%; however, all other domain scores remained essentially unchanged. Our new goal will be to improve domain performance for all domains by 10%.

### **ATH 490 and BOC Practice Exam**

Goal partially achieved with 82% of the students achieving 70% or better on all domains. The study process conducted in ATH 490 consists of the following: 1) Katy Gayford reviews the ACES Exam results of each individual student and identifies the top three weak domains and the weak tasks within each of those domains. 2) Individual meetings are conducted with each student to discuss weaknesses by domain and task using the BOC's Practice Analysis, 7<sup>th</sup> Edition. Students complete a one-page write up on all weak areas averaging 60-80 write-ups per student. 3) All students use the Mometrix note card packets to complete core note-card questions as well as questions on weak task areas that have been identified according to the ACES exam results. 4) All students take a minimum of five domain exams provided in the Athletic Training Exam Review by Barbara Long and may take additional subject matter exams based on identified weak areas. Students must grade the exam and then specifically write out responses that were incorrect explaining what the correct answer is and why. 5) Specific vocabulary weaknesses are identified for all students with required write-ups on each. If there is additional time, students complete differential diagnosis charts for specific conditions that have been identified as weaknesses. This detailed approach to the identification of domain and task weaknesses has improved domain percentages on the BOC practice exam as well as improved first time pass rate on the BOC exam. The two students who did not achieve a 70% minimum on all domains had four domains with multiple tasks that were identified as weaknesses. One student is very organized, however, since the student started with more domains and tasks to work on simply ran out of time to complete the required material. The second student had time management issues and did not show up for class consistently. Neither student has graduated at this time and both have been placed on a remediation plan to improve their individual performance on domain and task specific testing. These students must complete a BOC practice exam at a minimum of 70% or better on each domain in order to complete the class and program. If they do not receive the required minimum score for each domain on a BOC Practice exam, they will receive an F for the class.

We will continue to use ACES exam results to identify weak domain and task areas to create individual study plans for students.

### **Clinical Sites**

Goal partially achieved with the addition of a family practice off-site location. We will continue to work on adding the military off-site and pursuing a contract with a local industrial/occupational vendor.

**c. Revisions to Action Plan**

We will continue to work on goals that were partially achieved. See updated Action Plan, pages 7-9.

**2. Analysis of the current pass-rate (2014-2016) data and progress toward compliance**

Academic Year	a. Number of students enrolled in the Program	b. Number of students who attempted the exam	c. Cohort first-time pass rate	c. Percent first-time pass rate
2013-2014	30	8	3	38%
2014-2015	40	7	2	29%
2015-2016	42	9	5	56%
d. 3 year aggregate first time pass rate				42% 10/24=42

The students who graduated in the 2015-2016 academic year were the first group of students to complete all of the curriculum changes that were developed to improve the first time passing rate on the BOC exam. While only five of nine students passed the exam the first time, this was a 93% improvement over the previous year.

**3. Projected first time exam outcomes for 2017 (Shaded in Green).**

	2014-2015	2015-2016	2016-2017
a. Number of students expected to take exam	From 2b - 7	From 2b - 9	11
b. Conservative estimated annual first time pass rate for 2016-2017	From 2c - 2/29%	From 2c - 5/56%	8/73%
c. Conservative estimate aggregate first-time pass rate			56% 15/27 = 56

**d. Compliance with Standard 11**

In order to provide some quantitative measure with which we determined the projected estimate of first time pass rate for the 2016-2017 class we used a margin of error based on a 95% confidence level for the 11 students expected to take the exam. The resulting margin of error is 29.50%, so there is a 95% chance that between 5.05 (8.0 - 2.95) and 10.95 (8.0 + 2.95) of the students will pass. Based on additional statistics collected from the ACES exam results and the BOC practice exams our conservative estimate for the first-time pass rate for 2016-2017 graduates is 8. The small sample size increases the margin of error, which we have stated in past reports. It is unlikely that we will come into compliance with Standard 11 with the inclusion of the 2016-2017 graduating class. However, we do expect to see a significant improvement of 17% in the first-time passing rate based on the projection listed above. This would also cause the three-year aggregate first time pass rate to increase 14%. Both the first-time pass rate and three year-aggregate first time pass rate continue to move in a positive direction.

We started addressing needed changes in the curriculum with the 2013-2014 exam cycle; however, the 2015-2016 students were the first class who had completed all of the required changes to the curriculum. The 2014-2015 exam cycle revealed that 4 of the 7 graduates waited 6 months to a full year after graduation to take the exam. This prolonged wait to take the exam led to the poor first time pass rate for that year. Beginning with the 2015-2016 exam cycle, the study plans for students, completion of the practice BOC exam, and quicker registration for the BOC exam were better aligned to achieve success. This change resulted in a significant improvement in first time pass rate for the exam. One 2015-2016 graduate who had high scores on the practice exam and performed exceptionally well academically experienced

increased anxiety after registering for the exam and delayed taking the exam for an additional 3 months and, subsequently, did not pass. This graduate has not yet retaken the test. However, 3 other graduates did retake the exam bringing our overall pass rate to 89%. Again, this year we worked to create better alignment between the study plans, completing the practice BOC exam, and registering in a timely manner for the BOC exam to improve the first time pass rate on the exam. So far, we have had 4 graduates for 2016-2017 take the exam with a 100% first time pass rate.

We are continuing to work hard to improve our first time pass rate even though we have voluntarily withdrawn our accreditation effective May of 2019. We are committed to achieving the best possible outcomes that we can based on the small sample sizes that we will have over the final two years of our accreditation for the bachelor's degree program.

### Action Plan - McKendree University Athletic Training Education – Spring 2017

Item	Person(s) Responsible	Action	Timeline for Action	Goals - 2016	Goal Met	Revised Goals for 2017
Standardized Clinical Exams 230, 330, 430	Dawn Hankins	Revise for 2016-2017 Academic Year	Fall of 2016	1. Specific items within each task for each exam will be weighted according to criticality to the task. 2. Specific tasks within each condition/injury evaluation will be weighted according to criticality to the performance and diagnosis of each evaluation.	1. Yes  2. Yes	Continue to monitor.
First Gate Exam 335	Dawn Hankins	1. Students will complete task specific exams at 70% for all domains, however, add in additional domain and task specific exams on the following areas: Domain 1, task 7, Domain 2, task 3, Domain 3, task 2 2. Domain 4 tasks 2 and 5 will be increased – data analyses continue to show these tasks to be weak areas in all testing.	Fall of 2017	1. Achieve 70% or better consistently on task and domain specific exams. 2. Achieve 70% or better correct response for Domain 2, tasks 2-4 on Domain specific exams as well as comprehensive examination at the end of the semester.	1. Partially met  2. Yes	1. Continue to provide task specific exams including Domain 2, task 3 specific exams. Students will be required to achieve a 80% minimum on task specific exams.
Second Gate Exam 370	Dawn Hankins	1. Increase task specific exams for Domain 4 improve overall performance on specific tasks within the Domain.	Spring of 2018	1. Achieve 70% or better correct response for weak task areas identified on Domain 4.	1. Partially met for tasks 3 and 6 only. Task 1 and 5 achieved 66%.	1. Increase number of task 2, 4 and 7 practice exams. We will continue to provide task exams for 1, 3, 5 and 6. 2. Continue to provide task specific practice exams for all domains, however, require students to pass at 80% minimum prior to taking

						domain specific exams.
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**Action Plan – McKendree University Athletic Training Education – Spring 2017**

Item	Person(s) Responsible	Action	Timeline for Action	Goals - 2016	Goal Met	Revised Goals for 2017
ACES Exams	Dawn Hankins and Katy Gayford	Ongoing review of results from ACES workshop to identify continued weaknesses. Will have students take Domain 4 practice exams in ATH 402 due to continued low domain scores	Fall 2017	1. Improve % ave for Domain 4 by 5-10% on comprehensive final exam as compared to Fall 2015 results.	1.Yes	1. Improve ACES domain testing performance in all domain by 10%. This will be accomplished by having students continue practice testing on all 5 domains prior to the ACES workshop. 2. Achieve 70% minimum score on domain 4 on the ATH 402 Comprehensive Exam. This will be accomplished by having the students complete additional domain 4 practice exams in ATH 402.
ATH 490 and BOC Exam	Katy Gayford	All students will take practice quizzes Domain 2, 3 and 4 (tasks 1 and 2) to improve knowledge and performance	Fall 2017 for Spring of 2018	1. Achieve 70% or better correct response for Domains 2-4.	1.Partially met.	1. Identify students who have more than 3 domain and task weaknesses and start their study plan in the fall of 2017 including online testing of domain and task weaknesses.

**Action Plan – McKendree University Athletic Training Education – Spring 2017**

Item	Person(s) Responsible	Action	Timeline for Action	Goals - 2016	Goal Met	Revised Goals for 2017
Clinical Sites	Dawn Hankins and Katy Gayford	Working on additional clinical sites.	Fall 2016 and Spring of 2017	Military experience and Industrial/Occupational experience	1. Partially met.	1. Continue to work on establishing a contract with Scott Air Force Base. 2. Explore local industrial/occupational experiences and establish a contract for the 2018-2019 academic year.

**POSTER PRESENTATION VERBAL EVALUATION RUBRIC – ATH 262 Data**

2015-2016 N = 11

2016-2017 N = 5

**A. Organization**

a. Title (font readable from 4 feet)	93%	80%
b. Synopsis (summarizes study)	100%	100%
c. Symmetry (poster is balanced left to right and top to bottom)	100%	100%
d. Visually appealing (color, textures, dimensions)	88%	80%

**Comments:**

Several students didn't follow the directions for d- visually appealing.

**B. Topic Preparation**

a. Title – describes area of study	100%	100%
b. Synopsis		
Introduction		
Injury Scenario	98%	100%
Mechanisms	100%	100%
Surgery Options	100%	100%
Rehabilitation Outline (from surgery to functional testing)	95%	80%
Outcomes (stats based on surgery and rehab protocol, and references)	95%	80%

**Comments:**

2015-2016: Several students did provide functional testing, outcomes not always clear

2016-2017: One student didn't pay attention to font requirements and color scheme wasn't bold.

**C. Overall Presentation**

a. Preparation (poster is detailed, organized Clean)	88%	80%
b. Voice Projection (tone, volume, important points, speaks slowly and distinctly)	90%	100%
c. Presentation (acts like a professional, makes eye contact, gestures)	90%	100%
d. Material Covered (Section B)	95%	80%
e. Knowledge of material presented (presenter can answer questions)	95%	80%
f. Dress (looks/acts like an expert)	100%	100%

**Comments:**

2015-2016: Several of the posters were difficult to follow with the eye, some students didn't project their voices based on volume level, several students didn't have the knowledge to address questions when asked.

2016-2017: One poster was difficult to follow due to small font and color scheme. One poster did not have all of the required material and one individual couldn't adequately answer the questions asked.



PED 403 – Kinesiology Fall 2016 - Update  
 Research Project Grading Writing and Skill Rubric Data

Data Results: N = 25 Grades A = 12%, B = 45%, C = 33%, D = 8%, F = 2%

<b>FORMAT, WRITING, &amp; PRESENTATION</b> 10 points possible for each of the following	<b>30 points possible</b> POINTS EARNED:	<b>SKILL DESCRIPTION:</b> 10 points possible for each of the following	<b>90 points possible</b> POINTS EARNED:
APA Format		clear thesis statement	
excellent writing skills exhibited		relevant primary/secondary sources	
professional presentation		synthesis of relevant literature	
<b>TOTAL POINTS EARNED:</b>		primary purpose of skill	
<b>Comments:</b>		movement phases (w/pics)	
		classification of motor skill	
		methods: participants	
		methods: photographic analysis	
		methods: video analysis	

**TOTAL POINTS EARNED:**

**Comments:**

<b>ANATOMICAL ANALYSIS:</b> 10 points possible for each of the following	<b>90 points possible</b> POINTS EARNED:	<b>MECHANICAL ANALYSIS:</b> 10 points possible for each of the following	<b>90 points possible</b> POINTS EARNED:
intro/conclusion paragraphs + Appendix A		mechanical analysis intro paragraph	
regional anatomy essays		description of motion	
sport, skill & critical phase identified		linear kinematics	
joint motion		rotary/angular kinematics	
segment moved		kinetics (gravity & muscular)	
plane & axis		levers + classifications	
force producing motion		torque	
contraction type		COG + Appendix B, Mobility, & Stability	
prime movers		Calculations in Appendix C	

**TOTAL POINTS EARNED:**

**Comments:**

**TOTAL POINTS EARNED:**

**Comments:**

**EXTRA CREDIT:**

Reason for Extra-Credit	POINTS EARNED:
embedded figures: supplemental materials	

**A grade: 9-10 points**

excellent work  
 and/or  
 exhaustive study

**B grade: 8 points**

substantial work  
 and/or  
 thorough study

**C grade: 7 points**

comprehensive work  
 and/or  
 satisfactory study

**D grade: 6 points**

work completed  
 and/or  
 superficial study

**F grade: 0-5 points**

failure to include  
 and/or  
 significantly incomplete

Rubric Title: ATH 262W Writing Rubric – 220 Points – Aggregate Results Spring 2016 – N = 11  
 Definition: Each student will be able to construct a comprehensive rehabilitation program following an injury.

Performance Factor	4 – Optimize Standards (A)	3 – Exceeds Standards (B)	2 – Meet Standard (C)	1 – Doesn't Meet (F)
Paper Format – 20% (44)  27% A 45% B 28% C or below	Uses correct APA style for margins, headings, page numbers, title page, abstract, table of contents, citations, work cited and appendices	Format contains several errors in style	Format contains major errors in style (margins, headings, page numbers, title page, table of contents, citations, work cited and appendices)	Format is devoid of correct format
Demonstrate an ability to recognize when information is needed – 5% (11)  36% A 33% B 31% C or below	Develops a focused tentative thesis statement or research question; identifies key concepts and related terms that describe the information need	Develops a clear tentative thesis statement or research question; identifies key concepts that describe the information need	Develops a general tentative thesis statement or research question; identifies obvious keywords	Unable to develop a tentative thesis statement or research question; needs assistance to identify keywords
Rehabilitation Content – 45% (99)  36% A 31% B 33% C or below	Length of rehab provides in depth coverage including use of modalities, manual therapy, bracing, gait, ROM, Flexibility, isometric, isotonic, concentric, eccentric, aquatic, OKC, CKC, plyometrics, functional activities, balance/proprioception, eastern exercises and progression of activities	Length of rehab is sufficient; however, specific pieces necessary for return are missing and/or minimized.	Length of rehab is inadequate; not supported by the literature and many pieces necessary for return are missing	Length of rehab does not cover the injury

Performance Factor	4 – Optimize Standards (A)	3 – Exceeds Standards (B)	2 – Meet Standard (C)	1 – Doesn't Meet (F)
Mechanics – 10% (22) 30% A 30% B 40% C or below	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization	Written work is relatively free of errors in word selection and use, sentence structure, spelling,	Written work has several major errors in word selection and use, sentence, structure, spelling,	Written work has serious and persistent errors in word selection and use, sentence structure, spelling,

		punctuation, and capitalization	punctuation, and capitalization	punctuation, and capitalization
Evaluates Sources and Content – 10% (22)  27% A 30% B 43% C or below	Examines and compares information from various sources to evaluate reliability, validity, timeliness, authority, and point of view bias; analyzes differing viewpoints; considers contradictory information; recognizes prejudice, deception, or manipulation; reviews search strategy and incorporates additional concepts as necessary	Examines and compares information from various sources; investigates differing viewpoints; synthesizes main ideas to create new concepts; compares new information with prior knowledge; identifies verbatim material and appropriately quotes it; determines if original information need has been satisfied or if additional information needed	Quotes sources without comment or evaluation; synthesizes main ideas; uncertain as to whether the original information need has been satisfied or if additional information is needed	Quotes sources without comment or evaluation; uncertain as to whether information need has been satisfied
Effectively use information for a specific purpose – 10% (22)  27% A 30% B 43% C or below	Organizes content in support of purposes and format of the paper using multiple sources; reviews and strengthens thesis statement or research question; incorporates new and prior information; includes quotations and paraphrasing that support purposes of the assignment; communicates ideas cogently	Organizes content in support of purposes and format of the paper; reviews and appropriately revises thesis statement of research question; communicates ideas cogently	Organizes content to support purposes and format of the paper; does not recognize when a revision of the thesis statement or research question is needed; weakly communicates ideas	Fails to organize content to support purposes and format of the paper; does not recognize when a revision of the thesis statement or research question is needed; weakly communicates ideas

## Comments:

Students continue to struggle with completing drafts on time, which reduces ability to utilize feedback from instructor effectively for next draft. Even additional point reductions for missing due dates doesn't seem to motivate these students.

Rubric Title: ATH 262W Writing Rubric – 220 Points – Aggregate Results Spring 2017 – N = 5

Definition: Each student will be able to construct a comprehensive rehabilitation program following an injury.

Performance Factor	4 – Optimize Standards (A)	3 – Exceeds Standards (B)	2 – Meet Standard (C)	1 – Doesn't Meet (F)
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Paper Format – 20% (44)  40% A 40% B 20% C or below	Uses correct APA style for margins, headings, page numbers, title page, abstract, table of contents, citations, work cited and appendices	Format contains several errors in style	Format contains major errors in style (margins, headings, page numbers, title page, table of contents, citations, work cited and appendices)	Format is devoid of correct format
Demonstrate an ability to recognize when information is needed – 5% (11)  60% A 40% B	Develops a focused tentative thesis statement or research question; identifies key concepts and related terms that describe the information need	Develops a clear tentative thesis statement or research question; identifies key concepts that describe the information need	Develops a general tentative thesis statement or research question; identifies obvious keywords	Unable to develop a tentative thesis statement or research question; needs assistance to identify keywords
Rehabilitation Content – 45% (99)  60% A 20% B 20% C	Length of rehab provides in depth coverage including use of modalities, manual therapy, bracing, gait, ROM, Flexibility, isometric, isotonic, concentric, eccentric, aquatic, OKC, CKC, plyometrics, functional activities, balance/proprioception, eastern exercises and progression of activities	Length of rehab is sufficient; however, specific pieces necessary for return are missing and/or minimized.	Length of rehab is inadequate; not supported by the literature and many pieces necessary for return are missing	Length of rehab does not cover the injury

Performance Factor	4 – Optimize Standards (A)	3 – Exceeds Standards (B)	2 – Meet Standard (C)	1 – Doesn't Meet (F)
Mechanics – 10% (22) 20% A 80% B	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization
Evaluates Sources and	Examines and compares information from various sources to	Examines and compares information from various sources;	Quotes sources without comment or evaluation; synthesizes main	Quotes sources without comment or evaluation; uncertain as to

<p>Content – 10% (22)</p> <p>20% A 60% B 20% C</p>	<p>evaluate reliability, validity, timeliness, authority, and point of view bias; analyzes differing viewpoints; considers contradictory information; recognizes prejudice, deception, or manipulation; reviews search strategy and incorporates additional concepts as necessary</p>	<p>investigates differing viewpoints; synthesizes main ideas to create new concepts; compares new information with prior knowledge; identifies verbatim material and appropriately quotes it; determines if original information need has been satisfied or if additional information needed</p>	<p>ideas; uncertain as to whether the original information need has been satisfied or if additional information is needed</p>	<p>whether information need has been satisfied</p>
<p>Effectively use information for a specific purpose – 10% (22)</p> <p>60% A 20% B 20% C</p>	<p>Organizes content in support of purposes and format of the paper using multiple sources; reviews and strengthens thesis statement or research question; incorporates new and prior information; includes quotations and paraphrasing that support purposes of the assignment; communicates ideas cogently</p>	<p>Organizes content in support of purposes and format of the paper; reviews and appropriately revises thesis statement of research question; communicates ideas cogently</p>	<p>Organizes content to support purposes and format of the paper; does not recognize when a revision of the thesis statement or research question is needed; weakly communicates ideas</p>	<p>Fails to organize content to support purposes and format of the paper; does not recognize when a revision of the thesis statement or research question is needed; weakly communicates ideas</p>

Comments: Students in 2017 did much better overall in being timely with drafts and responding to comments and meeting individually with the instructor for additional help.

# Clinical Mental Health Counseling

## Description

McKendree University's Professional Counseling Program offers a 60-credit hour Master of Arts 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

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
	1	2	3	4	5
CNL 590 Foundations of Professional Counseling			X		
CNL 600 Counseling Theory	X	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
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:****CAPSTONE:**

CNL 637 Internship I

CNL 638 Internship II

CNL 697 Comprehensive Examination (note: This is a national standardized examination that is administered by the Program. It is not a didactic course, and therefore 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 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, 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 programs 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. The *Group Counseling Skills Scale* was created 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 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. The *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
Fall 2016	93.12	85.67

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 (3) on this assessment.

### Use of Data (Previous year or this year)

The above data is monitored to determine whether changes to the curriculum is in order. Given students' current performance, no notable changes to the curriculum were made in 2016.

### Contact

Laura K. Harrawood, Ph.D.

# Health and Wellness

## Physical Education and Exercise Science

### 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 successfully gained accreditation from the Commission on Collegiate Nursing Education (CCNE) for five years. An accreditation site visit was conducted on February 27-29, 2012 to seek re-accreditation. In October 2012, McKendree University received the full ten year accreditation through 2022 from CCNE.

The 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

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES						
	1 Critical Thinking	2 Quality & Safety	3 Social, Political, and Env	4 Plan Nursing Care	5 Communication/ collaboration	6 Leadership	7 Research
<b>NSG 351</b> - Health Assessment & Pathophysiology I	X/XX	X/XX	X	X/XX			
<b>NSG 352</b> - Health Assessment & Pathophysiology II	X/XX	X/XX	X	X/XX			
<b>NSG 366</b> - Concepts in Research	X/XX	X/XX			X/XX		X/XX
<b>NSG 367</b> - Research Applications in Practice	X/XX	X/XX	X/XX		X/XX		X/XX
<b>NSG 404</b> - Diversity in Healthcare Delivery	X/XX		X/XX	X/XX	X/XX		X/XX

<b>NSG 451 -</b> Concepts of Population-Based Care	X/XX	X/XX	X/XX	X/XX	X/XX		X/XX
<b>NSG 452 -</b> Practicum in Population Based Care	X/XX	X/XX	X/XX	X/XX	X/XX	X/XX	X/XX
<b>NSG 471 -</b> Concepts of Leadership & Management in Nursing	X/XX	X/XX	X/XX	X/XX	X	X/XX	X/XX
<b>NSG 472 -</b> Practicum in Leadership and Management in Nursing	X/XX	X	X	X	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:** 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 2016, 99% of all RN to BSN graduates reported employment while 26% 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, "Loved the program. I think it was more difficult than some of the other programs, but I wanted to learn not just get the degree." Another BSN graduate stated, "I had a very positive experience at McKendree and if I were to consider grad school, McKendree would be on the top of the list." Benchmarks previously identified as indicators for RN to BSN and alumni were exceeded on satisfaction surveys. In addition, graduates highly ranked 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 2016 Employer Survey, 100% of respondents believed McKendree BSN graduates were well prepared to function in their current role. One hundred percent of the employer respondents to the 2016 graduate survey indicated that the MSN graduates were well prepared to function in their current role.

<b>2016 BSN Alumni Responses to Program Satisfaction and Foundation for Advanced Studies</b>					
<b>2014 Alumni BSN Results</b>	<b>Program Satisfaction</b>	<b>Would Recommend McKendree RN to BSN program to a Friend</b>	<b>Very Sound Foundation for Advanced Studies</b>	<b>Employment Status</b>	<b>Further Education Plans</b>

Initial	94%	92%	96%	98%	77%
1 year	94%	94%	100%	100%	67%
3 year	89%	100%	89%	89%	66%

<b>2016 BSN Employer Response Results</b>		
	<b>Education Prepared Employee Well for Current Role</b>	<b>Meets Expectations of BSN</b>
2016 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, "I most definitely feel that I am prepared to advance in both my career and my future studies. I have become a much better researcher and writer and I have the program to thank for that."

### **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) Kelli D. Whittington, PhD, RN, CNE**

# 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 a dual MSN/MBA option and a Palliative Care track.

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

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

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES									
	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
<b>NSG 500 - Advanced Nursing Research</b>	<b>XX</b>					<b>XX</b>		<b>XX</b>	<b>X</b>	
<b>NSG 501 – Health Policy and Advocacy</b>		<b>XX</b>	<b>XX</b>						<b>X</b>	
<b>NSG 502 - Ethical Issues in Healthcare Populations</b>	<b>XX</b>			<b>X</b>	<b>XX</b>	<b>XX</b>				<b>XX</b>
<b>NSG 503 – Health Promotion Disease Prevention</b>	<b>XX</b>									<b>XX</b>
<b>NSG 504 – Diversity in Healthcare</b>	<b>XX</b>	<b>XX</b>		<b>X</b>	<b>X</b>				<b>X</b>	<b>XX</b>
<b>NSG 505 – Professional Role Development</b>				<b>XX</b>	<b>XX</b>			<b>XX</b>		
<b>NSG 600 - Theories &amp; Principles of</b>	<b>XX</b>		<b>X</b>	<b>X</b>	<b>XX</b>	<b>X</b>			<b>X</b>	

Nursing Management										
<b>NSG 601 -</b> Nursing Informatics	<b>XX</b>		<b>X</b>						<b>X</b>	
<b>NSG 602 -</b> Human Behavior in Organizations	<b>XX</b>			<b>XX</b>	<b>XX</b>					
<b>NSG 603 -</b> Management of Fiscal Systems		<b>XX</b>	<b>XX</b>		<b>X</b>				<b>X</b>	
<b>NSG 604 -</b> Quality and Performance in Organizations			<b>XX</b>		<b>XX</b>				<b>X</b>	
<b>NSG 605 -</b> Nurse Manager Practicum and Seminar	<b>X</b>		<b>XX</b>	<b>XX</b>	<b>XX</b>		<b>XX</b>			
<b>NSG 606 -</b> Advanced Health Assessment through the Lifespan	<b>X</b>			<b>XX</b>	<b>XX</b>		<b>XX</b>		<b>X</b>	<b>X</b>
<b>NSG 609 -</b> Philosophical & Theoretical Found. of Nsg Education	<b>XX</b>		<b>XX</b>	<b>XX</b>						
<b>NSG 611 -</b> Clinical Practicum	<b>XX</b>			<b>XX</b>	<b>XX</b>		<b>X</b>		<b>X</b>	<b>X</b>
<b>NSG 612 -</b> Nurse Educator Practicum and Seminar	<b>XX</b>			<b>XX</b>	<b>XX</b>		<b>X</b>		<b>X</b>	
<b>NSG 613 -</b> Scholarly Project	<b>XX</b>			<b>XX</b>		<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	
<b>NSG 614 –</b> Thesis	<b>XX</b>			<b>X</b>		<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	
<b>NSG 615 -</b> Educational	<b>XX</b>			<b>XX</b>	<b>XX</b>	<b>X</b>			<b>X</b>	

Methods & Strategies										
<b>NSG 616 -</b> Assessment & Evaluation in Nursing Education	<b>X</b>			<b>XX</b>	<b>XX</b>	<b>X</b>			<b>X</b>	
<b>NSG 617 -</b> Advanced Clinical Pathophysiology & Pharmacology	<b>X</b>						<b>XX</b>			<b>XX</b>
<b>NSG 619 -</b> Nurse Manager Practicum with Business Application		<b>X</b>		<b>XX</b>	<b>XX</b>	<b>XX</b>			<b>X</b>	
<b>NSG 620 -</b> Nurse Manager Clinical Practicum	<b>X</b>		<b>XX</b>	<b>XX</b>	<b>XX</b>		<b>XX</b>			
<b>NSG 630 -</b> Philosophy and Theory of Palliative and End-of-life Nursing Care	<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>X</b>	<b>XX</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>NSG 631 -</b> Advanced Clinical Pathophysiology in Palliative Care							<b>XX</b>			
<b>NSG 632 -</b> Clinical Practicum in Palliative Care				<b>XX</b>					<b>XX</b>	<b>XX</b>
<b>NSG 633 -</b> Advanced Pharmacology in Palliative Care							<b>XX</b>			
<b>NSG 634 -</b> Clinical Practicum				<b>XX</b>					<b>XX</b>	<b>X</b>

<b>NSG 635 -</b> Reflective Listening and Communication in PC					<b>XX</b>					
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**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 2016, 92% 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, "Nursing graduate degrees are universally found to be the most difficult to obtain related to the time and content of the program. All faculty and mentors during practicum were extremely supportive throughout my experience, even when I was exhausted, conflicted, and confused. They encouraged, supported, and reminded me why I was doing what I was doing..." Another MSN graduate stated in regard recommending the program, "Absolutely! It is an honor and a privilege to call myself a McKendree University MSN graduate." This speaks volumes as word of mouth is one of our greatest avenues for recruitment to our MSN programs. Interestingly, 83% 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 2016 Employer Survey, 92% of respondents believed McKendree MSN graduates were well prepared to function in their current role.

<b>2016 MSN Alumni Responses to Program Satisfaction and Foundation for Advanced Practice</b>			
<b>2016 Alumni MSN Results</b>	<b>Program Satisfaction</b>	<b>Very Sound Foundation for Advanced Practice</b>	<b>Employment Status</b>
Initial	100%	92%	92%
1 year	100%	91%	100%
3 year	100%	100%	100%

<b>2016 MSN Employer Response Results</b>		
	<b>Education Prepared Employee Well for Current Role</b>	<b>Meets Expectations of MSN</b>
2016 MSN Employer Results	100%	100%

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. “The faculty of McKendree University Nursing Program have not only guided me through the educational process, they have demonstrated true mentorship and leadership. I would like to express my greatest gratitude.” In addition, another student shared, “Thank you for providing me with a great higher educational experience! If a DNP becomes accredited at McKendree, I would be interested in completing the program.

### **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 academic advisor. Prior to online

registration each semester, students must be advised by their nursing 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, MSN Program Director, Professor of Nursing**

## **Doctor of Nursing Practice (DNP) – Ethical Leadership**

### **Description**

In the summer of 2016, approval was received from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools to offer a Doctor of Nursing Practice (DNP) in Ethical Leadership. The DNP in Ethical Leadership is designed for the working practitioner. The 30 credit hour curriculum is challenging, rigorous, and highly stimulating. Participants will complete the program as a cohort (a group moving together through the program). The two-year program, extending over five semesters, is a sequential course of study and includes an Advanced Nursing Project. Learners will attend two on-campus immersion residencies during each August of the two years. DNP courses are offered in an online format. The first cohort of ten DNP students were admitted in fall 2016.

In October 2017, McKendree University will host a site visit from the Commission on Collegiate Nursing Education (CCNE) to seek accreditation for the DNP program.

Graduates of McKendree University's Doctor of Nursing Practice in Ethical Leadership 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 DNP in Ethical Leadership is to provide a high quality educational experience to advanced nursing leaders who will drive the future of healthcare. We empower our students to embody caring and authentic leadership in the pursuit of academic excellence that will prepare them for interprofessional practice. To achieve this end, we inspire broader vision to refine critical thinking, espouse ethical decision making, and integrate evidence-based practice to achieve positive health outcomes in our global community.

## Major Student Learning Outcomes

1. Synthesize science-based theories and concepts from nursing and other disciplines to assess, evaluate, and integrate health care phenomena to impact positive patient outcomes at the individual, group, community or global level.
2. Integrate clinical change through organizational and systems leadership for quality improvement and systems thinking to achieve excellence in nursing practice.
3. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences to translate best evidence for application to improve practice.
4. Advance the effective use of health care information systems to ensure high-quality outcomes with the generation of data-driven decisions in nursing care.
5. Advocate for social justice and health equity by evaluating, developing, and implementing policy to impact health care delivery at all levels.
6. Engage interprofessional collaborative initiatives to examine complex systems and develop effective methods to create positive change for improving patient and population health outcomes.
7. Translate knowledge into practice to improve patient outcomes and synthesize best practice for improving the nation's health.
8. Engage in experiential learning and research to promote advanced level of nursing practice grounded in ethical and moral decision making.

## Curriculum Map

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES							
	Synthesize science-based theories and concepts	Organizational and systems leadership	Integrate advanced knowledge	Information systems to ensure high-quality outcomes	Social justice and health equity	Improving patient and population health outcomes	Translate knowledge into practice	Ethical and moral decision making
NSG 700 Ethical, Legal, & Social Justice in Leadership	X				XX			XX
NSG 710 Quality, Safety Improvement, and Risk Management with		X		XX			XX	



Information Technology								
NSG 720 Analytical Methods for Evidence-Based Practice and Research Translation	XX		XX				XX	X
NSG 730 Applied Organizational Analysis in Systems	XX	XX				X	XX	
NSG 740 Advanced Financial Management of Healthcare Resources				XX		X	XX	
NSG 750 Strategic Leadership, Innovation, and Entrepreneurship	X	XX	XX	X		X	XX	
NSG 760 Leading Change by Transforming Policy & Systems	XX	X				XX		X
NSG 770 Population-Focused System Improvement and Design			X	X	XX	XX	XX	
NSG 790 Advanced Nursing Project I	XX	XX	XX	XX	XX	XX	XX	XX
NSG 791 Advanced Nursing Project II	XX	XX	XX	XX	XX	XX	XX	XX
NSG 792 Advanced Nursing Project III	XX	XX	XX	XX	XX	XX	XX	XX
NSG 793 DNP Advanced Nursing Project Continuum	XX	XX	XX	XX	XX	XX	XX	XX

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

**CAPSTONE:** NSG 792 Analytical Methods for Evidence-Based Practice and Research Translation

## **RESEARCH: NSG 720 Advanced Nursing Project III**

### **Methods of assessment**

The McKendree University Division of Nursing will collect data from several sources to measure aggregate student outcomes. Graduate surveys will be implemented at graduation, as well as one and three years post-graduation. The graduate/alumni form will gather data satisfaction with the DNP program, extent of foundation for DNP practice, concerning employment, preparation as an ethical leader, 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 will be sent to graduates to forward to their supervisors for completion. Informal data will also be collected from employers during annual advisory council meetings, networking sessions, and discussions during practicum placements.

Nursing Student Affairs meetings are conducted with the DNP 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 DNP students. This information is reported to nursing faculty, university administration, advisory council members, and appropriate accrediting bodies.

### **Results from assessment**

No graduation or alumni data is available at this time due to the fact that the DNP program was initiated in fall 2017.

### **Use of Data (Previous year or this year)**

Not available due to the fact that the DNP program was initiated in fall 2017.

**Contact(s) Richelle Rennegarbe, PhD, RN, CENP, DNP Program Director, Professor of Nursing**

# 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. This rubric will be used again to provide feedback to each major at the May 2018 Closing the Loop Workshop.

Assessment Plan Descriptors	Best Practice	Acceptable	Developing	Rating/Comments
<b>Description of Major</b>	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.	
<b>Mission Statement</b>	The mission statement is specific, clear, meaningful statement.	A general statement lacks one of the following: specificity, meaning, clarity.	No mission statement.	
<b>Major Learning Outcomes</b>	<p>The number of outcomes is appropriate for the major (generally, three to five broad goals).</p> <p>Outcomes are clear and concise.</p> <p>Outcomes are based on student learning that is observable, measureable, and meaningfully related to current standards in the field.</p>	<p>The number of outcomes is too few to assess the major adequately or too numerous to be manageable.</p> <p>Outcomes could be somewhat clearer or more concise.</p> <p>Outcomes are based on student learning but may be somewhat difficult to observe or measure.</p>	<p>There are no outcomes.</p> <p>Outcomes need revision to make them clearer or more concise.</p> <p>Outcomes are based on pedagogical activities rather than learning.</p> <p>Objectives cannot be observed or measured.</p>	

<b>Curriculum Map</b>	<p>A complete grid includes major learning outcomes along with clear connections to required courses in the major.</p> <p>Curriculum map is clearly used to structure the curriculum and plan assessment-based changes.</p>	<p>A grid includes major learning outcomes along with connections to courses in the major.</p> <p>The curriculum map is referenced in the report.</p>	<p>A partial grid with learning outcomes is included.</p> <p>There is no evidence that the curriculum map is used.</p>	
<b>Program Requirements:</b>  <b>Capstone</b>  <b>Research Experience</b>  <b>Service</b>	<p>A capstone course is identified.</p> <p>The major includes meaningful research experience.</p> <p>The major includes meaningful service experience.</p>	<p>The major lacks a meaningful capstone, research experience, or service experience.</p>	<p>Multiple aspects of capstone, research, and service are missing. Experiences are not meaningful.</p>	
<b>Methods of Assessment</b>	<p><b>There are multiple direct and indirect measures of assessment. Measures are valid.</b></p> <p><b>The assessment measures are meaningfully related to the outcomes.</b></p> <p><b>High-quality rubrics and scoring guides are attached.</b></p>	<p><b>There are two to three direct or indirect measures of assessment. Measures are valid.</b></p> <p><b>The assessment measures are generally related to the outcomes.</b></p> <p><b>Rubrics and scoring guides are used but not included, or the quality needs to be improved.</b></p>	<p>There is only one measure or the measures lack validity.</p> <p>The assessment measures do not relate to the outcomes.</p> <p>Rubrics and scoring guides are not utilized.</p>	

<b>Results of Assessment</b>	<p>Assessment results are included in the assessment plan. The results are meaningfully related to outcomes.</p> <p>New findings are compared to previous years' results.</p> <p>Explanation describes how targets were met/not met.</p>	<p>Assessment results are included in the assessment plan.</p> <p>Strengths and weaknesses are identified.</p>	<p>Assessment results are unclear.</p> <p>No areas of growth are explained.</p>	
<b>Use of Data (from year to year)</b>	<p>The major identifies a responsible person/group to improve the program.</p> <p>Timetable for implementation is included.</p> <p>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.</p> <p>The major is clearly "closing the loop" and making meaningful improvements.</p>	<p>The major identifies a plan to improve the program.</p> <p>Lacking a clear timetable, more use of data still desirable.</p> <p>The major is using data and starting to make use of the data for decisions and changes.</p> <p>One or two general examples of changes.</p> <p>The major is "closing the loop,"</p>	<p>The major lacks an improvement plan and an identified person.</p> <p>The major does not have a clear timeline for reviewing data and implementing change.</p> <p>The major is not using data.</p> <p>The major does not have clear assessment methods.</p> <p>The major is not "closing the loop."</p>	

**General Comments:**

# Course Level Assessment

## Course Evaluations & Teaching Inventory

### McKendree University Course Evaluations Fall, 2016

#### Description

Each semester faculty members are asked to upload their syllabi and complete a faculty teaching inventory for each course in [assessment.mckendree.edu](http://assessment.mckendree.edu). The teaching inventory is directly related to the McKendree University Strategic Plan. 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](http://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, 2016 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

**Table 2 summarizes the overall results for undergraduate courses.**

This course ...

1. was a positive experience.  $4.47 \pm 0.91$
2. helped me gain an appreciation for the material covered.  $4.39 \pm 0.98$
3. improved my critical thinking.  $4.36 \pm 0.99$
4. was intellectually engaging.  $4.37 \pm 1.00$
5. enhanced my research and information literacy skills.  $4.24 \pm 1.08$
6. promoted development of my writing skills.  $4.17 \pm 1.15$
7. was well organized.  $4.40 \pm 0.99$
8. was challenging.  $4.33 \pm 1.03$
9. had a clear and comprehensive syllabus.  $4.50 \pm 0.91$
10. was of high quality overall.  $4.43 \pm 0.94$

This instructor ...

11. was knowledgeable about the subject.  $4.74 \pm 0.64$
12. used a variety of teaching methods and activities.  $4.33 \pm 1.07$
13. was well prepared for class.  $4.59 \pm 0.80$
14. was respectful to students.  $4.65 \pm 0.78$
15. provided useful feedback.  $4.52 \pm 0.92$
16. used fair grading procedures.  $4.57 \pm 0.85$
17. presented course material effectively.  $4.48 \pm 0.94$
18. provided an atmosphere where students could ask questions and express ideas.  $4.61 \pm 0.83$
19. was accessible (in person, by phone, or by e-mail) to students outside of class.  $4.59 \pm 0.83$
20. responded effectively to comments and questions.  $4.57 \pm 0.86$
21. used technology effectively where appropriate.  $4.59 \pm 0.81$
22. was effective overall.  $4.54 \pm 0.88$

**Table 3 summarizes the overall results for graduate courses.**

This course ...

1. was a positive experience.  $4.70 \pm 0.66$
2. helped me gain an appreciation for the material covered.  $4.69 \pm 0.66$
3. improved my critical thinking.  $4.68 \pm 0.73$
4. was intellectually engaging.  $4.63 \pm 0.80$
5. enhanced my research and information literacy skills.  $4.56 \pm 0.85$
6. promoted development of my writing skills.  $4.59 \pm 0.84$
7. was well organized.  $4.64 \pm 0.75$
8. was challenging.  $4.59 \pm 0.85$
9. had a clear and comprehensive syllabus.  $4.70 \pm 0.68$
10. was of high quality overall.  $4.63 \pm 0.85$

This instructor ...

11. was knowledgeable about the subject.  $4.86 \pm 0.41$
12. used a variety of teaching methods and activities.  $4.57 \pm 0.90$
13. was well prepared for class.  $4.77 \pm 0.58$
14. was respectful to students.  $4.85 \pm 0.37$
15. provided useful feedback.  $4.75 \pm 0.65$
16. used fair grading procedures.  $4.79 \pm 0.56$
17. presented course material effectively.  $4.72 \pm 0.70$
18. provided an atmosphere where students could ask questions and express ideas.  $4.84 \pm 0.49$
19. was accessible (in person, by phone, or by e-mail) to students outside of class.  $4.86 \pm 0.42$
20. responded effectively to comments and questions.  $4.83 \pm 0.50$
21. used technology effectively where appropriate.  $4.78 \pm 0.60$
22. was effective overall.  $4.74 \pm 0.64$



**Table 4 Faculty Teaching Inventory results (The Teaching Inventory is directly related to the University's Strategic Plan)**

**Academic Level:** UN

**Term:** 2016/FA

**All Majors and Divisions**

**Number of Self-Reflections in this report:** 128

<b>1. Active Learning Inventory</b>	<b>Not at all</b>	<b>A few times</b>	<b>Many times</b>
• Small group discussion	24	5	98
• Whole class discussions	12	6	108
• Blackboard discussion boards	83	6	36
• Debates	84	15	25
• Simulations/Real world applications (e.g., investment competition)	51	10	63
• Case Study Analysis	64	10	53
• Laboratory	104	1	19
• Hands-on experiences	39	12	74
• Team/Collaborative learning	30	16	79
• Peer editing/peer review	68	19	36
• Problem-based learning	45	10	70
• Producing a creative piece (e.g., art, music, theater)	95	10	10
• Student verbal presentations or demonstrations	39	32	52
• Other	41	0	7

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

69.17% ± 26.68%

<b>2. Research Experiences Inventory</b>	<b>Not at all</b>	<b>A few times</b>	<b>Many times</b>
• Read primary research materials (e.g., journal articles, technical reports)	40	15	70
• Review the literature	41	18	67
• Collect data in the field, experimentally, or from archives	72	17	34
• Analyze qualitative or quantitative data	66	11	48
• Design a research study	104	4	14
• Write a research report 1 to 5 pages long	57	35	33
• Write a research report 6 to 10 pages long	95	15	13
• Write a research report 11 or more pages long	107	8	7
• Participate in peer review of research	100	12	12

• Present research in written or oral form in class	56	39	30
• Present research in written or oral form on campus outside of class	114	4	7
• Present research in written or oral form off campus	106	12	6
• Conduct research collaboratively with other students	98	9	16
• Other	48	0	3

Overall, to what extent did you include research activities in your class in terms of time?

43.83% ± 25.11%

<b>3. Community-Based Experiences Inventory</b>	<b>Not at all</b>	<b>A few times</b>	<b>Many times</b>
• Community education projects	81	24	19
• Consultation with outside groups/companies	85	21	17
• Field trips	105	9	9
• Lebanon involvement (e.g., Art Gallery, Business class surveys for the town)	118	3	2
• Service learning assigned by instructor	108	8	7
• Service learning selected by student(s)	106	5	13
• Volunteering	108	5	8
• Other	58	2	0

Overall, to what extent did you include community-based experiences in your class in terms of time?

41.67% ± 28.23%

## Use of Data

The course evaluation results are discussed in the SLATE committee and 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 2016 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 results of the Teaching Inventory are shared with SLATE, at the T4E Closing the Loop Workshop, and also with the President's Group.

## Contact(s)

Tami Eggleston and the SLATE committee