



MCKENDREE
UNIVERSITY

McKendree University

Assessment Report

Assessment 2.1

2018-2019



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Office of Academic Affairs Updated September, 2019

McKendree Assessment 2.1

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 and acknowledge a variety in viewpoints in order to foster empathy and interpersonal understanding. (Updated in fall, 2019).

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.

Based on continuous improvement as well as significant changes to our Assessment 2.0 process, in the fall of 2019 we will begin referring to our efforts as Assessment 2.1. The rationale for this change includes the following:

- We have completed one full cycle of Assessment 2.0 and are now making changes to each of the student learning outcomes and corresponding assessment tools.
- We have added Student Affairs to our Biennial Assessment Report, and all units will be included and evaluated for the first time in the 2019-2020 cycle.
- We have added to the Biennial Assessment Report a section on General Education assessments.
- We are improving our data reporting and will continue to disaggregate data in more meaningful ways in the future.
- In the summer of 2019 we are restructuring our assessment grid and assessment webpage that is based on the NILOA transparency framework.
- We celebrate our successful HLC reaffirmation visit in the fall of 2018 and commit to continuous improvement of our assessment processes.

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
2018-2019	Diverse Perspectives	Personal and Social Responsibility
2019-2020	Effective Communication	Diverse Perspectives

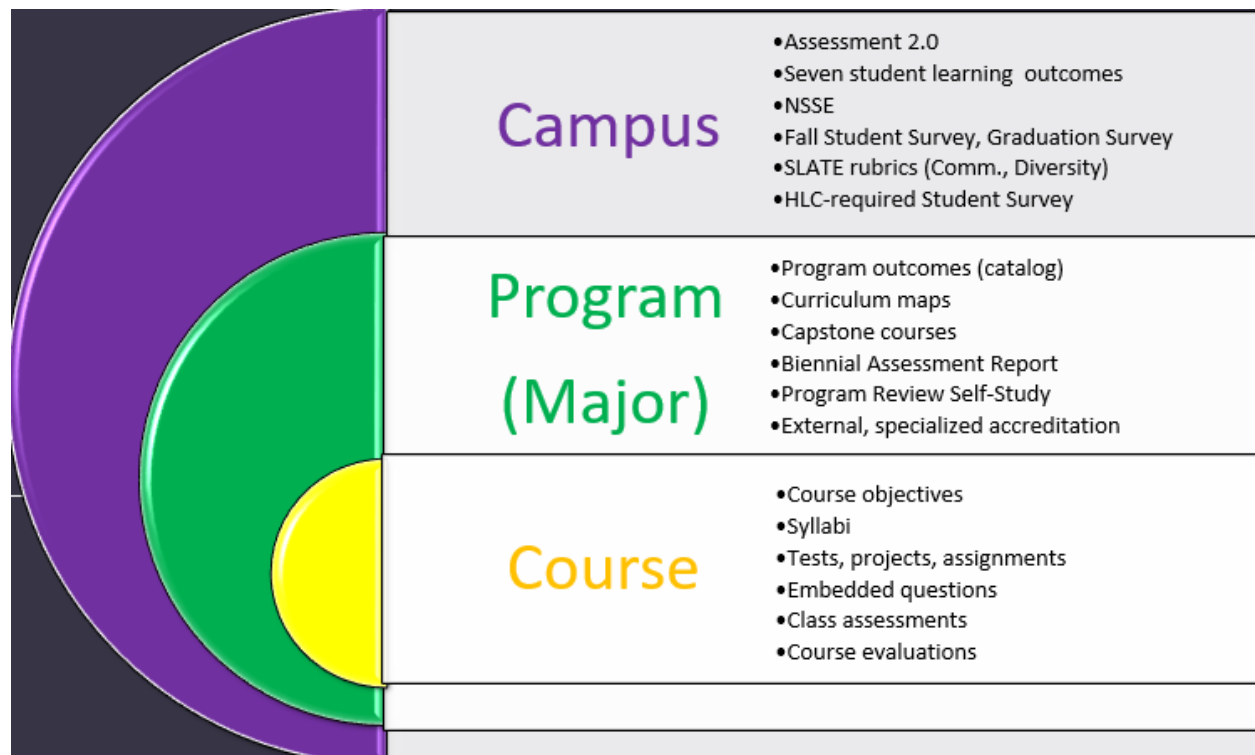
Note: Discipline-Specific Competence is integrated in the Academic Program Review timeline and via the Biennial Assessment Report.

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 2.1 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
October 2018	Successful HLC Reaffirmation Visit; All criteria met

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) Diversity 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 2018-2019 academic year was the year of “Responsibility.” And the development committee was the “Diversity” sub-committee.



SLATE Diversity Subcommittee 2018-2019

“Closing the Loop” Annual Report

Committee Members:

Lauren Thompson (Chair)
Brent Reeves
Brenda Boudreau
Jen Hope
Pam Manning
Kevin Zanelotti
Shruti Desai (Fall 2018)
Jessica Hopkins (Spring 2019)

Diverse Perspectives Student Learning Outcome

Old Outcome

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

New Outcome

Students will understand human and cultural differences and acknowledge a variety in viewpoints in order to foster empathy and interpersonal understanding.

A.

B. Old Performance Indicators

1. Awareness of culture
2. Open-mindedness
3. Interactions with individuals from different culture
4. Use of resources from different cultures
5. Awareness the way that media influences worldviews
6. Language awareness

C. New Performance Indicators

1. Analyzes relationships between diversity and systemic inequality.
2. Values contributions made by individuals from diverse and/or underrepresented groups and responds with empathy.
3. Understands different cultural and/or theoretical perspectives and their roots.
4. Exhibits language awareness (Various means of communication by diverse groups).
5. Understands the history and evolution of language.

D. Tools for Measuring Performance Indicators

1. Embedded Rubric for Diverse Perspectives Courses (Revised – see last page of this report)

Description

The rubric was adapted from the Association of American Colleges & Universities (AAC&U) “Intercultural Knowledge & Value Rubric.” The committee worked to develop/revise five Performance Indicators. We sought advice and feedback from Faculty teaching the General Education Courses and SLATE.

2. Senior Exit Survey (Keep as is – no revisions necessary)

Description

The Diverse Perspectives committee created this measure and the questions appeared on the Senior Survey for the first time in January 2015. Initial collection of data will establish baseline information and help determine annual improvement.

The survey assesses co-curricular experiences at McKendree University such as speakers (SJEC, Brown Bag, Hett Series), Student Organizations (BSO, Alliance, United Feminists, etc.), highlighted campus events (Black History Month, Global Awareness

Week, Hunger & Homelessness Week, Chapel Series Events), and service learning and internships/field experiences. It is through these opportunities that students gain a variety of viewpoints on the following:

Social Class

Race/Ethnicity

Gender

Sexual Orientation

Physical Disabilities

Language

Religion

1. **Scale:**

Very Satisfied=5

Satisfied=4

Neutral=3

Dissatisfied=2

Very dissatisfied=1

INDICATOR	Beginning	Low Intermediate	High Intermediate	Advanced
Analyzes relationships between diversity and systemic inequality	Student recalls simplistic relationships between diversity and systemic inequality.	Student articulates the relationship between diversity and systemic inequality.	Student recognizes and describes the relationship between diversity and systemic inequality.	Student generates their own connections and draws conclusions between diversity and systemic inequality.
Values contributions made by individuals from diverse and/or underrepresented groups and responds with empathy	Student shows minimal awareness of the contributions made by individuals from diverse groups.	Student identifies the contributions made by individuals from diverse groups but responds through their own cultural worldview.	Student recognizes contributions made by individuals from diverse groups and sometimes demonstrates an intellectual understanding from a world view other than their own.	Student analyzes and evaluates their own worldview in relation to other world views and demonstrates an ability to act in a supportive manner that recognizes the feelings of another cultural group.
Understands different cultural and/or theoretical perspectives and their roots	Student displays minimal awareness of cross-cultural and/or theoretical perspectives and their historical roots.	Student recognizes cross-cultural and/or theoretical perspectives and their historical roots.	Student exhibits an understanding of the central beliefs, attitudes, and ways of life embodied in cross-cultural and/or theoretical perspectives, as well as the historical roots of the same.	Student effectively demonstrates an understanding of how cross-cultural and/or theoretical perspectives and their roots differ from, and can offer fruitful resources for, understanding their own cultural worldview as well as a wider range of modes of being human.

INDICATOR	Beginning	Low Intermediate	High Intermediate	Advanced
Exhibits language awareness (Various means of communication by diverse groups)	Student is exposed to another culture's language use but exhibits little sense of its value or interest. Student efforts to appreciate new language are motivated by course or assignment directives.	Student exhibits appreciation for and engagement with new languages or cultural idioms, though motivated primarily by course/ assignment directives.	Student actively cultivates awareness of language use. The student exhibits self-directed motivation to understand new languages, cultural idioms, media artifacts, etc. and is working towards this proficiency.	Student confirms motivation to learn more about the communication skills of other culture(s) and attains this proficiency through proven awareness of diverse cultural communication.
Understands the history and evolution of language	Student shows a minimal level of understanding regarding the history and evolution of language.	Student shows surface-level understanding regarding the history and evolution of language.	Student responds to and asks deeper questions about the history and evolution of language.	Student questions their own worldview through demonstrating a sophisticated understanding about the history and evolution of language.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) Intercultural Knowledge & Competence VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

McKendree University

Closing the Loop Workshop

Tuesday, May 21, 2019

The Closing the Loop Workshop was hosted by the SLATE committee on Tuesday, May 21, 2019, in PAC 222. Approximately 40 faculty and staff attended.

The workshop started with an overview of Assessment 2.0 and a tour of the Assessment 2.0 webpage. This was followed by a summary of the SLATE Responsibility Subcommittee by Katy Gayford. We wish to thank Gayford and her committee for their service for the past 2 years. Lauren Thompson then presented the changes proposed by the SLATE Diversity Subcommittee. This includes changing the wording of the student learning outcome (language will be submitted to the Undergraduate Council in the fall for inclusion in the 2020-2021 catalog). The Diversity Subcommittee also redesigned the diversity rubric that is used with all general education cross-cultural courses. The SLATE Committee will approve the revisions and the new diversity rubric will be uploaded to the content collection of Blackboard for use in the fall of 2019.

Tami Eggleston led an interactive session on assessment myths and best practices with information that was informed by her work as a Lumina/DQP Assessment Coach. Chris Bahr and Jessica Hopkins provided data on the current diversity rubric. Based on this presentation, the following suggestions to improve our assessment process were discussed:

- All faculty who are teaching general education classes that have an associated rubric must use the assigned rubric. We currently have a very low completion rate.
- Some faculty are downloading the rubric in Blackboard and it is coming in titled as a “copy.” In the future, Hopkins will try to include this rubric in our analyses.
- Even though we have offered many rubric training sessions, we need to continue to offer training for faculty to download the rubrics from the content collection in Blackboard and attach to an assignment in their courses.
- We need to continue to emphasize the difference between assessment and grading. The rubrics may or may not be used for grading purposes.
- When we report means on our data, frequency data may also be valuable.
- There seemed to be a great deal of enthusiasm for the new diversity rubric.
- We need to ensure there is a “not applicable” column on the new diversity rubric.

After lunch, Guy Boysen described best practices and guided the participants to use the SLATE biennial assessment report rubric to examine a mock report. Many faculty and staff stayed to work on their assessment reports.

Based on continuous improvement as well as significant changes to our Assessment 2.0 process, next year we will begin referring to our efforts as Assessment 2.1. The rationale for this change includes the following:

- We have completed one full cycle of Assessment 2.0 and are now making changes to each of the student learning outcomes and corresponding assessment tools.
- We have added Student Affairs to our Biennial Assessment Report, and all units will be included and evaluated for the first time in the 2019-2020 cycle.
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- We celebrate our successful HLC reaffirmation visit in the fall of 2018 and commit to continuous improvement of our assessment processes.

The Assessment 2.1 reports for each of the six institutional student learning outcomes can be found on our McKendree Assessment 2.1 website and below.

McKendree University
Assessment 2.1
**Learning Outcome: PERSONAL AND SOCIAL
RESPONSIBILITY**

Students will exhibit personal and social responsibility.

Objective 1: Students will cultivate integrity through personal responsibility and ethical standards.

Assessment Instrument: Graduation Exit Survey – “Through my McKendree experience, I was successful in achieving the following outcomes:

- Clarifying personal values
- Developing capacity for making value judgments”

Participants: Seniors

Data Collected: April – May each year

Data Aggregated: By academic year

Instrument Scale: 1-5 where 1 = “strongly disagree” and 5 = “strongly agree”

Target Goal: Mean score of 4.40 or higher

Assessment Results:

	2016-2017		2017-2018		2018-2019	
Indicator	n	M	n	M	n	M
Clarifying personal values	103	4.17	159	4.30	203	4.25
Developing capacity for making value judgments	107	4.25	157	4.27	203	4.30

Assessment Instrument: National Survey of Student Engagement (NSSE) – “How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following area?”

- Developing or clarifying a personal code of value and ethics”

Participants: First-year (FY) students and Senior-year (SY) students

Data Collected: Spring, every three years

Data Aggregated: Every three years

Instrument Scale: 1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

Target Goal: Mean of 2.90 or higher for FY students and 2.94 or higher for SY students

Assessment Results:

	2010-2011				2013-2014				2016-2017			
	FY students		SY students		FY students		SY students		FY students		SY students	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M
Developing or clarifying a personal code of values and ethics	113	2.73	265	2.70	111	2.77	174	2.89	111	2.82	147	2.87

Objective 2: Students will exhibit social responsibility by participating actively in a democracy.

Assessment Instrument: Graduation Exit Survey – “Through my McKendree experience, I was successful in achieving the following outcomes:

- Awareness of national and international issues
- Becoming a responsible citizen”

Participants: Seniors

Data Collected: April – May each year

Data Aggregated: By academic year

Instrument Scale: 1-5 where 1 = “strongly disagree” and 5 = “strongly agree”

Target Goal: Mean score of 4.20 or higher for awareness of issues and mean of 4.50 or higher for becoming a responsible citizen

Assessment Results:

	2016-2017		2017-2018		2018-2019	
Indicator	n	M	n	M	n	M
Awareness of national and international issues	106	3.98	156	3.95	203	4.00
Becoming a responsible citizen	105	4.05	158	4.23	202	4.18

Assessment Instrument: Graduation Exit Survey – “Have you participated in your country’s state, federal and/or municipal elections during your educational experience at McKendree?”

Participants: Seniors

Data Collected: April – May each year

Data Aggregated: By academic year

Instrument Scale: Percentage reporting “Yes”

Target Goal: To be determined

Assessment Results:

	2016-2017		2017-2018		2018-2019	
Indicator	n	%	n	%	n	%
Participation in elections	NA	NA	NA	NA	204	72%

Assessment Instrument: National Survey of Student Engagement (NSSE) – “About how many hours do you spend in a typical 7-day week doing community service or volunteer work?”

Participants: First-year (FY) students and Senior-year (SY) students

Data Collected: Spring, every three years

Data Aggregated: Every three years

Instrument Scale: Average number of hours per week

Target Goal: Mean of 2.59 or higher for FY students and 2.80 or higher for SY students

Assessment Results:

	2010-2011				2013-2014				2016-2017			
	FY students		SY students		FY students		SY students		FY students		SY students	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M
Hours per week	NA	NA	NA	NA	107	2.59	172	2.56	113	1.85	149	2.64

Significant Changes

- 2012-2013: Held voter registration drive on Lebanon campus.
- 2014-2015: Hired full-time coordinator for the Center for Community Service.
- 2014-2015: Started identifying service opportunities for each program in the Undergraduate Catalog.
- 2015-2016: Implemented single stream recycling.
- 2015-2016: Created the Social Justice and Equity Committee and launched Connection Groups.
- 2016-2017: Revised general education questions on the Graduation Exit Survey from satisfaction with outcomes to perceived efficacy of the general education curriculum.
- 2016-2017: Joined the All-in Campus Democracy Challenge.
- 2018-2019: Participated in Youth be Heard – Writing on Responsibility Project.

McKendree University

Assessment 2.1

Learning Outcome: DIVERSE PERSPECTIVES

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

Objective 1: Students will understand human and cultural differences.

Assessment Instrument: Diverse Perspectives rubric
Participants: Students enrolled in general education courses fulfilling the diverse perspectives requirement
Data Collected: Every semester
Data Aggregated: By academic year
Instrument Scale: 1 = Exposed, 2 = Engaged, 3 = Embraces
Target Goal: Mean score of 2.00 or higher on each element of the Diverse Perspectives rubric

Assessment Results:

	2016-2017						2017-2018						2018-2019					
	Lower-level		Upper-level		Total		Lower-level		Upper-level		Total		Lower-level		Upper-level		Total	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M
Awareness of culture	164	2.47	103	2.70	267	2.56	135	2.37	91	2.78	226	2.54	117	2.44	107	2.79	224	2.61
Open-mindedness	164	2.49	103	2.55	267	2.52	92	2.27	83	2.78	175	2.51	23	2.39	107	2.75	130	2.68
Interactions with individuals from different cultures	164	2.37	103	2.08	267	2.25	54	2.33	83	2.16	137	2.23	23	2.39	107	2.76	130	2.69
Use of resources from different cultures	164	2.02	103	2.39	267	2.16	49	2.35	83	1.84	132	2.03	23	2.17	107	2.67	130	2.58
Awareness of the way that media influences worldviews	164	2.43	103	2.36	267	2.40	74	2.19	83	2.31	157	2.25	23	2.22	107	2.81	130	2.71
Language awareness	164	2.32	103	2.09	267	2.23	116	2.22	91	1.89	207	2.08	39	2.23	119	1.39	158	1.60
TOTAL	164	2.35	103	2.36	267	2.36	135	2.32	91	2.32	226	2.32	133	2.44	119	2.49	252	2.47

Objective 2: Students will engage with diverse individuals.

Assessment Instrument: Graduation Exit Survey item – “My McKendree experience has helped me value others from these backgrounds:

- Social class
- Race/ethnicity
- Gender
- Sexual orientation
- Physical disabilities
- Language
- Religion”

Participants: Seniors

Data Collected: April – May each year

Data Aggregated: By academic year

Instrument Scale: 1-5 where 1 = “strongly disagree” and 5 = “strongly agree”

Target Goal: Mean score of 4.00 or higher

Assessment Results:

	2016-2017		2017-2018		2018-2019	
Indicator	n	M	n	M	n	M
Value others, social class	102	4.11	146	4.21	204	4.08
Value others, race/ethnicity	104	4.14	146	4.25	204	4.12
Value others, gender	101	4.17	148	4.26	204	4.12
Value others, sexual orientation	99	4.07	143	4.22	204	4.03
Value others, physical disabilities	99	3.82	144	4.17	204	3.94
Value others, language	99	3.99	145	4.17	204	3.97
Value others, religion	101	4.00	145	4.16	203	3.96

Objective 3: Students will embrace variety in viewpoints.

Assessment Instrument: Diverse Perspectives rubric, open-mindedness item
Participants: Students enrolled in general education courses fulfilling the diverse perspectives requirement
Data Collected: Every semester
Data Aggregated: By academic year
Assessment Scale: 1 = Exposed, 2 = Engaged, 3 = Embraces
Target Goal: Mean score of 2.00 or higher on open-mindedness item of Diverse Perspectives rubric

Assessment Results:

	2016-2017						2017-2018						2018-2019					
	Lower-level		Upper-level		Total		Lower-level		Upper-level		Total		Lower-level		Upper-level		Total	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M
Open-mindedness	164	2.49	103	2.55	267	2.52	92	2.27	83	2.78	175	2.51	46	2.39	121	2.64	167	2.57

Significant Changes

2013-2014: Hired one new international faculty member.
2014-2015: Hired three new international faculty members.
2014-2015: Enhanced Global Awareness Week.
2014-2015: President established Social Justice and Equity Committee.
2015-2016: Launched “connection groups” to promote dialogue about diversity.
2015-2016: Developed a new mission statement for Brown Bag series.
2015-2016: Made promotion of study abroad program the responsibility of Faculty Student Affairs Committee.
2016-2017: Provided Safe Zone training to interested faculty, staff, and students.
2017-2018: Launched SJEC Conversations series (weekly dialogue on diversity issues).
2018-2019: Created a diversity advocate position on faculty search committees.

McKendree University

Assessment 2.1

Learning Outcome: ENGAGEMENT

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

Objective 1: Students will participate in field experiences and internships.

Assessment Instrument: National Survey of Student Engagement (NSSE) – “Participate in an internship, co-op, field experience, student teaching, or clinical placement”

Participants: First-year (FY) students and Senior-year (SY) students

Data Collected: Spring, every three years

Data Aggregated: Every three years

Instrument Scale: Have not decided; Do not plan to do; Plan to do; Done or in progress

Target Goal: 9% or more FY students report “Done or in progress”; 50% or more SY students report “Done or in progress”

Assessment Results:

	2010-2011				2013-2014				2016-2017			
	FY students		SY students		FY students		SY students		FY students		SY students	
Indicator	n	%	n	%	n	%	n	%	n	%	n	%
Participate in an internship, co-op, field experience, student teaching, or clinical placement	116	4%	269	36%	117	5%	179	35%	119	4%	159	40%

Objective 2: Students will participate in culminating capstone experiences.

Assessment Instrument:	National Survey of Student Engagement (NSSE) – “Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)”
Participants:	First-year (FY) students and Senior-year (SY) students
Data Collected:	Spring semester, every three years
Data Aggregated:	Every three years
Instrument Scale:	Have not decided; Do not plan to do; Plan to do; Done or in progress
Target Goal:	3% or more FY students report “Done or in progress”; 46% or more SY students report “Done or in progress”
Assessment Results:	

	2010-2011				2013-2014				2016-2017			
	FY students		SY students		FY students		SY students		FY students		SY students	
Indicator	n	%	n	%	n	%	n	%	n	%	n	%
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	116	3%	269	24%	115	2%	177	41%	118	2%	156	40%

Objective 3: At least 80% of McKendree undergraduate Lebanon campus students will report being engaged in co-curricular activity.

Assessment Instrument:	Fall Student Survey – “Which activities do you participate in at McKendree?”
Participants:	Lebanon campus undergraduate students
Data Collected:	Every Fall semester
Data Aggregated:	By academic year
Assessment Scale:	Percentage of students who reported participating in one or more activities at McKendree
Target Goal:	80% or higher
Assessment Results:	

	2016-2017		2017-2018		2018-2019	
Indicator	n	%	n	%	n	%

Participate in activities at McKendree	384	91%	404	92%	255	94%
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Objective 4: Over half of McKendree full-time faculty will report being engaged with students outside of the classroom.

Assessment Instrument: Faculty Activity Report – Collaborative research or projects with students; Advisor to student organization

Participants: Full-time faculty

Data Collected: Each year, September 1 – August 31

Data Aggregated: By academic year

Assessment Scale: Percentage of faculty who report conducting collaborative research or projects with students or advising student organizations

Target Goal: Greater than 50%

Assessment Results:

	2016-2017		2017-2018		2018-2019	
Indicator	n	%	n	%	n	%
Engage in collaborative research or projects with students or advise student organizations	94	36%	93	35%		

Significant Changes

2011-2012: Capstone experience initiative added to Strategic Plan.

2011-2012: Linked Hettenhausen Center for the Arts events to student learning outcomes.

2011-2012: Developed online Faculty Activity Report.

2012-2013: Launched Make Your Mark Faculty Boot Camp to promote active learning.

2012-2013: Designated funds for student and faculty engagement grants.

2013-2014: Launched the annual Academic Excellence Celebration.

2014-2015: Started identifying capstone experiences for each program in the Undergraduate Catalog.

2016-2017: Created a standard syllabus template for internships.

2017-2018: Changed the policy for faculty supervision of internships to ensure that all supervisors are compensated.

2017-2018: Renovated four spaces to create active learning classrooms.

McKendree University
Assessment 2.1
Learning Outcome: EFFECTIVE COMMUNICATION
Students will communicate effectively in oral, written, and creative forms.

Objective 1: Students will communicate effectively in oral forms.

Assessment Instrument: Oral Communication rubric
Participants: Students enrolled in general education courses fulfilling the speech requirement
Data Collected: Every semester
Data Aggregated: By academic year
Instrument Scale: 1 = Beginning, 2 = Low Intermediate, 3 = High Intermediate, 4 = Advanced
Target Goal: Mean score of 2.00 or higher in lower-level courses and 3.00 or higher in upper-level courses

Assessment Results:

	2016-2017						2017-2018						2018-2019					
	Lower-level		Upper-level		Total		Lower-level		Upper-level		Total		Lower-level		Upper-level		Total	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M
Purpose	80	3.26	45	3.71	125	3.42	71	3.24	113	3.78	184	3.57	96	3.08	56	3.70	152	3.31
Content	80	3.04	45	3.69	125	3.27	71	3.17	112	3.63	183	3.45	96	2.82	56	3.27	152	2.99
Organization	80	3.21	45	3.80	125	3.42	71	3.07	113	3.78	184	3.51	96	2.96	56	3.84	152	3.28
Language	80	3.24	45	3.67	125	3.39	71	3.27	108	3.68	179	3.51	94	2.96	56	3.79	150	3.27
Delivery	80	2.78	45	3.69	125	3.10	71	2.72	108	3.37	179	3.11	96	2.45	56	3.32	152	2.77
Discipline-specific conventions	80	3.09	45	3.49	125	3.23	69	2.97	100	3.78	169	3.45	96	2.93	56	3.43	152	3.11
TOTAL	80	3.11	45	3.71	125	3.32	71	3.09	113	3.63	184	3.43	96	2.85	56	3.58	152	3.12

Objective 2: Students will communicate effectively in written forms.

Assessment Instrument: Written Communication rubric
Participants: Students enrolled in general education courses fulfilling the writing requirement
Data Collected: Every semester
Data Aggregated: By academic year
Instrument Scale: 1 = Beginning, 2 = Low Intermediate, 3 = High Intermediate, 4 = Advanced
Target Goal: Mean score of 2.00 or higher in lower-level courses and 3.00 or higher in upper-level courses

Assessment Results:

	2016-2017						2017-2018						2018-2019					
	Lower-level		Upper-level		Total		Lower-level		Upper-level		Total		Lower-level		Upper-level		Total	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M
Purpose	285	3.25	593	3.31	878	3.29	365	3.33	380	3.17	745	3.25	299	3.32	341	3.59	640	3.46
Content and/or use of evidence	285	3.06	584	3.06	869	3.06	366	3.05	379	2.98	745	3.01	301	3.05	341	3.33	642	3.20
Organization	285	3.21	592	3.46	877	3.38	366	3.23	379	3.28	745	3.26	301	3.32	340	3.67	641	3.51
Syntax and mechanics	285	2.99	580	3.20	865	3.13	366	2.95	379	3.17	744	3.06	301	3.11	341	3.59	642	3.36
Discipline-specific conventions	261	2.97	497	3.09	758	3.05	366	3.04	377	3.01	743	3.02	300	2.96	340	3.45	640	3.22
TOTAL	285	3.11	593	3.24	878	3.20	366	3.12	380	3.12	745	3.12	301	3.15	341	3.52	642	3.35

Objective 3: Students will communicate effectively through creative forms and processes.

Assessment Instrument: Aesthetic Expression rubric
Participants: Students enrolled in general education courses fulfilling the aesthetic expression requirement
Data Collected: Every semester
Data Aggregated: By academic year
Instrument Scale: 1 = Beginning, 2 = Low Intermediate, 3 = High Intermediate, 4 = Advanced
Target Goal: Mean score of 2.00 or higher in lower-level courses and 3.00 or higher in upper-level courses
Assessment Results:

	2016-2017						2017-2018						2018-2019					
	Lower-level		Upper-level		Total		Lower-level		Upper-level		Total		Lower-level		Upper-level		Total	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M
Craftsmanship	87	2.54	44	2.75	131	2.61	119	2.61	24	3.42	143	2.74	112	2.46	25	2.60	137	2.48
Application of principles/ concepts	87	2.46	44	2.52	131	2.48	120	2.53	24	3.50	144	2.69	127	2.65	25	2.72	152	2.66
Creative fulfillment of assignment	87	2.66	44	2.70	131	2.67	119	2.88	24	3.54	143	2.99	128	2.66	25	2.80	153	2.68
Investigation and invention	87	2.40	44	2.61	131	2.47	117	2.56	24	3.46	141	2.71	128	2.41	24	2.54	152	2.43
Self-assessment and peer critique	87	2.53	44	2.68	131	2.58	118	2.34	17	3.06	135	2.43	126	2.64	24	2.83	150	2.67
Response to criticism	87	2.77	44	2.93	131	2.82	120	2.54	24	3.21	144	2.65	127	2.71	24	2.83	151	2.73
Response to ambiguity & risk	87	2.36	44	2.41	131	2.37	116	2.47	24	3.08	140	2.58	128	2.44	24	2.63	152	2.47
Work habits	87	2.57	44	2.84	131	2.66	118	2.65	24	3.33	142	2.77	128	2.60	25	2.48	153	2.58
Discipline-specific conventions	87	2.47	44	2.50	131	2.48	120	2.49	24	3.42	144	3.11	128	2.55	25	2.72	153	2.58
TOTAL	87	2.53	44	2.66	131	2.57	120	2.56	24	3.35	144	2.69	128	2.57	25	2.69	153	2.59

Significant Changes

- 2016-2017: Developed and implemented Written Communication, Oral Communication, and Aesthetic Expression rubrics.
- 2016-2017: Made the Director of the Writing Center a full-time staff member.

McKendree University

Assessment 2.1

Learning Outcome: INQUIRY AND PROBLEM SOLVING

Students will develop and apply analytical, critical thinking, and problem-solving skills.

Objective 1: Students will use mathematical reasoning to solve problems.

Assessment Instrument: Quantitative Literacy rubric
Participants: Students enrolled in general education courses fulfilling the mathematical reasoning requirement
Data Collected: Every semester
Data Aggregated: By academic year
Instrument Scale: 1 = Novice, 2 = Basic, 3 = Proficient, 4 = Advanced
Target Goal: Mean score of 2.00 or higher
Assessment Results:

	2017-2018		2018-2019	
Indicator	n	M	n	M
Interpretation	71	3.21	85	3.21
Representation	36	3.11	59	3.17
Calculation	73	3.30	93	3.03
Communication	34	2.97	51	3.06
TOTAL	74	3.23	93	3.20

Objective 2: Students will use computers to solve problems.

Assessment Instrument: Computer Literacy and Competency rubric
Participants: Students enrolled in general education courses fulfilling the computer competency requirement
Data Collected: Every semester
Data Aggregated: By academic year
Instrument Scale: 1 = Beginning, 2 = Low Intermediate, 3 = High Intermediate, 4 = Advanced
Target Goal: Mean score of 2.00 or higher
Assessment Results:

	2016-2017		2017-2018		2018-2019	
Indicator	n	M	n	M	n	M
Connecting	208	3.38	251	3.43	160	3.38
Creating	207	3.48	260	3.48	160	3.38
Abstracting	179	2.83	222	2.98	153	3.12
Analyzing	204	3.05	203	2.97	159	3.10
Communicating	201	3.01	249	3.53	161	3.54
TOTAL	223	3.16	261	3.28	162	3.31

Objective 3: Students will use the scientific method to evaluate the validity of information.

Assessment Instrument: Science and Nature rubric
Participants: Students enrolled in general education courses fulfilling the science and nature requirement
Data Collected: Every semester
Data Aggregated: By academic year
Instrument Scale: 1 = Beginning, 2 = Low Intermediate, 3 = High Intermediate, 4 = Advanced
Target Goal: Mean score of 2.00 or higher in lower-level courses and 3.00 or higher in upper-level courses
Assessment Results:

	2016-2017						2017-2018						2018-2019					
	Lower-level		Upper-level		Total		Lower-level		Upper-level		Total		Lower-level		Upper-level		Total	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M
Language and terminology	9	3.44	18	2.33	27	2.70	127	3.46	47	3.53	174	3.48	74	3.11	33	3.36	107	3.19
Communicate scientifically	9	3.67	18	2.28	27	2.74	115	3.33	47	3.38	162	3.35	58	2.93	33	3.33	91	3.08
Use scientific method	9	2.89	18	2.56	27	2.67	71	3.20	30	3.70	101	3.35	57	3.19	33	3.21	90	3.20
Evaluate scientific quality of information	9	3.11	18	2.28	27	2.56	101	3.39	0	N/A	101	3.39	57	3.14	33	3.18	90	3.16
TOTAL	9	3.28	18	2.36	27	2.67	127	3.33	47	3.46	174	3.37	74	3.04	33	3.27	107	3.11

Significant Changes

2016-2017: Developed and implemented Quantitative Literacy, Computer Literacy and Competency, and Science and Nature rubrics.

McKendree University
Assessment 2.1
Learning Outcome: LIFELONG LEARNING
Students will develop dispositions and skills for lifelong learning.

Objective 1: Students will develop dispositions for lifelong learning.

Assessment Instrument:	Graduation Exit Survey item – “Through my McKendree experience, I was successful in achieving the following outcomes: <ul style="list-style-type: none"> Analyzing topics in depth to gain a deeper understanding. (Curiosity) Independently initiate the pursuit of opportunities to expand knowledge, skills, and abilities. (Initiative) Innovatively or creatively apply prior learning to new problems or situations. (Transfer) Review past perspectives against newly-gained knowledge and experiences. (Reflection) Critically examine sources of information regarding authenticity, accuracy, relevance, and bias. (Information Literacy) Work effectively on your own or with others. (Learning Relationships)”
Participants:	Seniors
Data Collected:	April – May each year
Data Aggregated:	By academic year
Instrument Scale:	1-5 where 1 = “strongly disagree” and 5 = “strongly agree”
Target Goal:	Mean score of 4.00 or higher
Assessment Results:	

	2016-2017		2017-2018		2018-2019	
Indicator	n	M	n	M	n	M
Analyzing topics in depth to gain a deeper understanding. (Curiosity)	110	4.34	159	4.52	204	4.36
Independently initiate the pursuit of opportunities to expand knowledge, skills, and abilities. (Initiative)	108	4.33	159	4.51	204	4.38
Innovatively or creatively apply prior learning to new problems or situations. (Transfer)	109	4.30	159	4.45	204	4.38
Review past perspectives against newly-gained knowledge and experiences. (Reflection)	110	4.37	159	4.51	201	4.40

Critically examine sources of information regarding authenticity, accuracy, relevance, and bias. (Information Literacy)	110	4.37	159	4.45	204	4.37
Work effectively on your own or with others. (Learning Relationships)	109	4.39	158	4.47	204	4.41

Objective 2: Students will develop skills for lifelong learning.

Assessment Instrument: Graduate Success Survey – Undergraduate career outcomes rate
Participants: Graduates, six months after graduation
Data Collected: Spring, each year
Data Aggregated: By academic year
Instrument Scale: Percentage of undergraduate respondents who are employed full-time or part-time, enrolled in continuing education, serving in the military, or not seeking employment or continuing education
Target Goal: 95% employed, in continuing education, in the military, or not seeking
Assessment Results:

	2015-2016		2016-2017		2017-2018	
Indicator	n	%	n	%	n	%
Full-time employment	320	73%	270	63%	248	66%
Part-time employment	26	6%	16	4%	33	9%
Continuing education	60	14%	120	28%	75	20%
Military service	3	1%	1	0%	5	1.5%
Not seeking employment or continuing education	9	2%	3	1%	2	.5%
Seeking employment or continuing education	22	5%	16	4%	10	3%
TOTAL (employed+education+military+notseeking)	440	95%	426	96%	373	97%

Significant Changes

2016-2017: Adopted Graduation Exit Survey items to assess dispositions and skills for lifelong learning.

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. The mission of the Computational Science major directly relates to the missions of the Division and University in preparing students to succeed in today's increasingly technical world.

The mission of the Division of Computing is to provide students with an opportunity to obtain the knowledge of computing necessary to succeed in today's increasingly technical world. The division's curriculum focuses on both theoretical knowledge and practical applications that enrich analytic, creative and research capabilities essential to success in various computing fields. Our curriculum provides students the opportunities to pursue individual interests through special topic courses, internships and projects that further enhance their learning experience outside the traditional classroom setting. Introductory courses in various computer-related topics are offered for non-major students.

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 understand and 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 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

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1	2	3		
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:

See the above.

SERVICE:

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

Methods of assessment

Results from assessment

Use of Data (Previous year or this year)

The **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 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. This year the Division created standard rubrics to assess the MLO's of Problem Solving, Communication, and Content Knowledge. The CSI 230 Project rubric is used to address problem solving skills and content knowledge at the end of first year of the program, and the CSI 498 Project rubric is used to address these at the end of the program. The CSI 497 Proposal rubric addresses written communication and the CSI 498 Oral Presentation rubric addresses oral communication. Finally, the CSI 230 Project rubric and the CSI 498 Project rubric address Content Knowledge.

Assessment of Problem Solving Skills

Evaluation Instruments

1. Student Projects grades and Rubrics
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.

Results: 75% of the students in CSI 230 achieved a grade of A on the sophomore level project. 87.5% of the students in CSI 498 achieved a grade of B or better 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.

Results: 100% of our students are employed in an area related to their degree.

Assessment of Communication Skills

Evaluation Instruments

1. Within specific courses
 - a. PWR 360 – Successful completion of technical writing
 - b. CSI 497 – Writing project proposal
 - c. CSI 498 – Presentations

Evaluation Criteria

1. Specific courses PWR 360, CSI 497, and CSI 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.

Results: 100% graduating students have achieved a grade of C- or better in PWR 360.

2. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project proposal. This project proposal represents the student's written communications ability.

Results: 100% of the students achieved a grade of B or better on the project proposal rubric.

3. It is expected that 85% or more of our graduates to have given oral presentation of material at the senior level with a grade of B or above.

Results: 100% of the students achieved a grade of B or better on the oral communication presentation

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.

Results: Have not been able to obtain the appropriate data at time of writing this report.

2. It is expected that 95% of participating students to average at least a "good" rating on the Supervisor Evaluation of Intern Midterm report.

Results: 100% of the students achieve a “good” or better rating on the supervisor evaluation.

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.

Results: 75% of the students in CSI 230 achieved a grade of A on the sophomore level project. 87.5% of the students in CSI 498 achieved a grade of B or better on the senior level project.

a. Use of evaluation and assessment data:

In the last several years we have made a number of changes in the Division’s offerings. In 2017, we began offering the Computer Information Systems major online. Additionally in 2017 we created a new Management Information Systems major and eliminated the Information Technology major. In 2018, we started offering the Cybersecurity major.

Several curricular changes were made that effect all majors in the Division. Prerequisites were changed for CSI 215, CSI 230, CSI 315, CSI 434, CSI 445, and CSI 467. The lab contact hours in CSI 120 were reduced from 2 to 1. The credit hours in CSI 120 and CSI 230 were changed from 4 to 5 to reflect the contact hours for those courses.

Contact(s)

CJ Dulaney, Sameer Dutta, Ahed Elmsallati, Mostafa Mostafa, Kian Pokorny

Computer Science

Description

Mission Statement

The computer science (CS) major provides students with a theoretical foundation in computing that will allow them to succeed as software developers or in graduate school. The program uses a capstone

project and other group projects, students will enhance their ability to apply computing and communicate advanced concepts in computing. Upon graduating students should be able to demonstrate an understanding of computer and communication systems as well as hardware and software systems, including the design, development, implementation and integration into an organization.

Major Student Learning Outcomes (3-5)

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

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1	2	3		
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 170	x				
SCIENCE w Lab	x				
PWR 360		x			

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

CAPSTONE: CSI 497/498 Senior Seminar

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

RESEARCH:

See the above.

SERVICE:

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

Methods of assessment

Results from assessment

Use of Data (Previous year or this year)

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 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. This year the Division created standard rubrics to assess the MLO's of Problem Solving, Communication, and Content Knowledge. The CSI 230 Project rubric is used to address problem solving skills and content knowledge at the end of first year of the program, and the CSI 498 Project rubric is used to address these at the end of the program. The CSI 497 Proposal rubric addresses written communication and the CSI 498 Oral Presentation rubric addresses oral communication. Finally, the CSI 230 Project rubric and the CSI 498 Project rubric address Content Knowledge.

Assessment of Problem Solving Skills

Evaluation Instruments

1. Student Projects grades and Rubrics
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.

Results: 75% of the students in CSI 230 achieved a grade of A on the sophomore level project. 87.5% of the students in CSI 498 achieved a grade of B or better 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.

Results: 100% of our students are employed in an area related to their degree.

Assessment of Communication Skills

Evaluation Instruments

1. Within specific courses
 - a. PWR 360 – Successful completion of technical writing
 - b. CSI 497 – Writing project proposal
 - c. CSI 498 – Presentations

Evaluation Criteria

1. Specific courses PWR 360, CSI 497, and CSI 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.

Results: 100% graduating students have achieved a grade of C- or better in PWR 360.

2. It is expected that 85% or more of our graduates to obtain a grade of B or above on the senior level project proposal. This project proposal represents the student's written communications ability.

Results: 100% of the students achieved a grade of B or better on the project proposal rubric.

3. It is expected that 85% or more of our graduates to have given oral presentation of material at the senior level with a grade of B or above.

Results: 100% of the students achieved a grade of B or better on the oral communication presentation

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.

Results: Have not been able to obtain the appropriate data at time of writing this report.

2. It is expected that 95% of participating students to average at least a "good" rating on the Supervisor Evaluation of Intern Midterm report.

Results: 100% of the students achieve a “good” or better rating on the supervisor evaluation.

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.

Results: 75% of the students in CSI 230 achieved a grade of A on the sophomore level project. 87.5% of the students in CSI 498 achieved a grade of B or better on the senior level project.

a. Use of evaluation and assessment data:

In the last several years we have made a number of changes in the Division’s offerings. In 2017, we began offering the Computer Information Systems major online. Additionally in 2017 we created a new Management Information Systems major and eliminated the Information Technology major. In 2018, we started offering the Cybersecurity major.

Several curricular changes were made that effect all majors in the Division. Prerequisites were changed for CSI 215, CSI 230, CSI 315, CSI 434, CSI 445, and CSI 467. The lab contact hours in CSI 120 were reduced from 2 to 1. The credit hours in CSI 120 and CSI 230 were changed from 4 to 5 to reflect the contact hours for those courses.

Contact(s)

CJ Dulaney, Sameer Dutta, Ahed Elmsallati, Mostafa Mostafa, Kian Pokorny

Division of Humanities

Communication

General Education Courses (list all approved general education courses that are taught within your program)

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
COM 100	Communication	Speech
COM 210	Communication	Speech
COM 220	Communication	Speech
COM 310	Communication	Speech
COM 353	Diversity	Cross cultural
COM 391	Communication	Speech

Methods of assessment (include methods approved by the General Education Review Committee and any additional methods)

COM 100, 210, 220, 310, 391 – McKendree University Oral Communication General Rubric

COM 353 - McKendree University Diverse Perspective General Rubric

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results)

COM 210, 310, and 391 did not complete the general education assessment for these courses.

COM 100

	Average
Purpose	3.63
Content	3.56
Organization	3.63
Language	3.48
Delivery	2.85
Discipline-specific conventions	3.37

COM 220

	Average
Purpose	Unknown
Content	3.19
Organization	3.37
Language	2.81
Delivery	2.59
Discipline-specific conventions	3.30

COM 353:

	Exposed	Engaged	Embraces	Average
Awareness of Culture	0%	38%	62%	29.17
Open-mindedness	6%	50%	44%	26.39
Interactions with individuals from different cultures	0%	56%	44%	27.08
Use of resources from different cultures	38%	44%	19%	20.14
Awareness of media	0%	19%	81%	31.25
Language Awareness	0%	75%	25%	25.00

Use of Data (Previous year or this year)

We found that individuals that teach courses in the general education track outside of COM 100 and 220 were not aware of the general education rubrics required of their courses. Moving forward, we will ensure our instructors are aware of all necessary requirements for assessment. As for our COM 100 and 220 courses, we are pleased to see just high scores in content, organization, and discipline-specific conventions. Our goal is to continue to provide lectures, activities, and assignments that work to instill the importance in the content and organization of oral communication. At this time, we notice that both courses appear to low intermediate to

beginning scores in the delivery component. In an effort to increase our delivery scores, we plan to meet with all full-time and adjunct faculty who teach SPC 100 and 220 in August 2019 to discuss avenues of how to improve this section in our requirements.

Based on direct assessment in the diverse perspectives general education requirement from Spring 2019, we feel as though our students are getting the necessary exposure to cultural differences and diversity. One particular area that we appeared to struggle is use of resources from different cultures. This could be due to the fact that the assignment this assessment was graded did not require any other sources outside of our two texts. Although there are areas of improvement, we are particularly pleased to see our students embrace both awareness of culture and the impact media has over cultural understanding.

General Education Assessment Contact(s)

Dr. Rich Murphy

Dr. Sara Trask

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. 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 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: British Romanticism, 318: Victorian Literature, or 319: Modern and Contemporary British Literature	X	X	X	X	X
ENG 307: English Grammar			X		
Multicultural Requirement (African-American or Ethnic)	X	X	X	X	x

Methods of Assessment:

We will use the Diversity Rubric to assess any courses in the general education curriculum. Everything in the curriculum map (excluding ENG 307) will be assessed using 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	Demonstrates a high level of critical	Demonstrates some level of critical	Demonstrates the potential for critical

	critical thinking and mastery of literary periods and genres and/or theory	thinking and a strong command of literary periods and genres and/or theory	thinking and a reasonable command of literary periods and genres and/or theory	thinking and an introductory-level command of literary periods and genres and/or theory
Writing Process	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
Disciplinary Conventions	Almost always follows disciplinary conventions including use of MLA style, textual evidence, and/or evaluation of secondary sources	Consistently follows disciplinary conventions including use of MLA style, textual evidence, and/or evaluation of secondary sources	Sometimes follows disciplinary conventions including use of MLA style, textual evidence, and/or evaluation of secondary sources	Rarely follows disciplinary conventions including use of MLA style, textual evidence, and/or evaluation of secondary sources
Awareness of diverse perspectives	4	3	2	1
	Demonstrates sophisticated and nuanced understanding of diverse perspectives	Demonstrates sound understanding of diverse perspectives	Demonstrates some understanding of diverse perspectives	Demonstrates little understanding of diverse perspectives
Language Awareness	4	3	2	1
	Demonstrates sophisticated and nuanced understanding	Demonstrates sound understanding of history,	Demonstrates some understanding of history,	Demonstrates little understanding of history,

	of history, structure and meaning of language	structure and meaning of language	structure and meaning of language	structure and meaning of language
--	--	--	--	--

We are including the data gathered from using this rubric in ENG 290.

CAPSTONE: ENG 490

RESEARCH: ENG 290 and 490 are sequential courses designed to allow students to develop analytical and research skills within the discipline. Both 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 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. 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 of tutoring in the Writing Center.

ONGOING ASSESSMENT: We have completed most of the action items laid out in 2015 and 2017 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 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. 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. We hope that a new hire specializing in composition can help manage these assessment efforts.

We have deleted ENG 300, The Nature of Language, and combined it with ENG 307: Grammar and ENG 360: Writing Pedagogy; this is required of all majors, regardless of the track they have chosen. We are in the process of modifying the current 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, including adding an internship requirement.

In addition, the department recently deleted the following courses to meet our learning outcomes more efficiently:

- ENG 212 : Advanced Composition (W)
- ENG 236: Young Adult Literature
- ENG 253: Postcolonial Literature
- ENG 390: Major Authors
- ENG 300: Nature of Language
- ENG 361: Writing Pedagogy
- JRN 380-389 Special Topics in Journalism

As a result of these cuts, the English Literature major changed from 50 to 47 credit hours; the Secondary Education track changed from 52 to 43. In addition, the department reduced the number of required hours for the English minor from 22 to 18.

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, Jessica Campbell, Nichole DeWall, Jenny Mueller, Martha Patterson

Organizational Communication

Description:

The major blends the traditional disciplines of business and speech communication to meet contemporary organizational communication needs. In its exploration of the interrelationship between organizations and communication, organizational communication represents one of

the most rapidly expanding field of study in the twenty-first century. Experience in the classroom is broadened by an internship program that is designed to give “on-the-job” training.

The major consists of a core and a sequence of courses emphasizing marketing, management, professional communication, or human resources, and three elective courses. At least 24 credits for the major must be earned at McKendree University.

Mission Statement:

The organizational communication program at McKendree University provides students with the opportunity to gain the understanding, skills, and experience necessary to engage in professional communication in organizational contexts.

Major Student Learning Outcomes (3-5)

Students will:

- 1 Develop and deliver professional presentations.
- 2 Create contextually appropriate messages.
- 3 Critically analyze messages.
- 4 Employ communication theories, perspectives, principles, and concepts.
- 5 Demonstrate the ability to accomplish communicative goals.
- 6 Apply ethical communication principles in order to embrace diversity, influence, public discourse, and engage in organizational leadership.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES					
PROGRAM COURSES	1	2	3	4	5	6
COM 252	X			X	X	
COM 300	X	X	X	X	X	
COM 310	X		X	X	X	
COM 351	X	X		X	X	X
COM 460	X	X		X	X	
COM 490	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: COM 490: Seminar in Communication Studies

RESEARCH: COM 460: Communication Research Methods

SERVICE: COM 351: Organizational Communication (W)

Methods of assessment

Currently, these six learning outcomes are assessed in COM 490 through a cumulative portfolio directly assessed with a rubric (See Appendix A) and indirectly through self-assessment (See Appendix B).

1 Develop and deliver professional presentations.

Assessment Method:

- Cumulative portfolio item 4
- Assessment section 4 a – f

2 Create contextually appropriate messages.

- Cumulative portfolio item 2, 4
- Assessment section 4 a – f, 8 a – g

3 Critically analyze messages.

- Cumulative portfolio item 3, 6, 7
- Assessment section 5 a - e

4 Employ communication theories, perspectives, principles, and concepts.

- Cumulative portfolio item 6
- Assessment section 1 a – g, 2 a – d, 3 a – g

5 Demonstrate the ability to accomplish communicative goals.

- Cumulative portfolio item 7
- Assessment section 6 a - d

6 Apply ethical communication principles in order to embrace diversity, influence, public discourse, and engage in organizational leadership.

- Cumulative portfolio item 4, 5
- Assessment section 6 a - d, 7 a – f, 8 a – g, 9 a – g

Results from assessment

Org Com

Cumulative Portfolio Data

Items	2019 Org Com Majors						
1	4	2	3	2	3	3	2.83
2	4	3	4	2	3	3	3.17
3	3	3	3	2	2	1	2.33
4	4	1	4	1	3	2	2.50
5	4	1	4	2	4	3	3.00
6	2	2	2	1	2	2	1.83
7	1	1	2	2	3	1	1.67
8	3	3	2	1	3	2	2.33
Individual Average	3.13	2.00	3.00	1.63	2.88	2.13	2.46

Items		2018 Org Com Majors					
1	3	2	4	4	3	2	3.00
2	2	3	4	4	3	3	3.17
3	2	2	3	3	2	1	2.17
4	4	4	3	3	3	3	3.33
5	3	1	3	2	2	2	2.17
6	2	2	1	2	1	2	1.67
7	2	2	3	3	2	1	2.17
8	3	3	4	4	3	3	3.33
Individual Average	2.63	2.38	3.13	3.13	2.38	2.13	2.63

Comments

Materials Included: There was a variety in what the students provided. Some only included the bare necessities to complete the assignment, some skipped and left out one or two items. Some did not keep past assignments or had difficulties locating key assignments from majors, electives, and general education courses.

Writing: Students need to improve writing. Especially in a variety of contexts. Students did not have solid APA or AP style formatting. Though there seems to be a slight improvement from their early work to their later work, more improvement is necessary. Based on interviews, students indicated lack of time for editing and was the problem.

Research: We just recently made Communication Research Methods a required course. Those who took this course included a qualitative research study and presented their studies at Academic Excellence. The write up of the research study needs work. Additionally, very little evidence of quantitative methods is provided. Secondary research needs a lot of work. Students did not seem to be citing the key communication journals. Some were citing websites up into their senior year.

Presentations: Students did not always include their feedback from SPC 100 or 220. Additionally, only their Senior Seminar videos were provided. In interviews, students seem to indicate their strength is in their presenting, but we really have no direct measure, other than looking at a collection of their rubrics.

Interpersonal Competence: This is our highest score. Students included strong and accurate reflections. Most included work from both intercultural communication and, in 2019, International PR. They presented reflections and research from Interpersonal Communication courses.

Theory and Cases: All of the papers need to include more theories. Students also did not include any work with Case Studies.

Ethical Problem Solving: A handful of students included their Org Com audit and PR Audits, which focus on Problem Solving. However, ethics need to be emphasized more. A handful of students took Com Ethics before we decided to remove it from the Gen Ed Requirements.

Appearance: A wide range. More emphasis should be put on putting the portfolio together professionally. However, this is an end of the semester project for seniors. Interviews indicated a bit of “senioritis” and that they rushed the project together last minute. Some portfolios were well organized and looked nice.

Survey Data

	OC					AVG
1	The Communication Discipline					
a	4	3	5	4	5	4.2
b	4	4	5	5	5	4.6
c	4	3	4	5	3	3.8
d	4	2	3	5	3	3.4
e	5	4	3	4	1	3.4
f	5	2	5	5	1	3.6
g	4	3	5	5	4	4.2
	4.29	3.00	4.29	4.71	3.14	3.89
2	Communication Theory					
a	5	4	5	5	5	4.80
b	5	3	3	4	5	4.00
c	5	4	4	5	5	4.60
d	5	3	2	5	5	4.00
	5.00	3.50	3.50	4.75	5.00	4.35
3	Com Scholarship					
a	5	4	2	3	2	3.20
b	1	3	2	3	4	2.60
c	1	3	3	3	5	3.00
d	1	3	3	4	5	3.20
e	1	3	2	4	5	3.00
f	2	5	4	2	5	3.60
g	1	3	2	4	5	3.00
	1.71	3.43	2.57	3.29	4.43	3.09
4	Communication Skills					
a	5	5	4	3	5	4.40
b	3	4	2	3	4	3.20
c	2	5	3	1	5	3.20
d	1	4	4	1	5	3.00
e	3	5	5	3	5	4.20
f	5	5	5	5	4	4.80
	3.17	4.67	3.83	2.67	4.67	3.80

5	Analysis					
a	5	4	5	4	4	4.40
b	4	5	5	3	5	4.40
c	4	5	4	5	4	4.40
d	4	5	4	4	5	4.40
e	3	4	3	5	4	3.80
	4.00	4.60	4.20	4.20	4.40	4.28
6	Self-Efficacy					
a	4	4	3	3	4	3.60
b	5	5	3	4	4	4.20
c	5	4	4	4	2	3.80
d	4	4	5	4	4	4.20
	4.50	4.25	3.75	3.75	3.50	3.95
7	Ethics					
a	4	3	3	5	5	4.00
b	4	3	4	4	5	4.00
c	4	3	4	4	4	3.80
d	4	4	3	4	5	4.00
e	3	3	3	4	5	3.60
f	3	3	3	5	5	3.80
	3.67	3.17	3.33	4.33	4.83	3.87
8	Culture					
a	4	4	4	3	5	4.00
b	4	4	4	2	5	3.80
c	3	4	3	2	4	3.20
d	3	4	3	2	5	3.40
e	1	5	4	4	5	3.80
f	2	4	5	4	5	4.00
g	1	5	4	3	4	3.40
	2.57	4.29	3.86	2.86	4.71	3.66
9	Engagement					
a	1	3	2	3	4	2.60
b	1	3	2	3	4	2.60
c	1	3	2	3	5	2.80
d	1	3	2	2	5	2.60
e	1	3	2	3	4	2.60
f	4	3	3	2	5	3.40
g	1	3	2	4	5	3.00
	1.43	3.00	2.14	2.86	4.57	2.80

Use of Data (Previous year or this year)

1 Develop and deliver professional presentations.

Based on our cumulative portfolio assessment, our students averaged a 2.5 out of 4 in 2019 and 3.3 out of 4 in 2018 in presentation skills. Our students are required to present at least one presentation in all of our core requirement courses, allowing for their development of professional presentations.

In our qualitative portfolio assessment, some organizational communication students did not incorporate their general education speech course feedback (e.g. COM 100, COM 220). Our goal is to remind students to keep this feedback throughout their tenure in the program. We plan to begin major/minor meetings at the beginning of Fall/Spring semesters to acknowledge major requirements for the program.

Based on assessment, our students assessed their own communication skills at a 3.80 out of 5. However, we did notice that two of our low scoring aspects focused on modality (3.2 for “selection of appropriate modalities/technology to accomplish goals” and 3.0 for “presentation in multiple communication modalities and contexts”). As we move forward, we plan to incorporate lessons on modality selection in two of our courses - Senior Seminar and Business and Professional Presentations.

2 Create contextually appropriate messages.

Based on cumulative portfolio, our students met our expectations based on writing (2018 - 3.17; 2019 – 3.17 out of 4.0) and presentation skills (see above). Qualitative data suggests our students need to improve their APA style. Full-time faculty will spend dedicated time in each course instructing students on appropriate APA style. Based on the indirect assessment, students report 3.80 out of 5 (as noted above) on communication skills. Further, they rate the major a 3.6 out of 5 to the extent in which they are taught the ability to communicate with diverse cultures.

3 Critically analyze messages.

Based on the cumulative portfolio, our students fell below our expectations based on research (2018 – 2.17; 2019 – 2.33), theory (2018 – 1.67; 2019 – 1.83), and ethical problem solving (2018 – 2.17; 2019 – 1.67). Organizational communication recently added Communication Research Methods and Communication Theory as required courses. We believe these additions will allow for an increase in future assessment scores. Our lower ethical problem solving scores will be addressed by incorporating an ethics element in the Organizational Communication course.

While our direct scores were relatively low, on our major self-assessment, students reported a 4.28 out of 5 on the extent to which the major taught them how to analyze messages. Although our students believe they have received appropriate instruction in these areas, we do see an opportunity for growth.

4 Employ communication theories, perspectives, principles, and concepts.

As noted in goal 3, our direct assessment of theory is below expectations. Requiring Communication Theory as a core course should improve our students' ability to employ communication theories in their capstone course.

Our student reflection data indicated that students believe our communication courses cover communication theory ($M = 4.35$), communication discipline ($M = 3.89$), and communication scholarship ($M = 3.09$) adequately. However, similar to goal 3, we do see an opportunity for growth in understanding communication theories, perspectives, principles, and concepts.

5 Demonstrate the ability to accomplish communicative goals.

Our assessment of the cumulative portfolio reported a 2.17 (2018) and 2.67 (2019) out of 4, regarding ethical problem solving. During data analysis, we realized a disconnect between this goal and our assessment tools. Prior to Spring 2020, we will work to either a.) revise this goal or b.) re-evaluate the current assessment of this goal.

6 Apply ethical communication principles in order to embrace diversity, influence public discourse, and engage in organizational leadership.

The cumulative portfolio assessed our students' presentation skills and their interpersonal competence. The data revealed a growth in interpersonal competence from 2.17 in 2018 to 3.0 in 2019. Qualitative data indicated students were submitting reflections from Intercultural Communication, Interpersonal Communication, International PR, and Family Communication. We plan to continue to embrace diversity, influence public discourse, and engage in organizational leadership in those courses, paying particular attention in Interpersonal Communication, as it is a core course in Organizational Communication.

In our student survey, our students scored self-efficacy ($M = 3.95$), ethics ($M = 3.87$), culture ($M = 3.6$), and engagement ($M = 2.8$). Civic engagement was our lowest scoring assessment; we believe it may have to do with the items in this section of the assessment. Evidence suggests our students are succeeding in this area.

Program Assessment Contact(s)

Dr. Rich Murphy

Dr. Sara Trask

Appendix A

Senior Portfolio Review

Name: _____

	Not Present	Introductory Level	Still Needs Development	Demonstrates Mastery
Materials Included ____ / 20	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.
Writing ____ / 5	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.
Research ____ / 5	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.
Presentations ____ / 5	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.
Interpersonal Competence ____ / 5	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.
Theory & Cases ____ / 5	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.
Ethical Problem Solving ____ / 5	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.
Appearance ____ / 10		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.

Appendix B

MAJOR SELF - ASSESSMENT

Rate from 1 (not at all) to 5 (a lot) the extent to which the organizational communication major teaches you the following.

THE COMMUNICATION DISCIPLINE

The origin of the Communication Discipline	1	2	3	4	5
Broad Nature of the Communication Discipline	1	2	3	4	5
Career Pathways for Students of Communication	1	2	3	4	5
Importance of Communication Expertise in Careers & Civic Engagement	1	2	3	4	5
Contemporary Debates with the Field	1	2	3	4	5
Differences between Communication and Related Areas of Study	1	2	3	4	5
Identification with an Intellectual Specialization in the Comm Discipline	1	2	3	4	5

COMMUNICATION THEORY

Communication Theories, Perspectives, Principles, and Concepts	1	2	3	4	5
Synthesizing These Theories, etc.	1	2	3	4	5
Applying These Theories, etc.	1	2	3	4	5
Critiquing These Theories, etc.	1	2	3	4	5

COMMUNICATION SCHOLARSHIP

Understanding of Communication Scholarship	1	2	3	4	5
Evaluation of Communication Scholarship	1	2	3	4	5
Application of Communication Scholarship	1	2	3	4	5
Formulation of Appropriate Scholarly Questions	1	2	3	4	5
Engaging in Communication Scholarship	1	2	3	4	5
Differences Among Various Approaches to Study of Communication	1	2	3	4	5
Contributing to Scholarly Conversations	1	2	3	4	5

COMMUNICATION SKILLS

Locating/Using Information Relevant to Goals, Audiences, Purposes, Contexts	1	2	3	4	5
Selection of Appropriate Modalities/Technologies to Accomplish Goals	1	2	3	4	5
Adaptation of Messages to Diverse Needs to Individuals, Groups, Contexts	1	2	3	4	5
Presentation in Multiple Communication Modalities and Contexts	1	2	3	4	5
Adjustment of Messages While Communicating	1	2	3	4	5
Critical Reflection on One's Own Messages	1	2	3	4	5

ANALYSIS

Identification of Meanings in Messages	1	2	3	4	5
Characteristics of Mediated and Non-Mediated Messages	1	2	3	4	5

Recognition of Influence of Messages	1	2	3	4	5
Engagement in Active Listening	1	2	3	4	5
Enactment of Mindful Responding to Messages	1	2	3	4	5

COMMUNICATION SELF-EFFICACY

Identification of Contexts and Barriers Impeding Comm Self-Efficacy	1	2	3	4	5
Performance of Verbal and Nonverbal Behaviors Illustrating Comm Self-Efficacy	1	2	3	4	5
Articulation of Personal Beliefs about Abilities to Accomplish Comm Goals	1	2	3	4	5
Evaluation of Personal Communication Strengths and Weaknesses	1	2	3	4	5

COMMUNICATION ETHICS

Identification of Ethical Perspectives	1	2	3	4	5
Relevance of Different Ethical Perspectives	1	2	3	4	5
Explanation of Ethical Dimensions of Communication Situations	1	2	3	4	5
Communicating with Ethical Intent	1	2	3	4	5
Solutions for Unethical Communication	1	2	3	4	5
Evaluation of Ethical Elements of a Communication Situation	1	2	3	4	5

COMMUNICATION AND CULTURE

The Connection Between Communication and Culture	1	2	3	4	5
Recognition of Individual and Cultural Similarities and Differences	1	2	3	4	5
Appreciation of Individual and Cultural Similarities and Differences	1	2	3	4	5
Respect for Diverse Perspectives	1	2	3	4	5
Articulation of One's Cultural Standpoint and How it Affects Communication	1	2	3	4	5
Demonstration of One's Ability to be Culturally Self-Aware	1	2	3	4	5
Adaptation of Communication to Diverse Cultural Contexts	1	2	3	4	5

COMMUNICATION AND CIVIC ENGAGEMENT

Importance of Communication in Civic Life	1	2	3	4	5
Challenges Facing Communities and Role of Comm in Resolving Them	1	2	3	4	5
Framing of Local/National/Global Issues from a Comm Perspective	1	2	3	4	5
Evaluating Local/National/Global Issues from a Comm Perspective	1	2	3	4	5
Use Comm to Respond to Local/National/Global Issues	1	2	3	4	5
Advocacy of a Course of Action in Response	1	2	3	4	5
Empowerment of Individuals to Promote Human Rights, Dignity and Freedom	1	2	3	4	5

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"¹

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.

Philosophy Major Student Learning Outcomes (3-5)

Regarding SLO's reviewer wrote the previous PHI Biennial Assessment Report "several SLOS are difficult to observe or measure." The 2018 PHI Action Plan thus focused in part on refining and clarifying student learning outcomes.

Current PHI student learning outcomes (as included in the 2018-2019 Undergraduate Catalog)

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

¹ [Http://www.apaonline/?page=mission](http://www.apaonline/?page=mission)

4. Create a perspective from which students can synthesize all their studies and develop a sense of how philosophy bears on other disciplines.

Proposed revision to PHI SLO's:

Upon completion of the Philosophy Program, students will be able to:

- SLO #1. Critically analyze arguments and assumptions, as well as to provide evidence for claims and to anticipate and respond to likely objections.
- SLO #2. Identify and understand central ideas associated with central figures and movements from the history of philosophy as well as philosophical concepts, arguments and perspectives and the ways in which they are culturally situated.
- SLO #3. Apply philosophical ideas, analytical skills, and conceptual resources to respond to concrete ethical and social problems, thereby showing an attentiveness to the power imbalances that might prevent members of marginalized groups from leading more meaningful and equitable lives.
- SLO #4. Synthesize their philosophical knowledge and skills in order to address the how philosophy is a source of insight into foundational issues in the other disciplines, whether they are of a conceptual, ethical, historical or theoretical nature

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.

As a result of the above revisions to the student learning outcomes, which were produced as a result of the 2018 PHI Action Plan, the program curriculum map has been revised as well.

"I" = Introduces

"E" = Emphasized

"R" = Reinforced

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES			
PROGRAM COURSES	SLO #1	SLO #2	SLO #3	SLO #4
PHI 201: Introduction to Philosophy	I	I		
Philosophy 204: Logic	E			
Philosophy 206:	I	I	I	

Introduction to Ethics				
Philosophy 208: Environmental Ethics	I	I	E	E
PHI 325: Philosophy of Religion	R	R		R
PHI 331: Social and Political Philosophy	R	R	E	R
PHI 333: Metaphysics and Human Nature	R	R	E	R
PHI 334: Philosophy of Art	R	R	R	R
PHI 336: Existentialism	R	R		
PHI 345: Philosophy of Science	R	R	E	R
PHI 363/364: History of Philosophy sequence	E	E		
PHI 390: Ethics and Public Policy	R	R	E	
PHI 391: Biomedical Ethics	R	R	E	R
PHI 410: Senior Thesis in Philosophy				E

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

CAPSTONE. As a result of comments from SLATE reviews of previous PHI reports, as well as a result of ongoing efforts to improve the PHI, the program now includes a dedicated capstone course: PH 410: Senior Thesis in Philosophy (W)

RESEARCH: Upper-level PHI courses focus on developing research skills relevant to philosophical investigation. Research skills are oriented by the writing-intensive status of these courses, wherein literature review, construction of annotated bibliographies, and analysis of relevant scholarly resources are emphasized and developed.

SERVICE: PHI does not incorporate any significant service components into the curriculum, although there are some courses which include specific service-related assignments. Sections of PHI 206: Introduction to Ethics have incorporated service-learning assignments, focusing on environmental and community-related issues. Moreover, PHI 208: Environmental Ethics includes a required service-learning assignment.

Methods of assessment

A major focus of the 2018 PHI Action Plan concerned program-level assessment. During the past year, program assessment has been improved substantially:

1. As noted above, a dedicated PHI capstone course now exists. PHI SLO #4 will be assessed directly in the seminar via that capstone course, which requires students to synthesize and apply their philosophical knowledge and skills to current debates and topics across the disciplines). 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 comes from 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 as well as the rubric approved by the General Education Review Committee
 - 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 used to

assess each assignment as well as the rubric approved by the General Education Review Committee 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 others; 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 300-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 as a form of indirect assessment. Questions are constructed to allow us to determine the extent to which the program has achieved its SLO's. In their fifth and tenth years 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. To unify assessment within the PHI curriculum, instructors have begun using Written Communication and program-specific rubrics in all courses, in addition to required General Education rubrics. 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.
2. In Fall 2018, the program conducted its second alumni survey and received 12 responses. In general, students comment on the rigor of the PHI curriculum, the contribution of course-work to their analytical abilities, and to how the PHI program has impacted their commitment to life-long learning. Two important general results:

- a. The average score for Item 2 (“in terms of critical thinking and reasoning, my experience in the PHI major prepared me for my current educational/career endeavors”) was 4.8 (on a 1-5 scale).
- b. The average score for Item 4 (“my experience in the PHI major provided me with skills and knowledge that directly benefit my ability to understand, analyze, and resolve ethical and social issues”) was 4.3 (on a 1-5 scale).

General Education Courses (list all approved general education courses that are taught within your program)

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
PHI 201: Introduction to Philosophy	Diverse Perspectives	PHI or REL
Philosophy 204: Logic	Diverse Perspectives	PHI or REL
Philosophy 206: Introduction to Ethics	Personal Responsibility	Ethics
PHI 208: Environmental Ethics	Personal Responsibility	Ethics
PHI 325: Philosophy of Religion	Diverse Perspectives	PHI or REL
PHI 331: Social and Political Philosophy	Diverse Perspectives	PHI or REL
PHI 333: Metaphysics and Human Nature	Diverse Perspectives	PHI or REL
PHI 334: Philosophy of Art	Diverse Perspectives	PHI or REL
PHI 336: Existentialism	Diverse Perspectives	PHI or REL
PHI 345: Philosophy of Science	Diverse Perspectives	PHI or REL
PHI 363/364: History of Philosophy sequence	Diverse Perspectives	PHI or REL

PHI 390: Ethics and Public Policy	Personal Responsibility	Ethics
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Methods of assessment (include methods approved by the General Education Review Committee and any additional methods)

Each course involves two assignments for which rubrics approved by the General Education Review committee are embedded in Black Board

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results)

I contacted IR (Jessica Hopkins) on 5/19/2019 requesting data from the embedded Gen Ed rubrics. I have not yet received that data so I cannot include (I perhaps should have asked her for the data sooner—my apologies). When I receive the data I will contact Tami Eggleston to request that my assessment of the data be included in this document to replace the present paragraph.

Use of Data (Previous year or this year)

1. Past data indicated that students were not making the best possible use of the “Personal Values Inventory” assignment approved by the General Education Review Committee. Some students approached the assignment from a perspective that was too general (i.e., they focused on what they learned in the course rather than how the course allowed them to critically evaluate their beliefs before and after the class. As a result, the assignment itself was modified and a website was created to provide students with more context and direction regarding how to use the data from their Personal Value Inventories and how to approach and write the assignment.
2. As a result of past data, instructors were directed to continually reinforce for students the importance of classwork for developing the critical skills that are necessary for navigating personal issues as well as issues pertaining to their role as citizens. Syllabi were redesigned to emphasize this point, and rubrics students are given with assignments were substantially modified with indicators reflecting the focus on the practical and civic dimensions critical thinking and analytical reasoning.

General Education Assessment Contact(s): Dr. Kevin Zanelotti

Program Assessment Contact(s): Dr. Kevin Zanelotti

Public Relations Studies (PRS)

Description: The Public Relations Studios program at McKendree University focuses on ongoing, strategic, multimodal interactions with target audiences that communicate an ethical, consistent, and authentic identity. Throughout the program, students will focus on responsible citizenship by assessing the ethical practices of public relations in national and international communities. Students will participate in activities in and out of the classroom that will enhance their understanding of the practice and ethics of public relations. Students will demonstrate academic and professional excellence throughout the program by developing communication research, applying communication theory to public contexts, and engaging in a variety of public and interpersonal interactions to include promotions, publicity, community affairs, internal relations, writing, and special events planning. This program encourages students to participate in promotions, publicity, community affairs, internal relations, writing, and special events planning.

A minimum of 42 credits is needed to complete the major, with at least 24 credits earned at McKendree University. The major includes a set of core 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.

Mission Statement

Through interactive and engaging work in and out of the classroom, the Public Relations Studies programs aims to develop academically and professional excellent students by emphasizing: an ethical understanding of PR practices, a mind for communication research, strong public and interpersonal communication skills, a clear understanding of communication theories and key case studies, and a creative and critical focus on public identity and how it is communicated.

Major Student Learning Outcomes

The following objectives were developed based on recommendations of the PRSA, the Public Relations Society of America.

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.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES						
PROGRAM COURSES	1	2	3	4	5	6	7
PRS 200	I	I	I	D	I	I	I
PRS 210	D		D	D		D	D
COM 252				I			D
COM 300		D			D		
COM 351	D						
COM 460	D		D	D	D	D	D
COM 490	M	M	M	M	M	M	M

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

CAPSTONE: COM 490 Seminar in Communication Studies

RESEARCH: COM 460 Communication Research Methods

SERVICE: PRS 210 Public Relations Techniques (W)

Methods of assessment

Currently, these six learning outcomes are assessed in COM 490 through a cumulative portfolio and self-assessment. See attached rubric and assessment for further detail.

1. Write logically, clearly, persuasively, and precisely on a professional level.

Assessment Method:

- Cumulative portfolio item 1
- Assessment section 4

2. Engage in communication research, with a basic understanding of both qualitative and quantitative strategies.

- Cumulative Portfolio item 3
- Assessment section 3

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

- Cumulative Portfolio item 4
- Assessment section 4

4. Demonstrate high levels of interpersonal competence.

- Cumulative Portfolio Item 5
- Assessment Section 6 & 8

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

- Cumulative Portfolio Item 6
- Assessment Section 2

6. Demonstrate sound ethical problem solving and decision making.

- Cumulative Portfolio Item 7
- Assessment Section 6

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

- Cumulative Portfolio Items 1 & 8

Results from assessment

Portfolio Data

Items	2019 PR Majors				
1	2	4	3	4	3.00
2	1	4	2	4	2.83
3	1	1	3	2	2.17
4	2	2	1	1	2.33
5	4	2	3	4	3.50
6	2	1	3	3	2.83
7	1	1	1	1	2.33
8	2	3	3	3	3.67
Individual Average	1.88	2.25	2.38	2.75	3.25

Items	2018 PR Majors				
1	3	4	3	3	3.25
2	2	4	2	2	2.5
3	2	3	2	2	2.25
4	2	3	3	2	2.5
5	3	3	3	3	3
6	2	3	2	3	2.5
7	2	2	2	2	2
8	1	4	3	2	2.5
Individual Average	2.13	3.25	2.50	2.38	

Comments

Materials Included: There was a variety in what the students provided. Some only included the bare necessities to complete the assignment, some skipped and left out one or two items. Some did not keep past assignments or had difficulties locating key assignments from majors, electives, and general education courses.

Writing: Students need to improve writing. Especially in a variety of contexts. Students did not have solid APA or AP style formatting. Though there seems to be a slight improvement from their early work to their later work, more improvement is necessary. Based on interviews, students indicated lack of time for editing and was the problem.

Research: For the last three years, all PR majors have been required to complete an original research project. So, all PR majors included an original pilot study that were well developed. They also presented their studies at Academic Excellence (100% of them presented at AEC). The write up of the research

study needs work. Additionally, very little evidence of quantitative methods is provided. Secondary research needs a lot of work. Students did not seem to be citing the key communication and PR journals. Some were citing websites up into their senior year.

Presentations: Students did not always include their feedback from SPC 100 or 220. Additionally, only their Senior Seminar videos were provided. In interviews, students seem to indicate their strength is in their presenting, but we really have no direct measure, other than looking at a collection of their rubrics.

Interpersonal Competence: This is our highest score Students included strong and accurate reflections. Most included work from both intercultural communication and, in 2019, International PR. They presented reflections and research from Interpersonal Communication courses.

Theory and Cases: All of the papers need to include more theories. Students also did not include any work with Case Studies.

Ethical Problem Solving: A handful of students included their Org Com audit and PR Audits, which focus on Problem Solving. However, ethics need to be emphasized more. A handful of students took Com Ethics before we decided to remove it from the Gen Ed Requirements.

Appearance: A wide range. More emphasis should be put on putting the portfolio together professionally. However, this is an end of the semester project for seniors. Interviews indicated a bit of “senioritis” and threat they through the project together last minute. Some portfolios were well organized and looked nice.

Survey Data

1	The Communication Discipline				
a	4	4	4	4	4
b	3	4	4	5	4
c	3	4	5	4	4
d	2	3	2	4	2.75
e	2	3	2	3	2.5
f	4	4	4	4	4
g	2	4	3	3	3
	2.86	3.71	3.43	3.86	3.46
2	Communication Theory				
a	5	5	5	5	5
b	5	4	5	5	4.75
c	5	5	5	5	5
d	5	4	5	4	4.5
	5.00	4.50	5.00	4.75	4.81

3	Com Scholarship				
a	3	4	3	4	3.5
b	2	4	2	4	3
c	3	3	2	4	3
d	4	4	3	3	3.5
e	2	5	2	3	3
f	5	4	5	3	4.25
g	4	5	3	3	3.75
	3.29	4.14	2.86	3.43	3.43
4	Communication Skills				
a	3	4	5	4	4
b	4	3	5	3	3.75
c	5	4	5	3	4.25
d	4	5	5	4	4.5
e	4	3	5	3	3.75
f	5	4	5	3	4.25
	4.17	3.83	5.00	3.33	4.08
5	Analysis				
a	5	5	5	4	4.75
b	5	4	5	3	4.25
c	5	5	4	4	4.5
d	5	4	5	4	4.5
e	5	5	4	4	4.5
	5.00	4.60	4.60	3.80	4.50
6	Self-Efficacy				
a	4	4	3	4	3.75
b	4	4	3	3	3.5
c	5	4	3	3	3.75
d	5	3	5	4	4.25
	4.50	3.75	3.50	3.50	3.81
7	Ethics				
a	5	4	3	3	3.75
b	4	4	3	3	3.50
c	4	4	3	4	3.75
d	5	5	3	3	4.00
e	5	4	3	3	3.75
f	5	4	3	4	4.00
	4.67	4.17	3.00	3.33	3.79

8	Culture				
a	5	5	3	5	4.50
b	5	4	5	5	4.75
c	5	4	5	5	4.75
d	5	5	5	5	5.00
e	5	4	5	5	4.75
f	5	5	5	5	5.00
g	5	5	4	5	4.75
	5.00	4.57	4.57	5.00	4.79
9	Engagement				
a	3	4	3	4	3.50
b	3	4	3	4	3.50
c	5	2	3	5	3.75
d	4	2	3	5	3.50
e	4	3	3	5	3.75
f	3	4	3	5	3.75
g	2	5	4	5	4.00
	3.43	3.43	3.14	4.71	3.68

Use of Data (Previous year or this year)

1. Write logically, clearly, persuasively, and precisely on a professional level.

Assessment Method:

- Through self-assessment and the selected materials provided in their portfolios, our PR students seem to be improving in their writing. However, as I looked through the portfolios, I would like to see their writing from a variety of media. Students seemed to focus on only press releases and APA papers.
- PLAN: Emphasize the importance of including multiple channels of writing in Portfolio (Spring 2020 – COM 490 – Murphy)

2. Engage in communication research, with a basic understanding of both qualitative and quantitative strategies.

- Though self-assessment in this was relatively high, it did not seem to match the quality of their work. All PR students did submit original qualitative research. A few students had multiple qualitative studies. However, very little evidence of quantitative research. Additionally, students need to cite more journals in PR
- PLAN: Add an additional unit and assignment in Communication Research Methods for Quantitative Analysis (Fall 2019 – Com 460 – Murphy)
- Plan: Emphasize more PR and COM journals in all of our courses (Fall 2019 – All Courses – All Com Faculty)

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

- Students self-assess that presenting is their strongest. Nearly all COM courses require an element of public speaking. However, students are not including their rubrics or showing clear evidence of growth in their portfolios. We worry students may not be referring to feedback for improvement.
- PLAN: Emphasize to students in all sections to keep feedback. (Summer 2019 – All courses – All Com Faculty)
- PLAN: Adjust SLATE Oral communication rubric and use it to demonstrate growth in key courses. (Summer 2020 – All required courses – All Com Faculty)

4. Demonstrate high levels of interpersonal competence.

- This is the strongest element in both the portfolio and self-assessment.
- PLAN: Continue to do what we are doing in our courses. (Summer 2019 – All Courses – All Faculty)

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

- We recently made COM 300 – Com Theory a requirement for PR majors. We expect to see these numbers increase in the next report.
- PLAN: Emphasize theory in COM 300 (Spring 2020 – COM 300 – Trask)

6. Demonstrate sound ethical problem solving and decision making.

- Many students did not include their organizational Communication Audits in their portfolios, so it was difficult to directly assess this. So we need to emphasize including this in the portfolio. Additionally, since dropping Com Ethics, there was very little discussion on ethics in any of the portfolios. This is of high concern, since writing and ethics were the most important elements of PR education as announced recently at a PRSA web conference on teaching PR>
- PLAN: Emphasize the importance of including problem solving papers in the portfolio (Spring 202 – COM 490 – Murphy)
- PLAN: Consider bringing back Com or Media Ethics (Summer 2020 – All Com Faculty)

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

- I plan on raising the expectations for the appearance and content included in the PR portfolio. While scores were relatively high, I am not sure students will use this portfolio in a professional manner.
- PLAN: More emphasis on the PR Portfolio in the Intro to PR course and Senior Seminar (Fall 2019 – PRS 200 & COM 490 – Murphy)

Additional Plans

Currently we are using the same assessments for ALL Com majors. While this helps with consistency, clearly the assessments match top majors in different ways. For Senior Seminar in

the Spring of 2020, we plan to develop unique assessment measures for each major. (Spring 2020 – COM 490 – Murphy & Trask)

Program Assessment Contact(s)

Dr. Rich Murphy remurphy@mckendree.edu x6888

Appendix A

Senior Portfolio Review

	Not Present	Introductory Level	Still Needs Development	Demonstrates Mastery
1. Materials Included	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.
2. Writing	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.
3. Research	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.
4. Presentations	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.
5. Interpersonal Competence	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.
6. Theory & Cases	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.
7. Ethical Problem Solving	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.
10. Appearance		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.

Survey Assessment

PART ONE – Rate from 1 (not at all) to 5 (a lot) the extent to which the communication studies major teaches you the following.

THE COMMUNICATION DISCIPLINE

The origin of the Communication Discipline	1	2	3	4	5
Broad Nature of the Communication Discipline	1	2	3	4	5
Career Pathways for Students of Communication	1	2	3	4	5
Importance of Communication Expertise in Careers & Civic Engagement	1	2	3	4	5
Contemporary Debates with the Field	1	2	3	4	5
Differences between Communication and Related Areas of Study	1	2	3	4	5
Identification with an Intellectual Specialization in the Comm Discipline	1	2	3	4	5

COMMUNICATION THEORY

Communication Theories, Perspectives, Principles, and Concepts	1	2	3	4	5
Synthesizing These Theories, etc.	1	2	3	4	5
Applying These Theories, etc.	1	2	3	4	5
Critiquing These Theories, etc.	1	2	3	4	5

COMMUNICATION SCHOLARSHIP

Understanding of Communication Scholarship	1	2	3	4	5
Evaluation of Communication Scholarship	1	2	3	4	5
Application of Communication Scholarship	1	2	3	4	5
Formulation of Appropriate Scholarly Questions	1	2	3	4	5
Engaging in Communication Scholarship	1	2	3	4	5
Differences Among Various Approaches to Study of Communication	1	2	3	4	5
Contributing to Scholarly Conversations	1	2	3	4	5

COMMUNICATION SKILLS

Locating/Using Information Relevant to Goals, Audiences, Purposes, Contexts	1	2	3	4	5
Selection of Appropriate Modalities/Technologies to Accomplish Goals	1	2	3	4	5
Adaptation of Messages to Diverse Needs to Individuals, Groups, Contexts	1	2	3	4	5
Presentation in Multiple Communication Modalities and Contexts	1	2	3	4	5

Adjustment of Messages While Communicating	1	2	3	4	5
Critical Reflection on One's Own Messages	1	2	3	4	5

ANALYSIS

Identification of Meanings in Messages	1	2	3	4	5
Characteristics of Mediated and Non-Mediated Messages	1	2	3	4	5
Recognition of Influence of Messages	1	2	3	4	5
Engagement in Active Listening	1	2	3	4	5
Enactment of Mindful Responding to Messages	1	2	3	4	5

COMMUNICATION SELF-EFFICACY

Identification of Contexts and Barriers Impeding Comm Self-Efficacy	1	2	3	4	5
Performance of Verbal and Nonverbal Behaviors Illustrating Comm Self-Efficacy	1	2	3	4	5
Articulation of Personal Beliefs about Abilities to Accomplish Comm Goals	1	2	3	4	5
Evaluation of Personal Communication Strengths and Weaknesses	1	2	3	4	5

COMMUNICATION ETHICS

Identification of Ethical Perspectives	1	2	3	4	5
Relevance of Different Ethical Perspectives	1	2	3	4	5
Explanation of Ethical Dimensions of Communication Situations	1	2	3	4	5
Communicating with Ethical Intent	1	2	3	4	5
Solutions for Unethical Communication	1	2	3	4	5
Evaluation of Ethical Elements of a Communication Situation	1	2	3	4	5

COMMUNICATION AND CULTURE

The Connection Between Communication and Culture	1	2	3	4	5
Recognition of Individual and Cultural Similarities and Differences	1	2	3	4	5
Appreciation of Individual and Cultural Similarities and Differences	1	2	3	4	5
Respect for Diverse Perspectives	1	2	3	4	5
Articulation of One's Cultural Standpoint and How it Affects Communication	1	2	3	4	5
Demonstration of One's Ability to be Culturally Self-Aware	1	2	3	4	5
Adaptation of Communication to Diverse Cultural Contexts	1	2	3	4	5

COMMUNICATION AND CIVIC ENGAGEMENT

Importance of Communication in Civic Life	1	2	3	4	5
Challenges Facing Communities and Role of Comm in Resolving Them	1	2	3	4	5
Framing of Local/National/Global Issues from a Comm Perspective	1	2	3	4	5
Evaluating Local/National/Global Issues from a Comm Perspective	1	2	3	4	5
Use Comm to Respond to Local/National/Global Issues	1	2	3	4	5
Advocacy of a Course of Action in Response	1	2	3	4	5
Empowerment of Individuals to Promote Human Rights, Dignity and Freedom	1	2	3	4	5

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

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				
	#1	#2	#3	#4	
PROGRAM COURSES REL 210 Living Religions of the East	X	X	X	X	
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	X	
REL 332 Contemporary Christian Thought	XX	XX	X	X	
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. (Required) REL 330 History of Christian Thought or REL 332 Contemporary Christian Thought

RESEARCH: All courses in Religious Studies include some independent research by students. Students write research papers in the following classes:

REL 340 Old Testament or REL 345 New Testament

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

Upper-level electives

Methods of assessment:

--To assess the four learning outcomes, students will develop a portfolio of research papers from REL 330 or 332, REL 340 or 345, and one upper-level elective. The portfolios will demonstrate an understanding and appreciation of diverse belief systems, an awareness of the way in which contextual factors shape belief systems, the use of contemporary scholarly methodologies for understanding religious texts and beliefs, and competency in reading, writing, and critical thinking skills. The assessment rubrics for all outcomes are listed below.

--Each student will meet individually with the Professor of Religious Studies each year to discuss progress in achieving the learning outcomes and the status of the student portfolio as the

student progresses through the major. These meetings include discussion of difficulties in achieving learning outcomes, acknowledging improvement, and examining methods for further improvement.

Discipline Specific Assessments	Advanced - 4	High Intermediate - 3	Low Intermediate - 2	Beginning - 1
Understand and Appreciate Diverse Belief Systems	Demonstrates a profound and masterful grasp and a deep and empathic appreciation of diverse belief systems.	Demonstrates an accurate and significant grasp and a respectful appreciation of diverse belief systems.	Demonstrates a somewhat accurate and somewhat limited grasp and a somewhat respectful appreciation of diverse belief systems.	Demonstrates an often inaccurate and significantly limited grasp and a limited appreciation of diverse belief systems.
Understand the way in which historical, cultural, social, psychological, economic, and political factors play a role in forming different belief systems.	Demonstrates a profound understanding of the way in which historical, cultural, social, psychological, economic, and political factors play a role in forming different belief systems.	Demonstrates an accurate understanding of the way in which historical, cultural, social, psychological, economic, and political factors play a role in forming different belief systems.	Demonstrates a somewhat accurate though limited understanding of the way in which historical, cultural, social, psychological, economic, and political factors play a role in forming different belief systems.	Demonstrates an often inaccurate and significantly limited understanding of the way in which historical, cultural, social, psychological, economic, and political factors play a role in forming different belief systems.
Understand and implement the methods used by contemporary scholarship to understand religious texts and religious history.	Demonstrates a profound understanding and consistent and masterful employment of the methods used by contemporary scholarship to understand religious texts and religious history.	Demonstrates an accurate understanding and reasonably consistent and accurate employment of the methods used by contemporary scholarship to understand religious texts and religious history.	Demonstrates a somewhat accurate though limited understanding and somewhat consistent though at times inaccurate employment of the methods used by contemporary scholarship to understand religious texts and religious history.	Demonstrates an often inaccurate understanding and often inaccurate employment of the methods used by contemporary scholarship to understand religious texts and religious history.

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Purpose	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.
Content and/or Use of Evidence	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.
Organization	4	3	2	1
	Organizational pattern is clear and consistently observable. Paragraphs are arranged logically and connected with strong transitions.	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.
Syntax and Mechanics	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.

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--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:

Cumulative results for the past two years for the four outcomes:

Outcome 1: 3.67

Outcome 2: 3.5

Outcome 3: 3.17

Outcome 4: 3.3

Use of Data (Previous year or this year):

The sample size from two years is small (6 students). The high numbers in understanding and appreciation of belief systems and contexts are encouraging. The lower number in methodology signifies the difficulty in understanding and applying religious studies methodology across the range of classes in the field. Upper level religious studies courses will continue to have major methodological emphases and use the same approaches: process writing and writing of multiple examples to display methodological insights and development. Instructor will focus more on explaining methodological issues orally and adding developed methodological guidelines in written assignments for papers.

Contact(s): Duane Olson

General Education Courses (list all approved general education courses that are taught within your program)

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
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REL 210 Living Religions of the East	Diverse Perspectives	Philosophy or Religion Cross Cultural Studies
REL 211 Living Religions of the West	Diverse Perspectives	Philosophy or Religion Cross Cultural Studies
REL 215 Religion in the United States	Diverse Perspectives	Philosophy or Religion
REL 230 Introduction to Christianity	Diverse Perspectives	Philosophy or Religion

Methods of assessment

The General Education courses listed above will use the Diversity Rubric in future years in order to contribute to the essential goal of institutional assessment and to be able to garner meaningful and comparative individual course data. The institutionally approved Diversity Rubric was completely redone in academic year 2018-19 because of known problems with the previous Diversity Rubric. The outcomes for diversity listed by the General Education Review Committee did not correspond with the categories of the old Diversity Rubric, making both the GERC outcomes and the Diversity Rubric problematic. It is my understanding that the categories of the new Diversity Rubric also do not correspond to the GERC outcomes, but SLATE has encouraged the use of the new Diversity Rubric. Such encouragement makes sense, since the only way to be able to gather meaningful institutional data for general education courses and comparative data for individual courses and course assignments is to use a common rubric. Beginning next school year, we will be able to accomplish this as the new Diversity Rubric is employed for diversity and cross-cultural studies classes.

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results)

Results will be obtained by implementing the new Diversity Rubric in 2019-2020.

Use of Data (Previous year or this year)

General Education Assessment Contact(s):

Duane Olson

Spanish

(with an optional Global Studies track)

Description

In order to major in Spanish, including the Spanish with global studies track, students must complete a minimum of 30 credit hours in Spanish (10 courses) at the 200-level and above. Prior to taking those 30 credits, all students need to have either taken or tested out of SPA 101 and SPA 102. In order to minor in Spanish, students need to obtain 18 credit hours (6 courses) at the 200-level and above. Prior to taking those 18 credits, all students need to have either taken or tested out of SPA 101 and SPA 102. Note: Students pursuing a minor or major in Spanish must obtain a grade of C or better in SPA 101, 102 and 220. To add the global studies track to the Spanish major (45 credit hours), students will complete an additional 15 credits from the list of Global Studies courses below.

All incoming students with prior knowledge of Spanish (at school or at home) must take a placement exam prior to registering for any course.

Up to 3 credit hours of CLEP or Advanced Placement Examination credit will be accepted toward the 18- hour minor requirement or the 30-hour major requirement. Credits for SPA 101 and SPA 102 do not count towards the minor or the major. Students can CLEP out of 101 and 102, but only CLEP credits for SPAN 220 would count towards the minor and the major.

Mission Statement

The degree prepares students for a U.S. job market where Spanish fluency is increasingly on demand and for a world that is economically interdependent and culturally diverse. The Spanish program prepares students to communicate with Spanish-speakers in professional and personal settings. The curriculum emphasizes understanding and appreciation of Spanish-speaking persons, cultures and histories, which enhances culturally sensitive and appropriate communication with a diverse Spanish-speaking population across the globe. With the additional global studies track, students will learn how the world works today, as it is becoming a smaller place through the interaction of its human community, including movement of goods, migration of people, spread of technologies, and mixing of cultures.

The Spanish program responds to the mission of the College of Arts and Sciences which states that it aims “to prepare our students to enter a dynamic global environment” and to gain “critical [thinking skills].” The Spanish program also responds to the university mission overall and in particular — but not limited to— on promoting “broader vision,” “engagement with community,” and “[helping] our students develop an appreciation and understanding of human diversity by providing knowledge of and opportunity for experience with multiple ethnicities, cultures, and societies.” Spanish students learn to speak in a new language with its own sets of nuances and concepts through words, and they also learn about and reflect on the diversity and challenges of the Spanish-speaking world (economically, politically, historically, culturally). Students pursuing their majors and minors also complete a total of at least 2.5 hrs of Spanish

conversation with Latin American peers through the internet, and they are highly encouraged to go abroad for a summer or semester (many have already taken this opportunity). Through those learning experiences, students accomplish the objective of the mission statements.

Major Student Learning Outcomes (3-5)

Student Learning Outcomes Students will:

- 1- Develop Spanish fluency (reading, writing, listening, speaking).
- 2- Gain an understanding of and appreciation for the rich diversity of Spanish-speakers variety of language, cultures and histories.
- 3- Enhance language awareness in general as well as a better understanding of English grammar.
- 4- Demonstrate further cultural and linguistic competency and understanding through a study abroad immersion, if applicable.
- 5- Gain a greater understanding of the ever-increasing interdependence between nations and the need for global solutions.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1- Develop fluency	2- Diversity	3- language awareness	4- study abroad	5- global awareness
SPA 101 (1st semester)	XX	X	XX		X
SPA 102 (2nd semester)	XX	X	XX		X
SPA 220 (3rd semester)	XX	X	XX		X
SPA 300 and 302 (conversation)	XX	X	XX		X

SPA 301 and 303 (Advanced grammar)	XX	X	XX		X
SPA 310 through 480 (Courses with a theme conducted in Spanish)	XX	XX	XX		XX
SPA 350 and 351 (language experience abroad)				X	X

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

SPANISH MAJOR REQUIREMENTS 30 crs.

SPA 220 SPANISH LANGUAGE AND CULTURES III (3)
SPA 300 SPANISH/LATIN AMERICAN CULTURES AND BEGINNING CONVERSATION (3)
SPA 301 ADVANCED GRAMMAR AND COMPOSITION (3)
SPA 302 ADVANCED CONVERSATION (3)

SPANISH MAJOR REQUIREMENTS: SPANISH WITH GLOBAL STUDIES TRACK 45 crs.

SPA 220 SPANISH LANGUAGE AND CULTURES III (3)
SPA 300 SPANISH/LATIN AMERICAN CULTURES AND BEGINNING CONVERSATION (3)
SPA 301 ADVANCED GRAMMAR AND COMPOSITION (3)
SPA 302 ADVANCED CONVERSATION (3)
GLS 101 INTRODUCTION TO GLOBAL STUDIES (3)

SPANISH MINOR REQUIREMENTS 18 crs.

SPA 220 SPANISH LANGUAGE AND CULTURES III (3)
SPA 300 SPANISH/LATIN AMERICAN CULTURES AND BEGINNING CONVERSATION (3)
SPA 301 ADVANCED GRAMMAR AND COMPOSITION (3)
SPA 302 ADVANCED CONVERSATION (3)

CAPSTONE:

There is not a capstone course, but there are some capstone requirements that have been approved in the spring 2019 and will start in the fall 2019.

At the end of their Spanish major, students must have completed both requirements:

- 1) One of the four experiences: a. Study Abroad to a Spanish speaking country

- b. McKendree Faculty-led program to a Spanish speaking country
- c. Community service of 20 contact hours with the hispanic community and pre-approved by Dr.

Capron

- d. Internships working with the hispanic community

2) Student must take an online AVANT Stamp exam at the end of their Spanish program to assess their level in the Spanish language. This exam is used by higher education institutions to assess students' Spanish skills when they exit their Spanish program. This particular test assesses all 4 skills (writing, reading, listening, speaking), follows the American Council of Teaching Foreign Languages's Proficiency Guidelines (ACTFL). <https://www.languagetesting.com/actfl-proficiency-scale>

RESEARCH:

Apart from SPA 300-303 (All conversation and grammar courses), all upper-level Spanish courses (300-level and beyond) engage in research on a Spanish/Latin American topic of interest that must be approved by their instructor and be related to the theme of the course. Students need to write a paper (5-page) and do a presentation (15-20mn) on their topics for each of those courses. However, the emphasis is to work on the language as they do the research.

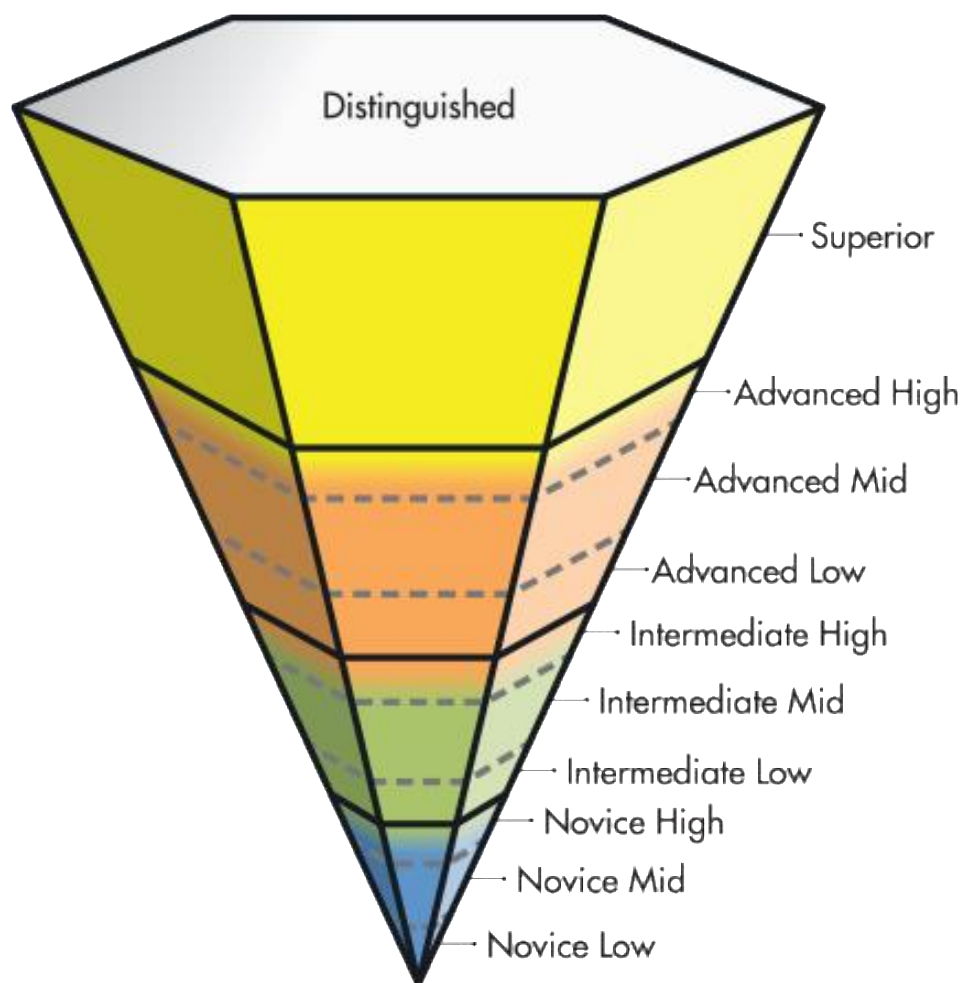
SERVICE:

All students in any level of Spanish and for all Spanish courses are offered to participate to a community service opportunity for extra credits. Students must complete at least 10 hours of contact hours (traveling does not count) in order to receive extra credits. Currently the Lyn Oxford Office of Community Service offers an option at the Fairmont Library in Fairmont City where 97% of the population is hispanic. Students help hispanic children with their school work. This opportunity can be repeated every semester if student wish to do so.

Methods of assessment:

Following the American Council of Teaching Foreign Languages's (ACTFL) Proficiency Guidelines I assess my students' progress. (Note: I am an active online ACTFL grader which involves rigorous training and regular "re-training" to promote consistency).

<https://www.languageTesting.com/actfl-proficiency-scale>



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

1- Written exams.

SPA 101, 102 and 220 (listening, reading, writing)

SPA 300 and 303 (Advanced grammar courses): tested on grammar application and compositions- writing)

2- Graded conversations with Latin Americans on Video conferences (Listening and speaking skills + culture)

SPA 220, SPA 300 and 302

SPA 220 complete one 30mn conversation and should be aimed to at least the “Intermediate Low” level or above.

SPA 300 and SPA 302 complete five 30-mn conversations. SPA 300 should aim for the “Intermediate” range, and SPA 302 should aim on the spectrum from “Intermediate High” to somewhere on the “Advanced” scale.

3-Oral presentations (Reading and speaking skill + culture)

All 300-level courses (except 300 through 303).

Students research a topic of their choice approved by the instructor and present it to the class in Spanish.

SPA 480 will come to an upper-level course to present their topic in front of Spanish course taking place during the same semester.

4- five page papers (reading and writing skills + culture)

All 300-level courses (except 300 through 303).

Student research a topic of their choice approved by the instructor and write about it. Two review sessions take place with peers and instructor before the final paper is submitted.

Results from assessment (I am following the “*best practices: ‘There is no need to assess outcomes for every student, in every course, in every section. Random samples and aggregate data for some students in some courses will still provide useful evidence for student learning.’*”)

Spring 2019 conversation course SPA 300/302 (cross-listed): Online conversations used with ACTFL scale.

-The 2 students enrolled in SPA 300 have reached the target of “Intermediate” range

Intermediate Low (1); Intermediate Med (1); Intermediate High (0)

-The 4 students enrolled in SPA 302:

Intermediate High (3); Advanced Low (1)

Spring 2019 SPA 102: written exam used with ACTFL scale.

The essay portion of the exams is used to assess their writing level according to the ACTFL scale. The aim to complete successfully this course and move on to the next (SPA 220) is to reach “Novice High” or “Novice Med”

Novice Low (5); Novice med (4); Novice high (5)

Use of Data

1- Scale and assignments are producing appropriate data

2- Students in SPA 300/302 conversation cross-listed courses show expected levels. Some students show even better improvements when they decide to read additional Spanish material for extra-credits during the semester. (see more on that below)

3- Students in SPA 102. The distribution of students on the Novice Range is rather typical. (see more “reflection” below)

Contact(s)

Aurélie Capron

DIVERSITY

General Education Courses: All Spanish and French courses are part of the Cross-Cultural Requirement (Diversity Rubrics)

Course number and name General education outcome

SPA 101, 102, 220, 301/303 (grammar I and II), 300/302 (conversation I and II), FRE 101, 102, 201, 202 : Language Awareness (Diversity)

All other Spanish courses are under Culture Awareness (Diversity)

Methods of assessment

SPA 101, 102, 220, and 301/303 (grammar): Written exams are used to determine how students are doing on the language awareness (Exposed, engaged or embraced)

SPA 300/302 (conversation): Graded conversations with Latin Americans on Video conferences are used to determine how students are doing on the language awareness (Exposed, engaged or embraced)

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results) (I am following the “best practices: *There is no need to assess outcomes for every student, in every course, in every section. Random samples and aggregate data for some students in some courses will still provide useful evidence for student learning.*”)

Use of Data

Spring 2019- SPA 300/302 (cross-listed)— Language awareness results on Diversity Rubrics

Exposed (0); Engaged (2); Embraced (6)

-The 30mn conversations are a good tool to measure language awareness

-Students are encouraged to watch the numerous Spanish series/movies on Netflix and read in Spanish beyond the classroom. Students who participated in the extra-credit opportunity to read “The Country We Love” in Spanish as part of the SJEC book club showed more progress than the other students. For this reason, in the fall the Spanish upper-level course always include more reading and now incorporates Netflix Spanish series, movies, or documentaries to watch at home as homework. A list of books could be provided to students as an extra-credit activity to complete anytime during their Spanish studies (they can read the books and write a Spanish summary of it). However, students already have Duolingo extra-credit activities (an App where they can review and learn more vocabulary and grammar in Spanish) and many other opportunities (attending talks on campus on immigration or other Spanish-related talks). The solution might be to give less points per activity, but students might not be as motivated to do them. I am also starting to feel like I spend way too much time keeping track of extra-credits, and while I see the value to motivate students to do activities they would not do on their own I am not certain this is a good habit. I used to never give extra-credit.

Spring 2019- SPA 101 — Language awareness results on Diversity Rubrics

Exposed (5); Engaged (4); Embraced (5)

-The standard written exam is a good tool to measure language awareness

-Students who struggle should visit their instructor or Spanish tutor as their instructor often encourage them to do—they are instructed to do this well-before they struggle and especially if they struggle. Quizzes might encourage students to study daily as they are requested to do (but those who struggle are usually the ones who do not); however, time is an issue and it is not really feasible to give quizzes at a frequency that could have an impact. In class, we need the

time to teach a new lesson properly, practice it with students in class, review it the next class meeting and repeat. This is a dilemma that I have struggled with. I might start to penalize students for not completing their homework on time (although I am hesitant to do so because I think it might really just sink the students who just don't have the discipline to do their work on time and I do not want to play the bad cop). Or maybe if students get a C- or lower on their exam, I could require for them to meet with the Spanish tutor weekly until they get a better grade on the next exam. I probably won't be able to enforce this, however, because of schedule conflict and students will quickly catch on. This class is hard because it is a beginners class, it is a demanding course (language learning requires discipline from the start), and the motivated students are the ones who will put the work in. So all in all, the data are rather typical, but of course it would be nice if more students could succeed. This semester I tried to stop all the fun cultural activities I presented on the screen in order to use more time for review and practice, but the results showed no difference as they were just typical.

General Education Assessment Contact(s)

Aur lie Capron

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 that will be official catalog language (pending fall, 2019 approval) is below.

The university's mission is reflected in the biology major through its special emphasis on engaging students in scientific inquiry and the practice of science, developing skills for responsibly communicating science, and mentoring of students as they develop life-long skills to take advantage of professional opportunities.

Mission Statement

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

Student Learning Outcomes

Our revised student learning outcomes are as follows:

1. Students will practice biological inquiry using the scientific method.
2. Through this process, they will demonstrate proficiency in scientific language and basic laboratory skills, including the use of modern technology.
3. Students will communicate their findings to a broad audience, including individuals with scientific and non-scientific backgrounds.
4. Finally, students will develop an action plan tailored for their career goals.

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
Practice: Proficiency in terminology, technology and basic scientific skills		XX	X	XX	X	X	X	XX	X
*Scientific inquiry: Use of peer-reviewed literature, development of hypotheses, experimental design, data collection/notebook maintenance, analysis		XX	X	X	X	X	XX	X	X
Communication: oral and written; scientific or non-scientific audiences	XX (oral)	X	X		XX (written)	X	XX (written)	X	XX (oral)
Professional development: 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.									

Program Requirements

Capstone: Biology Research Methods (BIO 455)

Research: Biology Research Methods (BIO 455)

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)

Results from Assessment

Course	Program level SLO	Assignment	Target	Results
108	Communication (ORAL)	Poster presentation	70% will score at the proficient level.	SP19 80%
108	Professional Development	Action plan	100% completion rate	SP18 100%, SP19 100%
110	Practice	Lab practical	70% will score at the proficient level.	FA17 59% FA18 56%
110	Scientific Inquiry	UV radiation lab	70% will score at the proficient level.	FA18 91.6% (VP)
211	Practice	End of semester evaluation	70% will score at the proficient level.	FA18 58%
220	Communication (WRITTEN)	Human-induced evolution presentation	70% will score at the proficient level.	
303	Scientific inquiry	Group research project	70% will score at the proficient level.	
303	Communication (WRITTEN)	Group research project	70% will score at the proficient level.	FA18 92%
313	Practice	Group research project	90% will score at the proficient level	SP19 90%
455	Communication (ORAL)	Group research proposal	90% will score at the proficient level	SP19 87.22%
455	Scientific inquiry	Group research proposal	90% will score at the proficient level	SP19 75.6%
455	Professional development	Survey	50% of scores on standardized professional exams will meet or exceed national averages.	SP19 27% above national average (n=7) SP16 80% above national average (n=5)

Use of Data

Listed below are clear actionable items based on data.

	SLO	Goal	Results	What will be done next	Timeline
108	Communication	70% will score at the proficient level.	SP19 80%	n/a	n/a
108	Professional Development	100% completion rate	SP18 100%, SP19 100%	n/a	n/a
110	Practice	70% will score at the proficient level.	FA17 59% FA18 56%	Identify and focus on skills assessed on rubric which had low scores and concentrate on improving those scores.	Deadline SP21
110	Scientific Inquiry	70% will score at the proficient level.	FA18 91.6% (VP)	n/a	n/a
211	Practice	70% will score at the proficient level.	FA18 58%	Identify and focus on skills assessed on rubric which had low scores and concentrate on improving those scores.	Deadline SP21
220	Communication	70% will score at the proficient level.			
303	Scientific inquiry	70% will score at the proficient level.			
303	Communication	70% will score at the proficient level.	FA18 92%		
313	Practice	90% will score at the proficient level	SP19 90%	n/a	n/a
455	Communication	90% will score at the proficient level	SP19 87.22%	The lowest percentage was 63.33% in delivery and	We have made a curricular proposal to add required

				73.33% in content. Other items on the rubric met our goal.	courses that emphasize communication to the BS Biopsych program.
455	Scientific inquiry	90% will score at the proficient level	SP19 75.6%	The lowest scoring items were in the literature and statistical testing.	We have made a curricular proposal to add required courses that emphasize the scientific communication & inquiry process to the BS Biopsych program.
455	Professional development	50% of scores on standardized professional exams will meet or exceed national averages.	SP19 27% above national average (n=7) SP16 80% above national average (n=5)	Note the low sample size and there are different exams (GRE, MCAT, OAT, DAT); when we pool the data together 50% are at national average.	

Program Assessment Contact (s)

Dr. Angela LaMora

General Education Courses

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
BIO 101	Inquiry and Problem Solving	Science and Nature
BIO 110	Inquiry and Problem Solving	Science and Nature
BIO 250	Inquiry and Problem Solving	Science and Nature

Methods of assessment (include methods approved by the General Education Review Committee and any additional methods)

BIO 101:

Performance Indicator 1

4.3e To interpret the validity of science as reported from a variety of sources: In the current news blog assignment, students identify a secondary scientific source and select a recent article highlighting a current event. As they complete the assignment, they first identify, and then critically evaluate the science as they discuss the accuracy of the information in comparison to what they have learned in the course. Their ability to distinguish between supported and non-supported statements is essential to successful completion of the assignment.

Evidence

Students create a blog in blackboard reporting their current news assignment. Each item of the assignment is graded for the course, and the science and nature rubric item PI 4.3e is additionally used for assessment.

Performance Indicator 2

4.3b To apply the process of scientific inquiry

Assignment: Lab Experiment #1: a simulated disease system

During this laboratory experiment, students have to explore key concepts including independent and dependent variables, systematic variation, control groups, and replication with inquiry-driven activities. They are asked to both design and execute experiments and to then interpret their results. Therefore, students are applying all aspects of the process of scientific inquiry, including being asked at the end to evaluate the outcome of their experiment.

Evidence

Students are asked to respond to a series of ten questions as a summary of their experiment. Questions vary from a pool, but include items such as identifying the variables, units, and control groups. The evidence includes their answers and accuracy (specific to their independently designed experiments). This assignment is graded (correct/incorrectd) per item and assessed using the science and nature rubric item PI4.3b.

BIO 110:

Performance Indicator 1

4.3c To accurately communicate (oral/written) scientific theories, concepts, and terminology: In the Adopt-a-Protein assignment, students choose a genetic disease or abnormality that is linked to one gene and corresponding protein. Then students investigate the role this protein plays in the symptoms of the disease or abnormality. For this, students must extract technical information from scientific literature on the location of the protein within cells and within an organism, the function of the protein, and details such as the size of the gene and corresponding protein. Throughout this process, students are using the language and terminology of science to identify the relevant organelles within the cell, functional roles of the protein, and to describe the gene and protein size and type of mutation. Finally, students are synthesizing and communicating the relationship of the protein location, function, and mutation to the symptoms of the disease or abnormality.

Evidence

Finding, synthesizing, and communicating the appropriate information required for this assignment depends on students being proficient in the language and terminology of science. For example, students who are unsure of scientific terminology will provide random or un-related facts, connect facts or concepts illogically, rely heavily on direct quotes, or otherwise be unable to provide the correct information in their own words. Students who are proficient at this performance indicator will organize the scientific concepts logically using correct terminology, and writing in their own voice.

Performance Indicator 2

4.3b To apply the process of scientific inquiry

Assignment: Lab Experiment to answer questions about the ability of bacteria to repair DNA after different amount of UV light exposure.

In this laboratory assignment, students are given specific supplies and tools (agar plates, bacterial culture, and UV light) for use to answer 3 specific questions regarding bacterial recovery from UV exposure. Students work together in small groups (max of 4 students) to design experimental conditions with appropriate controls, then execute this experimental design, and finally, collect data to interpret and evaluate the answer to each question. Throughout this assignment, students are applying the process of scientific inquiry.

Evidence

Students who are able to appropriately use scientific process will write an appropriate (testable) set of null and alternate hypotheses related to each of the 3 questions. Additionally, students who have appropriate hypotheses should have a control and experimental set-up that will allow students to distinguish

whether the null or alternate hypothesis is rejected. Finally, successful students will be able to set up the experiment, record appropriate data, and use this data to evaluate their hypotheses. Students will use their data to report a supported answer to each of the 3 questions given to them in the assignment.

BIO 250:

Performance Indicator 1

4.3e To interpret the validity of science as reported from a variety of sources: In the current news blog assignment, students identify a secondary scientific source and select a recent article highlighting a current event. As they complete the assignment, they first identify, and then critically evaluate the science as they discuss the accuracy of the information in comparison to what they have learned in the course. Their ability to distinguish between supported and non-supported statements is essential to successful completion of the assignment.

Evidence

Students create a blog in blackboard reporting their current news assignment. Each item of the assignment is graded for the course, and the science and nature rubric item PI 4.3e is additionally used for assessment.

Performance Indicator 2

4.3c To accurately communicate (oral/written) scientific theories, concepts, and terminology

Assignment: Climate change myth buster

Students will create a graphic/flyer to convince someone that available evidence supports or refutes a claim related to climate change. Students will need to accurately explain and organize concepts, theories, and terminology surrounding climate change to adequately provide evidence for the assignment.

Evidence

Students will create a graphic and short paper that summarizes their evidence using reasoning through a valid scientific argument. This assignment is assessed using the science and nature rubric item PI4.3c.

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results)

Course	General Education SLO	Assignment	Target	Results
BIO 101	4.3b Apply process of inquiry	Lab Experiment	70% at proficient level	
BIO 101	4.3e Interpret validity of science	Current News Blog	70% at proficient level	
BIO 110	4.3b Apply process of inquiry	Lab Experiment (UV Radiation)	70% at proficient level	FA18 91.6% (VP)
BIO 110	4.3c Accurately communicate	Adopt-a-Protein assignment	70% at proficient level	FA18 78.5% (VP)
BIO 250	4.3c Accurately communicate	Climate Change Myth Buster assignment	70% at proficient level	not offered since GERC approval
BIO 250	4.3e Interpret validity of science	Current News Blog	70% at proficient level	not offered since GERC approval

GERC approved these three courses and their assessment in late fall, 2018. Syllabi for courses in fall, 2018 were already set and many did not include appropriate assignments and evaluation methods. Therefore, data for BIO 101 and BIO 110 for fall was not complete.

Use of Data (Previous year or this year)

BIO 101. Dr. Schutzenhofer is working to standardize the syllabi and coordinate with PT faculty teaching the sections to ensure the assignments are being deployed and data is properly collected for the two performance indicators.

BIO 110. Instructors are cooperating to ensure the rubrics for the two assignments can be utilized in the courses this upcoming fall, 2019. Data thus far indicates students are meeting the target.

General Education Assessment Contact(s)

Dr. Michele Schutzenhofer

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	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

		or calculations used may not be fully explained or written out	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 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.	Student demonstrates the ability to use a serological 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.	Student demonstrates the ability to use a serological 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	Student understands how to calculate descriptive statistics. The correct answer is obtained but units of measurement are not consistently or clearly	Student understands how to calculate descriptive statistics. The correct answer is obtained and units of measurement are clearly and consistently

	measurement are not included.	identified. Calculations are difficult to follow.	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	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	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

	made in a working volume and final volume may not be accurate. The final solution cannot be used.	volumes but uses equipment that may not be the most accurate. The final solution is useful.	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 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.	Student demonstrates the ability to use a 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.	Student demonstrates the ability to use a 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 of 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 estimate 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>
Perform a Bradford assay	<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 in correctly. 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>
Generate a standard curve	<p>Student may not understand the purpose of generating standard curves, graphs data incorrectly, plots data on the</p>	<p>Student understands the purpose of generating standard curves, may graph data with the variables on the incorrect axes, and</p>	<p>Student understands the purpose of generating standard curves, graphs data with the dependent variable on the y axis</p>

	<p>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>may not label axes properly. Data are plotted correctly, and the line of best fit is drawn. The equation of the line and/or r^2 value may not be shown. The graph or linear equation can be used to determine unknown values.</p>	<p>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 r^2 value is shown. The graph or linear equation can be used to determine unknown values.</p>
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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 descriptive	Take home message is a vague statement	Take home message is a descriptive	Take home message is a vague statement inaccurately

	statement accurately connecting author's conclusion to the original research question	accurately connecting author's conclusion to the original research question	statement inaccurately connecting author's conclusion to the original research question	connecting author's conclusion to the original research question
SRA - How the question fits into bigger picture	Identifies how the research uniquely contributes to the previous research; demonstrates a thorough understanding of related research	Identifies how the research uniquely contributes to previous research; lacks a thorough understanding of related research	Identifies the contribution of the research; lacks a thorough understanding of related research	Difficulty identifying the contribution of the research; demonstrates little to no understanding 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.	Novel 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	No attempt to design experiment with replication

			address hypothesis	
Link between experiment and hypothesis: does experiment actually answer the question; Are there alternative interpretations of possible data	All experiments definitively address a specific question and alternative interpretations of data are thoroughly considered	All experiments definitively address a specific question , but alternative interpretations of data are not thoroughly considered	Experimental design is not limited to one question ; alternative interpretations are considered	Experimental design is not limited to one question ; alternative interpretations are not considered
Proper controls	Confounding variables are considered and appropriate controls have been designed	Confounding variables are considered, and controls have not been appropriately designed	At least one obvious confounding variable is not considered	Multiple confounding variables are 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 identifies the most pertinent effect(s) a new finding would have on current understanding of the topic	Identifies some relevant effects a new finding would have on current understanding	Identifies less substantial effect(s) a new finding would have on current understanding	Vaguely suggests a new finding would have an effect on current understanding

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.

- 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?

- **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?

- **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

Description

Courses in the program are designed to make students competent in the areas of content, critical thinking, laboratory work, and research. Chemistry content courses span the five major fields of general chemistry, organic chemistry, analytical chemistry, physical chemistry, and biochemistry. Supplementary courses establish a strong background in physics and mathematics.

Mission Statement

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

Major Student Learning Outcomes (3-5)

Note: In working on this assessment plan, modifications were made to the current student learning outcomes found in the course catalog for assessment purposes. Strikethrough text has been deleted and italicized text has been added compared to the course catalog.

1. Students will master the core concepts of chemistry and integrate them across the major areas of chemistry.
2. Students will develop and practice critical thinking skills in scientific problem solving.
3. Students will comprehend the process of scientific inquiry and develop the ability to conduct and *present original* research in chemistry.
- ~~4. Students will Promote appreciation of the role of chemistry in our society. Students will understand the concepts of safe laboratory practice and conduct themselves responsibly according to the ethical and safety standards of the profession.~~
5. *Students will demonstrate proficiency in laboratory techniques for chemical synthesis and analysis, separation and identification of chemical components, and use of chemical instrumentation.*

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.

PROGRAM COURSES	CONTENT	CRITICAL THINKING / PROBLEM SOLVING	SCIENTIFIC INQUIRY & COMMUNICATION	LAB SAFETY	LAB TECHNIQUE
CHE 105 – General Chemistry I	X	X			
CHE 105L – General Chemistry I Laboratory				XX	X
CHE 106 – General Chemistry II	XX	XX			
CHE 106L – General Chemistry II Laboratory				XX	XX
CHE 205 – Organic Chemistry I	X	X			
CHE 205L – Organic Chemistry I Laboratory				XX	X
CHE 206 – Organic Chemistry II	XX	XX			
CHE 206L – Organic Chemistry II Laboratory				XX	XX
CHE 300 – Analytical Chemistry	XX	XX			
CHE 300L – Analytical Chemistry Laboratory			XX	XX	XX
CHE 303 – Principles of Biochemistry	X	X			
CHE 305 – Physical Chemistry I	X	X			
CHE 305L – Physical Chemistry I Laboratory			XX	XX	X
CHE 306 – Physical Chemistry II	X	XX			
CHE 306L – Physical Chemistry II Laboratory			XX		XX
CHE 455 – Chemistry Research Methods	XX	X	XX	X	

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

CAPSTONE: Chemistry Research Methods (W) (CHE 455)

RESEARCH: Chemistry Research Methods (W) (CHE 455)

SERVICE: N/A

Methods of Assessment

Methods of assessment are summarized below for the five major student learning outcomes. Please note that they have yet to be developed and implemented.

1. **Content:** Score above national average on American Chemical Society standardized exams for General Chemistry, Organic Chemistry, and Analytical Chemistry.
2. **Critical Thinking / Problem Solving:** Score at least 85% on specific exam questions written to test problem solving skills.
3. **Scientific Inquiry and Communication:** Score of 90% or higher on university oral and communication rubric (for scientific presentations).
4. **Lab Safety:** Passing score on all online lab safety training modules.
5. **Lab Technique:** Score above 80% on laboratory practical exams to test proficiency in different laboratory techniques. Rubrics to be developed.

Results from Assessment

Due to a transition between retiring and new incoming Chemistry faculty, no results from assessment are currently available.

Use of Data (previous year or this year)

Due to a transition between retiring and new incoming Chemistry faculty, no use of data is currently available.

Program Assessment Contact

Maria Salari

Environmental Studies

Description

Environmental studies is a field that integrates the natural sciences with other disciplines. Through critical thinking and the use of the scientific method, environmental studies evaluates the complex relationships between humans and the environment.

Mission Statement

The mission of the environmental science program at McKendree University is to educate students about issues related to environmental stewardship, conservation, and the use of natural resources. Through the development of critical thinking skills and the application of varying teaching approaches, students will gain the knowledge and skills necessary to affect positive change in their communities as well as the world at large. This includes the ability to participate actively in policy decisions related to environmental issues, to communicate scientific knowledge to the public, and to develop expertise about the ecosystems that we interact with daily.

Major Student Learning Outcomes (3-5)

1. Students will practice scientific inquiry using the scientific method.
2. Students will communicate their findings to a broad audience, including individuals with scientific and non-scientific backgrounds.
3. Students will apply historical, ethical, sociological, economical, and scientific knowledge to current environmental issues and propose policy solutions.
4. Students will develop the professional skills necessary to achieve their career goals and have success within their chosen field.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES			
PROGRAM COURSES	1- Inquiry	2- Communication	3 – Content	4 – Prof/ Social Awareness
BIO 111	x	x	x	x
BIO 202		xx	x	x
BIO 250		x	xx	x
BIO 300	xx	x		x
CHEM 100			x	x
ENS 101		x	x	x
ENS 200	x		x	x
ENS 490	x	xx	x	xx
ES 105			x	x
HIS 275/375			x	x
PHI 208			x	x
SOC 150			x	x

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

CAPSTONE: ENS 490

RESEARCH: ENS 490

SERVICE: ENS 490

Methods of assessment

SLO's	Course	Assessment Method	Goals
Content	BIO 250	Course Project	70% Proficient
Practice	BIO 300	Final Research Project	70% Proficient
Communication (Written)	BIO 2XX	Final Writing Assignment (University Written and Oral Communication Rubric)	70% Proficient
Communication (Oral)	ENS 490	Capstone Presentation (University Written and Oral Communication Rubric)	90% Proficient
Professional and Social Awareness	ENS 490	Exit survey	100% Completion, 80% Placement in either a Graduate Program or employment related to the field of ENS.

Results from assessment

We will begin the process of data collection in the fall of 2019.

Use of Data (Previous year or this year)

NA

Program Assessment Contact(s)

Dr. Michael Louison

General Education Courses (list all approved general education courses that are taught within your program)

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
BIO 250	Inquiry and Problem Solving	Science and Nature
CHE 100	Inquiry and Problem Solving	Science and Nature
HIS 275/375	Diverse Perspectives	History

ES 105	Inquiry and Problem Solving	Science and Nature
PHI 208	Personal and Social Responsibility	Ethics
SOC 150	Personal and Social Responsibility	Sociology

Methods of assessment (include methods approved by the General Education Review Committee and any additional methods)

Below Items are for Bio 250. Assessment Indicators for the other courses are tracked within their respective departments.

Performance Indicator 1

4.3e To interpret the validity of science as reported from a variety of sources: In the current news blog assignment, students identify a secondary scientific source and select a recent article highlighting a current event. As they complete the assignment, they first identify, and then critically evaluate the science as they discuss the accuracy of the information in comparison to what they have learned in the course. Their ability to distinguish between supported and non-supported statements is essential to successful completion of the assignment.

Evidence

Students create a blog in blackboard reporting their current news assignment. Each item of the assignment is graded for the course, and the science and nature rubric item PI 4.3e is additionally used for assessment.

Performance Indicator 2

4.3c To accurately communicate (oral/written) scientific theories, concepts, and terminology

Assignment: Climate change myth buster

Students will create a graphic/flyer to convince someone that available evidence supports or refutes a claim related to climate change. Students will need to accurately explain and organize concepts, theories, and terminology surrounding climate change to adequately provide evidence for the assignment.

Evidence

Students will create a graphic and short paper that summarizes their evidence using reasoning through a valid scientific argument. This assignment is assessed using the science and nature rubric item PI4.3c.

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results)

Since GERC approved this application, the course has not been offered.

Use of Data (Previous year or this year)

NA

General Education Assessment Contact(s)

Dr. Michele Schutzenhofer

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. Such abilities and skills will make graduates successful as teachers, business analysts, actuaries, and engineers, or any career field requiring incisive, organized thought. Courses required for all three tracks in the mathematics major—General, Secondary Education, and Financial and Actuarial Sciences—contain content recommended in the 2015 Committee on the Undergraduate Program in Mathematics Guide to Majors in the Mathematical Sciences, published by the Mathematical Association of America.

Major Student Learning Outcomes

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 analytical software.
4. Effectively communicate mathematics in both oral and written forms.

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.

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			XX	
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 – The mathematics faculty created a major (beginning Fall 2018), called Data Analytics, in which students will work with real, relevant data sets. The mathematics major itself does not have a service component and most likely will never have one.

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

We assessed this SLO using the university-approved Quantitative Literacy rubric. The mean was 3.9/4. This high mean was expected as mathematics majors are drawn to the major in part because they like to solve problems and are good at calculations.

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 2.5 (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. Mean: 3.06/4
- 2. Use the tool to produce calculations/output. Mean: 3.06/4
- 3. Interpret the calculations/output from the tools and formulate a solution to the original problem. Mean: 2.94/4

Interpretation had the lowest mean. Mathematics students often struggle with the “big picture.” The discipline is one of the most complicated, and it is easy to lose the main ideas. The instructor will work to make sure students understand the “why” behind the material.

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

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: 4/4
 - Organization mean: 3.77/4
 - Syntax and Mechanics mean: 3.22/4

Discipline-specific conventions mean: 4/4

These results are a bit higher than in previous years. This could be an anomaly, or perhaps the instructor made the instructions clearer and impressed upon the students the seriousness of the assignment.

Use of Data (Previous year or this year)

1. More time will be spent on induction in future offerings of MTH 490.
2. The MTH 490 instructor plans to keep the assignments just as they are for the next few years. The class is running smoothly, and the students are performing well.

Program Assessment Contact(s)

J. Alan Alewine

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X6524

General Education Courses (list all approved general education courses that are taught within your program)

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
MTH 150– Quantitative Literacy	Inquiry and Problem Solving	Mathematics
MTH 170– Statistics	Inquiry and Problem Solving	Mathematics
MTH 210– Calculus I	Inquiry and Problem Solving	Mathematics

Methods of assessment (include methods approved by the General Education Review Committee and any additional methods)

Homework problems

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results)

There are four outcomes: Interpretation, Representation, Calculation, and Communication

MTH 150 Quantitative Literacy

Interpretation results for 2018-2019: 3.13/4

Representation results for 2018-2019: 3.31/4

Calculation results for 2018-2019: 2.88/4

Communication results for 2018-2019: 3.25/4

MTH 170 Statistics

Interpretation results for 2018-2019: 3.23/4

Representation results for 2018-2019: 3.12/4

Calculation results for 2018-2019: 3.06/4

Communication results for 2018-2019: 2.97/4

MTH 210 Calculus I

No results

Use of Data (Previous year or this year)

The 2.88 mean for MTH 150 is not surprising. The 2.97 mean for MTH 170 is, however. Being able to communicate statistical findings is an important skill. More attention needs to be paid in class to developing this skill.

General Education Assessment Contact(s)

J. Alan Alewine

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X6524

Division of Social Sciences

History

Description

The History program includes two different degrees paths—the Bachelor of Arts degree in History and the Bachelor of Science degree in History Education. Each serves the McKendree University mission by fostering responsible citizenship, engagement, and diverse perspectives. 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. These skills prepare students for vocational and professional opportunities in a variety of fields (including law, teaching, and business, train them to pursue graduate study, and 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.

Mission Statement

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. Students completing the History program will be able to:

- Recognize how humans in the past shaped their own unique historical moments and were shaped by these moments
- Evaluate past events from multiple perspectives
- Generate substantive, open-ended questions about the past and develop research strategies to answer them
- Understand history as an interpretive account of the human past – one that historians create in the present from surviving evidence

Major Student Learning Outcomes (3-5)

1. Build historical knowledge.
2. Interpret primary and secondary sources to make historical arguments.
3. Apply historical methods and the research process using discipline-specific standards, i.e. the Chicago Manual of Style.
4. Create historical arguments and narratives to answer research questions.

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.

Program Courses	1.	2.	3.	4.
HIS 110		XX	XX	X
HIS 161	XX	X		
HIS 162	XX	X		
HIS 163	XX	X		
HIS 261	XX	XX		
HIS 262	XX	XX		
HIS 310		XX	X	X
HIS 331*	XX	X	XX	
HIS 371*	XX	X	XX	
HIS 372*	XX	XX	X	
HIS 376*	XX	XX	X	
HIS 410		XX	XX	XX
2 additional Upper-Level—US History	XX	X	X	
2 additional Upper-Level—Non-US History	XX	X	X	

***Required for Bachelor of Science History Education.**

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

CAPSTONE:

BA in History: HIS 410 Senior Thesis in History (W)

BS in History Education: Student teaching

RESEARCH:

HIS 110 Historical Methods introduces 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

1. Build historical knowledge.
 - HIS 261 assesses knowledge of diversity (Awareness of Culture) from General Education Diversity Rubric
 - HIS 261 and HIS 262 use exams and quizzes to measure student comprehension of content
 - HIS 262 uses “exit tickets” to gauge student understanding of content
 - All our upper-levels (HIS 331, 371, 372, 376 and additional history electives) incorporate focused examinations of content
2. Interpret primary and secondary sources to make historical arguments.
 - HIS 262 assesses primary source collections (Use of Resources from Different Cultures) from General Education Diversity Rubric
 - HIS 310 students generate an annotated bibliography to develop a research prospectus (senior thesis)
 - All our upper-levels (HIS 331, 371, 372, 376 and additional history electives) employ research skills to analyze historical arguments in written assignments
3. Apply historical methods and the research process using discipline-specific standards, i.e. the Chicago Manual of Style.
 - HIS 110 measures students ability to comprehend and apply components of the historical research process
 - HIS 410 requires student to write a senior thesis that assesses their ability to analyze primary/secondary sources and contextualize those sources with the broader historical narrative; and to document that research, using the Chicago Manual of Style
4. Create historical arguments and narratives to answer research questions.
 - HIS 410 requires students to generate original research by writing a senior thesis that we use to assess their ability to synthesize current historiography, generate and make their own argument(s), and reconcile those claim with the historiographical trends.

Results from assessment

As a department, we need to collect more data using the methods and assessment tools we already have in place. By Spring 2020, all HIS 261, 262, 271/371, 276/376, and 277/377 courses assessed an assignment using the Diverse Perspectives Rubric.

For HIS 161, 162, 163, 311, we will show and assist the new part-time person(s) in assessing an assignment using the Diverse Perspectives Rubric.

We look forward to implementing the new and improved SLATE Diverse Perspectives Rubric when it becomes available.

Based on the data we do have, we can see that for the open-mindedness category:

HIS 261, 76% of the 29 students were at the engaged or embraces level.

HIS 261 (H), 100% of the 16 students were at the engaged or embraces level.

HIS 262: 53% of the students assessed were at the engaged or embraces level.

HIS 277/377 African-American History, 59% of the students were at the embraced level and 41% were at the engaged level.

In compiling this report, we realized that we have been using the data to justify changes rather than motivate changes.

With significant room for improvement--and now that we know how to more accurately use the rubrics to assess SLOs and where to locate the data collected within Blackboard--we will continue to utilize the rubrics as a tool to assess at the course and program levels.

We will strive to see at least 50% of our general education students achieve a 2.5 or higher on the (new) Diversity Rubric measures by our next biennial assessment report. We plan to use the data we collect to inform our program-level decisions as we move forward.

Use of Data (Previous year or this year)

Our plans to use the data collected include:

1. Use new Diverse Perspectives Rubric and only assess the appropriate components.
2. Teach and mentor the soon-to-be-hired faculty on properly incorporate assessment rubric to the non-U.S. General Education courses.
3. Looking at data earlier and use it to make changes to the history program. We are planning to make changes specifically through incorporating a Public History (Career Track) Program.
4. Utilize data to assess program level goals and see if any classes need to be altered, eliminated, or added in order to strengthen the program with the faculty we have.
5. Bottom Line: Do the assessment, use the data, make informed choices.

Contact(s)

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Lauren Thompson, PhD, Assistant Professor of History
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General Education Courses (list all approved general education courses that are taught within your program)

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
HIS 161	Diverse Perspectives	History/Cross-Cultural
HIS 162	Diverse Perspectives	History/Cross-Cultural
HIS 163	Diverse Perspectives	History/Cross-Cultural
HIS 261	Diverse Perspectives	History
HIS 262	Diverse Perspectives	History
HIS 271/371	Diverse Perspectives	History
HIS 276/376	Diverse Perspectives	History
HIS 277/377	Diverse Perspectives	History
HIS 311	Diverse Perspectives	History

Methods of assessment (include methods approved by the General Education Review Committee and any additional methods)

Course number and title: **HIS 261 United States History To 1865**

Prerequisites: None

Course description: A survey of American history from prehistory through the Civil War.

McKendree University General Education Information

McKendree Learning Outcome: 2: Diverse Perspectives. Students will understand human and cultural differences, engage with diverse individuals, and embrace the variety in viewpoints.

McKendree Learning Objective: 2.1: Students will understand human and cultural differences.

General Education Assignment 1 [REQUIRED FOR ALL OUTCOMES]:

Performance Indicator: 2.1b

Seeing Everything in the Picture

This course prepares students to understand human and cultural differences. In order to achieve that learning objective, students will build awareness of the way that media influences worldviews by examining photographs as primary sources in history.

Assignment requirements:

How do we evaluate photographs as primary sources? This assignment asks you to consider how our biases about what we expect can impact our interpretations of historical photographs. This assignment will help us to think about the ways that media influences our worldview.

For this assignment, we will look at a photograph and work to create a careful description of what we see while recognizing the importance of developing a context for the images we want to analyze.

Grading: This assignment can be graded as pass/fail based on participation, and it can be assessed using the General Education Rubric for diversity on Blackboard. Specifically, this assignment targets these areas of the Diversity rubric: “Awareness of the way that media influences worldviews,” “Language Awareness,” and “Use of resources from different cultures.”

General Education Assignment 2 [REQUIRED FOR OUTCOMES 1, 2, AND 4]:

Performance Indicator: 2.1d

Written Document Analysis Worksheet

This course prepares students to understand human and cultural differences. In order to achieve that learning objective, students will build awareness of diverse beliefs and value systems by reading primary sources, specifically excerpts from the “Tar Baby Tale” and “The Confessions of Nat Turner.”

Assignment requirements:

Using the analysis worksheet provided, review each primary source in this packet.

Read the documents carefully. What is the purpose of the document? What was the author(s) likely intended audience? What are the key points derived from first-order inquiries (who, what, when, where)? Finally, what information is provided to address second-order inquiries (how, why)? How do you know? Complete as much as you can with as much detail as you can, based on the source materials provided.

Discuss your responses with 1-2 classmates. Where are your responses similar? Where are they different?

As a final check of your understanding, respond to the prompts “Asking Questions of the Documents.” Responses are due at the end of the class meeting.

Grading: This assignment can be graded as pass/fail based on participation, and it can be assessed using the General Education Rubric for diversity on Blackboard. Specifically, this assignment targets these areas of the Diversity rubric: “Use of Resources from different cultures,” “Open-mindedness,” “Awareness of Culture,” and “Language Awareness.”

Course number and title: **HIS 262 United States History Since 1865**

Prerequisites: None

Course description: A survey of American history from the Civil War to the Present.

McKendree University General Education Information

McKendree Learning Outcome: 2: Diverse Perspectives. Students will understand human and cultural differences, engage with diverse individuals, and embrace the variety in viewpoints.

McKendree Learning Objective: 2.1: Students will understand human and cultural differences.

General Education Assignment 1 [REQUIRED FOR ALL OUTCOMES]:

Performance Indicator: 2.1b

Going to the Source Chapter 3: Newspapers

This course prepares students to understand human and cultural differences. In order to achieve that learning objective, students will build awareness of the way that media influences worldviews by examining newspapers as primary sources in history.

Assignment requirements:

How do we evaluate newspapers as primary sources? This assignment asks you to consider the biases and intent of newspaper coverage during historical moments. Can news be objective? Does the reality of subjectivity help us to understand events of the past? This assignment will help us to think about the ways that media influences our worldview.

For this assignment, read the materials presented in *Going to the Source* Chapter 3. The newspaper articles from the *Chicago Tribune* and the *Chicago Times* presented as the primary sources in this chapter focus on the Pullman Strike in Chicago in 1894. How does the language used by the author's impact the tone a reader might take regarding the strike? Which paper sides with the strikers? Which sides with business leaders? How do you know? Complete the prompts on the sheet provided to record your responses. (10 points)

After working with these sources, test your skills regarding evaluating newspaper articles by taking three samples from today's news and comparing the coverage in the *New York Times*, the *St. Louis Post-Dispatch*, and *USA Today*. Use the analysis sheets provided to record your responses. (8 points)

The final step to this assignment is to post on Blackboard a one-sentence reflection in response to this prompt: How do newspapers both inform and shape our responses to world events? Respond on Blackboard under "assignments" labeled "Using Newspapers as Primary Sources." (2 points)

Grading: This assignment is worth 20 points, and is one of the 10 assignments we do from the *Going to the Source* text. In total, *Going to the Source* assignments are worth 200 points, or 15% of your final course grade. In addition to your analysis sheets, this assignment will be assessed using the General Education Rubric for diversity on Blackboard. Specifically, this assignment targets these areas from the Diversity rubric: "Awareness of the way that media influences worldviews," "Language Awareness," and "Use of resources from different cultures."

Course number and title: HIS 271/371 United States Women's History

Prerequisites: None

Course description: This course examines the way in which women have shaped the American past and the ways in which large historical forces have influenced women's lives. (Those students taking the course as HIS 371 will be required to complete a major research project, in addition to other required assignments. Students may elect to take it at one level, but not both.)

McKendree University General Education Information

McKendree Learning Outcome: 2: Diverse Perspectives. Students will understand human and cultural differences, engage with diverse individuals, and embrace the variety in viewpoints.

McKendree Learning Objective: 2.1: Students will understand human and cultural differences.

General Education Assignment 1 [REQUIRED FOR ALL OUTCOMES]:

Performance Indicator: 2.1b

Seeing Everything in the Picture

This course prepares students to understand human and cultural differences. In order to achieve that learning objective, students will build awareness of the way that media influences worldviews by examining photographs as primary sources in history.

Assignment requirements:

How do we evaluate photographs as primary sources? This assignment asks you to consider how our biases about what we expect can impact our interpretations of historical photographs. This assignment will help us to think about the ways that media influences our worldview.

For this assignment, we will look at a photograph and work to create a careful description of what we see while recognizing the importance of developing a context for the images we want to analyze.

Grading: This assignment is worth 30 points, approximately 25% of your points in the course designated for in-class assignments. It may also be used as the artifact for assessment using the General Education Rubric for diversity on Blackboard. Specifically, this assignment targets these areas of the Diversity rubric: "Awareness of the way that media influences worldviews," "Language Awareness," and "Use of resources from different cultures."

General Education Assignment 2 [REQUIRED FOR OUTCOMES 1, 2, AND 4]:**Performance Indicator: 2.1e****Service Learning Component**

This course prepares students to understand human and cultural differences. In order to achieve that learning objective, students will analyze social and cultural causes of behavior or events via the course service learning component.

Assignment requirements:

Each student will have the opportunity to test the ideas for social change and progress we learn about in class in a real world setting via the course service learning component. After spending time at a local service agency, you will be asked to reflect on your experiences and connect contemporary women's needs to the historical trends we see throughout the course. Finally, you will be afforded the chance to "give back" as you share your expertise in women's history with your agency.

How does that work?

Over the course of the semester, you are responsible for completing twenty (20) hours of service learning. You will choose a site from a select list of area agencies that support women and/or women's issues. Your hours should be evenly divided across the semester, with no more than four (4) hours per week counting toward the twenty (20) hour requirement. Beyond those stipulations, you and the agency will determine when you will work.

Periodically, and at least three times (once in February, once in March, and once in April) you will submit responses to prompts that reflect on your service experiences. Finally, via a 750-1000 word essay, you will explore the ways in which you see historical trends repeated or rejected, given your service experience.

We will work closely with the Center for Community Service to complete this course component.

Grading:

There are 100 points possible for the service learning component, divided as follows:

Forms submitted	10
Hours completed	40
Brief Reflections (3+ total)	30
Final Reflection Essay	<u>20</u>
100 points possible	

These 100 points are part of the 800 point-total for HIS 271 and the 900 total for HIS 371.

Using the General Education Diversity Rubric, this assignment specifically targets the following areas: "Awareness of Culture," "Open-Mindedness," "Interactions with individuals from different cultures," "Awareness of the way that media influences Worldviews," and "Language Awareness."

This project's assessment also includes these additions to the SLATE Diversity rubric:

	Not Assessed	Exposed	Engaged	Embraces
Service Learning Discussions	Not assessed in this course.	Student begins to ask questions and tries to see different perspectives, social and cultural causes of behavior or events.	Student begins to argue for conclusions based on evidence but arguments remain concrete. Student begins to analyze social and cultural causes of behavior/events.	Student expresses abstract level of responding: requires objective evidence, demonstrates awareness of different perspectives, provides analysis of social and cultural causes of behavior/events, and weighs evidence to successfully argue for a conclusion/opinion.
Service Learning Reflections	Not Assessed in this course.	Student begins to ask questions and tries to see different perspectives, social and cultural causes of behavior or events.	Student begins to argue for conclusions based on evidence but arguments remain concrete. Student begins to analyze social and cultural causes of behavior/events.	Student expresses abstract level of responding: requires objective evidence, demonstrates awareness of different perspectives, provides analysis of social and cultural causes of behavior/events, and weighs evidence to successfully argue for a conclusion/opinion.

*This rubric is adapted from resources provided by Campus Compact (<https://compact.org/>).

Course number and title: HIS 276/376 Minorities in the American Experience

Prerequisites: None

Course description: A survey of minorities in American history, this course will compare and contrast the histories of the various ethnic groups that make up the American population. (Students taking this course as HIS 376 will be required to complete a major research project in addition to other required writings. Students may elect to take it at one level, but not both.)

McKendree University General Education Information

McKendree Learning Outcome: 2: Diverse Perspectives. Students will understand human and cultural differences, engage with diverse individuals, and embrace the variety in viewpoints.

McKendree Learning Objective: 2.1: Students will understand human and cultural differences.

General Education Assignment 1 [REQUIRED FOR ALL OUTCOMES]:

Performance Indicator: 2.1b

Seeing Everything in the Picture

This course prepares students to understand human and cultural differences. In order to achieve that learning objective, students will build awareness of the way that media influences worldviews by examining photographs as primary sources in history.

Assignment requirements:

How do we evaluate photographs as primary sources? This assignment asks you to consider how our biases about what we expect can impact our interpretations of historical photographs. This assignment will help us to think about the ways that media influences our worldview.

For this assignment, we will look at a photograph and work to create a careful description of what we see while recognizing the importance of developing a context for the images we want to analyze.

Grading: This assignment is worth 30 points, approximately 25% of your points in the course designated for in-class assignments. It may also be used as the artifact for assessment using the General Education Rubric for diversity on Blackboard. Specifically, this assignment targets these areas of the Diversity rubric: "Awareness of the way that media influences worldviews," "Language Awareness," and "Use of resources from different cultures."

General Education Assignment 2 [REQUIRED FOR OUTCOMES 1, 2, AND 4]:

Performance Indicator: 2.1d

Written Document Analysis Worksheet

This course prepares students to understand human and cultural differences. In order to achieve that learning objective, students will build awareness of diverse beliefs and value systems by reading primary sources, specifically excerpts from the “Tar Baby Tale” and “The Confessions of Nat Turner.”

Assignment requirements:

Using the analysis worksheet provided, review each primary source in this packet.

Read the documents carefully. What is the purpose of the document? What was the author(s) likely intended audience? What are the key points derived from first-order inquiries (who, what, when, where)? Finally, what information is provided to address second-order inquiries (how, why)? How do you know? Complete as much as you can with as much detail as you can, based on the source materials provided.

Discuss your responses with 1-2 classmates. Where are your responses similar? Where are they different?

As a final check of your understanding, respond to the prompts “Asking Questions of the Documents.” Responses are due at the end of the class meeting.

Grading: This assignment is worth 30 points, approximately 25% of your points in the course designated for in-class assignments. It may also be used as the artifact for assessment using the General Education Rubric for diversity on Blackboard. Specifically, this assignment targets these areas of the Diversity rubric: “Use of Resources from different cultures,” “Open-mindedness,” “Awareness of Culture,” and “Language Awareness.”

Course number and title: **HIS 277/377 African American History**

Prerequisites: None

Course description: An introduction to the study of African American history, including the history and culture of Western Africa, the Atlantic Slave trade, slavery and its effects, as well as the roles, lifestyles, problems and accomplishments of African Americans from the Colonial period to the present. (Students taking this course as HIS 377 must complete a major research project in addition to other course requirements. Students may elect to take it at one level, but not both.)

McKendree University General Education Information

McKendree Learning Outcome: 2: Diverse Perspectives. Students will understand human and cultural differences, engage with diverse individuals, and embrace the variety in viewpoints.

McKendree Learning Objective: 2.1: Students will understand human and cultural differences.

General Education Assignment 1 [REQUIRED FOR ALL OUTCOMES]:

Performance Indicator: 2.1b

Seeing Everything in the Picture

This course prepares students to understand human and cultural differences. In order to achieve that learning objective, students will build awareness of the way that media influences worldviews by examining photographs as primary sources in history.

Assignment requirements:

How do we evaluate photographs as primary sources? This assignment asks you to consider how our biases about what we expect can impact our interpretations of historical photographs. This assignment will help us to think about the ways that media influences our worldview.

For this assignment, we will look at a photograph and work to create a careful description of what we see while recognizing the importance of developing a context for the images we want to analyze.

Grading: This assignment is worth 30 points, approximately 25% of your points in the course designated for in-class assignments. It may also be used as the artifact for assessment using the General Education Rubric for diversity on Blackboard. Specifically, this assignment targets these areas of the Diversity rubric: “Awareness of the way that media influences worldviews,” “Language Awareness,” and “Use of resources from different cultures.”

General Education Assignment 2 [REQUIRED FOR OUTCOMES 1, 2, AND 4]:

Performance Indicator: 2.1d

Written Document Analysis Worksheet

This course prepares students to understand human and cultural differences. In order to achieve that learning objective, students will build awareness of diverse beliefs and value systems by reading primary sources, specifically excerpts from the “Tar Baby Tale” and “The Confessions of Nat Turner.”

Assignment requirements:

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Read the documents carefully. What is the purpose of the document? What was the author(s) likely intended audience? What are the key points derived from first-order inquiries (who, what, when, where)? Finally, what information is provided to address second-order inquiries (how, why)? How do you know? Complete as much as you can with as much detail as you can, based on the source materials provided.

Discuss your responses with 1-2 classmates. Where are your responses similar? Where are they different?

As a final check of your understanding, respond to the prompts “Asking Questions of the Documents.” Responses are due at the end of the class meeting.

Grading: This assignment is worth 30 points, approximately 25% of your points in the course designated for in-class assignments. It may also be used as the artifact for assessment using the General Education Rubric for diversity on Blackboard. Specifically, this assignment targets these areas of the Diversity rubric: “Use of Resources from different cultures,” “Open-mindedness,” “Awareness of Culture,” and “Language Awareness.”

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results)

We realized while completing this report that we have not monitored our general education components well since having completed our GERC applications. (In fact, Lauren Thompson was not yet on campus when the applications for her courses were completed and submitted!) the data we have is the same as for our program assessment.

We will thus need to review data from general education courses (HIS 261, HIS 262, HIS 276/376, HIS 277/377) assessed Fall 2018 & Spring 2019 using Diverse Perspectives Rubric with an eye toward their general education components. We must evaluate what students take away from these courses and adjust accordingly in assessment tools, artifacts of measure, and/or both.

As we continue to improve in our collection of data, we can better understand what works well and what doesn't for our courses in general education.

Use of Data (Previous year or this year)

Now that our assessment plan is in place, and now that our full time faculty in US history is in place, we need to evaluate and determine if our courses are meeting the outcomes, or if we need to adjust based on the courses assessed. Of course, this may change with the new diversity rubric.

While we can train a new part time associate faculty member to collect data general education courses, neither Lauren Thompson or Shelly Lemons are qualified to dictate much of the content assessment for Non-US history courses. We can evaluate usage of primary and secondary materials and historical research methods, but the content of Non-US history courses is well beyond our areas of expertise.

General Education Assessment Contact(s)

Shelly Lemons, PhD, Professor of History
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Lauren Thompson, PhD, Assistant Professor of History
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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.

Curricular Maps

Political Science Curricular Map		
Student Learning Outcome	Required Program Course	Assessment Tool
(1) Students will be able to understand the major concepts of the discipline, particularly in the field of American politics	PSI 101 PSI 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		
Student Learning Outcome	Required Program Course	Assessment Tool
(1) Students will be able to understand the major concepts of the discipline, particularly in the field of international relations	PSI 210 PSI 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

Program Requirements

Political Science

PSI 101 American Politics, PSI 296 Research Methods, PSI 498 Senior Seminar

International Relations

PSI 210 Introduction to World Politics, PSI 296 Research Methods, PSI 498 Senior Seminar

Capstone: PSI 498 Senior Seminar

Research: Senior thesis in PSI 498

Service: ???

Methods of assessment

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

- a. In the sophomore year, at least 30% score above the 70th percentile.
 - b. In the sophomore year, at least 50% score above the 50th percentile.
 - c. In their senior year, at least 50% score above the 70th percentile.
 - d. In their senior year, at least 70% score above the 50th percentile.
- 2) 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).
- 3) Research projects in their senior year (in the required Senior Seminar course). Our department goals are:
- a. At least 70% of the students meet or exceed high intermediate standards in our departmental rubric for writing and oral presentations.

4) Assessment Outcomes

Standardized Exams

Our majors have taken a standardized political science exam (PACAT) in our capstone course since the spring 2005 semester. The results by percentiles are as follows:

- 99th percentile or above – 8% of our majors
- 90th percentile or above – 31% of our majors
- 70th percentile or above – 51% of our majors
- 50th percentile or above – 72% 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 12 students take this exam in both their sophomore and senior years.

Average pre-test score	56 th percentile
Average post-test score	70 th percentile
Average increase	14%

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 75 students to finish a senior thesis, only 48, or 64%, 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%.

PSI 210 Introduction to World Politics

Fall 2015

Content answers increased by 3%, 70%, 3%, 5%, 6% and 25%.

Recognition of interdependence increased by 5%

Fall 2016

Content answers increased by 5%, 60%, 5%, 24%, 22% and 28%.

Recognition of interdependence increased by 12%

Fall 2017

Content answers increased by 32%, 56%, 4%, 5%, 18%, and 30%.

Recognition of interdependence increased by 18%

5) 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. And we are going to begin one in PSI 210.

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.

Program Assessment Contacts:

Dr. Ann Collins

Dr. Brian Frederking

General Education

Courses

PSI 101 American Politics

Personal and Social Responsibility Economics/Psychology/Sociology/Political Science

PSI 102 State and Local Politics

Personal and Social Responsibility Economics/Psychology/Sociology/Political Science

PSI 210 Intro to World Politics

Diverse Perspectives Cross-Cultural

PSI 220 Intro to Comparative Politics

Diverse Perspectives Cross-Cultural

Methods of assessment (include methods approved by the General Education Review Committee and any additional methods)

PSI 101 American Politics

PSI 102 State and Local Politics

PSI 210 Intro to World Politics

PSI 220 Intro to Comparative Politics

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results)

Use of Data (Previous year or this year)

General Education Assessment Contact(s)

Dr. Ann Collins

Dr. Brian Frederking

6) 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.
	4	3	2	1

Writes and/or speaks clearly and correctly	Sophisticated writing style; no errors in sentence construction, grammar, spelling.	Minimal errors in sentence construction, grammar, spelling.	Clear writing but periodic errors in sentence construction, grammar, spelling.	Multiple and significant errors in grammar, sentence construction, spelling.
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7) Rubric for Political Science Department Content Objectives (SLO #1)

Skill	Level of performance		
	Advanced	Acceptable	Needs Improvement
Summarize the major theoretical approaches in the discipline	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.
Apply major concepts of the discipline to real world examples	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.
Evaluate the merits of multiple policies, theories, or concepts	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.

8)

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

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

10) Rubric for Oral Presentation Objectives (SLO #3)

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

11)

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

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Identifies and explains the issues	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.
Alternative explanations	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.
Research method	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.
Analyze quantitative and qualitative evidence	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.

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	X
PSY 201	XX	X		X	XX
PSY 315	X		XX	XX	
PSY 301	X	X			
PSY 396	X	XX		X	
PSY 496	XX	XX	XX	XX	
PSY 498	X				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: PSY 201: Psychology Cornerstone

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 research presentations 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.
 - Number of students who study abroad.
- 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.
- Statistics Test
 - The statistics test is a 7-item of the basic statistical interpretation and reporting skills that students should possess after completing PSY 396 Research Methods.
- 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)
 - Statistics Test (PSY 396)
 - 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)
 - Oral Communication Rubric (PSY 496)
- 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 Cornerstone took the test at the start and end of the semester. The presemester average was 51%, and the postsemester average was 61%. The postsemester score is 10% lower than in the 2017 report.
 - Students in Senior Thesis scored 77% on the test. This is 7% lower than the 2017 report.
 - These results indicate that (a) there is an increase in knowledge during the Cornerstone course, (b) students enrolled in a psychology capstone course possess more knowledge than students in introductory-level course, and (c) scores appear to be decreasing on the test.
- Scientific Inquiry and Critical Thinking
 - Research Presentations
 - Student presentations indicate a continued high participation rate in the presentation of psychology research. Forty psychology students presented at the Academic Excellence Celebration in 2018 and 30 in 2019. In addition, 5 students presented at an undergraduate conference off campus in 2018, and 7 did in 2019. Three students presented at a professional conference in 2018 and 4 in 2019.
 - 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*. For the final versions of the paper, average scores the methodological sections of the rubric were above 3.00 indicating performance at the *high intermediate* level. Across semesters, scores for the thesis Introductions increase by 10% to 20% between the draft and final versions, and overall final thesis scores exceeded the *high intermediate* level. These results indicated that students' final theses exhibit an acceptable level of research ability.
 - Statistics Test
 - Pretest scores on the statistics test in PSY 396 Research Methods averaged 4 correct out of 7, and posttest scored averaged 6 correct. These results suggest that students are not starting the course with adequate statistical abilities, but they are leaving with acceptable statistical knowledge.
- Ethical and Social Responsibility in a Diverse World
 - Diversity Rubric (PSY 304)
 - Students enrolled in Cross Cultural Psychology in Fall 2018 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 14 students in the class was at 67%, which falls below our benchmark of 75%.
 - Mental Illness Stigma Scale (PSY 315)
 - Students enrolled in PSY 315 Abnormal Psychology completed the stigma scale in Fall 2018 and Spring 2019 at the end of the course. Across all subscales, students *slightly or somewhat disagreed* with all stigmatizing statements. These results indicate that students are leaving the course having acceptably positive attitudes about mental illness
 - Senior Thesis IRB Approvals (PSY 496)
 - Up until the revision of the Standard Rule in 2019, completion of the senior thesis project in the face-to-face version of PSY 496 Senior Thesis required students to successfully write an IRB application and receive approval from the university IRB. All students enrolled in the course 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 2017
 - PSY 201 (41 students, 1 hour required)
 - Spring 2018
 - PSY 201 (51 students, 1 hour required)
 - PSY 401 (35 students, 1 hour required)
 - Fall 2018
 - PSY 201 (26 students, 1 hour required)
 - Spring 2018
 - PSY 201 (28 students, 1 hour required)
 - PSY 401 (35 students, 1 hour required)
- Communication
 - APA Style Test (PSY 201)

- Students completed an online, 25-point, open-book quiz on APA style content covered in PSY 201 Psychology Cornerstone. Average scores were passing in Fall 2017 (74%), but below passing in Spring 2018 (62%) and Fall 2018 (66%). This performance indicated poor understanding of APA style.
 - Written Communication Rubric (PSY 315, 496)
 - Several writing assessments in upper-level courses were assessed using the general education written communication rubric. In the 300-level course, general writing scores across the four semesters were 80%, 85%, 84%, and 85%; scores on the psychology writing portion of the rubric were 69%, 68%, 72%, and 79%. In the 400-level course, general writing scores across the four semesters were 85%, 87%, 87%, and 90%; scores on the psychology writing portion of the rubric were 81%, 88%, 80%, and 92%. These scores illustrate that students generally meet our goal for them to be at the *high intermediate* level of performance on the rubric and that scores are generally higher as students advance in the program.
 - Oral Communication Rubric (PSY 496)
 - Evaluation of a 10-minute research presentation using the General Education Oral Communication rubric across three semesters indicated that 100% of students met our benchmark and performed at the *high intermediate* level or above.
- Professional Development
 - Internships
 - Psychology students have consistently taken advantage of professional development opportunities through internships (Fall 2017 = 3, Spring 2018 = 6, Fall 2018 = 4, Spring 2019 = 12).
 - 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 (89%) earned an overall score of four or better on the rubric's 5-point scale in Fall 2018.
 - Study Abroad
 - Psychology had 1 student study abroad Fall 2018, 1 in January 2019, and 2 in Spring 2019.

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 our 2018 Action Plan, we established performance benchmarks for all of our assessment measures.
- Low scores on the APA style test in PSY 201 led to a reconsideration of APA-style instruction in that course. Dr. Boysen conducted a research project examining effective methods for teaching APA style in Spring 2018 and, based on the results, implemented pedagogical techniques that emphasize production of APA-style materials. The revised APA-style section of the course now includes construction of an APA style template paper. We will present assessment data based on this revised approach in the 2021 assessment report.

- Based on the continued increase in enrollment of psychology students in internships, we unified the writing requirements across our PSY 480 Internship course and created a psychology internship syllabus template.
- Our assessment data is based on face-to-face courses. We plan to enact our assessment plan with online courses in time to have data for the 2021 assessment report.
- We will set expectations for basic statistical knowledge standards with the new instructor for Fall 2019.

Contact(s): Guy Boysen and Tami Eggleston

General Education Courses

Name	Outcome	Distribution
PSY 153 Introductory Psychology	Personal and social responsibility	Social Sciences
PSY 304 Cross Cultural Psychology	Diverse Perspectives	Cross Cultural

Methods of Assessment

- PSY 153 Introductory Psychology
 - Instructors evaluate a journal assignment reporting a behavior change project using standardized rubric.
 - Instructors evaluate students' a critical analysis paper using standardized rubric.
- PSY 304 Cross Cultural Psychology
 - Instructors use the General Education diversity rubric to assess a final presentation and exam.

Results of Assessment

- PSY 153 Introductory Psychology
 - For the behavior modification project, two instructors completed rubrics in spring 2019 ($N = 31$). The benchmark was performance at *meets expectations* (75%) on the rubric. Students averaged 78% across the four sections of the rubric. However, students who did not complete the final version of the assignment were not part of that average score, and the benchmark would not have been met if those students' scores could have been included in the average.
 - For the critical analysis paper, two instructors completed rubrics in Spring 2019 ($N = 37$). The benchmark was performance at meets expectations (75%) on the rubric. Students averaged 73% across the four sections of the rubric, and they were below 70% on two of three sections.
- PSY 304 Cross Cultural Psychology
 - Grading for the assignments in Fall 2018 was based on the general education diversity rubric, and average scores for the 14 students in the class was at 67%, which falls below our goal of 75%.

Use of Data

- We plan to increase use of the PSY 153 Introductory Psychology rubrics to reach 75% of sections before the 2019 assessment report.
- In the 2019-2020 school year, we will examine the difficulty of the critical analysis paper to determine if introductory students are sufficiently prepared to complete such a task. In the online section of introduction to psychology, this paper is done as a team-project, and we will examine the equivalency of two approaches.
- We will revise our data collection to account for students who do not complete the assignments but still pass the courses.

- In the cross cultural course, scores have been consistently low (below the 75% benchmark) for the past three years not because of students' cultural capacities but because of their writing skills. Additional emphasis on writing and an adjustment to the grading rubric to give more weight on their cultural experience should help students reach the benchmark on the diversity rubric.

Contact(s): Guy Boysen and Tami Eggleston

Sociology

Description

Students majoring in sociology develop a greater appreciation for how society influences individual behavior and an understanding of how societies are structured. Majors develop the skills to think more critically about their own lives and the many social issues confronting us in society today. A sociology major prepares students for graduate school in sociology, social work, and criminal justice in addition to law school and divinity school. Our graduates pursue many different career opportunities including social services, criminal justice, community organizing, health care administration, and urban planning, among others.

The sociology program offers a Bachelor of Arts degree in Sociology, within a liberal arts context, by providing three tracks that a student may follow:

- **General Program:** This is geared to students who have more general career plans and for those who plan to attend graduate school in sociology. It is also intended for those who wish to develop a general understanding of society.
- **Criminal Justice Emphasis:** This is for students who wish to pursue careers in the criminal justice field such as law enforcement, corrections, and court services. This program is designed to provide students with a broad knowledge of the workings of the agencies that make up the criminal justice system.
- **Social Welfare and Social Justice Emphasis:** This is for students who wish to pursue careers in the general area of social work. This program will provide students with a broad overview of the history, agencies, and philosophy of social work.

Mission Statement

The mission of the sociology program is to provide students majoring in sociology and students taking sociology courses as a general education requirement with: a greater understanding of the sociological perspective and the opportunity to develop their sociological imagination, a better understanding of social structure and its effect on social inequalities and the role of intersectionalities on human behavior, skills in using sociological theory, research methods and analysis, a greater understanding of the reciprocal relationship between social change and human agency, and the opportunity to engage in

applied and experiential learning. Students wishing to pursue careers in criminal justice are provided with a broad knowledge of the workings of the agencies that make up the criminal justice system. Students wishing to pursue careers in the general area of social work are provided with an overview of the history, agencies, and philosophy of social work. The sociology major prepares students for graduate school in sociology, social work, and criminal justice in addition to law school and divinity school.

Major Student Learning Outcomes

Students will:

- Integrate social theory, research methods, and analysis.
- Evaluate and assess empirical data.
- Evaluate current social issues, conditions, power issues, and problems facing diverse populations.
- Demonstrate ethical responsibility in social science research.
- Engage in applied and experiential learning.

Curriculum Map

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

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
	Integrate social theory, research methods, and analysis	Evaluate and assess empirical data	Evaluate current social issues, conditions, power issues, and problems facing diverse populations	Demonstrate ethical responsibility in social science research	Engage in applied and experiential learning
SOC 150	X	XX	X	XX	XX
SOC 270	X		XX		XX
SOC 340,350,360	X		X		
SOC 400	XX				
SOC 496	XX			XX	
SOC 498	XX	XX	XX		XX

Program Requirements

Capstone: Sociological Analysis (SOC 498) and a senior thesis

Research: Methods of Social Research (W) (SOC 496)

Methods of Assessment

Course	Student Learning Outcomes (SLO)	Assessment Tool	Target
SOC 150	Evaluate and assess empirical data	Embedded multiple choice question in final exam (see appendix a)	50% of students will answer question correctly
SOC 150	Demonstrate ethical responsibility in social science research	Embedded multiple choice question in final exam (see appendix a)	50% of students will answer question correctly
SOC 150	Engage in applied and experiential learning	Minimum 10 service learning hours	100% of students will complete a minimum of 10 service learning hours
SOC 270	Evaluate current social issues, conditions, power issues, and problems facing diverse populations	Attitudinal Likert survey (see appendix b)	“Pre-test” responses are significantly different from “post-test” scores
SOC 270	Engage in applied and experiential learning	Minimum 15 service learning hours	100% of students will complete a minimum of 15 service learning hours
SOC 400	Integrate social theory, research methods, and analysis	<i>Developing Rubric</i>	TBD
SOC 496	Integrate social theory, research methods, and analysis	Final Research Proposal rubric (see appendix c)	An average score of 21 or higher (out of a possible 28)
SOC 496	Demonstrate ethical responsibility in social science research	Collaborative Institutional Training Initiative (CITI) module or IRB application	100% of students complete training or IRB application
SOC 498	Integrate social theory, research methods, and analysis	Final Research Paper rubric (see appendix d)	An average score of 21 or higher (out of a possible 28)
SOC 498	Evaluate and assess empirical data	Data Analysis item from Final Research Paper rubric	An average score of “good” (3 out of 4)
SOC 498	Evaluate current social issues, conditions, power issues, and problems facing diverse populations	Attitudinal Likert survey (see appendix b)	“Pre-test” responses are significantly different from “post-test” scores
SOC 498	Engage in applied and experiential learning	Senior thesis	100% of students complete their senior thesis

Results from Assessment

Course	Student Learning Outcomes (SLO)	2016-2017 Results	2017-2018 Results	2018-2019 Results
SOC 150	Evaluate and assess empirical data	29% of students answered question correctly (n=87)	41% of students answered question correctly (n=139)	52% of students answered question correctly (n=67)
SOC 150	Demonstrate ethical responsibility in social science research	23% of students answered question correctly (n=87)	50.4% of students answered question correctly (n=129)	37.3% of students answered question correctly (n=67)
SOC 150	Engage in applied and experiential learning	No data	No data	100% of students completed a minimum of 10 service learning hours (or an alternative assignment)
SOC 270	Evaluate current social issues, conditions, power issues, and problems facing diverse populations	Average scores: Item #1--4.0 Item #2--4.3 Item #3--4.2 Item #4--4.0 Item #5--3.9 Item #6--4.3 Item #7--4.3	No data	Average scores: Item #1--2.0 Item #2--4.3 Item #3--3.9 Item #4--4.0 Item #5--3.7 Item #6--4.4 Item #7--4.5
SOC 270	Engage in applied and experiential learning	100% of students completed a minimum of 15 service learning hours (or an alternative assignment)	100% of students completed a minimum of 15 service learning hours (or an alternative assignment)	100% of students completed a minimum of 15 service learning hours (or an alternative assignment)
SOC 400	Integrate social theory, research methods, and analysis	<i>Developing Rubric</i>	<i>Developing Rubric</i>	<i>Developing Rubric</i>
SOC 496W	Integrate social theory, research methods, and analysis	Mean total rubric score of 23.3/28	Mean total rubric score of 24.4/28	Mean total rubric score of 23/28

Results from Assessment con't

Course	Student Learning Outcomes (SLO)	2016-2017 Results	2017-2018 Results	2018-2019 Results
SOC 496W	Demonstrate ethical responsibility in social science research	100% of students completed an IRB application	100% of students completed an IRB application	100% of students completed either the Collaborative Institutional Training Initiative (CITI) module or an IRB application
SOC 498	Integrate social theory, research methods, and analysis	Mean total rubric score of 22.8/28	Mean total rubric score of 21.1/28	Mean total rubric score of 22.7/28
SOC 498	Evaluate and assess empirical data	Item average of 3.1/4	Item average of 3.2/4	Item average of 3.1/4
SOC 498	Evaluate current social issues, conditions, power issues, and problems facing diverse populations	No data available	No data available	Average scores: Item #1—1.8 Item #2—4.2 Item #3—4.0 Item #4--4.0 Item #5--3.6 Item #6--4.5 Item #7--4.5
SOC 498	Engage in applied and experiential learning	100% of students completed their senior thesis.	100% of students completed their senior thesis.	96% of students completed their senior thesis.

Results from Assessment Notes

- Once SOC 150 and SOC 270 were approved by the GERC to count towards general education, we introduced a service learning requirement in these courses in 2018-2019.
- We are improving our data collection methods and building consistency across courses
- We are now requiring students in all sections of SOC 496W to take the Collaborative Institutional Training Initiative (CITI) module to satisfy the ethical responsibility in social science research SLO.

Use of Data

- We have had mixed results meeting the target for the 1) evaluate and assess empirical data and 2) demonstrate ethical responsibility in social science research SLOs in SOC 150. This data suggests that we need to do a better job of teaching students how to interpret empirical data and demonstrate ethical responsibility in social science research. We are developing a plan to incorporate two modules covering both SLOs into the SOC 150 class.
- A draft of the SOC 400W rubric has been created and will be implemented starting Fall 2019. Furthermore, the ASA's Taskforce on Liberal Learning and the Sociology Major

recommends to faculty: “Integrate progressive learning structures within the curriculum via course prerequisites that systematically guide students to engage with increasingly advanced content and activities.” (p. 4). Therefore, we will be making SOC 400W a prerequisite to SOC 496.

- We will continue to assess student learning in the capstone courses (SOC 496W and SOC 498) in the same manner. However, the ASA’s Taskforce on Liberal Learning and the Sociology Major recommends assessing SLO’s in online environments. Therefore, we are now tracking this data.
- We did not find any significant difference in the attitudinal scores between SOC 270 (quasi pre-test) and SOC 498 (quasi post-test) students. We’re not really sure what to do with this data just yet. As we improve our data collection methods and build consistency across courses we will have more data to evaluate this SLO.
- We would like to add a SLO measuring “Use grammar and organization appropriate to professional standards and conventions (e.g., ASA writing style) to SOC 400W, SOC 496W, and SOC 498 next year. We are already collecting this data.

Program Assessment Contacts

Dr. Melissa Barfield

Dr. Neil Quisenberry

General Education Courses

SOC 150 Introduction to Sociology	Personal and Social Responsibility	ECO/PSI/PSY/SOC (9)
SOC 270 Social Problems	Personal and Social Responsibility	ECO/PSI/PSY/SOC (9)
SOC 400W Research Methods	Written communication	Writing intensive class
SOC 496W Sociological Analysis	Written communication	Writing intensive class

Methods of assessment

Course	Student Learning Outcomes (SLO)	Assessment Tool	Target
SOC 150	Students will exhibit social responsibility by participating actively in a community and a democracy	Post-service reflection paper (see attached rubric in Appendix F)	An average score of 15/20 or higher.
SOC 150	Students will exhibit social responsibility by participating actively in a community and a democracy	Students will participate in 10 hours of community service	100% of students will complete a minimum of 10 service learning hours
SOC 270	Students will exhibit social responsibility by participating actively in a community and a democracy	Post-service reflection paper (see attached rubric in Appendix F)	An average score of 15/20 or higher.
SOC 270	Students will exhibit social responsibility by participating actively in a community and a democracy	Students will participate in 15 hours of community service	100% of students will complete a minimum of 15 service learning hours
SOC 400W	Use grammar and organization appropriate to professional standards	General Education Written Communication Rubric items #3, #4, and #5 (see rubric)	An average item score of 3.5 or higher on each item
SOC 400W	Evaluate sociological information based on the reliability, validity, and generalizability of sources.	General Education Written Communication Rubric item #2	An average item score of 3.5 or higher
SOC 400W	Construct arguments clearly and concisely using evidence-based sociological concepts and theories.	General Education Written Communication Rubric item #1	An average item score of 3.5 or higher
SOC 496W	Use grammar and organization appropriate to professional standards	General Education Written Communication Rubric items #3 and #4	An average item score of 3.5 or higher on each item
SOC 496W	Evaluate sociological information based on the reliability, validity, and generalizability of sources.	General Education Written Communication Rubric item #2	An average item score of 3.5 or higher
SOC 496W	Construct arguments clearly and concisely using evidence-based sociological concepts and theories.	General Education Written Communication Rubric item #1	An average item score of 3.5 or higher

Results from Assessment

Course	Student Learning Outcomes (SLO)	2016-2017	2017-2018	2018-2019
SOC 150	Students will exhibit social responsibility by participating actively in a community and a democracy	No data	No data	An average score of 4.
SOC 150	Students will exhibit social responsibility by participating actively in a community and a democracy	No data	No data	100% of students completed a minimum of 10 service learning hours or alternative assignment
SOC 270	Students will exhibit social responsibility by participating actively in a community and a democracy	No data	No data	No data
SOC 270	Students will exhibit social responsibility by participating actively in a community and a democracy	No data	No data	100% of students completed a minimum of 15 service learning hours or alternative assignment
SOC 400W	Use grammar and organization appropriate to professional standards	No data	No data	An average score of: Item #3--4.0 Item #4--4.0 Item #5--3.9
SOC 400W	Evaluate sociological information based on the reliability, validity, and generalizability of sources.	No data	No data	An average score of 3.9
SOC 400W	Construct arguments clearly and concisely using evidence-based sociological concepts and theories.	No data	No data	An average score of 4.0
SOC 496W	Use grammar and organization appropriate to professional standards	No data	No data	An average score of: Item #3--3.8 Item #4--3.5 Item #5--3.2
SOC 496W	Evaluate sociological information based on the reliability, validity, and generalizability of sources.	No data	No data	An average score of 3.4
SOC 496W	Construct arguments clearly and concisely using evidence-based sociological concepts and theories.	No data	No data	An average score of 3.3

Results from Assessment notes

- Once SOC 150 and SOC 270 were approved by the GERC to count towards general education, we introduced a service learning requirement in these courses in 2018-2019
- We are improving our data collection methods and building consistency across courses

Use of Data

- We met all SLO targets in SOC 400W but did not in SOC 496. We think this is, in part, due to the complexity of the writing assignments in both classes. The writing assignment in SOC 496W is a research proposal and much less familiar (and complex) to students. Therefore, we expect lower SLO outcomes. We can, however, use this information to think about how to best evaluate student learning in this class. It might be better to compare the early SOC 496W drafts to later drafts. In the future, we will be comparing the written communication rubric scores (in SOC 400W and SOC 496W) between the first and final draft of the paper.

General Education Assessment Contacts

Dr. Melissa Barfield

Dr. Neil Quisenberry

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MA in Criminal Justice

Progress Toward 2018 Action Plan Items

- Increase efforts to get students to complete course evaluations (via reminders and possible extra credit points).
 - This item has not been satisfactorily met.
 - Revised action plan: With CRJ course templates up for revision, increased emphasis will be placed on course evaluations. Their importance will be discussed at the beginning of each course, and completion of the evaluation will be a required component of each course.
- Develop an alumni newsletter to maintain contact with the program's graduates.
 - An electronic template for an alumni newsletter has been developed. The first issue will go out in summer 2019.

Click here to link directly to 2018-19 assessment results: **Results for 2018-19**

Description of Program

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 five 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.

Program-Level 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				
	<i>1 Nature and patterns of crime</i>	<i>2 Legal decision- making</i>	<i>3 Effects of human diversity</i>	<i>4 Ethics applied to criminal justice</i>	<i>5 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 Final Paper	Reflection Paper 2 Discussion Question, Module 4	Reflection Paper 1 Quiz Total	

PROGRAM REQUIREMENTS:

Required Courses (15 credit hours)

CRJ 600 – Advanced Studies in Criminal Justice (3)

CRJ 604 – Criminological Theory (3)

CRJ 606 – Research I: Methods and Concepts (3)

CRJ 608 – Research II: Data Analysis (3)

CRJ 611 – Ethics, the Law, and Individual Rights² (3)

Elective Courses (21 credit hours)

CRJ 610 – Police Administration and Management

CRJ 612 – Terrorism, Security, and the Modern World

CRJ 613 – Crime Prevention

CRJ 620 – Advanced Seminar in Criminal Law

CRJ 621 – Issues in Policing

CRJ 622 – Corrections and Correctional Practices

CRJ 623 – Class, Race, and Gender in Criminal Justice

CRJ 624 – The History and Philosophy of Punishment

CRJ 670 – Internship in Criminal Justice

CRJ 680 – Special Topics in Criminal Justice

CRJ 690/SOC 490 – Seminar in Sociology

CRJ 695 – Independent Study in Criminal Justice

² This course was an elective for the 2016-17 academic year, but was made a required course effective fall 2017.

CRJ 698 – Thesis I

CRJ 699 – Thesis II

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:

Discussion Board Posts³

Final Paper⁴

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:

Final Paper⁵

³ See Appendix A

⁴ See Appendix B

⁵ See Appendix B

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
Homework assignments⁶

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:

Discussion Board Posts
Final Exam

CRJ 611 – Ethics, the Law, and Individual Rights

Course-Level Objectives:

1. Acquire an understanding of basic ethical theories, concepts, and issues.

⁶ See Appendix D

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 Papers⁷

Discussion Board Posts

Quizzes

Final Paper

⁷ See Appendix C

Results for 2018-19

Course	Program-Level SLO	Course-Level SLO	Assessment Tool	Target	Results
CRJ 600	2	1	Discussion Question Rubric (modules 2, 5, 6, 7)	100% of student will earn at least 12/15 total points	met
			Final Paper grade	100% of students will earn an A or B on the Final Paper	met
CRJ 600	3	2	Discussion Question Rubric (module 3)	100% of students will earn at least 3.5/3.75 total points	met
CRJ 600	4	3	Discussion Question Rubric (module 1)	100% of students will earn at least 3.5/3.75 total points	met
CRJ 604	1	1	Final Paper grade	100% of students will earn an A or B on the Final Paper	Not met – instructor indicated most students failed to used template that was provided; working with instructor to improve instructions and visibility of template
CRJ 606	1	5	Homework Rubric (module 1)	100% of students will earn at least 3.5/3.75 total points	met
CRJ 606	4	3	Citi program certificate on Human Subjects research	100% of students will attain certificate	met
CRJ 606	5	4	Homework Rubric (modules 3-8)	100% of students will earn at least 18/22.5 total points	met
CRJ 608	1	3	Discussion Question Rubric (module 1)	100% of students will earn at least 3.5/3.75 total points	met
CRJ 608	5	1	Cumulative Final Exam grade	100% of students will earn an A or B on the cumulative Final Exam	met
CRJ 611	2	2	Reflection Paper Rubric (paper 3)	100% of students will earn at least 3.5/3.75 total points	Course not offered 2018-19; will be assessed Fall 2019
			Final Paper grade	100% of students will earn an A or B on the Final Paper	Course not offered 2018-19; will be assessed Fall 2019
CRJ 611	3	4	Reflection Paper Rubric (paper 2)	100% of students will earn at least 3.5/3.75 total points	Course not offered 2018-19; will be assessed Fall 2019

			Discussion Question Rubric (module 4)	100% of students will earn at least 3.5/3.75 total points	Course not offered 2018-19; will be assessed Fall 2019
CRJ 611	4	3	Reflection Paper Rubric (paper 1)	100% of students will earn at least 3.5/3.75 total points	Course not offered 2018-19; will be assessed Fall 2019
			Quiz grades	100% of students will earn at least 80% of total possible points	Course not offered 2018-19; will be assessed Fall 2019

Contact(s):

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Appendix A: Discussion Question Grading Rubric

	Unacceptable 0	Problematic 0.25	Good 0.5	Excellent 0.75
Initiated Discussion	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.
Time	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.
Quality of Follow-up Posts	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.
References & Support	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.
APA & Mechanics	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
Explanation of issues	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.
Evidence <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.
Influence of context and assumptions	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.
Student's position (perspective, thesis/hypothesis)	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).
Conclusions and related outcomes (implications and consequences)	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.
Genre and Disciplinary Conventions <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.
Control of Syntax and Mechanics	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
Content	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.
Explanation of issues	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.
Idea Development	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.
Organization	Entry is unstructured.	Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion.	Contains introduction, some development of ideas, and conclusion.	Very logically organized; contains introduction; development of main idea(s), and conclusion.
Mechanics	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 entry formatted in an easy to read style with no errors in grammar, punctuation, or spelling.

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Appendix D: Homework Grading Rubric

	Unacceptable 0	Problematic 0.25	Good 0.5	Excellent 0.75
Content	No work submitted.	Response adequately addresses some aspects of the assigned topic; is missing some information or contains factual errors.	Response thoughtful and fairly well written with no factual errors.	Response to assigned topic thorough and well written with no factual errors.
Time	Work not submitted by due date.	N/A	N/A	Work submitted on time.
Idea Development	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, when appropriate.	Excellent use of examples and details to explore and develop ideas and opinions, when appropriate.
Organization	Work is unstructured.	Topics and ideas discussed somewhat randomly; work may lack clarity.	Contains introduction, some development of ideas, and conclusion, when appropriate.	Very logically organized; contains introduction; development of main idea(s), and conclusion, when appropriate.
Mechanics	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 sentences formatted in an easy to read style with no errors in grammar, punctuation, or spelling.

Division of Visual and Performing Arts

Art

Description

The art major is focused on the development of a broad range of skills and concepts within visual art and design, providing a high quality educational experience through an engaged and critical curriculum. Students explore a breadth of courses which emphasize a multi-faceted study of various mediums and processes, critical understanding and context of art history, and best practices of professional development within the arts. Students are empowered to cultivate creativity through their expressive voice, become leaders within the creative arts, and promote artistic and creative enrichment in the region.

Mission Statement

The Art Department educates students and the community in the visual arts and serves as a creative and cultural center for McKendree University. Working within rich and diverse visual contexts, we value inclusivity and engagement while celebrating a broad open approach to the study of art. We share with our students the intellectual and physical experience of creating art, and mentor them in acquiring the lifelong skills and knowledge to become artists, designers and educators.

Major Student Learning Outcomes (3-5)

1. Demonstrate a proficiency of the language of visual art and design.
2. Apply the skills and techniques required to create compelling art in a range of art forms.
3. Identify major historical genres, artists, and artworks in context to culture, technology, and contemporary practices.
4. Foster a personal expressive voice through critical problem solving skills.
5. Demonstrate 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	XX		X	
ART 102	Two-Dimensional Design & Layout	X	XX		X	
ART 103	Three-Dimensional Design	X	XX		X	

ART 210	Western Art History I (Prehistoric - High Gothic)	XX		XX		
ART 211	Western Art History II (Renaissance - Modern)	XX		XX		
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	X	XX	XX
ART 499	Senior Studio II	XX	XX	X	XX	XX

Program Requirements

Capstone:

ART 499 Senior Studio II – This capstone course builds on ART 498 Senior Studio I (Research Course) and culminates with a solo art exhibition representing a cohesive body of work, public lecture presentation typically during Academic Excellence Day, and successful digital documentation of their work, exhibition, statements, and promotional items.

Research:

ART 498 Senior Studio I – This research course begins the senior course experience. Students create a series of artwork to be exhibited during Senior Studio II, produce a detailed annotated bibliography citing their research interests and sources, and create an exhibition proposal with detailed statements, works list, and overall layout in preparation for their capstone.

ART 299 Sophomore Review – This gate course acts as an examination, interview, and portfolio review of students that have completed the core sequence, typically at the end of their sophomore year. Students should exhibit an understanding of the elements and principles of art, significant artworks, genres, trends across art history, and awareness of their interests as an artist.

Service:

ART 290 & ART390 Gallery Practicum – Students are expected to take 4 semesters of practicum for degree completion. Containing aspects of service, these courses prepare students to regularly engage with the public over the course of two years by educating the community about the various art exhibitions provided for the campus and the larger region. Students also learn how to effectively market, install, and prepare for a variety of art events.

Methods of Assessment

1. New Art Program Assessment Rubrics

Key Major Courses with individual rubrics: ART 299, 498 & 499

We have developed new program rubrics that has been implemented within our key major courses: ART 299, 498, & 499 since the last report. These courses were specifically selected due to the nature of the course. ART 299 Sophomore Review is a gate designed to assess many of our major learning outcomes (specifically 1, 2, 3, & 4) through a presentation of a portfolio, exam, and interview. ART 498 Senior Studio I is a research course that asks students to prepare and create a body of work in preparation for their capstone, ART 499 Senior Studio II, which is the culminating course that asks students to successfully mount an exhibition and deliver a public presentation of their work. Both ART 498 & 499 use the new rubrics alongside informal methods of assessment to evaluate students' multiple projects such as written statements, public presentation, senior reviews with an established faculty committee, weekly studio critiques, application to juried exhibitions, and exit interviews. Not all methods are directly measureable, but our program rubric does attempt to capture the majority of our learning outcomes. These new rubrics are course specific, although they share common indicators. They do differ from the aesthetic expression rubric, using a three-point scale rather than a four-point to simplify majors' development through the program.

Please see following rubrics for each course:

ART299: Sophomore Review

Assessment Methods & Rubric *(implemented Spring 2019)*

Description

Sophomore Review is a zero-credit gate course that functions as a checkpoint for Art majors. While we emphasize a broad range of study in studio art courses, this checkpoint is a means to gauge student progress through the program as well as ensuring that all majors understand a basic foundation of visual arts after completion of the core sequence.

Sophomore Review is ideally taken at the end of the sophomore year; or upon the completion of all of the following courses: ART101 Drawing I; ART102 2D Design; ART103 3D Design; ART210 Art History I; & ART211 Art History II. Students must pass Sophomore Review in order to enroll into ART498&499 Senior Studio I & II. Students that do not pass Sophomore Review cannot begin their Senior research and capstone courses. It is the student's responsibility to enroll and successfully complete this course before enrolling in these courses.

Sophomore Review Requirements

Students will be asked to present a series of works (portfolio) for consideration of Sophomore Review. This will coincide with an exam and interview that assesses your performance within the program. Students should expect to know and recognize the foundational concepts of visual art covered in the courses listed above. Such concepts include:

- Elements and principles of art and design
- Skills and techniques to create artwork in a variety of mediums and techniques
- Significant artwork, artists, movements, and trends across the history of art
- Point of view as an artist or designer

Student Learning Outcomes

1. Demonstrate a proficiency of the language of visual art and design.
2. Apply the skills and techniques required to create compelling art in a range of art forms.
3. Identify major historical genres, artists, and artworks in context to culture, technology, and contemporary practices.
4. Foster a personal expressive voice through critical problem solving skills.

Assessment Methods

- Exam
- Portfolio Review
- Interview
- Course Completion
 - o Did the student complete Foundation Art Courses: ART 101, 102, 103
 - o Did the student complete Art History Surveys Courses: ART 210, 211
 - o Has the student completed any Studio Art Electives?

Learning Outcome

Demonstrate a proficiency of the language of visual art and design

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Awareness of the principles and elements of art and design	Exam: Drawing Grid	Score 1-8 Student does not demonstrate majority of principles and elements of art and design	Score 8-22 Student demonstrates adequate understanding of principles of art and design	Score 23-25 Student understands elements and principles of art and design
	Interview Question (List of the principles and elements of design)	Unable to name and define the majority of the elements/principles. Mistakes elements and principles	Able to name and define most elements and principles (missing a few)	Able to name and define all elements and principles
Ability to critique and incorporate the language of art and design	Interview Question (Please describe your work to an audience)	Unable to describe work. Incoherent response and does not use language and terms of art/design.	Able to broadly describe work. Unspecific use of language and terms of art and design.	Able to describe work in detail. Specific and appropriate use of language and terms of art and design.
	Exam Question (Please provide a critical analysis of a significant work of art)	Unable to provide written analysis of a work of art. Does not identify specific work of art, but is incorrect in identification	Able to write an analysis of a work of art. Successfully identifies work of art, but may be lacking in detail and specifics.	Able to write a detailed analysis of a work of art with fluency and terms. Selection of artwork is specific and thorough.

Learning Outcome

Apply the skills and techniques required to create compelling art in a range of art forms

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Presentation of body of work that represents comprehension of skills and techniques	Portfolio Review	Does not present enough work (-5). Work is unfinished or not developed indicating lack of skills and techniques	Presents adequate work that shows development of skills and techniques	Presents complete body of work that is fully finished and constructed, demonstrating skills and techniques
Presentation of artworks in a variety of art mediums	Portfolio Review	Work is not varied. Student presents work created in one medium	Student presents work representing at least 2 mediums	Work is varied. Students present work in multiple mediums (>2)

Learning Outcome

Identify major historical genres, artists, and artworks in context to culture, technology, and contemporary practices

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Ability to identify major artworks and genres from the history of art	Exam Image Identification (Identify Artwork by Title, Artist, Materials, Genres, and Date)	Score 1-3 Student is unable to identify the majority of artworks	Score 3-19 Student is able to identify majority of artworks, but may be inaccurate about some information	Score 20-25 Student is able to identify most of the artworks with a degree of accuracy
Ability to identify and analyze major themes within the history of art	Exam Question (Please provide a critical analysis of a significant work of art)	Unable to identify major themes, but lack of significant information to provide accurate and complete analysis of themes	Able to identify major themes, but not in a detailed level. Missing some information in analysis.	Able to identify major themes fluently and in detail. Analysis is complete and thorough.

Learning Outcome

Foster a personal expressive voice through critical problem solving skills

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Presentation of body of work that reflects a point of view	Portfolio Review	Work presented is not cohesive in ideas or concepts. Work may be generated from only classroom assignments.	Work presented has a variety of ideas and concepts. Ideas may be surface, but nonetheless present.	Work presented has a strong point of view with clear exploration of ideas and concepts.
Presentation of body of work that indicates an affinity to a medium, materials, techniques, or process	Interview Question (How do you imagine your body of work for a capstone)	Does not identify an affinity to a medium. Shows no interest in a genre, material, or process.	Identifies an interest in a medium/materials/technique. Student may be unspecific about interest.	Strong interest in a specific medium/materials/techniques. Work presented matches response.

ART 498 Senior Studio I Program Assessment Rubric

ART498: Senior Studio I

Assessment Methods & Rubric *(implemented Spring 2018)*

Description

This first research course is the preparatory step in the culmination sequence for studio art majors. Students are expected to undertake significant research through extensive studio and written work. Prerequisites: Completed Gallery Practicum Requirements and senior standing. As needed.

Class times will be utilized for lectures, presentations, individual studio visits, group discussions, individual and group critiques, and work. You are expected to work at least 6 hours of week outside of class time, with weekly discussions on your work and research. Please come to class with relevant materials and work.

Learning Objectives

- Create a body of work reflecting a semester's amount of research and individual perspective
- Write an effective artist statement and exhibition statement reflecting the thematic concepts and influences of your research
- Understand the best practices for managing and developing a career in the visual arts
- Create an exhibition proposal, annotated bibliography, preliminary artist statement and in-progress work to be reviewed and approved by the Senior Studio Review Committee

Student Learning Outcomes

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

Assessment Methods

- Senior Studio Semester Review
- Artist Statement
- Exhibition Proposal
- Annotated Bibliography

Learning Outcome 1

Demonstrate a proficiency of the language of visual art and design

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Awareness of the principles and elements of art and design	Artist Statement	Student does not have an artist statement. Statement is incomplete.	Student has an artist statement. Statement is superficial and/or does not use terms in language.	Artist's statement is complete and indicates mastery of terms and language of art and design.
Ability to critique and incorporate the language of art and design	Annotated Bibliography	Student has minimal annotated bibliography. Sources are superficial and/or not relevant to ideas or work. Writing is insufficient or does not indicate research.	Annotated bibliography contains around 10 sources. Sources are mostly relevant to ideas. Writing adequately demonstrates use of language and terminology.	Bibliography is complete, thorough, and contains more than 10 sources. Sources are appropriate and relevant to ideas. Writing demonstrates mastery of language and terminology.

Learning Outcome 2

Apply the skills and techniques required to create compelling art in a range of art forms

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Presentation of a body of work that reflects a comprehension of skills and techniques	Senior Review	Presents limited amount of work and research. Does not reflect semester's worth of work. Work does not reflect mastery of skills or techniques.	Presents adequate amount of work and development of ideas/research. Work may be incomplete, but does indicate semester's amount of work. Some mastery of skill/techniques present.	Presents completed works that demonstrate intensive investigation of ideas. Work is complete and reflects mastery of skills and techniques.

Learning Outcome 3

Identify major historical genres, artists, and artworks in context to culture, technology, and contemporary practices

This course does not directly assess this learning outcome. Indirect assessment occurs however.

Learning Outcome 4

Foster a personal expressive voice through critical problem solving skills

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Presentation of a body of work that reflects a point of view	Senior Review	Work presented is not cohesive in ideas or concepts. Work may be unoriginal or without sources.	Work presented has a variety of ideas and concepts. Ideas may be surface, but nonetheless present.	Work presented has a strong point of view with clear exploration of ideas and concepts.
Presentation of a body of work that indicates an affinity to a medium, materials, techniques, or process	Senior Review	Does not identify an affinity to a medium/materials/interest in a genre/material or process.	Identifies an interest in a medium/materials/technique. Student may be unspecific about interest.	Strong interest in a specific medium/materials/techniques. Work presented matches response.

Learning Outcome 5

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

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Professionalism in producing and defending an art exhibition	Exhibition Proposal	Exhibition proposal is nonexistent or lacks basic information. Missing multiple elements in the proposal itself. Proposal may be poorly presented and/or late.	Exhibition proposal contains most of the following items: title, dates, statement, works list, timeline, and rendering of exhibition layout. Proposal is adequately presented.	Fully completed exhibition proposal that details specifics of the exhibition. All elements are included. Layout is rendered well and cannot be envisioned. Proposal is well presented in a timely manner.

ART 499 Senior Studio II Program Assessment Rubric

ART499: Senior Studio II

Assessment Methods & Rubric *(implemented Fall 2018)*

Description

This final capstone course represents the culmination for studio art majors. Students will mount an exhibition of their work in an approved gallery setting, write an artist statement, create a digital portfolio, apply for an competitive juried exhibition, and deliver a public presentation on their work and influences. A final review of the capstone exhibition is required with the art faculty. Prerequisite: ART 498 and senior standing. As needed.

Class times will be utilized for lectures, presentations, individual studio visits, group discussions, individual and group critiques, and work. You are expected to put in at least 6 hours of week outside of class time, with weekly discussions on your work and research. Please come to class with relevant materials and work.

Learning Objectives

- Continue creating a body of work reflecting a year's amount of research
- Curate, mount, promote, install, and de-install an art exhibition reflecting your research
- Write an effective artist and exhibition statement addressing the themes and influences of your research
- Understand the best practices for managing, marketing, and developing a career in the visual arts
- Deliver a public presentation of your research, influences, and work to an audience
- Produce digital portfolio of your exhibition and work
- Successfully apply for a juried exhibition with required documents (CV, statement, images, etc)

Student Learning Outcomes

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

Assessment Methods

- Senior Exhibition – Ability to complete a body of work, plan, mount, hold a reception, and de-install.
- Final Review – Final defense of exhibition with the selected faculty committee group.
- Statements: Artist & Exhibition
- Public Presentation – At minimum a 15 minute public presentation in a formal setting. Students typically present during Academic Excellence Day.
- Digital Portfolio – Digital documentation of their work and exhibition (typically photographically)

Indirect methods:

- Application to a Juried Exhibition
 - Students are required to complete and submit an application to a Juried Exhibition. Success is determined based on acceptance into this juried exhibition. Amount of applications also indicates a degree of success as the application process itself asks for several items (CV, statements, images, etc)
- Post-Graduation Job Placement
 - We have been tracking student employment placement.
- Exit Interview
 - Seniors are interviewed after the return and cleanup of the senior studio space at the end of the semester. We gather feedback based on experiences, strengths/weaknesses, etc...

	Digital Portfolio	Student minimally documents their work digitally. Work may be poorly photographed, or completely inaccurate in representation. Student may not have all documentation.	Student adequately captures their work and exhibition. Images may not fully represent accuracy of work, but adequately documented.	Images are fully represented and completely documented. Student has excellent images of their work and exhibition.
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Learning Outcome 1

Identify major historical genres, artists, and artworks in context to culture, technology, and contemporary practices.

This course does not directly assess this learning outcome. Indirect assessment occurs however.

Learning Outcome 2

Foster a personal expressive voice through critical problem solving skills.

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Presentation of body of work that reflects a point of view.	Senior Exhibition	Work presented is not cohesive in ideas or concepts. Work may be unoriginal or without sources.	Work presented has a vein of ideas and concepts. Ideas may be surface, but nonetheless present.	Work presented has a strong point of view with clear exploration of ideas and concepts.
Presentation of body of work that indicates an affinity to a medium, materials, techniques, or process.	Senior Exhibition	Does not identify an affinity to a medium. Shows no interest in a genre, material, or process.	Identifies an interest in a medium/materials/technique. Student may be unspecific about interest.	Strong interest in a specific medium/materials/techniques. Work presented matches response.

Learning Outcome 3

Demonstrate proficiency of the language of visual art and design.

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Awareness of the principles and elements of art and design.	Statements	Student does not have an artist statement. Statement is superficial and/or does not use terms of language.	Student has an artist statement. Statement is superficial and/or does not use terms of language.	Artist statement is complete and indicates mastery of terms and language of art and design.
Ability to critique and incorporate the language of art and design.	Public Presentation	Student is inarticulate and does not address their work using terminology or language established in the curriculum. Student does not use appropriate language.	Student is adequately addressing their work. Student uses the language of art and design to talk about their ideas.	Student is eloquent in their ability to analyze their own work. Student uses the language of art and design to effectively address their work.

Learning Outcome 4

Apply the skills and techniques required to create compelling art in a range of art forms.

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Presentation of body of work representing comprehension of skills and techniques.	Senior Exhibition	Student does not produce a body of work. Exhibition is not clear, and work does not indicate development and techniques. Exhibition does not indicate mastery of skills and techniques. Exhibition does not indicate full year of research and/or work.	Student produces an exhibition with adequate work. Exhibition is clear, and indicates development of skills and techniques. Exhibition adequately reflects year of investigation and work.	Student produces a strong cohesive exhibition with well constructed work. Skills and techniques are well developed resulting in a compelling art. Exhibition fully reflects year of investigation and work.

Learning Outcome 5

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

Performance Indicator	Artifact	Beginning 1	Satisfactory 2	Exemplary 3
Professionalism in producing and defending an art exhibition.	Final Review	Student is unprepared and unprofessional in their final review. Student fails to alert faculty of final review. Exhibition may be incomplete and insufficient for defense.	Student is prepared and ready for the final review. Students may represent fully comprehensive understanding of their work, and demonstrate incomplete aspects of the exhibition.	Student is fully prepared for both exhibition and final review. Student has a strong understanding of their work, ideas, and research and is able to articulate during defense.

2. Aesthetic Expression Rubric & Informal Methods

100 Level Foundations Studio Courses: ART 101, 102, 103

200 Level Studio Art Electives: ART 202, 220, 230, 240, 250, 270

300 Level Studio Art Electives: ART 301, 302, 303, 320, 330, 340, 350, 360, 361, 370, 371

Art History Courses: ART 210, 211, 310, 312, 314

Our program has been using the Aesthetic Expression Rubric to evaluate student progress through the majority of our studio art and art history courses. As the majority of our studio art and art history courses are considered general education, the department has chosen not to develop specific rubrics targeting our majors. We believe the new program assessment rubrics for the targeted majors courses will be sufficient for now.

Below is the Aesthetic Expression Rubric:

Generic Aesthetic Expression Rubric				
Outcome/Product Criteria				
Skill	Level of performance			
	Advanced 4	High intermediate 3	Low intermediate 2	Beginning 1
Craftsmanship	Product demonstrates mastery of materials and/or techniques.	Product demonstrates competency in using materials and/or techniques.	Product demonstrates partial development of skill in using materials and/or techniques.	Product demonstrates limited development of skill in using materials and/or techniques.
Application of Principles and Concepts (Discipline-specific)	Demonstrates thorough, thoughtful, and creative application of discipline-specific principles and concepts to the work.	Demonstrates facility with discipline-specific principles and concepts by expanding on models.	Demonstrates understanding of discipline-specific principles and concepts through emulation of models.	Demonstrates limited attention to discipline-specific principles and concepts.
Creative Fulfillment of Assignment or Project Parameters	Fully satisfies project parameters in an original and imaginative way.	Satisfies project parameters but relies heavily on models for some aspects of the assignment.	Partially satisfies project parameters and/or relies heavily on given models throughout the assignment.	Does not satisfy or only minimally satisfies project parameters. Project's goals and objectives are not addressed.

Process and Problem-Solving Criteria				
Skill	Level of performance			
	Advanced 4	High intermediate 3	Low intermediate 2	Beginning 1
Investigation and Invention	Student demonstrated strong initiative in gathering source materials and/or reviewing models. Student combined or transformed source materials and/or models in the creation of original content.	Student demonstrated initiative in gathering source materials and/or reviewing models but met project requirements.	Student demonstrated some initiative in gathering source materials and/or reviewing models but relied heavily on those provided by the instructor to meet project requirements.	Student demonstrated little or no initiative in gathering source materials and/or reviewing models. Student relied on sources and models provided by instructor.
Self-Assessment and Peer Critique	Student demonstrated excellent skill in self-assessment and peer critique by articulating reasons for preferences based on discipline-specific criteria.	Student effectively participated in self-assessment and peer critique by being able to articulate reasons for preferences.	Student relied heavily on likes and dislikes in self-assessment and peer critique and showed limited ability to express reasons for preferences.	Student showed limited ability to identify strengths and weaknesses in own work or the work of peers. Student made few or no contributions to peer critique.

Response to Criticism	4	3	2	1
	Student welcomed criticism and demonstrated excellent skill in revising work based on criticism.	Student was receptive to criticism and was generally effective in modifying work based on criticism.	Student was somewhat receptive to criticism but did not effectively modify work based on criticism.	Student was not receptive to criticism and/or did not effectively modify work based on criticism.
Response to Ambiguity and Risk	4	3	2	1
	Student incorporated or resolved ambiguity in expressive forms and embraced complex and ambiguous problems.	Student showed willingness to deal with complexity and was willing to try solutions without guarantee of success.	Student tolerated but did not display interest in ambiguity. Student was reluctant to reach beyond comfort zone.	Student resisted ambiguous conditions, avoided complexity, and did not venture outside comfort zone.
Work Habits	4	3	2	1
	Student demonstrated strong self-motivation and worked consistently toward completion of the project.	Student demonstrated some self-motivation throughout the project but did much of the work as the deadline approached.	Student worked within well-defined parameters but spent limited time or effort in the project. Student did not manage time well.	Student did not work well alone or as part of a group, needed constant guidance, and/or worked only in the structured class environment.
Discipline-Specific Criteria				
Discipline-specific conventions:	4	3	2	1
	Demonstrates detailed attention to and successful execution of conventions particular to the discipline.	Demonstrates consistent use of important conventions particular to the discipline.	Demonstrates uneven use of conventions appropriate to the discipline.	Demonstrates limited attention to conventions appropriate to the discipline and/or fails to conform to disciplinary expectations.

3. Other Assessment Methods

Alongside these rubrics, we also use feedback from student evaluations, individual and class critiques, sketchbooks, self-evaluations, research papers, group discussions, presentations, All-Student Exhibition, student culture, post-graduation job placement. We understand that many of these items are not measureable, but have taken steps to include some of these into the Aesthetic Expression Rubric.

Assessment Results

Program Assessment Rubric Results ART 299, 498, 499

Art Program Assessment 299, 498, 499 Rubrics

Program Learning Outcomes

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

Target scores are dependent on the course itself. Students in their final senior year should reflect a higher target score based on their experience.

ART 299 Sophomore Review Target: 2.0 for all objectives and indicators.

ART 498 & 499 Senior Studio Target: 2.5 for all objectives and indicators.

	2017-2018						2018-2019						Totals	
	ART299		ART498		ART499		ART299		ART498		ART499			
	n	avg	n	avg	n	avg	n	avg	n	avg	n	avg	n	avg
1. Demonstrate a proficiency of the language of visual art and design														
Awareness of the principles and elements of art and design	-	-	3	1.67	3	2.67	6	2.00	2	2.00	1	3.00	15	2.13
Ability to critique and incorporate the language of art and design	-	-	3	2.67	3	2.67	6	2.17	2	1.50	2	2.50	16	2.32
2. Apply the skills and techniques required to create compelling art in a range of art forms														
Presentation of artwork representing comprehension of skills and techniques	-	-	3	2.00	6	2.83	3	2.00	2	2.00	1	3.00	15	2.40
Presentation of artworks in a variety of art mediums	-	-	-	-	-	-	3	2.00	-	-			3	2.00
3. Identify major historical genres, artists, and artworks in context of culture, technology, and contemporary practices														
Ability to identify major artworks and genres from the history of art	-	-	-	-	-	-	3	1.33	-	-	-	-	3	1.33
Ability to identify and analyze major themes within the history of art	-	-	-	-	-	-	3	1.66	-	-	-	-	3	1.66
4. Foster a personal expressive voice through critical problem solving skills														
Presentation of a body of work that reflects a point of view	-	-	3	1.66	3	2.66	3	2.33	2	2.50	1	3.00	12	2.33
Presentation of a body of work that indicates an affinity to a medium	-	-	3	2.66	3	3.00	3	2.66	2	2.50	1	3.00	12	2.75
5. Demonstrate the professionalism required to produce and defend an art exhibition reflecting a coherent set of artistic and intellectual goals														
Professionalism in producing and defending an art exhibition	-	-	3	2.00	3	2.66	-	-	2	2.00	1	3.00	9	2.33

These new assessment rubrics are designed to evaluate all 5 program learning outcomes based off of specific assignments, projects, and exams between the three courses. We started using the rubric in 2017-2018 with a class of 3 graduating seniors. This was the first year that we ran the new designed Research and Capstone sequence courses (ART 498 & 499).

Spring 2018 was the first semester in which we had students enrolled in ART 299 Sophomore Review. We do not have year to year information on this course.

Generally, results indicate that students are underperforming in ART 498 when compared to 499. This is to be expected, especially considering that many students have not yet encountered an intensive approach to art-making. Informally, seniors have indicated that the research aspects of this course were very difficult when compared to other courses they have had (say, studio electives). We understand that pedagogically,

this may be the first time that students are asked to create work without an assignment or other specific guidelines.

Despite this, data indicates that the capstone course ART 499 shows improvement and is considered a highlight for our program. Students continue to finish successfully with improving outcomes through the year.

Data from 299 indicate that our sophomores are underperforming with outcome 3: Ability to identify major historical genres, artists, and artworks in context to culture, technology, and contemporary practices. This is comparable with the grade performances of the students enrolled in the art history courses that have been offered in the past two years (210, 211, 314).

Aesthetic Expression Rubric Results

Art Program Assessment: Aesthetic Expression Rubric

Program Learning Outcomes

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

100 Studio Courses are Foundation Courses: Target of 2.00 mean score for outcomes and indicators

200 Studio Courses are Art Electives: Target of 2.5 mean score for outcomes and indicators

300 Studio Courses are ULL Art Electives: Target of 3.0 mean score for outcomes and indicators

Art History Courses (210, 211, 310, 312, 314): Target of 2.5 mean score for outcomes and indicators

x did not pull information for this report

	2017-2018								2018-2019								Totals	
	100Studio		200Studio		300Studio		ArtHistory		100Studio		200Studio		300Studio		ArtHistory			
	n	avg	n	avg	n	avg	n	avg	n	avg	n	avg	n	avg	n	avg		
1. Demonstrates a proficiency in the language of visual art and design																		
Application of Principles and Concepts (Discipline Specific)	x	x	x	x	x	x	x	x	40	2.30	51	2.39			16	2.37	107	2.35
Self Assessment and Peer Critique	x	x	x	x	-	-	-	-	40	2.39	51	2.39	-	-	-	-	91	2.39
2. Apply the skills and techniques required to create compelling art in a range of art forms																		
Craftsmanship	x	x	x	x	x	x	-	-	40	2.35	51	2.39			-	-	91	2.37
Work Habits	x	x	x	x	x	x	-	-	40	2.48	51	2.55			-	-	91	2.52
Discipline Specific Conventions	x	x	x	x	x	x	-	-	40	2.30	51	2.61			-	-	91	2.47
3. Identify major historical genres, artists, and artworks in context to culture, technology, and contemporary practices																		
Investigation and Invention	-	-	-	-	-	-	x	x	-	-	-	-	-	-	16	2.43	16	2.43
Discipline Specific Conventions	-	-	-	-	-	-	x	x							16	2.19	16	2.19
4. Foster a personal expressive voice through critical problem solving skills																		
Creative Fulfillment of Assignment or Project	x	x	x	x	x	x	-	-	40	2.40	51	2.69	n/a	n/a	-	-	91	2.56

We use the Aesthetic Expression rubric within most of our courses to assess our program learning outcomes (specifically 1, 2, 3, & 4). Outcome 5 is exclusive assessed with the other rubric. We tend to use the entirety of the aesthetic expression rubric, though not necessary as we have these selected performance indicators representative

of each learning outcome. We were unable to gather data from 2017-2018 in time for this report, though it was assessed.

The results indicate expected trends. Students in 100 level courses (freshmen) perform less than students in 200 level studio electives (not freshmen) across all performance indicators and outcomes.

Art History courses indicate expected results, despite grade distribution across the survey courses. This may likely be due to the specific indicator or assignment used to assess the students. This should be looked at.

Other Assessment Methods

Majors cohort culture is a difficult to truly assess, especially given the many factors that can exist, however, graduating seniors have indicated in their exit interviews that the culture has become increasingly supportive though still small. Students continue to emphasize that they would like to create a larger awareness of the program on campus.

Post-graduation job placement has been somewhat successful. Since we started tracking in 2017, all of our 7 graduates have secured a job within 6 months of graduation. Further, 6 of these graduates work directly within the field of art, design, or art education.

Students receiving regional awards and honors have increased, with a notable senior receiving a highly competitive fellowship in summer 2018, students being published in a local magazines and The Montage, and overall increased student participation in competitive juried art exhibitions. Based off of these indicators, we know that are students are making active strides to participate in the professional representation of their work and education. We will continue to advise and mentor our students with more professional development and opportunities for academic excellence.

Use of Data (Previous year or this year)

We were unable to gather enough 2017-2018 data in time for this report. We will ensure to gather this in future reports.

Data from the Program Assessment Rubric (299, 498, 499) tell us that students are underperforming in ART 498. Again, this is likely due to unpreparedness for the expectations of the senior sequence course. Anecdotally, most of our seniors have had to have significant feedback during their semester review at the end of this course.

As a response, faculty should prepare students further with an awareness of expectations and degree of difficulty with regards to researching for a body of

work in preparation for an exhibition. Having students be more actively engaged in practicum courses, and supporting more open-ended projects to facilitate individual creativity and concept generation. We do not have enough information to make drastic curricular changes quite yet, and would like to see some more data before we consider other things.

We are expecting to implement these changes in the following year. Specifically, having more students complete Sophomore Review, earlier preparation and introduction of required assignments and projects for Senior Studio I, and overall more timely mentorship for our seniors.

Data from the Aesthetic Expression Rubric indicate expected results, especially between freshmen and non-freshmen courses. Results are pretty consistent across the board for these courses.

We need to better gather and assess students enrolled in advanced 300 level electives. We don't have any data, though this number is incredibly small as we don't have many majors taking these courses. These have also been crosslisted in many instances and the information is combined with 200 level courses.

Data also indicates that practice of discipline specific conventions in Art History is a bit low. Similar to the results in the other rubric, students are not as well-knowledge in their art history. To remedy this situation, as a faculty, we can encourage further research into historical trends, or require further courses in art history. Anecdotally, students have indicated that they have a very difficult time with these courses based off of the degree of information required to master the material. We could also create outside study groups to encourage communal learning across the board.

Generally, we can gather more information, and using the aesthetic expression rubric as been somewhat successful. We plant to evaluate the effectiveness of this rubric in the following year, deciding if we need to create and implement a new rubric or other efficient methods of assessment.

Notes [Response to 2017-2018 Art Action Plan]

Our 2017-2018 Action Plan indicated implementation of some new items based off of SLATE review of the 2016-2017 Report. In this report, we have established:

- A New Mission Statement
- Revisions to our Major Description
- Re-evaluated and clarified our Major Student Learning Outcomes
- Developed new program assessment rubrics in ART 299, 498, & 499

- Consideration of the effectiveness of the Aesthetic Expression Rubric

We will propose catalog changes in Fall 2019 to reflect new language in our description, mission statement, and clarification of major requirements. Further, we have other course catalog changes proposed as solutions for the 2019 program efficiencies initiative. It is our intention to also use this information on our department website reflecting a more current representation of our program. We will be considering the effectiveness of the Aesthetic Expression Rubric in the next year.

Program Assessment Contacts

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General Education Courses

Course number and name	General education outcome	General education distribution requirement
ART 100 Art Appreciation ART 101 Drawing I ART 102 2D Design ART 103 3D Design ART 202 Life Drawing I ART 210 Art History I ART 211 Art History II ART 220 Photography I	Effective Communication	Aesthetic Expression

ART 230 Ceramics I ART 240 Sculpture I ART 250 Painting I ART 270 Computer Graphic Design I ART 310 20th & 21st Century Art ART 312 Aesthetics of Film ART 314 American Art		
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Methods of assessment

Art general education courses are assessed using various approved criteria established in the General Aesthetic Expression Rubric with respects to the two performance indicators (3.3a & 3.3b) under the general education objective 3.3: Students will communicate effectively through creative forms and processes.

Studio art courses address performance indicator [3.3b Students will apply creative skills of an arts discipline] by assessing criteria in the General Aesthetic Expression Rubric: Craftsmanship, Application of Principles and Concepts, Investigation and Invention, and Self-Evaluation.

Lecture courses, such as Art Appreciation, and Art History courses address performance indicator [3.3a Students will apply aesthetic principles of artist creation] by assessing criteria in the General Aesthetic Expression Rubric and Written Communication Rubric: Application of Principles and Concepts, Investigation and Invention, Clarity of Writing, Syntax and Mechanics of Writing.

General Aesthetic Expression Rubric:

Generic Aesthetic Expression Rubric

Outcome/Product Criteria

Skill	Level of performance			
	Advanced 4	High intermediate 3	Low intermediate 2	Beginning 1
Craftsmanship	Product demonstrates mastery of materials and/or techniques.	Product demonstrates competency in using materials and/or techniques.	Product demonstrates partial development of skill in using materials and/or techniques.	Product demonstrates limited development of skill in using materials and/or techniques.
Application of Principles and Concepts (Discipline-specific)	Demonstrates thorough, thoughtful, and creative application of discipline-specific principles and concepts to the work.	Demonstrates facility with discipline-specific principles and concepts by expanding on models.	Demonstrates understanding of discipline-specific principles and concepts through emulation of models.	Demonstrates limited attention to discipline-specific principles and concepts.
Creative Fulfillment of Assignment or Project Parameters	Fully satisfies project parameters in an original and imaginative way.	Satisfies project parameters but relies on given models for some aspects of the assignment.	Partially satisfies project parameters and/or relies heavily on given models throughout the assignment.	Does not satisfy or only minimally satisfies project parameters. Project's goals and objectives are not addressed.

Process and Problem-Solving Criteria

Skill	Level of performance			
	Advanced 4	High intermediate 3	Low intermediate 2	Beginning 1
Investigation and Invention	Student demonstrated strong initiative in gathering source materials and/or reviewing models. Student combined or transformed source materials and/or models in the creation of original content.	Student demonstrated initiative in gathering source materials and/or reviewing models to meet project requirements.	Student demonstrated some initiative in gathering source materials and/or reviewing models but relied heavily on those provided by the instructor to meet project requirements.	Student demonstrated little or no initiative in gathering source materials and/or reviewing models. Student relied on sources and models provided by instructor.
Self-Assessment and Peer Critique	Student demonstrated excellent skill in self-assessment and peer critique by articulating reasons for preferences based on discipline-specific criteria.	Student effectively participated in self-assessment and peer critique by being able to articulate reasons for preferences.	Student relied heavily on likes and dislikes in self-assessment and peer critique and showed limited ability to express reasons for preferences.	Student showed limited ability to identify strengths and weaknesses in own work or the work of peers. Student made few or no contributions to peer critique.
	4	3	2	1

Response to Criticism	Student welcomed criticism and demonstrated excellent skill in revising work based on criticism.	Student was receptive to criticism and was generally effective in modifying work based on criticism.	Student was somewhat receptive to criticism but did not effectively modify work based on criticism.	Student was not receptive to criticism and/or did not effectively modify work based on criticism.
Response to Ambiguity and Risk	Student incorporated or resolved ambiguity in expressive forms and embraced complex and ambiguous problems.	Student showed willingness to deal with complexity and was willing to try solutions without guarantee of success.	Student tolerated but did not display interest in ambiguity. Student was reluctant to reach beyond comfort zone.	Student resisted ambiguous conditions, avoided complexity, and did not venture outside comfort zone.
Work Habits	Student demonstrated strong self-motivation and worked consistently toward completion of the project.	Student demonstrated some self-motivation throughout the project but did not much of the work as the deadline approached.	Student worked within well-defined parameters but spent limited time or effort in the project. Student did not manage time well.	Student did not work well alone or as part of a group, needed constant guidance, and/or worked only in the structured class environment.

Discipline-Specific Criteria

Discipline-specific conventions:	Demonstrates detailed attention to and successful execution of conventions particular to the discipline.	Demonstrates consistent use of important conventions particular to the discipline.	Demonstrates uneven use of conventions appropriate to the discipline.	Demonstrates limited attention to conventions appropriate to the discipline and/or fails to conform to disciplinary expectations.
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Assessment Results

Art Program General Education Assessment

General Education Student Learning Outcome

Effective Communication

Objective 3.3

Students will communicate effectively through creative forms and processes

Performance Indicators:

3.3a Students will apply aesthetic principles of artistic creation. Target Mean Score of 2.00 or higher

3.3b Students will apply creative skills of an arts discipline. Target Mean Score of 2.00 or higher

x did not pull information for this report

	2017-2018				2018-2019			
	Lecture Courses 100/210/211		Studio Art Courses		Lecture Courses 100/210/211		Studio Art Courses	
	n	avg	n	avg	n	avg	n	avg
	x	x	-	-	45	2.44	-	-
Students will apply aesthetic principles of artistic creation								
Students will apply creative skills of an arts discipline	-	-	x	x	-	-	82	2.29

Results indicate that students meeting expectations for both performance indicators, with students expressing greater ability to apply aesthetic principles when compared to their ability to apply creative skills within a studio course.

It should be noted that the non-majors represent an overwhelming degree of students within our studio art courses. Unsurprisingly, non-majors rarely take lecture courses, with the exception of Art Appreciation. This may explain why lecture courses have a higher performance mean than the other studio courses.

Use of Data (Previous year or this year)

We were unable to pull 2017-2018 data in time for this report, and will ensure that this information is included in future reports. These initial points will help us in the future to determine changes in our general education courses.

These initial points will help us in the future as we gather more information.

We plan to continue regularly assessing students within our general education courses. This will help shape decisions as we move forward within our program.

General Education Assessment Contact

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Music

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. Apply the analytical, research, and practical methodologies learned in performance and production courses to existing or created texts.
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

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 THEATRE MAJOR CORE	1	2	3	4	5
THE 111	x		x	x	x
THE 215/315	xx	x	xx	xx	xx
THE 219/221	x	x	x	x	x
THE 250 Housed in ENG		x	x		
THE 320/420 Assessed for minors only	xx	x	xx	xx	xx
THE 350/351		xx	x		
THE 490	xx		xx	xx	xx

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

CAPSTONE: THE 490 Senior Project in Theatre (THE 320/420 serves as the capstone for minors)

RESEARCH: THE 219 & 220 Play Production, THE 320 Directing, THE 350 and 351 Theatre History I & II, THE 490 Senior Project in Theatre. Depending on the production the department is producing in any given semester, THE 215 and 315 may have research components, as well.

SERVICE: THE 215 Theatre Practicum, 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, as well as expanding the educational opportunities for our students. In addition, because our performances are open to the general public, student performances reach out to a wider community than just our campus.

Methods of assessment

Formal assessment has not been a strong point. I tend to utilize at a more holistic view of student progress rather than number-oriented data. After feedback from the Theatre Department's program evaluation (completed in Spring 2019) and the continuing work on this document, I am currently developing a specific rubric/scoring guide for each of the Theatre Department's Learning Outcomes. When completed during the summer of 2019, these will be attached to the courses in which the outcome is measured. This should remove a number of current obstacles to data collection and use.

The Theatre Department Program Review recommended collecting assessment data only from the capstone course. I will not be following this recommendation, but it has given me an idea to aggressively streamline the Theatre major and minor assessment. Every Theatre major and minor is required to take THE 215 Theatre Practicum or 315 Advanced Theatre Practicum each semester. Attaching the new L.O. rubrics/scoring guides to this course will allow me to track students through the major as they put the skills developed in class to work on the Theatre Department's productions. Upper level students will be taking 315, so there will be a demarcation between students in the first two years of the program and the last. If possible, I will put an identifier into the rubric/guide so that I can split the data by student status to get even more delineation (first-year/sophomore/junior/senior.) As such, major assessment will occur in four courses in the Theatre major.

THE 215/315 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 demonstrated through weekly written progress reports, meetings with the director and rehearsal (acting/directing) or production meetings (design)

Students' evaluation of techniques in production demonstrated through a final written self-evaluation at completion of project and subsequent discussion with the director (and technical director, for design projects)

L.O. 1 rubric/scoring guide completed at end of course work.

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

Demonstrated in writing as part of the portfolio a student submits for this course.

L.O. 3 rubric/scoring guide completed at end of course.

- **Learning Outcome 4. Communicate effectively with an audience utilizing skills developed in performance and/or technical theatre courses.**
L.O. 4 rubric/scoring guide completed at end of course.
- **Learning Outcome 5. Work independently and as part of a group to meet deadlines, solve practical problems, and provide leadership for projects**
An overall evaluation of a student's work throughout the project; time management, working within limitations, problem solving, and working with others.
L.O. 5 rubric/scoring guide completed at end of course.

THE 320 Directing and THE 420 Advanced Directing (assessed as capstone for minors only)

- **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 demonstrates 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
L.O. 1 rubric/scoring guide completed at end of course.
- **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.
L.O. 3 rubric/scoring guide completed at end of course.
- **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.
L.O. 4 rubric/scoring guide completed after student performances and in class discussion.
- **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 demonstrated through their rehearsal journals, in-class discussion, performance

evaluation by instructor, self-evaluation, and feedback given by the students in the cast and crew.

L.O. 5 rubric/scoring guide completed after student performances and in class discussion.

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, presentations, short creative writing papers, and in class discussion demonstrate student understanding of periods and styles of theater performances of the past.

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.

L.O. 2 rubric/scoring guide completed at end of course.

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. The L.O. rubrics/scoring guides will be constant.

- **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 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, discussing his/her work, strengths, areas for improvement, and what he/she has learned.

L.O. 1 rubric/scoring guide completed after performance/project completion and discussion.

- **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 as part of the course work.

L.O. 3 rubric/scoring guide completed after performance/project completion and discussion.

- **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.

L.O. 4 rubric/scoring guide completed after performance/project completion and discussion.

- **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 demonstrated and discussed 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.

L.O. 5 rubric/scoring guide completed after performance/project completion and discussion.

Once the assessment plan outlined above has been implemented, additional courses may be added if it becomes apparent that there is need to do so.

Results from assessment—I continually update and/or rework Theatre Department courses to better support students' achievement of the course goals. I believe the major's structure is strong. The Theatre Department Program Review, completed in Spring 2019 supports this. From the report by the evaluation committee "The committee reviewed both the Theatre and the Musical Theatre programs and we believe the curriculum is designed well and addresses the students' needs."

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. The previous assessment plan proved too unwieldy to work (too many courses assessing too many outcomes) so this plan streamlines the department assessment plan. In addition, the new Learning Outcomes rubrics/scoring guides that I am developing this summer will make it easier to collect that data for use. While I don't envision moving away from a holistic approach to evaluating what works and what doesn't work, this data will provide more information on which to base decisions regarding curriculum and major structure.

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 re-working, 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. In the fall of 2018, THE 100 Introduction to Theatre was removed from the Theatre Major core because the material covered was too basic to serve most majors. (Majors who need that information will still be advised to take it as an elective.) Also in the fall of 2018, THE 315 Advanced Theatre Practicum was added to the course catalog to allow upper level students a course that fit their need for greater autonomy and responsibility when working on departmental productions.

Individual courses are also altered as necessary. I make notes at the conclusion of each course about what I think worked well and what did not; then check my observations against the feedback from student course evaluations. Addressing those items is a part of my preparation for every semester. I hope that this new, more streamlined assessment process will give me more data to use when evaluating the effectiveness of the major overall.

Contact: Michelle Magnussen

Gen Ed Assessment Report: Theatre

THE courses that fulfill Aesthetic Expression General Education requirement:

- THE 100 Introduction to Theatre
- THE 111 Acting I
- THE 215 Theatre Practicum
- THE 219 Play Production: Set and Lighting
- THE 221 Play Production: Costume and Makeup

All courses above are assessed for General Education purposes using the Aesthetic Expression rubric.

- In THE 100, this rubric is attached to the final group project presentation.
- In THE 111, this rubric is attached to the final scene performance.

- In 215, this rubric is attached to the final self-evaluation completed by students after the performance.
- In both THE 219 and 221, this rubric is attached to the final individual project for the course.

Because these courses were approved in the spring of 2018, the first semester of collected data would have been Fall 2018. However, I have not been consistent in attaching rubrics and collecting the data for these courses. The courses are constantly updated and adjusted for the success and needs of the students, but this is done with a more holistic model than this specific assessment. Students are doing the work that was specified on the application, and their work on these assignments is a part of my evaluation of the course as a whole, but I have not consistently used the provided rubric to document the data. I will be spending part of the time that I take every summer to evaluate and improve my courses to make sure these rubrics are in place to collect the data requested by SLATE.

School of Business

Accounting

Description: The accounting major curriculum comprises the study of financial and managerial accounting, taxation, audit, and research. Students gain essential skills and promote **critical thinking** by learning how accounting information is used in making financial decisions. **Engagement** and **diverse perspectives** are developed through team-building, effective communication, and networking with industry leaders. Extracurricular activities include the Accounting Club, a group of McKendree University students with a common interest in learning about the accounting profession. The Accounting Club networks with industry leaders through speaking engagements and office visits. Affiliation with the Illinois CPA Society provides direct access to resources through social and informative networking, engaging and interactive education, and insightful and relevant information. The Illinois CPA Society further assists students by providing information on the Certified Public Accountant licensing requirements and fosters **lifelong learning** through a variety of continuing education programs. Internship opportunities provide students with experience in the accounting industry and opportunities for networking and professional growth.

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

Major Student Learning Outcomes (3-5)

1. Apply critical thought regarding the environment of business.
2. Demonstrate an understanding of the major concepts in the functional areas of business.
3. Make decisions about the presentation of financial data.
4. Analyze managerial and cost data.
5. Demonstrate an understanding of the audit function.
6. Assess the reliability of data.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES					
PROGRAM COURSES	1	2	3	4	5	6

Business Core	XX	XX				
ACC 205	X		X			
ACC 220	X		X			
ACC 230	X		XX	XX		X
ACC 305	X		XX			X
ACC 306	X		XX			X
ACC 307	X		XX			X
ACC 330	X		XX	XX		X
ACC 352	X		X			
ACC 354	X		X			
ACC 401	X		XX			XX
ACC 421	X		XX		XX	XX
ACC 431	X		XX		X	XX

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

CAPSTONE:

ACC 431 Research in Accounting Theory

BUS 450 Business Strategy and Policy

RESEARCH:

ACC 431 Research in Accounting Theory

SERVICE: N/A

Methods of assessment

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning for Accounting major:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Accounting Theory (ACC 431) paper</i> <i>Accounting major ISLOs Assessed by this Measure:</i> 1	<i>75% of students earn at least 80%</i>
2. <i>Managerial Cost Accounting (ACC 330) final exam</i> <i>Accounting major ISLOs Assessed by this Measure:</i> 2	<i>75% of students earn at least 80%</i>
3. <i>Auditing (ACC 421) final exam</i> <i>Accounting major ISLOs Assessed by this Measure:</i> 2, 3	<i>75% of students earn at least 80%</i>

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning for Accounting major:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. Course evaluation, Section II, Question 7, for these required major courses:</p> <p>ACC 305 INTERMEDIATE ACCOUNTING I</p> <p>ACC 306 INTERMEDIATE ACCOUNTING II</p> <p>ACC 307 INTERMEDIATE ACCOUNTING III</p> <p>ACC 330 MANAGERIAL COST ACCOUNTING</p> <p>ACC 352 TAXATION OF INDIVIDUALS</p> <p>ACC 354 TAXATION OF BUSINESS ENTITIES</p> <p>ACC 401 ADVANCED FINANCIAL ACCOUNTING</p> <p>ACC 421 AUDITING</p> <p>ACC 431 RESEARCH IN ACCOUNTING THEORY</p> <p><i>Accounting major ISLOs Assessed by this Measure:</i> 2, 3</p>	Average across students at least 3.5
<p>2. Course evaluation, Section II, Question 9, for the previously mentioned required major courses.</p> <p><i>Accounting major ISLOs Assessed by this Measure:</i> 1, 2</p>	Average across students at least 3.5

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<p><i>Accounting Theory (ACC 431) paper:</i></p> <p>27 students scored at least 80% out of 31 students (87%); all sections provided data</p>
<p><i>Managerial Cost Accounting (ACC 330) final exam:</i></p> <p>25 students scored at least 80% out of 29 students (86%); 1 section of 4 provided no data</p>
<p><i>Auditing (ACC 421) final exam:</i></p> <p>14 students scored at least 80% out of 17 students (82%); 1 section of 2 provided no data</p>
Summary of Results from Implementing Indirect Measures of Student Learning:
<p>Course evaluation, Section II, Question 7, “improved my critical thinking” for these required major courses:</p> <p>Average of 4.27 across 147 students.</p>

Course evaluation, Section II, Question 9, “enhanced my research and information literacy skills” for these required major courses:

Average of 3.69 across 147 students.

Use of Data (Previous year or this year)

The School of Business finalized two processes in May 2019. The first one is the Results of Assessment of Major learning Outcomes. The process explains the actions the faculty must take and provides a form to record the data. The second process is the Use of Data year over year. This process outlines a Commitment to Action Document approach along with the accompanying form for capturing any gaps and the actions taken to close those gaps. The processes and forms are located at the end of the School of Business Assessment Report.

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2. Form – Results of Assessment of Major LO 2019.docx
3. Process – Use of Data year over year 2019.docx
4. Form – Use of Data year over year 2019.docx

Contact(s)

Terese Kasson

Business Administration

Description: The major in business administration is the most flexible program offered within the School of Business. Students may choose their electives from accounting, business, economics, management, or marketing. This allows a student, with the assistance of an advisor, to design a program of study to prepare for a career in business, industry, or government. The major also provides a broad foundation for those preparing for graduate school in one of the business areas.

Mission Statement: The study of business administration provides students with general business skills, which make them flexible practitioners in the job market. The business administration degree enhances their competitiveness by ensuring they are well rounded in at least three of the functional areas of business, such as accounting, economics, finance, human resource management, management, marketing, or sport management.

Major Student Learning Outcomes (3-5)

1. Apply critical thought regarding the environment of business.
2. Demonstrate an understanding of the major concepts in the functional areas of business.
3. Apply human resource support tools to business decision making.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1	2	3	N/A	N/A
Business Core	XX	XX			
MGT 334	X	X	XX		

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

CAPSTONE: BUS 450 Business Strategy and Policy

RESEARCH: N/A

SERVICE: N/A

Methods of assessment

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning for BBA degree:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Quantitative Analysis for Business Decision Making (BUS 310) final exam</i> <i>General Program ISLOs Assessed by this Measure:</i> 1	<i>80% of students earn at least 70%</i>
2. <i>Comprehensive exam- ETS Major Field Test "Business"</i> <i>General Program ISLOs Assessed by this Measure:</i> 1, 2	<i>More than half the students above the national average.</i>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning for BBA degree:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>The business simulation game that is an integral part of the capstone course of the undergraduate program, Business Strategy and Policy (BUS 450).</i>	<i>75% of the groups earn at least 85% of the available points.</i>

<p><i>CapSim's Capstone is the recently selected simulation.</i></p> <p><i>General Program ISLOs Assessed by this Measure:</i></p> <p>2</p>	
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Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<p>1. <i>Quantitative Analysis for Business Decision Making (BUS 310) final exam:</i> <i>193 students scored 70% or better out of 233 students (83%); 2 sections of 11 provided no data</i></p>
<p>2. <i>ETS Major Field Test "Business":</i> <i>31 students scored higher than the national average (152) out of 95 students (33%); online sections and KY locations did not participate - yet</i></p>
Summary of Results from Implementing Indirect Measures of Student Learning:
<p>1. <i>Business simulation game:</i> 71 groups scored at least 85% of the total points out of 85 students (84%); all sections included</p>

Use of Data (Previous year or this year)

The School of Business finalized two processes in May 2019. The first one is the Results of Assessment of Major learning Outcomes. The process explains the actions the faculty must take and provides a form to record the data. The second process is the Use of Data year over year. This process outlines a Commitment to Action Document approach along with the accompanying form for capturing any gaps and the actions taken to close those gaps. The processes and forms are located at the end of the School of Business Assessment Report.

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3. Process – Use of Data year over year 2019.docx
4. Form – Use of Data year over year 2019.docx

Contact(s)

Jean Sampson

Peter Sigiols

Economics

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

Mission Statement: The major in economics provides a solid academic base and opens up a number of career options. These include positions in commercial banking, the securities business, financial planning, governmental agencies and consulting. The economics major also provides a sound foundation for post-graduate studies in economics, business administration, law, and public policy. Students interested in graduate studies in economics are advised to complete a number of upper level mathematics courses beyond calculus or complete an undergraduate major in mathematics.

Major Student Learning Outcomes (3-5)

1. Apply critical thought regarding the environment of business.
2. Demonstrate an understanding of the major concepts in the functional areas of business.
3. Identify and apply economic analyses in professional situations.
4. Assess the reliability of data and sources.
5. Perform and communicate econometric analysis.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1	2	3	4	5
Business Core	XX	XX	X		
ECO 353	XX	XX	XX		
ECO 309	XX	XX	XX		
ECO 410	XX	XX	XX	XX	XX

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

CAPSTONE: BUS 450 Business Strategy and Policy

RESEARCH: ECO 410 Econometrics

SERVICE: N/A

Methods of assessment

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning for Economics major:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Managerial Economics (ECO 353) final exam</i> <i>Economics major ISLOs Assessed by this Measure:</i> 1	<i>80% of students earn at least 70%</i>
2. <i>Econometrics (ECO 410) paper</i> <i>Economics major ISLOs Assessed by this Measure:</i> 1, 2, 3	<i>80% of students earn at least 70%</i>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning for Economics major:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Course evaluation, Section II, Question 7, for these required major courses: ECO 309 MONEY AND BANKING ECO 353 MANAGERIAL ECONOMICS ECO 410 ECONOMETRICS <i>Economics major ISLOs Assessed by this Measure:</i> 1, 3	<i>Average across students at least 3.5</i>
2. Course evaluation, Section II, Question 9, for the required major courses previously mentioned. <i>Economics major ISLOs Assessed by this Measure:</i> 2, 3	<i>Average across students at least 3.5</i>

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Managerial Economics (ECO 353) final exam:</i> 15 out of 20 scored at least 70% (75%)
<i>Econometrics (ECO 410) paper:</i> 5 out of 8 scored at least 70% (62.5%)
Summary of Results from Implementing Indirect Measures of Student Learning:

Course evaluation, Section II, Question 7, “improved my critical thinking” for these required major courses: Average of 4.42 across 29 students.
Course evaluation, Section II, Question 9, “enhanced my research and information literacy skills” for these required major courses: Average of 4.41 across 29 students.

Use of Data (Previous year or this year)

The School of Business finalized two processes in May 2019. The first one is the Results of Assessment of Major learning Outcomes. The process explains the actions the faculty must take and provides a form to record the data. The second process is the Use of Data year over year. This process outlines a Commitment to Action Document approach along with the accompanying form for capturing any gaps and the actions taken to close those gaps. The processes and forms are located at the end of the School of Business Assessment Report.

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4. Form – Use of Data year over year 2019.docx

Contact(s)

Eric Abrams

Tyson Thomas

Economics and Finance

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

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

business administration.

Major Student Learning Outcomes (3-5)

1. Apply critical thought regarding the environment of business.
2. Demonstrate an understanding of the major concepts in the functional areas of business.
3. Identify and apply economic and financial analyses in professional situations.
4. Assess the reliability of data and sources.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1	2	3	4	N/A
Business Core	XX	XX			
ECO 353	XX	XX	X		
ECO 309	XX	XX	X		
FIN 360	XX	XX	X	X	
FIN 355	XX	XX	XX	XX	

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

CAPSTONE: BUS 450 Business Strategy and Policy

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

SERVICE: N/A

Methods of assessment

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning for Economics and Finance major:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Managerial Economics (ECO 353) final exam</i> Economics and Finance major ISLOs Assessed by this Measure: 1	80% of students earn at least 70%
2. <i>Investments (FIN 355) paper</i> Economics and Finance major ISLOs Assessed by this Measure: 1, 2	80% of students earn at least 70%

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning for Economics and Finance major:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Course evaluation, Section II, Question 7, for these required major courses: ECO 309 MONEY AND BANKING ECO 353 MANAGERIAL ECONOMICS FIN 355 INVESTMENTS FIN 360 FINANCIAL MANAGEMENT – APPLICATIONS & CASES <i>Economics and Finance major ISLOs Assessed by this Measure: 1</i>	Average across students at least 3.5
2. Course evaluation, Section II, Question 9, for the required major courses mentioned previously. <i>Economics and Finance major ISLOs Assessed by this Measure: 2</i>	Average across students at least 3.5

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Managerial Economics (ECO 353) final exam:</i> 15 out of 20 scored at least 70% (75%)
<i>Investments (FIN 355) paper:</i> 17 out of 17 scored at least 70% (100%)
Summary of Results from Implementing Indirect Measures of Student Learning:
Course evaluation, Section II, Question 7, “improved my critical thinking” for these required major courses: Average of 4.41 across 56 students.
Course evaluation, Section II, Question 9, “enhanced my research and information literacy skills” for these required major courses: Average of 4.37 across 56 students.

Use of Data (Previous year or this year)

The School of Business finalized two processes in May 2019. The first one is the Results of Assessment of Major learning Outcomes. The process explains the actions the faculty must take and provides a form to record the data. The second process is the Use of Data year

over year. This process outlines a Commitment to Action Document approach along with the accompanying form for capturing any gaps and the actions taken to close those gaps. The processes and forms are located at the end of the School of Business Assessment Report.

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Contact(s)

Eric Abrams

Mohammad Safa

Tyson Thomas

Human Resources Management

Human resource management skills are needed in private, government, and non-profit sectors. Organizations need all managers and supervisors to have knowledge of the human resources functions. The Human Resource Management major focuses on the key functions; Talent Management, Benefits and Compensation, Learning and Development, Organizational Behavior, and Strategic Planning. The course work will include knowledge of terminology, theories, and laws as well as the use of analysis of business practices and applications to human resource trends.

The Human Resource Management major has been certified by the Society for Human Resource Management (SHRM) as one that “aligns with the SHRM Curriculum”. The Bachelor of Business Administration Human Resource Management (BBA HRM) incorporates the key competencies; business acumen, communication, consultation, critical evaluation, ethical practice, global and cultural effectiveness, leadership and navigation, and relationship management.

Mission Statement:

The mission of the Human Resource Management major is to guide students in the pursuit of academic excellence and provide opportunities for students to develop and demonstrate competencies that prepare them for professional entry-level Human Resources positions.

Major Student Learning Outcomes (3-5)

1. Demonstrate an understanding of the major concepts in the functional areas of human resource management.
2. Analyze critical human resource issues considering business, economic, cultural, and legal perspectives.

3. Examine and apply the principles of ‘best practices’.
4. Develop and communicate clear, concise information in various formats for a diverse population.
5. Use data, evidence-based research, benchmarks, human resource, and business metrics to facilitate decision-making.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1.	2.	3.	4.	5.
MGT 334 Human Resource Management	XX	X	X	X	
MGT 314 Organizational Behavior	X	X	X	XX	
SPC 370 Training and Development			X	X	
HRM 430 Benefits and Compensation	X	X	XX	X	XX
HRM 411 (W) Talent Management	XX	XX	X	XX	XX
HRM 440 Employment Law	X	X			
HRM 450 Strategic HR Management <i>(This course will be offered in Spring 2018.)</i>	X	X		X	X

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

CAPSTONE:

HRM 450 Strategic HR Management;

BUS 450 Business Strategy and Policy (as School of Business capstone)

RESEARCH: HRM 411 (W) Talent Management and HRM 450 Strategic HR Management

SERVICE; HRM classes are only offered online or at the Radcliff, KY campus. The exceptions are MGT 334 Human Resource Management and MGT 314 Organizational Behavior which are offered at the Lebanon campus in the traditional 15-week course.

The HRM classes offered at the Radcliff, KY campus are a monthly format in the evenings which does not afford opportunities for service learning.

The Online HRM classes (HRM 360, HRM 411, HRM 430, HRM 440, and HRM 450) are offered in an 8-week format. Students are encouraged to volunteer for at least one Human Resources professional association function/activity. The inclusion of the service function/activity is left to the discretion of the instructor.

Methods of assessment

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning for Human Resource Management major:	Performance Objectives (Targets/Criteria) for Direct Measures:
MGT 334 Human Resource Management (Human Resource Management major ISLOs Assessed by this Measure: 1)	80% of students earn at least 70% grade on the final exam or project
MGT 314 Organizational Behavior (Human Resource Management major ISLOs Assessed by this Measure: 4)	80% of students earn at least 70% grade on the final exam or project
HRM 360 Learning and Development (Human Resource Management major ISLOs Assessed by this Measure: 3)	80% of students earn at least 70% grade on the final project
HRM 430 Benefits and Compensation final exam (Human Resource Management major ISLOs Assessed by this Measure: 2, 3)	80% of students earn at least 70% grade on the final exam
HRM 411 (W) Talent Management (Human Resource Management major ISLOs Assessed by this Measure: 1, 2, 4)	80% of students earn at least 70% grade on the final paper or case analysis
HRM 440 Employment Law (Human Resource Management major ISLOs Assessed by this Measure: 1)	80% of students earn at least 70% grade on the final exam
HRM 450 Strategic Human Resource Management (Human Resource Management major ISLOs Assessed by this Measure: 1, 2, 3, 4)	80% of students earn at least 70% grade on the final project/case analysis
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning for Human Resource Management major:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Course evaluation, Section II, Question 7, for these required major courses: MGT 314 Organizational Behavior	Average across students at least 3.5/5.0

MGT 334 Human Resource Management HRM 360 Learning and Development HRM 411 (W) Talent Management HRM 430 Benefits and Compensation HRM 440 Employment Law HRM 450 Strategic HR Management	
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Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
1. <i>MGT 334 Human Resource Management</i>
2. <i>MGT 314 Organizational Behavior</i>
3. <i>HRM 360 Learning and Development</i> <i>(New class – offered in February 2019)</i>
4. <i>HRM 411 (W) Talent Management final paper</i> <i>55 students scored at least 70% out of 62 students (89%); 4 sections of 4 provided data</i>
5. <i>HRM 430 Benefits and Compensation final exam</i> <i>43 students scored at least 70% out of 46 students (93%); 4 sections of 4 provided data</i>
6. <i>HRM 440 Employment Law</i>
7. <i>HRM 450 Strategic HR Management</i> <i>(New class – offered SP 2 2019)</i>
Summary of Results from Implementing Indirect Measures of Student Learning:
1. Course evaluation, Section II, Question 7, “improved my critical thinking” for these required major courses: Average of 4.58 across 238 students.

Use of Data (Previous year or this year)

The School of Business finalized two processes in May 2019. The first one is the Results of Assessment of Major learning Outcomes. The process explains the actions the faculty must take and provides a form to record the data. The second process is the Use of Data year over year. This process outlines a Commitment to Action Document approach along with the accompanying form for capturing any gaps and the actions taken to close those gaps.

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Contact(s)

Donna Ulrich

Management

Description: The management major curriculum comprises the study of both management theory and application. Students gain knowledge of how individuals and organizations function and foster **critical thinking** by learning essential decision-making tools that managers use in business settings. **Engagement** and **diverse perspectives** are developed through team-building, effective communication, and dealing with cross-cultural challenges, topics that bridge several courses. Internship opportunities provide students with experience in the operation of an existing organization. Extracurricular activities include **Phi Beta Lambda** (PBL), a worldwide organization that inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. To accomplish this, PBL enables students to build a portfolio that focuses on **academic excellence** through academic competitions, **community service** through charities such as the March of Dimes, and **lifelong learning** through a multitude of ongoing educational programs. Finally, affiliation with the **American Management Association** provides the opportunity for improving performance through experiential learning—“learning through doing”—and for ongoing professional growth at every step of one’s career journey.

Mission Statement: Management skills are necessary in every organization. Study of the four major management functions of planning, organizing, leading, and controlling prepares students to succeed in a variety of personal and professional pursuits – businesses, government, and non-profit organizations. The management major enables students’ success in their future careers through the examination of management decision making at various levels of the organization, from high-level strategic decisions to day-to-day operations and human resource issues.

Major Student Learning Outcomes (3-5)

1. Apply critical thought regarding the environment of business.
2. Demonstrate an understanding of the major concepts in the functional areas of business.
3. Understand key concepts, theories, and practices important to the management of organizations.
4. Diagnose organizational situations and develop decisions and managerial actions that enhance organizational effectiveness.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1	2	3	4	N/A
Business Core	XX	XX	XX		
MGT 314	XX	XX	XX	XX	
MGT 334	XX	XX	XX	XX	
MGT 376	XX	XX	XX	XX	

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

CAPSTONE: BUS 450 Business Strategy and Policy

RESEARCH: BUS 324 Business Ethics and Corporate Social Responsibility

SERVICE: N/A

Methods of assessment

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning for Management major:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Organizational Behavior (MGT 314) midterm exam</i> Management major ISLOs Assessed by this Measure: 1, 2	80% of students earn at least 70%
2. <i>Organizational Behavior (MGT 314) final exam</i> Management major ISLOs Assessed by this Measure: 1, 2	80% of students earn at least 70%
3. <i>Operations Management (MGT 376) midterm exam</i> Management major ISLOs Assessed by this Measure: 2	80% of students earn at least 70%
Assessment Instruments for Intended Student Learning Outcomes—	Performance Objectives (Targets/Criteria) for Indirect Measures:

Indirect Measures of Student Learning for Management major:	
1. <i>Operations Management (MGT 376) project</i> <i>Human Resource Management major ISLOs</i> Assessed by this Measure: 2	<i>80% of students earn at least 70%</i>
2. Course evaluation, Section II, Question 7, for these required major courses: MGT 314 ORGANIZATIONAL BEHAVIOR MGT 334 HUMAN RESOURCES MANAGEMENT MGT 376 OPERATIONS MANAGEMENT <i>Human Resource Management major ISLOs</i> Assessed by this Measure: 1, 2	Average across students at least 3.5

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Organizational Behavior (MGT 314) midterm exam:</i> <i>120 students scored at least 70% out of 138 students (87%);</i>
<i>Organizational Behavior (MGT 314) final exam:</i> <i>130 students scored at least 70% out of 138 students (94%);</i>
<i>Operations Management (MGT 376) midterm exam:</i> <i>65 students scored at least 70% out of 73 students (89%);</i>
Summary of Results from Implementing Indirect Measures of Student Learning:
<i>Operations Management (MGT 376) project:</i> <i>30 students scored at least 80% out of 30 students (100%);</i>
Course evaluation, Section II, Question 7, “improved my critical thinking” for these required major courses: Average of 4.47 across 159 students.

Use of Data (Previous year or this year)

The School of Business finalized two processes in May 2019. The first one is the Results of Assessment of Major learning Outcomes. The process explains the actions the faculty must take and provides a form to record the data. The second process is the Use of Data year over year. This process outlines a Commitment to Action Document approach along with the accompanying form for capturing any gaps and the actions taken to close those gaps.

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Contact(s)

Rick Bonsall

Jean Sampson

Marketing

Description: The American Marketing Association defines marketing as “the process of planning and executing the conception, pricing, promotion and distribution of goods, services, and ideas to create exchanges that satisfy individual and organizational objectives.” The marketing curriculum is based on a customer satisfaction model that is consistent with this definition.

Mission Statement: The marketing program is designed to prepare students for a professional career in marketing such as advertising, brand management, sales management, and marketing research. Upon graduation, students will have the skills needed to pursue a higher degree or seek employment in one of many opportunities open in the field.

Major Student Learning Outcomes (3-5)

1. Apply critical thought regarding the business environment.
2. Demonstrate an understanding of the major concepts in the functional areas of business.
3. Develop marketing research ability in order to generate suitable marketing strategy and tactics.
4. Recognize the effect of human psychology on business and consumer behavior.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1	2	3	4	N/A
Business Core	XX	XX			
MKT 305	X	X	X	XX	
MKT 354	X	X	X	XX	
MKT 410	X	X	X	XX	

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

CAPSTONE: BUS 450 Business Strategy and Policy

RESEARCH: MKT 410, Marketing Research

SERVICE: N/A

Methods of assessment

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning for Marketing major:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Marketing Research (MKT 410) project</i> Marketing major ISLOs Assessed by this Measure: 1	80% of students earn at least 70%
2. <i>Consumer Behavior (MKT 305) final exam</i> Marketing major ISLOs Assessed by this Measure: 2	80% of students earn at least 70%
3. <i>Advertising and Promotion (MKT 354) final exam</i> Marketing major ISLOs Assessed by this Measure: 3	80% of students earn at least 70%
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning for Marketing major:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Course evaluation, Section II, Question 7, for these required major courses: MKT 305 CONSUMER BEHAVIOR MKT 410 MARKETING RESEARCH MKT 354 ADVERTISING AND PROMOTION Marketing major ISLOs Assessed by this Measure: 1, 2, 3	Average across students at least 3.5

2. Course evaluation, Section II, Question 9, for the required major courses previously mentioned. <i>Marketing major</i> ISLOs Assessed by this Measure: 1, 3	Average across students at least 3.5
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Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Marketing Research (MKT 410) project:</i> 22 students scored at least 70% out of 25 students (88%); 3 sections of 3 provided data
<i>Consumer Behavior (MKT 305) final exam:</i> 38 students scored at least 70% out of 48 students (86%); 3 sections of 4 provided data
<i>Advertising and Promotion (MKT 354) final exam:</i> 55 students scored at least 70% out of 57 students (96%); 2 sections of 3 provided data
Summary of Results from Implementing Indirect Measures of Student Learning:
Course evaluation, Section II, Question 7, “improved my critical thinking” for these required major courses: Average of 4.55 across 91 students.
Course evaluation, Section II, Question 9, “enhanced my research and information literacy skills” for these required major courses: Average of 4.5 across 91 students.

Use of Data (Previous year or this year)

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Contact(s)

Brittany DoBill (new incoming professor in fall 2019)

Rick Bonsall (temporary contact while awaiting Brittany's arrival and as search continues for additional Marketing Faculty)

Sport Management

Description: The sport management major is appropriate for students who wish to work in the expanding sport industry, including, but not limited to, careers in collegiate and professional sports, the sporting goods industry, nonprofit and community organizations, fitness centers, and international sport. The major consists of the School of Business core courses supplemented with courses in sport management and athletic equipment management. Students in the major choose one of two tracks for their career development: General track or the Athletic Equipment Management track.

The General track provides students with training in key areas important for the sport world. These include the basic economic and social environment of sport business, the financing and operations of facilities, and the marketing and managing of events. The Athletic Equipment Management track involves five domains of specific knowledge and performance: purchasing, fitting, maintenance and repair, management, and accountability. Students develop a broad perspective on issues related to athletic equipment management.

Internships in both tracks are conducted at a variety of sites, including collegiate athletic departments, professional sport teams, sport federations, golf courses, sport marketing agencies, nonprofit sport organizations, and community fitness centers.

Mission Statement: The sport management major is designed to prepare students for a professional career in the field of sport. Upon graduation, students will have the skills needed to pursue a higher degree or seek employment in one of many opportunities open in the field.

Major Student Learning Outcomes (3-5)

1. (SOB SLOs) Apply critical thought regarding the environment of business. Demonstrate an understanding of the major concepts in the functional areas of business.
2. Demonstrate and apply knowledge of sport management principles.
3. Develop a skill set that advances their oral, written, and creative communication abilities, as well as their analytical and critical thinking skills.
4. Understand professional and ethical obligations in the field of sport management, including global awareness and an appreciation of the impact of diversity and inclusion.
5. Be prepared for an entry-level position in the field of sport management.

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	1	2	3	4	5
SPM 320 Principles of Sport Management	X	X			XX
SPM 354 Sport & the Media		X	XX	X	
SPM 376w Sport Event & Facilities Management	X	X	X	X	X
SPM 470 Internship in Sport Management	X	XX	X	X	XX
BUS 305 Sport Law	X		X	XX	
ECO 320 Economics of Sport		XX	X		
FIN 320 Budgeting & Financing of Sport	XX	X	XX		
MKT 325 Sport Marketing	X	X	XX		X
MGT 424w Business Ethics & Social Responsibility				XX	
SOC 450/PED 450 Sport Sociology			XX	XX	

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

CAPSTONE:

SPM 376w Sport Event and Facilities Management (Sport Management major capstone)

BUS 450 Business Strategy and Policy (as School of Business capstone)

RESEARCH:

SPM 354 Sport and the Media

MKT 325 Sport Marketing

FIN 320 Budgeting and Financing of Sport

SOC 450/PED 450 Sport Sociology

ECO 320 Economics of Sport

SERVICE:

MKT 325 Sport Marketing

SPM 376w Sport Event and Facilities Management

Methods of assessment

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning for Sport Management major, General track:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Principles of Sport Management (SPM 320) final exam</i> <i>Sport Management major, General track ISLOs</i> Assessed by this Measure: 1	80% of students earn at least 70%
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning for Sport Management major, General track:	Performance Objectives (Targets/Criteria) for Indirect Measures:
2. Course evaluation, Section II, Question 7, for these required major/track courses: ECO 320 ECONOMICS OF SPORT FIN 320 BUDGETING AND FINANCING OF SPORT MKT 325 SPORT MARKETING SPM 320 PRINCIPLES OF SPORT MANAGEMENT SPM 376W SPORT FACILITIES AND EVENT MANAGEMENT <i>Sport Management major, General track ISLOs</i> Assessed by this Measure: 1	Average across students at least 3.5

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Principles of Sport Management (SPM 320) final exam: 57 students scored at least 70% out of 59 students (97%); 4 sections of 4 provided data</i>
Summary of Results from Implementing Indirect Measures of Student Learning:
Course evaluation, Section II, Question 7, “improved my critical thinking” for these required major courses: Average of 4.53 across 103 students.

Use of Data (Previous year or this year)

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Contact(s)

Elisabeth Erickson

Mark DiDonato

Attachments

1. Process – Results of Assessment of Major LO 2019.docx
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Requirements:

- Assessment results are included. The results are meaningfully related to outcomes.
- New findings are compared to previous year's results.
- Explanation describes how targets were met/not met.

Actions

1. Faculty in each discipline collect results from assessments, i.e., data that demonstrates specific results of performance objectives for each direct and indirect measure.
 - a. Data is collected at the end of each semester.
 - b. Data is aggregated at the end of the spring semester.
2. Current results are compared to last year's results.
3. Explanation is provided on if targets were met and not met. If targets were not met, why?
4. Send a report (electronic) of the above to the Chair and the Assessment Coordinator for the School of Business by the end of May.

NOTE: The report is the ***Results of Assessment of Major Learning Outcomes Form***

Email this form to the Chair, School of Business (SOB) and/or the SOB Assessment Coordinator

Review the Results of Assessment of Major Learning Outcomes Process before completing this form.

Add rows if needed. Please, delete any blank rows.

<i>Type in the name of your program, e.g. Accounting</i>			
Performance Objectives (Targets/Criteria) for <u>DIRECT</u> <u>MEASURES</u>	Summary of Current Year Results from Implementing Direct Measures of Student Learning:	Summary of Last Year Results from Implementing Direct Measures of Student Learning:	Did the Current Year Results Meet Target? If not, why?
Performance Objectives (Targets/Criteria) for <u>INDIRECT</u> <u>MEASURES</u>	Summary of Current Year Results from Implementing Indirect Measures of Student Learning:	Summary of Last Year Results from Implementing Indirect Measures of Student Learning:	Did the Current Year Results Meet Target? If not, why?

Requirements:

- The assessment plan identifies a person/group with responsibility for improving the major (e.g., a committee, specific faculty).
- Timetable for implementation is included.
- Specific examples of how the data were used and specific changes (e.g., adding a class, deleting a class, developing a rubric, etc.) are included.
- There is clear evidence of “closing the loop” and meaningful improvements

Actions

1. Identify one or more faculty accountable for improving each discipline.
2. Identify action items based on the results of the assessment of major outcomes.
 - a. What is the gap?
 - b. What action will close the gap?
 - c. When will the action be implemented?
 - d. When will the action be closed?
3. Document step 2 using the Commitment to Action Document (CAD).
5. Send the CAD to the Chair and the Assessment Coordinator for the School of Business by end of May.
4. Discuss the CAD at the School of Business closing the loop meeting (Recommend first meeting in September).

NOTE: The CAD is the **Use of Data Year over Year Form**

Email this form to the Chair, School of Business (SOB) and/or the SOB Assessment Coordinator

Review the Use of Data (Year over Year) Process before completing this form.

Add rows if needed. Please, delete any blank rows.

COMMITMENT TO ACTION DOCUMENT				
Type in the name of your program, e.g. Accounting				
Accountable [Faculty name]	What is the Gap between the target and the results?	What action is taken to close the gap?	Date Started	Date Closed

School of Education

Education (undergraduate)

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 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.

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 program, field expectations are aligned with coursework and 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.

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

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	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			
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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.

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

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 as required by the State of Illinois

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 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).**

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 the elementary teacher education program in the 2017-18 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 2017-18 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 2017-18 teacher candidates passed their content tests to be eligible for student teaching. During the fall 2017-18 academic year, 46 teacher candidates across all content areas submitted an edTPA for scoring (9 for elementary education). Of the 46 candidates, 44 passed on the first attempt. Eight of the 9 elementary education candidates in that group passed on the first attempt. The two candidates who did not pass on the first attempt, did obtain a passing score on the second attempt.

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 2017-18 academic year, 33 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, 14 teacher candidates remained on the list for additional monitoring the following year.

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)

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General Education Courses (list all approved general education courses that are taught within your program)

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
EDU 205 Multicultural Education	Diverse Perspectives	Cross cultural studies
EDU 210 Introduction to Teaching	Personal and Social Responsibility	Writing intensive

Methods of Assessment (include methods approved by the General Education Review Committee and any additional methods)

EDU 205 Multicultural Education

General Education Assignment 1: Resource Guide: Application of Appropriate Resources to Facilitate Learning in Specific Environments. This course prepares students to interact with individuals from different cultures, social classes, races, ethnicities, gender identities, sexual orientations, disabilities, or religions. In order to achieve that learning objective, students will create a Resource Guide: Application of Appropriate Resources to Facilitate Learning in Specific Environments. These resources will be appropriate for use in students' future careers and will incorporate beliefs, values, sensibilities, and language of diverse cultures.

- McKendree Student Learning Outcome 2—Diverse Perspectives: Students will understand human and cultural differences, engage with diverse individuals, and embrace variety in viewpoints.
- McKendree Student Learning Objective—Diverse Perspectives 2.2: Students will engage with diverse individuals.
- McKendree Student Learning Performance Indicator—Diverse Perspectives 2.2b: Students will use resources from different cultures.

General Education Assignment 2: Cultural Plunge. This course prepares students to interact with individuals from different cultures, social classes, races, ethnicities, gender identities, sexual orientations, disabilities, or religions. In order to achieve that learning objective, students will complete a Cultural Plunge. Students will participate in a two-hour (minimum) “plunge” into a culture different from one they have previously experienced. Assessed components of this assignment include a paper and a presentation.

- McKendree Student Learning Outcome 2—Diverse Perspectives: Students will understand human and cultural differences, engage with diverse individuals, and embrace variety in viewpoints.
- McKendree Student Learning Objective—Diverse Perspectives 2.2: Students will engage with diverse individuals.

- McKendree Student Learning Performance Indicator—Diverse Perspectives 2.2a: Students will interact with individuals from different cultures, social classes, races, ethnicities, gender identities, sexual orientations, disabilities, or religions.

EDU 210: Introduction to Teaching

This course fulfills the McKendree general education requirement of Personal and Social Responsibility, under the learning outcome of “students will exhibit personal and social responsibility”.

Students in this course will work toward the general education outcome of exhibiting personal and social responsibility as indicated by their ability to cultivate integrity through personal responsibility and ethical standards.

General Education Assignment 1: Personal Philosophy of Education

This course is designed to allow students to cultivate integrity through personal responsibility and ethical standards. In order to achieve that learning objective, students will develop a personal philosophy of education.

Assignment requirements: This assignment is a two-page statement of your educational philosophy to be submitted in Livetext using a blank template. The philosophy should describe your beliefs as a teacher in regard to your role, teaching style, methodologies and purpose of education.

Grading: This assignment is worth 50 points, which is 10% of your final grade.

General Education Assignment 2: Weekly Reflection Papers

This course is designed to allow students to cultivate integrity through personal responsibility and ethical standards. In order to achieve that learning objective, students will complete weekly reflection papers.

Assignment requirements: Each week, the student will submit a reflection paper based on observations in the classroom and how it relates to the text and what was discussed in class. The reflections should summarize what was observed in the classroom related to the topic of the week. Consider the impact on other aspects such as students, teacher, learning environment, other personnel, parents and school. The paper should be a minimum of 250 words.

Grading: Each reflection paper is worth 20 points for a total of 160 points, which is 32% of your grade for the course.

Results from Assessment (include results of the assessment methods approved by the General Education Review Committee and any additional methods)

There is currently no data available for the reporting year indicated.

Use of Data (previous year or this year)

This data has not been collected previously, so no action has been taken at this time. Moving forward, this data will be collected, reviewed and discussed among the faculty to determine if changes in the courses are needed to better meet the outcomes being assessed.

General Education Assessment Contact(s)

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Educational Administration & Leadership- Principal Program (Graduate)

Description

The graduate program in Educational Administration and Leadership is designed for educators who want to continue developing their professional commitment and competence while seeking an Illinois Principal License. Candidates in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and leadership style. They explore social issues affecting teachers and students, and expand their awareness of and respect for the unique development of schools, teachers and students. During their course work, they consider effective collaboration and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, candidates in this program gain greater intellectual and ethical insight. The Educational Administration and Leadership program develops advanced proficiency in the Illinois School Leader and the Illinois Principal standards. Participants develop proficiency on the standards in three phases: first, an orientation to and self-assessment of the standards; second, development of the knowledge and predispositions required by the standards; and, third, demonstration of performances implementing the standards. Progress on the standards is evaluated throughout the program through a portfolio aligned with the standards.

Mission Statement

It is the mission of the School of Education 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 program candidates and is assessed in multiple ways throughout the program. The unit has standard admission requirements for all graduate education programs. The following documentation and/or components are required for consideration for admission to McKendree University; admission into McKendree University does not admit the student into the MAT or the MAED program.

1. A completed graduate admission application.
2. Official transcripts from each college or university attended.
3. A current vita or resume.
4. Three professional references.
5. A minimum 3.0 GPA on a four-point scale in undergraduate studies.
6. Applicants may be required to participate in a personal interview to assess readiness for graduate studies.
7. Pass the Test of Academic Proficiency or have a composite score of 22 on the ACT with a writing score of 6 or higher (if taken after 9/10/15) or a composite score of 1110 on the SAT with a minimum score of 26 on writing and language.

Following acceptance into a graduate education program, candidates must maintain an overall GPA of 3.0 or better and are limited to no more than one course with a grade of C to be applied to a Master's degree.

Pedagogical Skills

In addition to content knowledge, it is imperative that candidates develop the skills necessary to become effective educators and leaders. The School of Education places great importance on acquiring practical experience to connect theory to practice. To help achieve this goal, three internships semesters are included in the principal preparation program (EDL 690, 691, and 692). During this time, the principal candidates are mentored by administrators in the field and university faculty. The internship provides candidates with an opportunity to practice and apply concepts learned in coursework to a school

setting. In the Principal Preparation program, internship experiences and assignments are aligned with required state standards.

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.

Major Student Learning Outcomes (3-5)

Principal candidates will:

1. Demonstrate the knowledge and understanding to develop the vision of learning for the school district that promotes the success of all students.
2. Monitor and evaluate schools and sustain the goal of continuous improvement while promoting life-long learning.
3. Develop procedures that ensure successful teaching and learning in a safe, healthy environment.
4. Provide opportunities for the community and school to serve each other and understand and accommodate the diverse needs of all stakeholders.
5. Demonstrate a personal and professional code of ethics, which includes respecting the rights and dignity of all (dispositions).
6. Work within school policies, laws, and regulations while leading the school on behalf of students, families, and key stakeholders.

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	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
EDL 600					XX	
EDL 601			X		XX	
EDL 610	XX	X			XX	
EDL 620	X		X		XX	X
EDL 625	X	X	X		XX	X
EDL 630	X				XX	
EDL 640				X	XX	X
EDL690	XX	XX	XX	XX	XX	XX
EDL 691	XX	XX	XX	XX	XX	XX
EDL 692	XX	XX	XX	XX	XX	XX
EDU 600					XX	

EDU 615					XX	X
EDU 611		X	X		XX	
EDU 612		X	X		XX	
EDU 641		X			XX	
EDU 645		X			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 690, 691 and 692 (Principal Internship)

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. All candidates are required to complete EDL 600 Introduction to Principal Preparation to help the candidate prepare for the program. In addition, all candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of the program. A completed portfolio embedded in the internship is required at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model, Illinois State Board of Education (ISBE), and Interstate School Leadership Licensure Consortium (ISLLC) standards. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. Internship requirements include meeting 36 required competencies embedded in EDL 690 Internship I – Principal, EDL 691 Internship II – Principal, and EDL 692 Internship III – Principal. The Illinois Professional School Leader Standards require that principal candidates meet six standards prior to licensure. The six standards relate to:

1. Facilitating a Vision of Learning
2. School Culture and Instructional Program
3. Management
4. Collaboration with Families and Communities

5. Acting with Integrity, Fairness, and in an Ethical Manner 6. The Political, Social, Economic, Legal and Cultural Context

Admission Requirements

The unit has standard admission requirements for all graduate programs. The following documentation and/or components are required for consideration for admission to McKendree University; admission into McKendree University does not admit the student into the MAT or the MAED program.

1. A completed graduate admission application.
2. Official transcripts from each college or university attended.
3. A current vita or resume.
4. Three professional references.
5. A minimum 3.0 GPA on a four-point scale in undergraduate studies.
6. Applicants may be required to participate in a personal interview to assess readiness for graduate studies.
7. Pass the Test of Academic Proficiency or have a composite score of 22 on the ACT with a writing score of 6 or higher (if taken after 9/10/15) or a composite score of 1110 on the SAT with a minimum score of 26 on writing and language.

Requirements for Retention in the Program

Following acceptance into a graduate education program, candidates must maintain an overall GPA of 3.0 or better and are limited to no more than one course with a grade of C to be applied to a Master's degree.

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 principal candidates and is assessed in multiple ways throughout the program. The unit has standard admission requirements for all graduate education programs (as listed above).

Results: All students accepted into the Principal Preparation program in the 2017-18 academic year met the GPA requirements.

Following acceptance into the program, candidates must maintain a cumulative GPA of 3.0 and are limited to no more than one course with a grade of C to be applied to a Master's degree. Throughout the professional coursework, signature assignments are required that further assess content knowledge.

Results: In the 2017-18 academic year, all principal candidates maintained the required GPA and received a C or higher in all professional education coursework.

Prior to program completion, principal candidates must pass all the internship and portfolio requirements.

Results: All 2017-18 principal candidates passed their internship and portfolio requirements.

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. **Results: In the 2017-18 academic year, disposition surveys were completed by the majority of full-time faculty. However, not all instructors, especially part-time, were completing the survey. Moving forward, a more concerted effort will be made to provide information regarding the disposition assessment requirements to all full and part time faculty teaching in the graduate programs.**

Use of Data (Previous year or this year)

Data has not been collected and analyzed consistently in this program to effectively utilize it for decision-making purposes and monitor student learning. Moving forward, the collection and

use of data will be improved so it can be used to improve the program and student success. Graduate faculty have begun meeting on a monthly basis to discuss courses, programs and student progress.

Contact(s)

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School of Nursing and Health Professions

Division of Health Professions

Athletic Training

Description

Athletic Trainers (ATs) are health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic Trainers work in a variety of settings including: secondary schools, colleges and universities, hospitals, sports medicine clinics, law enforcement, military, professional sports, occupational health and performing arts.

Academic preparation involves proficiency in eight different content areas. Each content area contains specific knowledge and skills that students must understand and apply. Content knowledge and skills for the various content areas are then practiced and refined through didactic and clinical training.

The overall health of the student must be adequate to enable the student to demonstrate the specific knowledge, skills, foundational behaviors and clinical integration proficiencies (CIP) required by the NATA Professional Education Council (PEC) in order to enter and complete the program. After acceptance into the program, all students must undergo a physical examination sponsored by the university. The exam will include, but may not be limited to: vision, height, weight, blood pressure, past and present medical history, documentation of immunizations for measles, mumps, rubella, HBV and tetanus vaccination, orthopedic and general medical evaluation. Any student who has not received HBV immunization will have the opportunity to undergo HBV testing sponsored by the university after acceptance into the program.

Students who are considering application are directed to read the “Technical Standards” located on the McKendree University Athletic Training website.

Students who choose to participate in intercollegiate athletics or other intensive extra-curricular activities will be on a five-year curriculum plan.

Mission Statement

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

Major Student Learning Outcomes

1. Demonstrate psychomotor skills required of an entry-level athletic trainer to care for patients throughout the lifespan.
2. Demonstrate a strong cognitive foundation through the development of higher-level thinking skills.
3. Utilize personal reflection pertaining to the discipline of athletic training.
4. Incorporate effective communication skills to professional practice.
5. Demonstrate evidence-based research skills to incorporate into professional practice.
6. Be prepared to pass the Board of Certification (BOC) Examination and become certified athletic trainers.

Curriculum Map

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

	PROGRAM STUDENT LEARNING OUTCOMES					
Program Outcomes	Demonstrate a strong cognitive foundation through the development of higher-level thinking skills	Demonstrate psychomotor skills required of an entry-level athletic trainer to care for patients throughout the lifespan.	Utilize personal reflection pertaining to the discipline of athletic training.	Incorporate effective communication skills to professional practice.	Demonstrate evidence-based research skills to incorporate into professional practice.	Be prepared to pass the Board of Certification (BOC) Examination and become certified A
ATH 100		X				
ATH 200	X					
ATH 208	X	X				
ATH 230		XX				
ATH 250	X					
ATH 250A		X	XX	X		
ATH 251	X					
ATH 251A		X	XX	X		
ATH 261	X					
ATH 262	X			X	X	
ATH 263	X	X				
ATH 300				X, XX		
ATH 310		X	XX	X		
ATH 315	X	X		X		
ATH 330		XX				
ATH 335	XX					
ATH 349	X					
ATH 353	X	X				
ATH 357	X					
PED 365	X					
	PROGRAM STUDENT LEARNING OUTCOMES					
Program Outcomes	Demonstrate a strong cognitive foundation through	Demonstrate psychomotor skills required of an entry-	Utilize personal reflection pertaining	Incorporate effective communication skills	Demonstrate evidence-based research skills to	Be prepared to pass the Board of Certification (BOC)

	the development of higher-level thinking skills	level athletic trainer to care for patients throughout the lifespan.	to the discipline of athletic training.	to professional practice.	incorporate into professional practice.	Examination and become certified A
ATH 370	XX					
ATH 402		XX	XX	X		
PED 403	X			X	X	
PED 404	X					
ATH 404					XX	
ATH 430		XX				
ATH 490						XX
MTH 170	X					
BIO 308	X					
BIO 309	X					

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

CAPSTONE: ATH 490 Seminar in Athletic Training

RESEARCH: ATH 404 Research Topics in Athletic Training (W)

SERVICE: Not a requirement of the program due to the intensive nature of the required clinical experiences, however, opportunities to participate in Special Olympics, Relay for Life and DKMS (bone marrow donor registration) is made available for students and average participation is 70% of the athletic training students for Special Olympics and DKMS and 10% for Relay for Life.

Methods of assessment

1. ATH 230, 330, 430: Standardized clinical exams that require psychomotor and clinical evaluation skills required as athletic trainers. ATH 230 consists of four individual psychomotor skills and one orthopedic clinical evaluation. ATH 330 and 430 each consists of two exams that include 2-3 individual psychomotor skills and two clinical evaluations randomly chosen by each student. Clinical exams can be two orthopedic exams, two general medical exams or a combination of the two. Required percentage to pass each course increases from 70%, 75% and 80% respectively. Additionally, each student must complete each clinical evaluation with the correct diagnosis or the student fails the exam. (Assessment Rubrics – Appendix A)

2. ATH 335 and 370: Comprehensive Knowledge Exams. ATH 335 is completed during the third semester and must be passed at 70% or better as a pre-requisite to register for the off-site clinical experience taken during the fourth semester. The exam covers athletic training domains of practice 1-3 with general questions on domain 4. Completion of ATH 370 happens during the fourth semester with a score of 70% or better as a pre-requisite, to register for the final required clinical experience taken during the fifth semester. The exam covers all athletic training domains of practice (1-5). (Exam questions come from Board of Certification Exam Practice Material)

3. ATH 250A, 251A, 310 and 410: Reflections completed by students during four of their clinical experiences. (Assessment Rubric – Appendix B)

4. ATH 300: Assessment on communication skills used for different clinical situations involving patients of different cultures. (Assessment Rubric – Appendix C)

5. ATH 404: Demonstration of evidence-based research skills as part of research project. (Assessment Rubric – Appendix D)

6. ATH 490: Students take the ACES workshop during the fourth semester. Each student takes two exams. Katy provides individual study plans for each student based on their exam results. Students take practice BOC exam first week of April. Each student must pass each domain at 70% or better to qualify to take the Board of Certification Exam.

Results from assessment

1. Demonstrate psychomotor skills required of an entry-level athletic trainer to care for patients through the lifespan.

- **230, 330 and 430 Standardized Clinical Exams 2017-2018 – Person Responsible: Dawn Hankins**

Goal: Continue to monitor performance in each exam, specifically items within each exam according to criticality to the performance and diagnosis of each evaluation.

Data Results:

Total # of Exams	First Time Pass Rate	Second Time Pass Rate
19	16/19 = 84.21%	3/3 = 100%

- **No 230 Standardized Clinical Exams for 2018-2019 – undergraduate program is being phased out and all students took the 230 exam during the 2017-2018 academic year**

- **330 & 430 Standardized Clinical Exams 2018-2019 – Person Responsible: Dawn Hankins**

Goals: Monitor performance in each exam, specifically items within each exam according to criticality to the performance and diagnosis of each evaluation. The remaining students in the program had already completed the 230 exams during the 2017-2018 academic year. During the 2018-2019 academic year only 330 and 430 standardized clinical exams were given.

Data Results:

Total # of Exams	First Time Pass Rate	Second Time Pass Rate
15	12/15 = 80%	3/3 = 100%

2. Demonstrate a strong cognitive foundation through the development of higher-level thinking skills.

- **ATH 335 Comprehensive Written Exam – Fall 2017 – Person Responsible: Dawn Hankins**

Goal: Continue to provide task specific exams including Domain 2, task 3 specific exams. Students are required to achieve an 80% minimum on task specific exams.

Data Results: Number of students in the class = 5

Domain	4 Practice Exams for Each Task or Tasks Listed by Domain	Pass Rate for Task Exams by Domain
1	Task 1 and 2	70%

	Task 3	70%
	Task 4 and 5	70%
	Task 6	70%
2	Task 1	84%
	Task 2	82%
	Task 3	80%
	Task 4	76%
	Task 5	70%
3	Task 1	75%
	Task 2	72%
	Task 3	72%
	Task 4	70%

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

Domain 1	Domain 2	Domain 3
70%	78%	73%

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

- **No ATH 335 Comprehensive Written Exam given in Fall 2018 since all students had taken the exam in Fall of 2017.**

- **ATH 370 Comprehensive Written Exam – Spring 2018 – Person Responsible: Dawn Hankins**

Goals: Increase number of task 2, 4 and 7 practice exams for Domain 4. Continue to provide task exams for tasks 1, 3, 5 and 6 for Domain 4. Continue to provide task specific practice exams for all domains, however, require students to pass at 80% minimum prior to taking domain specific exams.

Data Results: Number of students in the class = 6

All students were required to continue to take practice task exams for each domain until they could achieve an 80% or better score for each task in each domain. Each task for each domain had a minimum of 2 exams, except for Domain 4 tasks 2, 4 and 7 which had a minimum of 3 exams per task. All students achieved the required minimum of 80% passing per task exam prior to taking the domain specific exams.

Comprehensive Domain Practice Exam Results per Student
Percent Score average for 2 exams for each Domain

	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Student Results	2 – 93%	2 – 92%	3 – 93%	3 – 80%	1 – 90%
	2 – 90%	2 – 90%	2 – 92%	1 – 75%	2 – 75%
	1 – 85%	1 – 84%	1 – 80%	2 – 70%	3 – 70%

	1 – 80%	1 – 75%			
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One hundred percent of the students passed the final comprehensive exam at 70% or better.

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

Reflection Data for ATH 250A, 251A, 310 and 402

- No data available for ATH 250A and 251A for 2017-2018 academic year because there are no first-year students in the program.

Reflection Rubric ATH 310 Spring 2018 – Person Responsible – Dawn Hankins
Number of students = 5

	Superior (3)	Sufficient (2)	Minimal (1)	Unacceptable (0)
Required Components	60%	40%	0%	0%
Structure	60%	20%	20%	0%
Evidence and Practice	0%	40%	20%	40%

Reflection Rubric ATH 402 Fall 2018 – Person Responsible – Dawn Hankins
Number of students = 7

	Superior (3)	Sufficient (2)	Minimal (1)	Unacceptable (0)
Required Components	100%	0%	0%	0%
Structure	86%	0%	14%	0%
Evidence and Practice	14%	43%	43%	0%

4. Incorporate effective communication skills to professional practice.

Cultural Competency Communication Rubric ATH 300 – Fall 2017 – Person Responsible – Katy Gayford
Number of students = 5

	Emerging (1)	Approaching (2)	Meeting (3)	Exceeding (4)
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Knowledge of Diversity (communication styles)	0%	0%	40%	60%
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- No data available for ATH 300 for the 2018-2019 academic year because there are no second-year students in the program.

5. Demonstrate evidence-based research skills to incorporate into professional practice.

Evidence-Based Research Skills Rubric ATH 404 – Fall 2017 – Person Responsible – Katy Gayford

Number of Students = 5

	No Demonstration (0)	Attempted Demonstration (1)	Partial Demonstration (2)	Proficient Demonstration (3)	Sophisticated Demonstration (4)
Identification of Reason for Research	0%	0%	0%	60%	40%
Variety of Sources	0%	0%	0%	60%	40%
Recording Sources	0%	0%	0%	60%	40%
Validity of Information	0%	0%	0%	60%	40%

Evidence-Based Research Skills Rubric ATH 404 – Fall 2018 – Person Responsible – Katy Gayford

Number of Students = 8

	No Demonstration (0)	Attempted Demonstration (1)	Partial Demonstration (2)	Proficient Demonstration (3)	Sophisticated Demonstration (4)
Identification of Reason for Research	0%	0%	0%	50%	50%
Variety of Sources	0%	0%	0%	50%	50%
Recording Sources	0%	0%	0%	50%	50%
Validity of Information	0%	0%	0%	50%	50%

6. Be prepared to pass the Board of Certification (BOC) Examination and become certified athletic trainers.

- **ACES Exams Fall 2017 – Persons Responsible – Dawn Hankins and Katy Gayford**

Goals: Improve ACES domain testing performance in all domains by 10%. Achieve 70% minimum score on Domain 4 on ATH 402 Comprehensive Exam.

Data results for ACES Exam: Number of students = 8

Average Correct for ACES Exam by Domain

Domain	Fall 2016 N = 9	Fall 2017 N = 8	Percentage Change
1	57%	52%	-5%
2	55%	55%	No change
3	57%	62%	+5%
4	54%	52%	-2%
5	55%	57%	-2%

Data results for ATH 402 Comprehensive Final Exam: Number of students = 8

ATH 402 Comprehensive Exam Results – Number and Percent Correct for Each Domain – Exam = 150 Questions

Domain and Number of Questions for Each Domain	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8
Domain 1 = 30	27 = 90%	25 = 83%	25 = 83%	22 = 73%	20 = 66%	21 = 70%	23 = 76%	26 = 86%
Domain 2 = 36	30 = 83%	29 = 80%	31 = 86%	32 = 89%	29 = 80%	32 = 89%	33 = 91%	30 = 83%

Domain 3 = 23	20 = 87%	19 = 82%	21 = 91%	20 = 87%	20 = 87%	19 = 82%	22 = 95%	18 = 78%
Domain 4 = 40	36 = 90%	28 = 70%	32 = 80%	30 = 75%	29 = 72%	31 = 77%	33 = 82%	28 = 70%
Domain 5 = 21	15 = 71%	16 = 76%	18 = 85%	17 = 81%	18 = 85%	15 = 71%	16 = 76%	18 = 85%

Results of the ATH 402 Comprehensive Final Exam show that all students passed the comprehensive exam. All individual scores were 70% or better for each domain except for one student who received a 66% score for domain 1.

- ATH 490 and BOC Practice Exam Spring 2018 – Person Responsible – Katy Gayford**

Goal: 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.

Data results: Number of Students = 8

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	6 = 75%	4 = 50%	1 = 12%	6 = 75%	5 = 62.5%

BOC Practice Exam Results after Study Plan for each Domain

	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Number of students who achieved 70% or better	1 at 100% 1 at 98% 2 at 97% 1 at 94% 1 at 88 2 at 86	1 at 97% 1 at 94% 2 at 93% 1 at 90% 1 at 89% 1 at 84% 1 at 80%	2 at 100% 2 at 98% 1 at 96% 1 at 90% 1 at 88% 1 at 85%	1 at 100% 1 at 95% 2 at 93% 1 at 88% 1 at 87% 1 at 85% 1 at 72%	4 at 100% 2 at 80% 1 at 76% 1 at 73%

- ACES Exam and ATH 402 Comprehensive Exam for Fall 2018 – Person Responsible - Dawn Hankins and Katy Gayford**

Goals: Improve ACES domain testing performance in all domains by 10%. Achieve 70% minimum Comprehensive Exam.

score on Domain 4 on ATH 402

Data results for ACES Exam: Number of students = 3

Average Correct for ACES Exam by Domain

Domain	Fall 2017 N = 8	Fall 2018 N = 3	Percentage Change
1	52%	62%	+10%
2	55%	58%	+3%
3	62%	61%	-1%
4	52%	60%	+8%%
5	57%	64%	+7%

Data results for ATH 402 Comprehensive Final Exam: Number of students = 4

ATH 402 Comprehensive Exam Results –
Number and Percent Correct for Each Domain – Exam = 150 Questions

Domain and Number of Questions for Each Domain	Student 1	Student 2	Student 3	Student 4
Domain 1 = 30	26 = 87%	23 = 76%	26 = 87%	24 = 80%
Domain 2 = 36	27 = 75%	23 = 64%	31 = 86%	27 = 75%
Domain 3 = 23	20 = 87%	15 = 65%	21 = 91%	20 = 87%
Domain 4 = 40	31 = 77%	30 = 75%	30 = 75%	28 = 70%
Domain 5 = 21	20 = 95%	15 = 71%	19 = 76%	16 = 76%

Results of the ATH 402 Comprehensive Final Exam show that all students passed the comprehensive exam. All individual scores were 70% or better for each domain except for one student who received a 64% for domain 2 and 65% for domain 3.

- **ATH 490 and BOC Practice Exam Spring 2019 – Person Responsible – Katy Gayford**

Goal: Identify students who have more than 3 domain and task weaknesses and start their study testing of domain and task weaknesses.

plan in the fall of 2018 including online

Date Results for Study Plan: Number of students = 4

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	0%	2 = 50%	0%	1 = 25%	1 = 25%

In the past, completion of the BOC practice exam has taken place during the second week of April. However, this year, completion of the practice exam was moved up to the 2nd week of March for of the 4 students due to increased test anxiety and their study plan results.

BOC Practice Exam Results after Study Plan for each Domain

	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Student 1	84.5%	79%	66%	85%	70%
Student 2	84.5%	51%	70%	63%	70%
Student 3	65%	49%	70%	48%	60%
Student 4	69%	71%	70%	70%	72%

Use of Data

1. Demonstrate psychomotor skills required of an entry-level athletic trainer to care for patients through the lifespan.

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

No new goals established for 230, 330, 430 exams; continue to monitor. Three students had to complete a second attempt on an exam, however, all three students passed on the second attempt. Reasons for not passing the first attempt involved multiple items for each student including failure to reach the correct diagnosis and lack of skill performance on critical psychomotor tasks.

2. Demonstrate a strong cognitive foundation through the development of higher-level thinking skills.

- **First Gate Exam 335**

Goal achieved for 80% minimum pass rate on task 3 Domain 2 practice exams. Comparison to Fall 2016 scores for domain 2 task 3 show a 12% improvement in pass rate. Scores from Domains 1 and 3 task exams continue to show that students can achieve 70% or better on each task.

Goal achieved for 70% minimum pass on domain specific exams.

- **Second Gate Exam 370**

Goals achieved for improving minimum score of 80% on each task exam for each domain prior to taking domain specific exams and increasing the number of domain 4 task 2, 4 and 7 practice exams. All students passed the comprehensive final exam over all five domains at 70% or better. This is the first time since adding ATH 370 to the curriculum that all students have passed the final comprehensive exam the first time. Before the Spring of 2018 an average of three students per year has failed the final exam and had to take ATH 355 which is the remediation class. Since adding ATH 355 to the curriculum only 1 student has not passed the final exam and has been counseled out of the athletic training program.

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

Reflection Data for ATH 250A, 251A, 310 and 402

- **No data available for ATH 250A and 251A for 2017-2018 because there are no first-year students in the program.**

Reflection Data for ATH 310 and ATH 402

Goal not achieved to have at least 50% of the students incorporate evidence and practice into their reflections. If reflections are continued at the graduate level, revisions to instructions and assessment rubric need to be reviewed.

4. Incorporate effective communication skills to professional practice.

Cultural Communication Competency Rubric – ATH 300

Goal achieved to have at least 50% of the students achieve the exceeding category for communication.

5. Demonstrate evidence-based research skills to incorporate into professional practice.

Evidence-Based Research Skills Rubric – ATH 404

Goal achieved to have all students continue to achieve the proficient category of evidence-based research skills.

6. Be prepared to pass the Board of Certification (BOC) Examination and become certified athletic trainers.

ACES Exams

Goals not achieved to improve performance by 10% in each domain. Comparison to Fall 2016 scores shows Domain 1 decreased by 5%, Domain 2 saw no change, Domain 3 improved by 5% and Domains 4 and 5 decreased by 2%. We will continue to provide specific practice tests in each domain prior to ACES workshop in November of 2018.

ATH 402 Exam

Goal achieved for 70% minimum score on domain 4 for the ATH 402 Comprehensive Exam. Will continue to provide specific domain and task practice exams for each domain based on ACES exam performance prior to completing comprehensive ATH 402 Exam.

ATH 490 and BOC Practice Exam

Goal achieved with 100% of the students achieving 70% or better on all domains for the BOC practice Exam for Spring 2018.

Goals not achieved for 100% of the students achieving 70% or better on all domains for the BOC practice Exam for Spring 2019. 50% of the students passed at 70% or better for Domains 1, 2 and 4. 75% of the students passed at 70% or better for Domains 3 and 5.

Comparison of domain and task weaknesses for Spring 2017 and Spring 2018 using the ACES exam results show the percentage of students having more than 3 domain and task weaknesses decreased in all domains except Domain 1 which increased. The study process conducted in ATH 490 will continue to include 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, 7th 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 continues to show improved domain percentages on the BOC practice exam as well as improved first-time pass rate on the BOC exam.

We will continue to use ACES exam results to identify weak domain and task areas to create individual study plans for students for the final graduating class of the undergraduate athletic training program.

The undergraduate athletic training program will close as of May 31, 2019. The new graduate program will begin in August of 2019. Coursework, program outcomes and student learning outcomes for the graduate program are based on the new educational standards required for all graduate (professional level) athletic training programs. Some of the assessments used at the undergraduate level will be revised and used in the new graduate program. The assessments that will be used have been provided below along with alignment to program outcomes and student learning outcomes.

1. Successful completion of comprehensive Written Exam and Clinical Exam at 80% or better for each exam. Passing each exam at 80% or better is the final assessment for ATH 600. Cognitive and psychomotor preparation for these 2 exams occurs through ATH 500, 501, 510-514 and 520. Meets program outcomes #2 and 3.
2. Successful completion of a Practice BOC Comprehensive Written Exam at 70% or better for each domain. Passing each domain on the practice exam at 70% or better is the final assessment for ATH 602 and a graduation requirement. Cognitive preparation occurs through ACES Workshop, ATH 600 and 601. Program Outcome #2.

3. Successful completion of Clinical Integration Proficiencies (CIPs) will replace the standardized clinical exams of ATH 230, 330 and 430 used at the undergraduate level. Students must achieve a minimum grade of a B on each CIP assigned. CIPs are completed through ATH 517, 518 and 519. Program outcome #1 and 3 and Student Learning Outcomes #1-6.
4. Research Project demonstrating critical thinking in conjunction with evidence-based research. Completed through ATH 614 and 615. Program outcome #1 and 4 and Student Learning Outcomes #1, 5 and 6.

Program Assessment Contact(s)

Dawn Hankins and Katy Gayford

General Education Courses (list all approved general education courses that are taught within your program) - NA

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)

Methods of assessment (include methods approved by the General Education Review Committee and any additional methods) - NA

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results) NA

Use of Data (Previous year or this year) NA

General Education Assessment Contact(s) NA

APPENDIX A

Examples of ATH 230, 330 and 430 Standardized Clinical Exams

ATH 230 Example

Task #1

Knee hyperextension Taping - 32

In this section of the Clinical Exam you will demonstrate your ability to perform knee hyperextension taping. You will have 4 minutes to complete this task, if you complete this task in less than 4 minutes please inform the examiner.

	YES	NO
1. Candidate has model stand with knee flexed between 20-30°e table ____	3	____
2. Candidate applies 2 anchors overlapping by half 6" below patella ____	3	____
3. Candidate applies 2 anchors overlapping by half 6" above patella ____	3	____
4. Candidate applies a heel and lace pad over the popliteal space ____	2	____
5. Candidate applies elastikon in an X over the popliteal space ____	3	____
6. Candidate applies 2 nd X over the first overlapping by half ____	3	____
7. Candidate applies 3 anchors above patella ____	3	____
8. Candidate applies 3 anchors below patella ____	3	____
9. Tape does not constrict patella ____	4	____
10. Model cannot go beyond 0° of extension ____	4	____
11. Completes taping in 4 minutes or less ____	1	____

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Task #2

CONCENTRIC/ECCENTRIC EXERCISE - 16

In this section of the Clinical exam you will demonstrate your ability to instruct and perform concentric and eccentric inversion and eversion strength exercises of the ankle. You will have 2 minutes to perform this task. Please inform the examiner when you are finished.

YES NO

1. Candidate demonstrates:

2. Model position is sitting with legs over the edge of the table	_____	1	_____
3. Candidate stabilizes lower leg with one hand	_____	2	_____
4. Concentric inversion exercise by placing one hand around medial aspect of foot, instructs model to start with foot in full eversion and offering resistance while model actively performs inversion	_____	3	_____
5. Eccentric inversion exercise by placing one hand around lateral aspect of foot, instructing model to begin with foot in full eversion, then candidate offers resistance into inversion while model slowly performs inversion	_____	3	_____
6. Concentric eversion exercise by placing one hand around lateral aspect of foot , instructs model to start with foot in full inversion and offering resistance while model actively performs eversion	_____	3	_____
7. Eccentric eversion exercise by placing one hand around the medial aspect of foot, instructing model to begin with foot in full inversion, then candidate offers resistance into eversion while model slowly performs eversion	_____	3	_____
8. Completes task in 2 minutes or less	_____	1	_____

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Task 3
Peak Flow Meter - 26

In this section of the clinical exam you will demonstrate your ability to instruct a patient on how to use a peak flow meter. You will have 2 minutes to perform this task. Please inform the examiner when you are finished.

PATIENT POSITION

1. Patient should stand for best results, if unable to stand, sit-up straight	_____	2	_____
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EXAMINER POSITION

1. Stand in front of patient	_____	2	_____
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TEST

Examiner demonstrates the following:

1. Set indicator to zero	_____	2	_____
2. Have patient hold flow meter in hand with thumb underneath and four fingers on top	_____	2	_____

3. Inhale as deeply as possible filling lungs	_____	3	_____
4. Place mouth on mouthpiece, past teeth and form a tight seal with lips (do not block mouthpiece with tongue)	_____	2	_____
4. Blow out hard and fast	_____	2	_____
5. Repeat procedure two more times	_____	4	_____
6. Record best effort	_____	3	_____
7. Describe positive test	_____	3	_____
8. Completes task in 2 minutes or less	_____	1	_____

Task #5 – 122
Piriformis Syndrome

In this section of the Clinical Exam, you will demonstrate your ability to perform an evaluation and state your diagnosis. A 20-year-old volleyball player comes to you complaining of pain in her butt after falling hard on her butt after a block. Your time to complete this evaluation is 10 minutes. You may ask questions of the model as well as ask the model to perform specific motions and/or movements.

	YES	10	NO
Level of Consciousness	_____		_____
Primary Survey			
Pulse	_____		_____
Respirations	_____		_____
BP	_____		_____
Secondary Survey	_____		_____

SUBJECTIVE PHASE

History

a. Patient's impression (what the patient thinks, noise, sensation) burning	_____	3	_____
1 N/T(paresthesia or anesthesia) butt and posterior leg	_____	3	_____
4. Any medications no	_____	2	_____
5. Radiculopathy (radiating , centralized, peripheralizing)	_____	3	_____
6. Involved in a an MVA within the last year no	_____	2	_____
7. Activity level increased or decreased decreased now	_____	2	_____
8. Any trouble micturition (urination) no	_____	2	_____
9. Can perform daily activities yes	_____	2	_____
10. What is sleeping pattern	_____	2	_____
11. Any decrease in strength	_____	2	_____
12. Pregnancy (female patients only)	_____	2	_____
13. Any yellow or red flags (examiner asks specific questions)	_____	3	_____
14. Postures that make condition better or worse	_____	3	_____
15. Pain with sitting, standing, crossing leg or uncrossed legs after sitting	_____	2	_____
b. Site of injury (where) right butt	_____	2	_____
c. Mechanism of injury (how) fall on butt	_____	2	_____

d. Previous injury no	_____	3	_____
e. Behavior of symptoms (PQRST)			
Provocation of symptoms (better or worse, etc.) ext. rotation	_____	2	_____
Quality of symptoms (dull, ache, sharp, tingle, throbbing, etc)	_____	2	_____
Region of symptoms right butt	_____	2	_____
Severity of symptoms (rate) 6/10	_____	2	_____
Timing of symptoms (when and how long) 2 days	_____	2	_____

OBJECTIVE PHASE

Observation and Inspection

a. Postural alignment (step deformity, lateral shift, faun's beard, Scoliosis, lordosis, kyphosis, pelvic crossed syndrome, neutral Pelvis, nutation or counternutation)	_____	2	_____
b. Gait (lower-extremity injury) or upper-extremity functional motion (upper-extremity injury) slight limp	_____	3	_____
c. Signs of trauma			
Deformity	_____	2	_____
Bleeding	_____	2	_____
Swelling	_____	2	_____
Atrophy	_____	2	_____
Skin Color	_____	2	_____

Palpation

a. Temperature (over injured area)	_____	NA	_____
b. Dermatome scan	_____	3	_____
c. Bone palpation (student must verbally state bony structures required)	_____	3	_____
d. Soft tissue palpation (student must verbally state soft tissue structures required)			
*Palpate all structures accessible in a specific position before repositioning patient. Spasm in piriformis	_____	3	_____
* Palpate areas above and below the injured region.	_____	3	_____

Range of Motion

a. Active range of motion pain ext. rotation	_____	3	_____
b. Passive range of motion pain int. rotation, less ext. rotation	_____	3	_____
c. *Perform range-of-motion testing in all cardinal planes of motion			
*Assess end-feels by applying overpressure.	_____	3	_____
*Assess arthrokinematic motions if normal range of motion altered.			
*Be aware of capsular patterns for specific joint tested			

Resistive Strength Testing

a. Mid-range of motion muscle tests (break tests) pain hip abduction	_____	3	_____
b. Specific muscle tests	_____	NA	_____
*Specific muscle tests should be based on results of mid-range of			

motion muscle tests

*Rate or grade strength assessment

Special Tests

a. Hip Pathology	_____	1	_____
b. Impingement Positive SLR test	_____	3	_____
c. Labral lesions	_____	NA	_____
d. Femoral Neck Stress Fracture	_____	NA	_____
e. Leg Length	_____	1	_____
f. Muscle Tightness	_____	2	_____

Neurologic Tests

a. Dermatomes L2-L4	_____	3	_____
b. Myotomes	_____	3	_____
c. Reflexes			
Deep tendon reflexes	_____	3	_____
Pathological reflexes	_____	NA	_____

Functional Testing

a. Movement patterns that facilitate similar stresses as encountered during normal activity (i.e., activity specific)	_____	3	_____
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ASSESSMENT

Clinical Impression

a. Clinician's impression - Wrong Dx provided is a fail	_____	4	_____
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THIS COMPLETES YOUR CLINICAL EXAM. PLEASE WAIT WHILE THE EXAMINER TOTALS YOUR SCORE.

ATH 330 and 430 Standardized Exam Rubric Sample

TASK #1 TAPING – 23

In this section of the Clinical Exam you will be asked to demonstrate your ability to apply tape to prevent stretching of the Achilles tendon. You will have 4 minutes to complete this task. Please inform the examiner when you are finished.

	YES		NO
1. Candidate places athlete prone or kneeling with affected foot hanging relaxed over the edge of the table (ankle should be slightly in PF)	_____	1	_____
2. Candidate applies 1 anchor with 1 ½ tape 7 to 9" above malleoli	_____	2	_____
3. Candidate applies 1 anchor around the ball of foot	_____	2	_____
4. Candidate applies 1 strip of elastic tape approx 8-10" long from the ball of athlete's foot along plantar aspect up to leg anchor	_____	3	_____

- | | | | |
|---|-------|---|-------|
| 7. Candidate applies second strip along the course of the first, but cuts and splits lengthwise | _____ | 3 | _____ |
| 8. Second strip is wrapped around the lower leg to form a lock, ends must be above strain | _____ | 2 | _____ |
| 7. Candidate applies 3 anchors of elastic tape loosely around arch | _____ | 3 | _____ |
| 8. Candidate applies 4-5 anchors of elastic tape loosely around lower leg | _____ | 3 | _____ |
| 9. Model should be able to achieve neutral position when tape job is completed | _____ | 3 | _____ |
| 10. Completes taping in 4 minutes or less | _____ | 1 | _____ |

PLEASE TURN TO THE NEXT PAGE

TASK #2
Lymphedema pump - 44

In this section of the clinical exam you will demonstrate your ability to set up a patient for the lymphedema pump. You will have 4 minutes to perform this task. If you complete this task in less than 4 minutes, please inform the examiner.

- | | | | |
|---|-------|---|-------|
| 1. Position so that injured part is elevated above the level of the heart | _____ | 3 | _____ |
|---|-------|---|-------|

EXAMINER POSITION

- | | | | |
|--|-------|---|-------|
| 1. Position so as to monitor patient and machine | _____ | 2 | _____ |
|--|-------|---|-------|

TEST

Examiner will demonstrate the following:

- | | | | |
|---|-------|---|-------|
| 1. Measure girth before treatment | _____ | 3 | _____ |
| 2. Use cotton stocking or stockinet (minimize wrinkles) | _____ | 2 | _____ |
| 3. Place sleeve on patient and connect air tubes | _____ | 2 | _____ |
| 4. Check machine prior to connection of tubes | _____ | 3 | _____ |
| 5. Connect tubes to machine | _____ | 2 | _____ |
| 6. Duty cycle to off position until pressure has been Established, turn pressure control knob counterclockwise Until resistance is felt (do not force knob) | _____ | 3 | _____ |
| 7. Turn up pressure 40 to 60 mm Hg for upper extremity and 60 to 100 mm Hg for lower extremity | _____ | 3 | _____ |
| 8. Set duty cycle (90 sec on/ 30 sec off – 3:1 ratio) | _____ | 3 | _____ |
| 9. Total treatment time 20 minutes to 1 hour or longer | _____ | 3 | _____ |
| 10. Encourage patient to wiggle fingers or toes during off time | _____ | 3 | _____ |

11. Check patient during treatment (sleeve should feel snug during treatment)	_____	2	_____
12. After treatment, remove sleeve, stockinet and check skin	_____	2	_____
13. Measure girth after treatment	_____	2	_____
14. Assess efficacy of treatment	_____	2	_____
15. Wrap extremity to retain edema reduction and perform necessary exercises	_____	2	_____
16. Completes task in 4 minutes or less	_____	2	_____

PLEASE TURN TO THE NEXT PAGE

TASK #3
Iontophoresis Treatment – 22

In this section of the Clinical Exam, you will demonstrate your ability to set up a patient for treatment using an iontophoresis machine. Your time to complete this task is 4 minutes. If you complete this task in less than 4 minutes please inform the examiner.

	YES		NO
1. Candidate prepares the skin using alcohol wipe	_____	2	_____
2. Candidate simulates preparation of drug electrode	_____	2	_____
3. Candidate apply electrodes correctly, including dispersive electrode	_____	3	_____
4. Correct polarity	_____	3	_____
5. Candidate states treatment time (10-20 minutes; depends on electrode size and medication administered)	_____	3	_____
6. Current increase 1 mA up to 4 mA/5mA using patient comfort level as guide	_____	3	_____
7. Remind the patient to tell you when they feel something (pins and needles, possible warmth, not burning)	_____	3	_____
8. Check skin after treatment	_____	2	_____
9. Completes task in 4 minutes or less	_____	1	_____

PLEASE TURN TO THE NEXT PAGE

TASK #4
Evaluation – URI – 71

In this section of the clinical exam you will perform an evaluation and state your diagnosis.

A 20-year-old female athlete comes to you c/o cough, ear pain and stuffiness. Your time to complete this evaluation is 10 minutes. You may ask questions of the model as well as ask the model to perform specific motions and/or movements.

	YES	10	NO
Level of Consciousness	_____		_____
Primary Survey			
Pulse	_____		_____
Respirations	_____		_____
BP	_____		_____
Secondary Survey	_____		_____

SUBJECTIVE PHASE

History

a. Patient's impression (what does the patient think?)	_____	2	_____
b. Site of problem	_____	2	_____
c. Previous history of condition	_____	2	_____
d. Fever	_____	2	_____
e. Chest pain	_____	2	_____
f. Difficulty breathing/shortness of breath	_____		_____
If breathing problems, when does this happen?			
g. Family history of any conditions	_____	1	_____
h. Body aches	_____	2	_____
i. Pain other areas	_____	2	_____
j. Do you have a cough	_____	1	_____
Is it productive	_____	2	_____
When do you cough	_____	2	_____
k. Behavior of symptoms (PQRST)			
Provocation of symptoms (better or worse, etc.)	_____	2	_____
Quality of symptoms (dull, ache, sharp, dull, throbbing, etc)	_____	2	_____
Region of symptoms (localized or general)	_____	2	_____
Severity of symptoms (rate)	_____	2	_____
Timing of symptoms (when and how long)	_____	2	_____

OBJECTIVE PHASE

Observation and Inspection

a. Breathing Posture	_____	1	_____
b. Signs of trauma			
Chest Deformity	_____	1	_____
Contusions	_____	1	_____
Swelling	_____	1	_____

Skin Palor	_____	1	_____
Examine Throat	_____		_____
Palpation			
a. Thoracic Palpation (specific and general)	_____	0	_____
b. Lymph Nodes	_____	2	_____
Special Tests			
Diagnostic tests			
a. Temperature	_____	2	_____
b. Respirations	_____	*	_____
c. Pulse	_____	*	_____
d. Blood Pressure	_____	*	_____
e. Heart Sounds (frequency, loudness, quality, duration, valve sounds)	_____	2	_____
f. Lung Sounds (frequency, loudness, quality, duration)	_____	2	_____
g. Thoracic percussion	_____	2	_____
h. Peak flow	_____	2	_____
i. Pulse oximeter	_____	*	_____
j. Otoscope	_____	2	_____
ASSESSMENT			
Clinical Impression			
a. Clinician's diagnosis Wrong Dx provided is a fail	_____	4	_____
<hr/>			
b. Goals			
Short Term	_____	2	_____
Long Term	_____	2	_____
PLAN			
a. Treatment administered	_____	2	_____
b. Treatment plan	_____	2	_____

THIS COMPLETES YOUR CLINICAL EXAM, WAIT WHILE THE EXAMINER TOTALS YOUR SCORE.

APPENDIX B

Reflection Questions for ATH 250A, 251A, 310 and 402

Provide information related to the following:

- What challenges have you faced with patients/athletes? How did you handle this (these) challenges?
- What challenges have you faced with your peers in this clinical? How did you handle this (these) challenges?
- Provide something new that you have learned and evidence to support the new learning.
- Anything else?

Reflection Rubric (12)

	Superior (4)	Sufficient (3)	Minimal (2)	Unacceptable (1)
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions. Each question is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. One or less questions are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Two or more questions are not addressed.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling, grammar, or syntax errors.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There is one spelling, grammar, or syntax error.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are two spelling, grammar, or syntax errors.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are three or more spelling, grammar, or syntax errors.
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained during the clinical.	Response shows evidence of synthesis of ideas presented and insights gained during the clinical.	Response shows little evidence of synthesis of ideas presented and insights gained during the clinical.	Response shows no evidence of synthesis of ideas presented and insights gained during the clinical.

APPENDIX C

ATH 300 Cultural Communication Competency Rubric (4)

	Emerging (1)	Approaching (2)	Meeting (3)	Exceeding (4)
Knowledge of Diversity (communication styles)	Demonstrates surface understanding of the communication styles important to members of another culture.	Demonstrates partial understanding of the communication styles important to members of another culture.	Demonstrates adequate understanding of the communication styles important to members of another culture.	Demonstrates sophisticated understanding of the communication styles important to members of another culture.

APPENDIX D

ATH 404 Evidence-Based Research Skills Rubric (16)

	No Demonstration (0)	Attempted Demonstration (1)	Partial Demonstration (2)	Proficient Demonstration (3)	Sophisticated Demonstration (4)
--	----------------------	-----------------------------	---------------------------	------------------------------	---------------------------------

Identification of Reason for Research	No attempt to identify a reason for inquiry	Poses a reason for inquiry	Formulates a reason and a plan	Formulates a reason and a plan that details skills, knowledge, people, tools, other resources	Formulates a reason and a plan that details skills, knowledge, people, tools, other resources from 2 or more perspectives
Variety of Sources	No attempt to collect information/graphics	Collects information/graphics from primary or secondary sources	Uses technology to identify and collect reliable information/graphics from primary or secondary sources	Uses technology to identify and collect reliable information/graphics from a variety of primary or secondary sources	Uses technology to identify and collect reliable information/graphics from a variety of primary and secondary sources
Recording Sources	No attempt to record sources	Records sources inconsistently	Most sources are recorded consistently	All sources are recorded consistently	All sources are recorded and validated consistently
Validity of Sources	No attempt to evaluate information	Information is recognized as fact, opinion, or generalization	Information is current and recognized as fact, opinion, or generalization	Information is current, accurate, and differentiated by bias, opinion, or generalization	Information across a variety of sources is current, accurate, and differentiated by bias, opinion, or generalization

Clinical Mental Health Counseling

Description

The Clinical Mental Health Counseling program curriculum meets Illinois and Missouri state requirements for counseling licensure. Licensure as a clinical professional counselor can be pursued following program completion. Licensure requires two years of post-master's supervised practice in addition to program completion. Attaining the status as a Licensed Clinical Professional Counselor (LCPC) allows individuals to practice independently and receive third-party payment.

Mission Statement

The Master of Arts in Clinical Mental Health Counseling is designed for individuals interested in pursuing careers in a clinical field, such as providing counseling to individuals, groups, couples, and families. The program offers a practitioner-oriented education to individuals interested in becoming licensed as clinical professional counselors. The program faculty is committed to providing a dynamic education that prepares students to promote health and wellness in an ever-changing world. The program emphasizes 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. Students in the program commit to clinical mental health counseling based upon lifelong reflection essential for growth in learning, advocacy, and service. Once licensed, graduates will be fully trained to function as therapists in private practice, community mental health settings, social service agencies, healthcare settings, and college counseling centers. Those who desire to do so could also market their skills to organizations as consultants and trainers.

Major Student Learning Outcomes (3-5)

- 1 Respect cultures, values, beliefs, and talents of all people.
- 2 Conceptualize human behavior and the change process through the application of theory.
- 3 Demonstrate an understanding of a framework for assessing and diagnosing mental disorders.
- 4 Analyze the usefulness of research to inform evidenced based counseling practice.
- 5 Develop appropriate knowledge and skills to affect wellness and facilitate change.

6 Demonstrate effective oral and written communication.

7 Adhere to the American Counseling Association's Code of Ethics.

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.

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES						
	1	2	3	4	5	6	7
CNL 590 Foundations of Professional Counseling	X	X			X, XX	X, XX	X, XX
CNL 600 Counseling Theory	X	X, XX			X	X, XX	X
CNL 601 Social & Cultural Foundations of Counseling	X, XX	X			X	X, XX	X
CNL 602 Professional & Ethical Issues	X, XX				X	X, XX	X, XX
CNL 603 Counseling Skills	X				X, XX	X, XX	X, XX
CNL 604 Maladaptive Behavior & Psychopathology		X, XX	X, XX	X	X	X, XX	X
CNL 605 Research & Evaluation				X, XX	X	X, XX	X
CNL 606 Human Growth & Learning		X, XX			X	X, XX	X
CNL 607 Substance Abuse Counseling	X	X, XX	X, XX	X	X	X, XX	X
CNL 608 Individual Assessment	X		X, XX	X	X	X, XX	X
CNL 609 Couples & Family Counseling	X	X, XX			X	X, XX	X
CNL 610 Group Counseling	X	X, XX			X	X, XX	X
CNL 611 Career Development & Counseling	X	X, XX			X	X, XX	X

CNL 614 Grief, Loss, & Crisis Intervention	X	X, XX			X	X, XX	X
CNL 630 Individual Counseling Practicum	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX
CNL 635 Group Counseling Practicum	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX
CNL 637 Internship I	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX
CNL 638 Internship II	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX
CNL 697 Comprehensive Examination	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX	X, XX

***X, XX Covered and where the SLO is Assessed**

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

CAPSTONE:

CNL 637 Internship I

CNL 638 Internship II

CNL 697 Comprehensive Examination

RESEARCH:

CNL 605 Research and Evaluation

SERVICE:

CNL 630 Individual Practicum: Students provide supervised individual intervention in The Stress Management Clinic.

CNL 635 Group Practicum: Students co-facilitate one of three possible group experiences: Graduate Student Mentor Group or Graduate Process Group with the first year CMHC cohort, or co-facilitate Uni 201 Career Decision Making Course.

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

- a. 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.
- b. The *Group Counseling Skills Scale* was created to measure the quality of student performance of group counseling skills across four areas. This scale is used in the CNL 635 Group Practicum class. These four 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.
- 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.

2) **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 program across the country. It assesses students' knowledge of core content areas that are designated by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These core areas are reflected in the Illinois and Missouri state licensing exams. The CPCE is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC). A passing score on the CPCE is at or above one standard deviation below the national mean. Those who fail the CPCE must retake the entire examination. Students must achieve a passing score in order to graduate from the program.

Results from assessment

1) **Individual and Group Counseling Skills**

- a. Students' scores on the *Individual Practicum Competency Scale* (IPCSS) are administered at specific times throughout the practicum courses. The final grade is computed into students' overall course grade.

Individual Practicum Competency Scale (IPCSS) Results

Semester	n	Average Score
Fall 2018	6	90.3
Spring 2019	6	89.7

- b. Students' scores on the *Group Counseling Skills Scale* are administered at specific times throughout the practicum courses. The final grade is computed into students' overall course grade.

Group Counseling Skills Scale (GCSS) Results

Semester	n	Average Score
Fall 2018	6	89.2
Spring 2019	6	90

- c. 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.
- 2) 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. A passing score is at or above one standard deviation below the national mean. 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.

CPCE Exit Examination Results

Semester	n	McKendree Mean	National Mean	SD
Spring 2012	7	100.57	94.14	13.43
Fall 2012	11	96	83.87	14.74
Spring 2013	2	81.5	83.97	14.49
Fall 2013	11	91.82	87.32	14.65
Spring 2014	15	95.33	85.61	15.21
Fall 2014	4	91.25	89.88	16.5
Spring 2015	6	93.83	86.6	15.46
Fall 2015	3	103	87.13	16.79
Spring 2016	4	94.75	83.86	15.97
Fall 2016	8	93.12	85.67	16.66
Spring 2017	1	91	85.36	16.66
Fall 2017	8	90.15	87.13	16.79

CPCE Exit Examination Content Area Results: Mean Scores

Semester	n	C1	C2	C3	C4	C5	C6	C7	C8
Spring 2012	7	13.14	13.14	12.43	12.86	12.71	11.14	12.43	12.71
Fall 2012	11	-	-	-	-	-	-	-	-
Spring 2013	2	12	8.5	9.5	7.5	13.5	9	8.5	13
Fall 2013	11	10	10.73	12.64	13.09	10.36	10.91	10.73	13.36
Spring 2014	15	10.8	11.13	11.4	14.27	11.2	11.47	11.8	13.27
Fall 2014	4	11.5	11	14.25	10.75	10.75	11.5	9.75	11.75
Spring 2015	6	10.67	10.67	11.5	13	11.5	10	12.17	14.33
Fall 2015	3	12.67	11	14.33	14	11.67	13.67	13	12.67
Spring 2016	4	12.5	12.25	12.25	12	10.5	11	11.5	12.75
Fall 2016	8	11.88	10.62	12.88	13.75	10.38	11	11	11.62
Spring 2017	1	13	10	12	13	11	9	12	11
Fall 2017	8	12.2	10.3	12.4	11.7	9.5	9.7	12.9	11.4

C1: Human Growth and Development

C2: Social & Cultural Diversity

C3: Helping Relationships

C4: Group Work

C5: Career Development

C6: Assessment

C7: Research & Program Evaluation

C8: Professional Orientation & Ethical Practice

Use of Data (Previous year or this year)**1) Individual and Group Counseling Skills**

Average scores for the course sections (i.e., fall and spring semesters) are being collected and will continue to be monitored.

2) CPCE Exit Examination

The CPCE Exit examination results indicate that McKendree Clinical Mental Health Counseling students consistently exceed the national mean. To date, with a passing score of at or above one standard deviation below the mean there has been a 100% pass rate on the examination.

- Further review indicates some variability among the subscale scores. Except for the Spring of 2013 (n of 2), rarely did average scores fall below 10 for any subscale. Although not yet a pattern, one notable concern is the Spring 2017 and Fall 2018 C6: Assessment subscale scores (i.e., 9 and 9.7). One concern that may contribute to the lower scores compared to other areas is the challenge of locating consistent competent associate faculty to teach in this subject area. To increase these subscale scores, an instructor reassignment was made for the Career Counseling course and the purchase of paper and pencil assessments for the Individual Assessment class was made to enhance instruction. Scores for this subject area will continue to be monitored to ascertain whether a pattern of concern is developing.

Program Assessment Contact(s)

Laura K. Harrawood, Ph.D.

Director & Internship Coordinator

General Education Courses (list all approved general education courses that are taught within your program)

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
N/A	N/A	N/A

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results): **N/A**

Use of Data (Previous year or this year): **N/A**

General Education Assessment Contact(s): **N/A**

Health and Wellness

Physical Education and Exercise Science

Description

Students interested in teaching physical education will develop skills, knowledge, and techniques of contemporary K-12 physical educators. Physical Education majors must complete the teacher education licensure requirements for the Initial Special K-12 (Physical Education) license. Upon completion of the required course work, the student is prepared for teaching physical education in elementary and secondary schools in the state of Illinois. All courses for the major must be completed with a grade of C or better. All majors must also complete professional education requirements listed in the School of

Education program, including successful completion of Teaching Performance Assessment (EDU 499).

Mission Statement

The mission of the physical education faculty is to facilitate the teaching of exercise concepts, through the application of current research on the acquisition and development of human movement skill across the lifespan.

Major Student Learning Outcomes *(There are none listed in the current catalog)

1. Demonstrate an understanding of basic biomechanical principles and musculoskeletal anatomy.
2. Demonstrate knowledge of exercise physiology principles which include muscular, cardiovascular, respiratory and dietary.
3. Evaluate, assess, design and implement cardiorespiratory, flexibility, muscular strength and endurance exercise prescriptions for a diverse spectrum of participants (i.e., athletes, youth, older adults and special populations).
4. Demonstrate the ability to work with diverse populations while practicing professional interpersonal skills.
5. Demonstrate/comprehend motor learning theory, use of technology and management theory as it applies as it applies to K-12 learners in physical education settings.
6. Demonstrate competence in Physical Education content knowledge and best practices in teaching.

(This outcome is assessed within the School of Education at multiple times during the program through field experiences and student teaching).

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.

	PROGRAM STUDENT LEARNING OUTCOMES					
Program Coursework	Demonstrate an understanding of basic biomechanical principles and musculoskeletal anatomy.	Demonstrate knowledge of exercise physiology principles which include muscular, cardiovascular, respiratory and dietary.	Evaluate, assess, design and implement cardiorespiratory, flexibility, muscular strength and endurance exercise prescriptions for a diverse spectrum of participants (i.e., athletes, youth, older adults and special populations. .	Demonstrate the ability to work with diverse populations while practicing professional interpersonal skills.	Investigate benefits offered through membership in state and national professional associations.	Comprehend/demonstrate motor learning theory, use of technology and management theory as it applies to K-12 learners in physical education settings.
BIO 308	X	X				
BIO 309		X				
PED 157					X	
HPE 200	X					
HPE 250		X, XX				
HPE 300		X				
PED 206 – See use of data						
PED 348			X, XX (Special Populations)	X, XX		
PED 349		X	XX			
PED 356			X			
PED 357 – See use of data			X			X

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

CAPSTONE: EDU 497 – Student Teaching K-12

RESEARCH: PED 405 – Evaluation and Research in Exercise Science and Sports Performance

SERVICE: PED 157 Foundations of Health Professions, PED 348 Special Populations, and PED 357 Administration and Development of Physical Education and Athletic Training Programs and PED 451 Methods of Teaching Physical Education K-12.

Methods of assessment

1. **PED 403:** A comprehensive research paper written in APA style which requires students to demonstrate an understanding of basic biomechanical principles and musculoskeletal anatomy.
2. **PED 250:** Project assignment within Tests and Measurements course which requires students to demonstrate knowledge of exercise physiology principles which include muscular, cardiovascular, respiratory and dietary factors.
3. **PED 348:** Individual Education Plan assignment requires students to evaluate, assess, design and implement cardiorespiratory, flexibility, muscular strength and endurance exercise prescriptions for special populations within the school setting. The assignment also addresses transition skills outside the educational setting.
PED 349: A group project assignment within Physiology of Exercise course where students design and research a patient scenario. The written report includes: title page, table of contents, scenario, all tests, analysis of test results, calculations used, nutrition, goals, post exercise tests, expected outcomes and references. The report is written in APA style format.
4. **PED 348** –Students demonstrate the ability to work with diverse populations while practicing professional interpersonal skills throughout planning, administering and implementing time trials for Special Olympics athletes in Southern Illinois.
5. We do not require professional memberships for Physical Education majors but they are required to be certified in First Aid, CPR and AED (**PED 206**) **Standardized Exams**
6. **PED 490/EDU 451:** Content test Physical Education (State of Illinois administered) semester before student teaching. (Content test Preparation is a part of EDU 451 Methods of Teaching Physical Education K-12).

Results from assessment

1. **Demonstrate an understanding of basic biomechanical principles and musculoskeletal anatomy.**

Two rubrics are presented below. The first rubric is from fall 2017 and the second is from fall 2018. We present both of these in order to demonstrate an evolution in the language of the grading criteria and guidance for the paper. Data is presented for fall 2018.

> PED 403 Assessment Data

PED 403 Research Paper Rubric Fall 2017

Student Name:

Final Project Grade:

FORMAT, WRITING, & PRESENTATION

30 points possible

SKILL DESCRIPTION:

10 points possible for each of the following	POINTS EARNED:	10 points possible for each of the following
APA Format		clear thesis statement
excellent writing skills exhibited		relevant primary/secondary sources
professional presentation		synthesis of relevant literature
TOTAL POINTS EARNED: Comments:		primary purpose of skill
		movement phases (w/pics)
		classification of motor skill
		methods: participants
		methods: photographic analysis
		methods: video analysis

TOTAL POINTS EARNED:

ANATOMICAL ANALYSIS:

90 points possible

MECHANICAL ANALYSIS:

10 points possible for each of the following	POINTS EARNED:	10 points possible for each of the following
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 material	

A grade: 9-10 points

excellent work
and/or
exhaustive study

B grade: 8 points

substantial work
and/or
thorough study

F grade: 0-5

Failure to include and/or
significantly incomplete

C grade: 7 points

comprehensive work

and/or satisfactory study

D grade: 6 points

work completed
and/or superficial
study

Fall 2018 Rubric for PED 403 Kinesiology Paper – 330 Points*
N = 26 – Aggregate Percentages are provided for each criteria and score

Performance Criteria	Poor	Fair	Satisfactory	Excellent
Paper Format and Organization – 9% Excellent = 30 Satisfactory = 27 Fair = 24 Poor = 0-23	2 or more errors in paper format and organization or 2 or more errors in format or organization. <u>11.5%</u>	1 error in paper format and organization or 2 errors in format or organization. <u>23%</u>	1 error in paper format or organization. <u>38%</u>	Correct margins (1”), font (11-point Arial or Calibri) and spacing (double). Correct organization (title page, heading and subheading sections, references and appendices). <u>27%</u>
APA Format – 9% Excellent = 30 Satisfactory = 27 Fair = 24 Poor = 0-23	2 or more errors in citation format and reference format or 2 errors in citation format or reference format. <u>38%</u>	1 error in citation format and reference format or 2 errors in citation format or reference format. <u>23%</u>	1 error in citation format or reference format. <u>23%</u>	Correct citation format within body of paper (direct quotes and paraphrased statements) and correct reference format. <u>11.5%</u>
Writing Structure – 9% Excellent = 30 Satisfactory = 27 Fair = 24 Poor = 0-23	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are three or more spelling, grammar, or syntax errors. <u>19.23% (spelling and grammar errors)</u>	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are two spelling, grammar, or syntax errors. <u>11.5%</u>	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There is one spelling, grammar, or syntax error. <u>38%</u>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling, grammar, or syntax errors. <u>31.27%</u>
Skill Description – 18% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing Heading and required details and 2 or more subheadings and required details. <u>0%</u>	Missing Heading and required details and 1 subheading with required details. <u>15.78%</u>	Missing Heading or required details or 1 subheading with required details. <u>32.65%</u>	Contains heading with problem, relevant research, hypothesis, thesis statement and all correct subheadings with required details in each subheading. <u>6.66%</u>

Performance Criteria	Poor	Fair	Satisfactory	Excellent
Methods – 18% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing all requirements for methods. <u>0%</u>	Missing Heading and 1 subheading and all required details. <u>0%</u>	Missing Heading or 1 subheading and all required details. <u>6.12%</u>	Contains Heading and all subheadings and required details. <u>93.88%</u>
Study Results – 18% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing 3 or more subheadings with details. <u>7.7%</u>	Missing 2 of the required subheadings with details. <u>23.07%</u>	Missing 1 of the required subheadings with details. <u>38.46%</u>	Contains all required subheadings with details for each subheading. <u>26.92%</u>
Discussion – 9% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing 3 or more items with details. <u>0%</u>	Missing 2 of the required items with details. <u>3.84%</u>	Missing 1 of the required items with details. <u>57.69%</u>	Contains further discussion of on the issues/problems exhibited by the participant including correct performance as well as incorrect performance and research evidence to support discussion. <u>38.46%</u>
Conclusion – 11% Excellent = 33 Satisfactory = 29 Fair = 25 Poor = 0-24	Missing all of the required items with details. <u>11.5%</u>	Missing 2 of the required items with details. <u>23%</u>	Missing 1 of the required items with details. <u>46.15%</u>	Contains prescriptions for improved performance and indicates how the performance should be changed so that the principles are no longer violated. <u>15.38%</u>

For details on Skill Description, Methods, Study Results, Discussion and Conclusion see separate document titled “Organization of Research Paper” on Blackboard.

*Individuals who do not turn in required drafts on time lose 60 points for each draft not turn in.

2. Demonstrate knowledge of exercise physiology principles which include muscular, cardiovascular, respiratory and dietary.

➤ **PED 250 Assessment Data**

13) Completed Rubric for HPE 250 Case Study Spring 2019 – 230 Points

N = 24, Aggregate percentages are provided for each column under each criteria

Performance Factor	Optimize Standards	Exceeds Standards	Meet Standard	Doesn't Meet
APA Format – 13% Optimize = 30 Exceeds = 26 Meet = 22 Doesn't meet = 18	Used correct APA style for page numbers, citations and work cited. <u>66.67%</u>	Format contains 1 error in APA format. <u>20.83%</u>	Format contains 2 errors in format. <u>8.3%</u>	Format contains 3 or more errors in format, <u>4.16%</u>
Question 1 – 9% Optimize = 18 Exceeds = 16 Meet = 14 Doesn't meet = 12	All items have complete details on health risks and diseases supported by referenced resources. <u>91.66%</u>	1 item is missing complete details on health risks and diseases and/or not supported by referenced resources. <u>8.33%</u>	2 items are missing complete details on health risks and diseases and/or not supported by referenced resources. <u>0%</u>	3 items or more are missing complete details on health risks and diseases and/or not supported by referenced resources. <u>0%</u>
Question 2 – 2% Optimize = 5 Exceeds = 4 Meet = 3 Doesn't meet = 2	Explained all risks associated with age of client/patient and supported by referenced resources. <u>91.66%</u>	1 item missing from risks associated with age of client/patient and/or not supported by referenced resources. <u>8.33%</u>	2 items missing from risks associated with age of client/patient and/or not supported by referenced resources. <u>0%</u>	3 or more items missing from risks associated with age of client/patient and/or not supported by referenced resources. <u>0%</u>
Question 3 – 3.4% Optimize = 8 Exceeds = 6 Meet = 4 Doesn't meet = 2	Translated points into pounds for each test and provides results of points according to gender and supported by referenced resources. <u>75%</u>	1 test is missing correct pounds but results of points according to gender is correct and/or supported by referenced resources. <u>12.5%</u>	2 tests missing correct pounds or correct results of points is not provided according to gender and/or supported by referenced resources. <u>12.5%</u>	2 or more tests missing correct pounds and correct results of points is not provided according to gender and/or supported by referenced resources. <u>0%</u>
Question 4 – 2.6% Optimize = 6 Exceeds = 4 Meet = 2 Doesn't meet = 0	Age and gender norms for each test provided as well as percentile for each test based on gender and supported by referenced resources. <u>62.5%</u>	Age and gender norms not provided but percentile for each test based on gender is provided and/or supported by referenced resources. <u>16.66%</u>	Age and gender norms and percentile for each test based on gender not provided and/or supported by referenced resources. <u>12.5%</u>	Missing age and gender norms and percentile for each test and supported by referenced resources. <u>0%</u>

Question 5 – 13% Optimize = 30 Exceeds = 26 Meet = 22 Doesn't meet = 18	Used strength test results to provide all exercises including days per week, initial % 1RM, sets, reps and rest periods between sets for each exercise and supported by referenced resources. <u>75%</u>	1 item is missing from the required items and/or supported by referenced resources. <u>12.5%</u>	2 items missing from the required items and/or supported by referenced resources. <u>8.33%</u>	3 items or more are missing from the required items and/or supported by referenced resources. <u>4.16%</u>
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Performance Factor	Optimize Standards (A)	Exceeds Standards (B)	Meet Standard (C)	Doesn't Meet (F)
Question 6 – 2.6% Optimize = 6 Exceeds = 4 Meet = 2 Doesn't meet = 0	Provided correct flexibility tests and supported by referenced resources. <u>66.67%</u>	1 correct flexibility test missing and/or supported by referenced resources. <u>12.5%</u>	2 flexibility tests missing and/or supported by referenced resources. <u>20.83%</u>	Missing all correct flexibility tests and not supported by referenced resources. <u>0%</u>
Question 7 – 13% Optimize = 30 Exceeds = 26 Meet = 22 Doesn't meet = 18	Provided correct and specific stretching exercises based on client/patient age for all areas of the body (quad, hamstring, hip flexor, gastroc, IT band, anterior shoulder, low back, and piriformis) and includes correct days per week, static or dynamic, sets, reps and hold time for each rep and supported by referenced resources. <u>58.33%</u>	Missing 1 correct and specific stretching exercise based on client/patient age but includes correct days per week, static or dynamic, sets, reps and hold time for each rep and/or supported by referenced resources. <u>20.83%</u>	Missing 2 correct and specific stretching exercises based on client/patient age and/or missing correct days per week, static or dynamic, sets, reps and hold time for each rep and/or supported by referenced resources. <u>20.83%</u>	Missing 3 or more specific stretching exercises based on client/patient age and/or missing correct days per week, static or dynamic, sets, reps and hold time for each rep and/or missing support by referenced resources. <u>4.16%</u>

Question 8 – 3.4% Optimize = 8 Exceeds = 6 Meet = 4 Doesn't meet = 2	Provided correct direct and indirect VO ₂ tests and supported by referenced resources. <u>75%</u>	Provided correct direct or indirect VO ₂ test and supported by referenced resources. <u>16.66%</u>	Provided incorrect direct and/or indirect VO ₂ test and not supported by referenced resources. <u>8.33%</u>	Only provides indirect VO ₂ and not supported by referenced resources. <u>0%</u>
Question 9 - 0.86% Optimize = 2 Exceeds = 1.5 Meet = 1 Doesn't meet = 0	Provided average VO ₂ based on age and gender and supported by referenced resources. <u>100%</u>	Provided VO ₂ based on age and gender and not supported by referenced resources. <u>0%</u>	Provided VO ₂ but not based on age and gender and not supported by referenced resource. <u>0%</u>	Didn't provide VO ₂ based on age and gender and not supported by referenced resources. <u>0%</u>
Question 10 – 8.7% Optimize = 20 Exceeds = 17 Meet = 14 Doesn't meet = 11	Provided appropriate aerobic activities based on age and included days per week, minimum amount of time per session and target heart rate intensity per session using %HRR and supported by referenced resources. <u>66.66%</u>	Provided appropriate aerobic activities based on age but missing 1 other item and supported by referenced resources. <u>16.66%</u>	Provided appropriate aerobic activities based on age but missing 2 other items and supported by referenced resources. <u>16.66%</u>	Missing appropriate aerobic activities and/or any of the other items and/or not supported by referenced resources. <u>0%</u>
Question 11 – 10.8% Optimize = 25 Exceeds = 22 Meet = 19 Doesn't meet = 16	Provided balance template with progressive static and dynamic activities and all other fields correct. <u>62.5%</u>	Provided balance template missing 1 progressive static or dynamic activity and all other fields correct. <u>16.66%</u>	Balance template missing progressive static and/or dynamic activities and 1 other field missing. <u>12.5%</u>	Balance template incomplete for progressive static and dynamic activities and 2 or more other fields missing. <u>4.16%</u>

Performance Factor	Optimize Standards (A)	Exceeds Standards (B)	Meet Standard (C)	Doesn't Meet (F)
Question 12 – 9% Optimize = 18 Exceeds = 16 Meet = 14 Doesn't meet = 12	Describes correct tests for each of the identified areas that would be used for re-testing and supported by referenced resources. <u>91.66%</u>	Missing 1 of the correct tests for each identified area and all tests supported by referenced resources. <u>8.33%</u>	Missing 2 of the correct tests for each identified area and/or tests not supported by referenced resources. <u>0%</u>	Missing 3 of the correct tests for each identified area and all tests not supported by referenced resources. <u>0%</u>

<p>Question 13 – 9%</p> <p>Optimize = 18</p> <p>Exceeds = 16</p> <p>Meet = 14</p> <p>Doesn't meet = 12</p>	<p>Explains improvements in detail in all identified areas and supported by referenced resources.</p> <p><u>66.66%</u></p>	<p>Missing detailed explanation of 1 identified area and/or supported by referenced resources.</p> <p><u>16.66</u></p>	<p>Missing detailed information of 2 identified areas and/or not supported by referenced resources.</p> <p><u>12.5%</u></p>	<p>Missing detailed information of 3 identified areas and/or not supported by referenced resources.</p> <p><u>4.16%</u></p>
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Assessment Data for Individual Scenarios

Completed HPE 250 Fall 2018 Individual Scenarios – 184 Points

N = 18

Aggregate Percentages for each Number

Include the following in your scenario presentation:

1. Follow APA format including page numbers, headings, citations, etc. A minimum of 6 pages double spaced, typed, margins of 1 inch on the left, right, top and bottom. (20) 2 Point deduction for each item missed. 45% correct and 55% of the students had issues with APA citation format and reference format.
2. Provide the following in order:
 - a. Title Page (2) 100% correct
 - b. Table of Contents (2) 77.77% correct and 22.23 did not provide a table of contents
 - c. Introduction (10) 100% correct
 - i. Preliminary information provided to you
 - ii. What will be presented in the paper including thesis statement and headings of information
 - d. Preliminary Health Screening Analysis (20) 72.22% correct and 27.78% left out information from i and didn't provide additional assessments.
 - i. What does the information provided to you in the scenario tell you? (Use the information: Age, gender and other results to consider what disease risks and other problems that the individual may develop)
 - ii. Are there assessments missing? (additional assessments that need to be part of the evaluation)
 - e. Program Plan (90) 55% correct and 45% left out information from i – iv.
 - i. What will you include to improve the health and physical fitness of this individual for the next four months?
 - ii. What goals will you set? (use the classifications of good for VO_{2max} and minimum of active for exercise, minimum of 70% for muscular endurance, 1-RM and flexibility, balance is based on age and gender)
 - iii. How will you organize the plan?
 - iv. Questions to consider as you develop the plan:
 1. Where does your patient/client have issues based on the information that you have been given? (always consider age and gender). What do you currently know, what assessments do you need to do, what evidence will you use to base your goal on and how will you develop the plan
 - a. Strength
 - b. Body fat and weight
 - c. BMI
 - d. Blood test results (total cholesterol, triglycerides, LDLs, HDLs,)
 - e. Blood pressure
 - f. Nutrition
 - g. Balance
 - h. Flexibility
 - i. CR Fitness
 2. You should use a combination of narrative and charts to illustrate your program
Provide your responses using periodization charts and/or narrative
 - f. Retest dates and items to be retested (10) 66.66% correct and 33.34% left out time frame and/or items.
 - g. Expected outcomes (10) 66.66% correct and 33.34% left out some outcomes.
 - h. References used (10) 100% correct
3. Minimum of 4 references (Juried Sources) (10) 100%
4. A five-point deduction will be taken for EVERY 2 spelling errors 83.33% correct, 16.66% had more 2 or more spelling errors.

3. Evaluate, assess, design and implement cardiorespiratory, flexibility, muscular strength and endurance exercise prescriptions for a diverse spectrum of participants (i.e., athletes, youth, older adults and special populations).

> PED 348 Assessment data

PED 348 Individual Education Plan Data Summary

N = 15

Content Criteria	Percent correct
5 Goals with timeline for prescription exercise program (cardio, flexibility, strength & endurance)	94%
2 objectives for each goal (1 psychomotor and 1 either cognitive or affective)	Psychomotor objectives 100% Affective objectives 53% Cognitive objectives 33%
Summary statement regarding transition to community and targeted 5 goals.	60 % complete summary 33% complete transition to community plan, 86.6% completed reference to 5 stated goals.
Grammar, syntax, and spelling	74% correct grammar, syntax and spelling.

>PED 349 Assessment Assignment (No aggregate data available, revised guidelines fall 2018)

ATH/PED 349 Exercise Physiology Project Guidelines – Fall 2017 – 150 Points

Project: Students will be placed in groups of 2-3 students to design and research a patient scenario. This project will involve a written report (150 points) that must include the following:

- Format of paper: title page, table of contents, scenario, all tests, analysis of test results, calculations used, nutrition, goals (including periodization chart), post exercise tests, expected outcomes, and references.
- APA Style, minimum of 10 pages double spaced, typed, margins of 1 inch left, right, top and bottom.
- Minimum of 4 references (Juried Sources)
- A five-point deduction will be taken for EVERY 2 spelling errors

Include the following in your group project:

5. First build an outline to determine what items need to be included in your project (including who will format the project)
6. Establish each member's items to complete
7. Provide the following in order: (Make sure to include page numbers and headings)
 - a. Scenario (5)
 - b. Pre-assessment screening tests (10)
 - c. Risk Factor Assessments (10)
 - d. Other tests to be used (specific details: i.e., cardiovascular, agility, power, strength, body fat, FFM, Max VO₂, etc.) (20)
 - i. Also include specific issues to be addressed in paper (nutrition, exercise, etc.)

- e. Calculations that must be performed (10)
- f. Specific program (including periodization chart) (65)
- g. Retest dates and items to be retested (10)
- h. Expected outcomes (15)
- i. References used (5)

4. Demonstrate the ability to work with diverse populations while practicing professional interpersonal skills.

> **PED 348** requires all students who are enrolled in class to participate in planning, administering, and implementing the Special Olympics time trials for southern Illinois. Students write a cumulative reflection worth 100 points upon the completion of the time trials. The following table lists results.

N = 15

100%	90%	80%	70%
7	6	2	0

Students are also awarded 4 hours of service learning credit for this event.

> **All EDU Field Experiences (no access to data)**

5. Investigate benefits offered through membership in state and national professional associations

>No assessment data – see Use of data

6. Demonstrate/comprehend motor learning theory, use of technology and management theory as it applies as it applies to K-12 learners in physical education settings.

> **PED 490/EDU 451**

Illinois Content Test for Physical Education aggregate data Fall 2018 Spring 2019

N =4 Pass rate is 100%

Semester	N	Pass/Fail
Fall 2018	2	Pass
Spring 2019	2	Pass

Use of Data ----Need to add all changes that were made in curriculum etc.

1. Outcome 1 No changes
2. Outcome 2 revise wording to include: Acquisition of general exercise physiology principles and demonstration through creation of exercise prescription (pre-exercise assessment, flexibility, muscular strength and endurance and cardiovascular.

3. Outcome 3 revise wording: Assess, design, implement and evaluate cardiorespiratory, flexibility, muscular strength, muscular endurance and dietary habits for a diverse spectrum of participants.
4. Outcome 4 revise wording to include: Demonstrate the ability to work with diverse populations while practicing both written and oral communication grounded in current evidence-based professional research and practices. Revise reflection assessment to address group participation within each group.
5. Outcome 5 revise wording to include: Investigate benefits offered through professional memberships and certifications and provide opportunities for achieving professional memberships and certifications. Include data for PED 206.

Other notes:

6. Need to add comprehension and development of administrative and organizational policies and procedures for exercise and recreational programming which includes safety and risk management components (PED 357, PED 206).
7. Fall 2019 we will be presenting the following curriculum changes for efficiency and effectiveness: PED 404 will be cut from 3 to 2 hours, PED 357 will become a writing intensive course (policy development), and PED 356 & PED 348 content will be combined in order to bring the special populations content into a planning and teaching course. PED 348 was previously a writing intensive course with a research paper, Individualized Education Plan and sponsorship of the Special Olympics time trials. We feel these changes will facilitate a stronger emphasis on meeting the needs of our students and our outcome goals.

Program Assessment Contact(s)

Deanne F. Riess

General Education Courses (list all approved general education courses that are taught within your program) - NA

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)

Methods of assessment (include methods approved by the General Education Review Committee and any additional methods) - NA

Results from assessment (include results of the assessment methods approved by the General Education Review Committee and any additional results) NA

Use of Data (Previous year or this year) NA

General Education Assessment Contact(s) NA

Division of Nursing

Nursing (RN to BSN)

Description: 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 master's degree.

Major Student Learning Outcomes (3-5)

Upon completion of the program, the student will be able to:

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

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES						
PROGRAM COURSES	1	2	3	4	5	6	7

II. 351- HEALTH ASSESSMENT & PATHOPHYSIOLOGY I	X	X	X	X			
III. 352- HEALTH ASSESSMENT & PATHOPHYSIOLOGY II	X	X	X	X			
366 Concepts in Research	X	X			X		X
367 Research Application in Practice	X	X			X		X
404 Diversity in Healthcare Delivery	X		X	X	X		X
451 Concepts of Population Based Care	X	X	X	X	X		X
452 Practicum in Population Based Care	X	X	X	X	X	X	X
471 Concepts of Leadership and Management	X	X	X	X	X	X	X
472 Practicum in Leadership and Management	X	X	X	X	X	X	X

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

CAPSTONE: NSG 472 Practicum in Leadership and Management

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

SERVICE: NSG 452 Practicum in Population Based Care and NSG 472 Practicum in Leadership and Management

Methods of assessment: There are multiple direct measures of student outcomes:

Direct measures include, but are not limited to, examinations, discussion board participation, written papers, oral presentations, discussion board interactions and project completion. All direct measures utilize consistent rubric use across all sections of each course. The measures are meaningfully related to course and aggregate outcomes. Sample rubrics attached.

Indirect measures include Student Issue Surveys completed in NSG 367 and 471, current graduate assessment surveys completed in NSG 472, 1 and 3-year post-graduate surveys.

Results from assessment: Face to face meetings were held at Hardin Memorial and Frankfort Regional in Fall and Spring semesters. Elearning students were asked to complete a questionnaire in Blackboard.

Admission: All comments from both online and face to face students were positive. Many comments were received about the ease of admission and responsiveness of both faculty and staff that they had contact with prior to beginning the program. No problems were identified.

Progression: Comments from elearning students were generally positive. Several expressed appreciation to Carol Fairlie for handling their registration. In general they liked not having to figure out what classes they needed to take next and having registration done for them. Several face to face students expressed concern about not having a chance to review their program options and they did not like having registration done for them. Most of their concerns were related to gen ed course options so this is likely to improve now with decreased numbers of gen ed courses required.

Retention: No new issues were identified. Most comments were positive, expressing appreciation for faculty being willing to work with students during times when “life happens” Face to face students requested more on site (face to face) gen ed courses, but again this will not be an issue in the future with the decrease in gen ed credits required. 3 elearning and 2 face to face students expressed concern about the time required to successfully complete courses (too much work, although the face to face students stated they had learned “a lot” from the most time consuming assignments). 3 negative comments were given by elearning students related to specific issues they had with an instructor (un-named), but 2 of the 3 stated the issue was ultimately resolved to their satisfaction. Several comments were received from both face to face and elearning students that they felt the program was well designed for working RN’s.

Graduation: No real issues identified. 2 students in the face to face meetings raised questions about the need for a graduation fee if they were not planning to participate in the graduation ceremony. Purpose of the fee was explained.

Use of Data (Previous year or this year): Student Issues Survey responses are discussed annual curriculum retreat. Graduate, 1 and 3-year graduate surveys are analyzed by the Assessment Committee annually, with results shared with faculty at the August Nursing Division Faculty meeting. All findings are reported and shared with CCNE, the accrediting body of the RN to BSN

program as dictated by them. Lead course faculty members make changes to course templates as needed.

Program Assessment Contact(s): Kelli D. Whittington

General Education Courses (list all approved general education courses that are taught within your program)

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
NSG 355 Health Policy and Economics	Personal and Social Responsibility	Economics/Psychology/Sociology/Political Science
NSG 405 Ethical/Legal Issues in Nursing	Personal and Social Responsibility	Ethics
NSG 404 Diversity in Healthcare Delivery	Diverse Perspectives	Cross-cultural studies

Methods of assessment:

NSG 355- Written comparison of health care systems, examination, discussion board

NSG 405- Four topical papers, issue presentation, discussion board

NSG 404- Self-reflections, case studies, vulnerable populations paper, discussion board

Results from assessment: Students must be able to complete the assessment methods within each course with a grade of C or higher. Failure to obtain this score requires the student to repeat the course. Per the handbook, a required nursing course may be completed 2 times. Only 2 required nursing courses can be failed and repeated.

Use of Data: One student was dismissed from the RN to BSN program in the 2018-2019 academic year for failure to meet the minimal assessment required for retention.

General Education Assessment Contact(s): Kelli D. Whittington

Nursing (MSN) – Educator, Manager, Palliative Care Tracks

Description: 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 system 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 (3-5)

Upon completion of the program, the graduate will be able to:

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

Curriculum Map

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES									
PROGRAM COURSES	1	2	3	4	5	6	7	8	9	10

(M)- Manager Track (E)- Educator Track										
NSG 500 Advanced Nursing Research	X					X		X	X	
NSG 501 Health Policy and Advocacy		X	X						X	
NSG 502 Ethical Issues in Healthcare Populations	X			X	X	X				X
NSG 503 Health Promotion and Disease Prevention	X									X
NSG 504 Cultural Diversity in Healthcare Populations	X	X		X	X				X	X
NSG 505 Professional Role Development Portfolio				X	X			X		
NSG 600 (M)- Theories and Principles of Nursing Management	X			X	X					
NSG 601 (M)- Nursing Informatics	X		X						X	
NSG 602 (M)-Human Behavior in Organizations	X			X	X					
NSG 603 (M)- Management of Fiscal Systems		X	X		X				X	
NSG 604 (M) Quality and Performance in Organizations			X		X				X	
NSG 605 (M)- Nurse Manager Practicum and Seminar	X		X	X	X		X			
NSG 620 (M)- Nurse Manager Clinical Practicum	X		X	X	X		X			

NSG 606 (E)- Advanced Health Assessment through the Lifespan	X			X	X		X		X	X
NSG 609 (E)- Philosophical and Theoretical Foundations of Nursing Education	X			X	X					
NSG 611 (E)- Clinical Practicum	X			X	X		X		X	X
NSG 612 (E)- Nurse Educator Practicum and Seminar	X			X	X		X		X	X
NSG 615 (E)- Educational Methods and Strategies	X			X	X	X			X	
NSG 616 (E)- Assessment and Evaluation in Nursing Education	X			X	X	X			X	
NSG 617 (E)- Advanced Clinical Pathophysiology and Pharmacology	X						X			X
NSG 613 Scholarly Project	X			X		X	X	X	X	

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

CAPSTONE: NSG 613 Scholarly Project

RESEARCH: NSG 500 Advanced Nursing Research

SERVICE: NSG 605, NSG 620, NSG 611, & NSG 612

Methods of assessment: There are multiple direct measures of student outcomes:

Direct measures include, but are not limited to, examinations, discussion board participation, written papers, oral presentations, discussion board interactions and project completion. All direct measures utilize consistent rubric use across all sections of each course. The measures are meaningfully related to course and aggregate outcomes. Sample rubrics attached.

Indirect measures include Student Issue Surveys completed in NSG 500, 605, & 620, current graduate assessment surveys completed in NSG 613, 1 and 3-year post-graduate surveys.

Results from assessment:

Please comment on your experiences surrounding the admission process to the program.

IV. very simple

V. smooth, easy, quick process

VI. Very easy! I actually applied at both SIUE and here and because it was so much easier and welcoming at McKendree, I ended up choosing it!

VII. Very easy and seamless process.

VIII. Easiest experience I have had

Simple process with minima, if any, stress

No concerns

The admission process was seamless for me. Carol Fairlie was very helpful and she stays on top of it all.

IX. Please share your experiences regarding your progression through the program.

Instructors were very accommodating and understanding. I learned so much and really enjoyed the program!

Faculty was helpful. Online portion was easy to access and complete/follow

Easy transition. Staff were extremely helpful

everyone was very supportive and helpful

The teachers were always available and were helpful

The program transition was smooth and without issues.

No issues at this time

X. Please share your experience with the process of application for graduation.

Very simple with many reminders

Very easy. Once again faculty was very helpful

not difficult

I have not applied yet since I am still completing the MBA portion of my degree

Online and simple

Easy process with no issues.

The only concern I have is what is required after graduation, such as how to advance to becoming an NP, but I haven't attempted to contact any of my instructors about this yet.

XI. What factors would help with student retention? Were there factors that impacted your ability to stay in the program?

The flexibility and understanding by instructors for online classes.

Workload easy to handle for full time working students. Online access was easy to navigate and complete. Some group assignments (group papers) were challenging, powerpoints were much easier to complete in groups. The instructors were always helpful and accessible. Carol Fairlie was very instrumental in registration/paperwork and "closing the loop".

No

The professors are genuine, quick to respond, and helpful along the way

Expanding the homework to other avenues other than written papers. The simplicity of always knowing my classes and all online

It would be nice to have a mentor from the start of the program to offer support.

All of my instructors have been very easy to talk to and contact if I need to.

XII. Please identify any other concerns or issues experienced in the program.

XIII. None

XIV. Finding receptors, would have liked more resources or contacts to help facilitate the process.

XV. No identifiable issues or concerns

XVI. No concerns or issues from me

I would expand more on what type of scholarly project the expect in the first semester when you write your chapter one

Use of Data (Previous year or this year): Student Issues Survey responses are discussed annual curriculum retreat. Graduate, 1 and 3-year graduate surveys are analyzed by the Assessment Committee annually, with results shared with faculty at the August Nursing Division Faculty meeting. All findings are reported and shared with CCNE, the accrediting body of the nursing programs, as dictated by them. Lead course faculty members make changes to course templates as needed.

Program Assessment Contact(s): Kelli D. Whittington

Doctor of Nursing Practice (DNP) – Ethical Leadership

Description: The goal of the Doctor of Nursing Practice in Ethical Leadership is to prepare nurse leaders to work at the highest level of their specialty practice and serve as ethical leadership champions within their healthcare organizations.

Mission Statement: The mission of the DNP 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 (3-5)

Upon completion of the program, the graduate will be able to:

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

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.

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES							
	1	2	3	4	5	6	7	8
NSG 700 Ethical, Legal, & Social Justice in Leadership	X				X			X
NSG 710 Quality, Safety Improvement and Risk Management with Information Technology		X		X			X	
NSG 720 Analytical Methods for Evidence-Based Practice and Research Translation	X		X				X	X
NSG 730 Applied Organizational Analysis in Systems	X	X		X		X		
NSG 740 Advanced Financial Management of Healthcare Resources				X		X	X	
NSG 750 Strategic Leadership, Innovation, and Entrepreneurship	X	X	X	X		X	X	
NSG 760 Leading Change by Transforming Policy & Systems	X	X				X		X
NSG 770 Population-Focused System Improvement and Design			X	X	X	X	X	
NSG 790 DNP Advanced Nursing Project I	X	X	X	X	X	X	X	X
NSG 791 DNP Advanced Nursing Project II	X	X	X	X	X	X	X	X

NSG 792 DNP Advanced Nursing Project III	X	X	X	X	X	X	X	X
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PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE: NSG 792 DNP Advanced Nursing Project III

RESEARCH: NSG 720 Analytical Methods for Evidence-Based Practice and Research Translation

SERVICE: NSG 760 Leading Change by Transforming Policy & Systems and NSG 770 Population-Focused System Improvement and Design

Methods of assessment: There are multiple direct measures of student outcomes:

Direct measures include, but are not limited to, examinations, discussion board participation, written papers, oral presentations, discussion board interactions and project completion. All direct measures utilize consistent rubric use across all sections of each course. The measures are meaningfully related to course and aggregate outcomes. Sample rubrics attached.

Indirect measures include Student Issue Surveys completed in NSG 720 & NSG 730, current graduate assessment surveys completed in NSG 792 and 1-year post-graduate surveys. 3-year post-graduate surveys will be sent at the accomplished time.

Results from assessment:

Topics for discussion (I think we can all agree that technology is high on the list)?

More information on immersion on developing research topic. I know some students struggled initially with the presentations. For those students who are not skilled at making video presentation some time helping them get set up with Screen-Cast-O-Matic would be helpful. We did an overview but an actual step by step on how to set the program up and link to YouTube would help alleviate some stress.

The first semester is all about growing pains. No matter what you are told in immersion, you really don't know what it will be like until you are living it. Realizing you are not a superhero that can just add school on top of everything else is hard to swallow. I cannot do everything. Sometimes you have to ask for help, sometimes you have to say no and sometimes you have to delegate. This is probably a lesson that will serve me well as I go through the rest of my life's journey.

A suggestion is to add a 'screencast to youtube' training session to immersion week. Many of my peers struggled with youtube screencasts in this semester.

It would be great if blackboard settings could be adjusted so that our own posts can be edited. That way, we don't have to post a completely different thread correcting our mistake.

I personally didn't have any issues with technology. I was fortunate to not have issues uploading as some other students did. The only thing I would caution future students on is the formatting changes when submitting from a Mac. Blackboard does seem to not recognize Mac products as easily as PCs.

Certainly, technology is a big issue. I have never had computer problems before entering this program and yet I have had more than one assignment complicated by a computer issue. These are not necessarily things the program can control.

Technology is an important aspect.

What can we do to improve?

Decrease the number of discussion board postings. I would rather periodically check into a zoom room with the other students to discuss content than respond to discussion boards. All assignments need to be due on the same date/time. It was very difficult to keep track the different deadlines for discussion boards/assignments for each class.

The only concern I had initially was the unclear rubric. These concerns were addressed. The expectations were much clearer and stress levels were lower throughout the rest of the semester. It helped after we had access to the previous projects to get an idea of the end goal.

I was always getting confused with discussion board due dates in two classes moving simultaneously. It was harder to get the weeknight discussion boards (DBs) completed versus the weekend DBs. Work weeks are busy, but I understand that the courses were trying to spread out the material. Drop some of the discussion forums in NSG 720. There are essential writing assignments in the 720 course, so I feel like more time needed to be spent on article gathering, reviewing and writing in this course.

Maybe try to balance courses that run simultaneously so that when one course is not as busy, the busier part of the other one is occurring

I think just warning students about potential problems in the past upfront so they can plan to make accommodations.

I would love to see an assignment early on that requires us to get in contact with the library services. I found their presentation at immersion to be a wonderful experience and I did not need their help until the end of the semester. They were so helpful and fast. If we had a quick assignment that helped us get even more comfortable with their services. I think each student would benefit greatly. I also would like to see the possibility of a mandatory zoom discussion instead of a discussion board. I think there is a benefit to seeing each other and engaging in real life every once in awhile.

Post all assignment dates out on the Blackboard. It's hard to juggle the due dates. Any help would be appreciated.

What are we doing well?

The faculty engagement is amazing. I appreciate each faculty member I have worked with. I truly feel the faculty want me to succeed. The most supportive faculty I have experienced.

I do feel there was a good balance between assignment due dates across the multiple courses. It was nice to have the videos that went through the modules.

The professors are wonderful. They give rapid feedback and have been flexible and understanding throughout the semester. I have asked to convert an assignment that was administration-based to an educator's point-of-view and has always been told I can convert the material into something that is important to me. Technology and organization in the Bb courses are on point! The Bb courses are structured the same way so that helps. Sharing technology (Beautiful AI, PowToons, etc.) because I am also an educator and I love learning new ways to improve my assignments and my job at the same time. Topics in every course are relevant and up-to-date with current trends in healthcare.

VERY supportive, flexible, and encouraging. Thorough feedback is provided. Instructors are extremely knowledgeable. As challenging as it is, it's a pleasure to be a part of this program.

Instructors are so readily available to students. Any time we have questions or request feedback, it is so quick. I cannot begin to describe my appreciation for this faculty.

The fact that you made accommodations to the individual students who needed help or extension on their assignments was extremely helpful. Each of us had time periods that were extremely busy or hectic and to know that you were accommodating those needs made finishing this semester a reality. Thank you very much for your consideration!

Great at getting back to students in a timely manner. Love that you are available to us when needed.

Use of Data (Previous year or this year): Student Issues Survey responses are discussed annual curriculum retreat. Graduate, 1 and 3-year graduate surveys are analyzed by the Assessment Committee annually, with results shared with faculty at the August Nursing Division Faculty meeting. All findings are reported and shared with CCNE, the accrediting body of the nursing program as dictated by them. Lead course faculty members make changes to course templates as needed.

Program Assessment Contact(s): Kelli D. Whittington

Student Affairs

Based on recommendations during the HLC reaffirmation visit in the Fall of 2018, we added student affairs to our biennial assessment report. Each area of student affairs aligned itself with one of the university's primary learning outcomes: Responsible Citizenship, Engagement, Academic Excellence, and Lifelong Learning.

Responsible Citizenship: Community Service

Description

The Lyn Huxford Center for Community Service (LHCCS) serves students, faculty, staff and the community.

Mission Statement

The Lyn Huxford Center for Community Service aims to provide experiential learning and enriching service to engage McKendree University and its students with both their local and global communities. We strive to develop socially responsible global citizens. This is done through academic coursework, service experiences, educational programming and opportunities for personal growth.

Departmental Outcomes (3-5)

- 1** Develop socially responsible global citizens.
- 2** Engage students in responsible and purposeful actions to meet community-defined needs.
- 3** Engage students in reflection designed to enable them to deepen their understanding of themselves, the community, and the complexity of social problems and potential solutions.
- 4** provide on-going professional development and support to faculty and staff members in the class rooms when creating service learning opportunities.

Primary/Select Activities/Events

	Program Outcomes	
ACTIVITIES/EVENTS		
Weekly service sites	Understanding the needs of that community in which we serve in	
Into the streets	Getting a taste of what CCS is all about for the freshman class	Understanding the needs of the Lebanon community
Hunger & Homeless Awareness Week	Helping the student body understand we have homeless/hunger problem in our world through special events such as Huger & Homeless awareness week and brown bag presentation.	
Angel Tree	Providing presents to underprivileged children for Christmas in the community.	Faculty, Staff, and Students all played a huge role by helping provide gifts for these family in need. Showing the true meaning of community engagement.
Bunny Hop for Canned Goods	Helping provide non-perishable food items for the local food pantry	We increase our donation from last year by over 800 items

Methods of assessment (number of students attending, surveys, etc.)

See attached files for Service Reflection Project rubrics

*I will utilize the rubrics to evaluate the evidence of 6-12 end of the year Service Reflection Projects. I will be able to submit projects at a later date.

Results from assessment

Students have a better understanding how their impact on that community truly makes a difference not only in their lives but the people in the community they serve.

Use of Data (Previous year or this year)

Program Assessment Contact(s)

Joshua Hughlett
jahughlett@mckendree.edu
 618-537-6901

Engagement: Campus Activities

Description

The Office of Campus Activities offers numerous opportunities for students as well as their parents and families to become invested and connected to life at McKendree University. The office serves as a resource center for campus involvement through various programs and services. It strives to engage students in exploring their co-curricular experiences, beginning at admission and continuing through graduation. The Office of Campus Activities sponsors programs for the entire campus community and provides leadership development opportunities for Registered Student Organizations. Our campus community is enriched through student involvement and each student's willingness to create and follow their experiences.

The Office of Campus Activities provides and supports a number of programs and experiences which promote educational, cultural, recreational, social and personal growth for students and their families.

Mission Statement

The McKendree University Campus Activities Board (CAB) has maintained a reputation as one of the best organizations at McKendree; planning and executing alternative and diverse social, recreational, multicultural, and educational events for both the campus and community. CAB consists of an Executive Board and general members, allowing for students to network with

professionals in the work force, while gaining personal growth in leadership skills, programming, and team creativity.

CAB plans events that appeal to a college community of more than 1,500 students, including campus-wide traditional events, including Homecoming, Family Weekend, and Spring Fling. We also bring award-winning comedians, bands, and performers to campus. CAB organizes a number of off campus events like:

- trips to Cardinals and Blues games;
- tickets for live stage performances at The Fox Theatre, Enterprise Center and others;
- shopping and sightseeing trips in the local area and St. Louis.

Through our efforts, we aim to create a positive and diverse experience for both our members and the students we serve; thus enhancing the campus experience.

Mission Statement (CAS Standards – Part I)

The purpose of Campus Activities Programs (CAP) must be to enhance the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing students to be responsible advocates and citizens and complementing the institution's academic programs.

These activities could be intellectual, social, recreational, cultural, multicultural, and spiritual in nature. Programs could pertain to leadership, governance, community service, healthy lifestyles, and organizational development.

CAP must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community standards. Mission statements must reference student learning and development.

CAP must provide opportunities for students to

- participate in co-curricular activities
- participate in campus governance
- advocate for their organizations and interests
- develop leadership abilities
- develop healthy interpersonal relationships

- use leisure time purposefully
- use ethical decision-making skills
- advocate for student organization and interests

Major Student Learning Outcomes (3-5)

1 To create a Campus Activities calendar of events that will engage undergraduate students through a variety of extracurricular programs featuring social, multicultural, recreational, intellectual, and spiritual.

2 Enable and instruct student staff with the ability and opportunity to learn and plan event and promotion management. As student leaders, staff would learn to develop and implement programming, as well as maintain budgets for scheduled programming.

3 As a result of attending events scheduled by the Campus Activities Board, those in attendance will obtain an enhanced opportunity to become engaged and feel a sense of belonging with additional students and patrons in the campus community.

4

5

Primary/Select Activities and Events

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES
ACTIVITIES/EVENTS	
Involvement Fair	Returning and incoming students will have the opportunity to greet and potentially join a student organization, group, or potentials find employment with other student offices. Student organizations will present potential membership possibilities through displays, face to face conversation and other means.
Target Tuesday/Walmart Wednesday	This program offering enables students who need supplies or other items the ability to secure a ride via Campus vehicle to shop. A number of students do not have vehicles or other means to obtain supplies. The program is offered at least twice per month to two different shopping opportunities.
Student Homecoming	Students will examine and participate in their involvement as a contributing factor within our campus community. Participants may involve leadership, teamwork, and a development of diversity and culture as participants.

Domestic Violence Programming	View programs, literature and other items to analyze and discuss the perspectives of survivors of domestic violence. Through these offerings it is hoped that attendees gain insight and develop an understanding and knowledge of outside resources and support systems
National Stress Awareness Day	Attendees will learn ways to acknowledge day to day indicators of stress and find opportunities to combat and manage those indicators.
Black History Month – On and Off-Campus Events	Considered programs will attribute to the following in on-campus offerings and local, off-campus events and offerings: <ul style="list-style-type: none"> • Identification and analyzation of a variety of unjust social practices depicted throughout history. • A celebration of African American culture and spirit that features the assistance of accumulated students, faculty, staff, and parents. • Engage students, faculty, and staff in variations of culture, forms of expression, conversation and perspectives.
Teach Me Documentaries and Global Awareness: “I Am Evidence”, and “In Plain Sight”	A view into the investigation of untested rape kits and how sexual assault cases are handled by police departments across the United States. Attendees are able to view what was termed as systematic apathy toward finding justice for women and men who have been sexually assaulted. Additional findings claimed that many serial rapists could have been stopped by law enforcement if rape kits would have been tested when they were originally taken. Attendees of this documentary will be able to view and discuss those depicted as well as the potential ramifications nationwide of those who have not been brought justice.
Global Awareness Presentation: Human Trafficking by Covering House	Presentation offers an opportunity for students, faculty, and staff to gain knowledge of Human Trafficking practices that are in effect closely to our local area. Attendees will learn methods of coercion, types of human trafficking, how trafficking occurs, and how to assist in combating trafficking.

Methods of assessment

Assessment Method for Campus Activities Events

At the conclusion of Campus Activities Board events, our student staff are asked to give feedback on their programs.

Q1: Please list the objectives of the event. Were the objectives met? Were there enough staff to assist with the event?

Q2: What issues were encountered during the event? Were there things that could have made the event better?
Q3: Was adequate promotional materials available to those possibly attending? Was it possible to make those materials better?
Q4: Did the event encounter and conflict? Were and issues resolved? How could things have been done differently?
Q5: Was a vendor used with the event? Were they easy to work with? Would the vendor be invited back?
Q6: Was there any other collaboration with this event? If so, who assisted? Were they active participants? How could collaboration be improved?
Q7: How did this program help you grow as a programmer?

Result of Assessment

To be determined in 2019-2020 academic year. Results for 2018-2019 were not tallied due to reduction of staffing.

Assessment Method for Campus Activities Events II

For Campus Activities Board events, attendees are offered to give feedback on programs in order to help us better serve our population.

Q1: What Campus Activities Board event did you attend?
Q2: What did you like or enjoy about the event?
Q3: What could we do better to improve the event?
Q4: Would you recommend we repeat this event at some point? Why or why not?

Result of Assessment

To be determined in 2019-2020 academic year. Results for 2018-2019 were minimal due to reduction of staffing.

Assessment Method for Campus Activities Events III

For Campus Activities Board programming, a general survey is given via BlackBoard to obtain information regarding basic demographics as well as preferences for possible programming throughout the academic year.

Results from assessment

Spring 2018 – Please see attached.

Use of Data (Previous year or this year)

Will utilize each area in 2019-2020. It is planned that a condensed version the Programming Survey on BlackBoard will be administered during summer 2019 to allow for fall 2019 programming data. This assessment will serve as an inquiry and gather data for our staff to better serve our community as we move forward into the academic year. Additional data may be obtained from the NSSE.

Program Assessment Contact(s)

Craig Robertson, Director of Campus Activities
618-537-6856
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Engagement: Fraternity and Sorority Life

Description: The Office of Fraternity and Sorority Life (OFSL) oversees the five social Greek-Letter (Alpha Delta Gamma, Kappa Lambda Iota/Clio, Kappa Sigma Tau, Phi Beta Sigma, and Sigma Sigma Sigma) and their student governing body, the Inter-Greek Counsel. OFSL is committed to partnering with students; local, regional, & national organizations; and various stakeholders, both on and off campus, to ensure that fraternity and sorority members thrive. Working together, we can create an environment that maximizes opportunities for personal and academic growth in a safe environment that supports our McKendree University values of Service, Generosity, Respect, and Acceptance. Furthermore, in alignment with the guidelines from the Council for the Advancement of Standard in Higher Education and the Association of Fraternity/Sorority Advisers, OFSL has created a mission and outcomes to guide our efforts

Mission Statement:

The Office of Fraternity and Sorority Life strives to provide experiences that foster a positive, healthy, and equitable social experience for all members of our community so that they practice responsible citizenship and social engagement.

Major Student Learning Outcomes

1. Students will be able to articulate the value of being an engaged member of society through their community service and philanthropy experiences.
2. Students will demonstrate personal responsibility and respectful behavior in a community environment and make informed decisions that will reduce high risk behavior especially in regards to hazing, alcohol, and sexual misconduct.

3. Student will be able to recognize the presence of actual and possible diversity within our community and discuss the importance of working for social justice and multicultural competence as it applies to the fraternal membership

Curriculum Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES		
Activities/Events/Initiatives	1	2	3
Executives Retreat	XX	X	
McK L.E.A.D.S.		X	XX
All Greek Meeting	X	X	
Anti-Hazing Module		XX	
Title IX Module		XX	
Alcohol Module		XX	
Recruitment Info Meetings		X	
Recruitment – Basic Info Night	X		
Association of Fraternal Leadership and Values Conference – Reflection	X	XX	XX

Methods of assessment

Outcome 1:

The Office of Fraternity and Sorority Life (OFSL) will use

- observation of interested-member presentations,
- evaluation of new membership education lesson plans,
- appraisal of individual reflections on volunteer work, and
- tracking of attendance, hours, value, etc. for service events

as the primary methods to assess the student's ability to articulate the value that their service participation, investment, and/or engagement has added to their role as a responsible citizen.

Outcome 2:

OFSL utilizes several modules that educate and assess students primarily on hazing, alcohol, and sexual misconduct. These are the three areas of highest risk according to the Fraternity and Sorority Life CAS Standards and the Association of Fraternal Leadership and Values.

The students are quizzed on their ability to

- retain definitions and understand concepts in order to identify unacceptable/risky behaviors and
- apply policies, practices, and procedures to stop and report issues.

Outcome 3:

OFSL will facilitate and observe discussions between current members and utilize the Privileged Identity Exploration (PIE) model created by Dr. Sherry K. Watt to determine

where students or groups are in their level of acceptance of issues of social justice and acknowledgement of bigotry in their chapter and communities' history.

Results from assessment

No assessment of any Fraternity and Sorority Life populations have occurred to this point.

Use of Data

The results of this inaugural assessment will be used to determine if the Office of Fraternity and Sorority Life is meeting the goals and needs of the institution and its members. For those areas of weakness that are identified, a creation of new or restructuring of weak/ineffective activities, events, and initiatives.

Program Assessment Contact(s)

Calvin R. Wertman is solely responsible for the assessment of this area with assistance provided by Steffanie A. Gonzales, Area Coordinator.

Engagement: Residence Life

Mission Statement: The Office of Residence Life is committed to providing a safe and well-maintained residential community while promoting student success.

Pillars of Value:

Safety: We prioritize the safety and security of our residential environments by responding to the diverse needs of our population and parting with students in the resolution process.

Residential Community: We establish welcoming and supportive environments where students develop relationships and make meaningful connections by living and learning amongst their peers.

Mutual Respect: We assist students in developing mutual respect and appreciate for the differences within themselves and others while contributing to an inclusive student atmosphere.

Responsible Citizenship: We enable students to recognize their role as members of the campus, local, and global communities who act with adult standards of behavior and positively contribute to the wellbeing of others.

Development & Growth: We foster the holistic development of our residential population through experiences meant to challenge, engage, and educate.

Education: We strive to support the mission of the University by providing opportunities for learning outside of the classroom that will enhance the overall college experience and academic excellence of our students.

Major Outcomes (3-5)

- 1** Residence Life will assist students in developing mutual respect and appreciation for the differences within themselves and others
- 2** Residence Life will provide opportunities for student learning outside of the classroom to enhance overall college satisfaction and student development
- 3** Residence Life will provide peer role models for resident needs
- 4** Residence Life will establish a welcoming and supportive environment where students can develop relationships and make meaningful connections

Primary/Select Activities/Events

	DEPARTMENT/PROGRAM OUTCOMES				
ACTIVITIES/EVENTS	1	2	3	4	N/A
House Calls				X	
Diversity Carnival	X				
Sex in the Dark		X			
Welcome Back BBQ				X	
Holidays at McKendree	X				
Stressfest		X			
Drunk Driving Simulation		X			
Spring Break Bash		X			
Intentional Interactions			X		

Methods of assessment (number of students attending, surveys, etc.)

The primary format for assessment within the Office of Residence Life is centralized within the department's programming model. The model is designed within the frame work of the original Wellness Wheel, developed by Bill Hettler in 1976 (source). While the original wheel specifics

six separate domains of wellness, our model has expanded this to include eight, including, Cultural, Emotional, Environmental, Intellectual, Occupational, Physical, Social, and Spiritual wellness. Not only is each dimension defined but information regarding why the dimension is important and the requirements for a sufficient wellness program is also provided to allow staff members to ensure they are meeting the goals set by the department.

In addition, each dimension was directly connected to the McKendree University REAL student learning outcomes, as well as the department's Pillars of Value. However, it should be noted that several dimensions could easily fit within multiple areas of the student learning outcomes.

R: Environmental & Spiritual Wellness

E: Social Wellness

A: Emotional, Intellectual & Occupational Wellness

L: Cultural & Physical Wellness

Each programmatic effort requires staff to submit both a proposal and evaluation for the program asking questions to ensure the program will/has fit within the parameters of the wellness dimension and that students will/have learned from the program offered. Information regarding number of students attending the program will also be reported and, in cases of large scale efforts, pre and post tests will aid in assessing student learning within the framework of the program itself. This information will be used to assess if the goals of the department are being reached and if changes will need to be made.

In addition to the department's programming model, the University's Fall Student Survey is heavily assessed each year to better understand student disposition, needs, and focus. Finally, the student conduct system uses a form of assessment through the conduct process that allows students to self-identify how they felt about the practice, as well as what they learned as a result of being involved with the conduct process.

Results from assessment

Over the past 2 years we have identified that an average of 51% of students have attended at least 1 Residence Life program during the fall semesters. 86% of students are at least somewhat satisfied with the programs that have been provided and students are most interested in social programs with over 80% of students wanting to see more of this type of activity.

During the 2017-2018 academic year, it was reported that 1,849 students attended 150 different programs held by the Office of Residence Life

So far, during the 2018-2019 academic year, 2,149 students have attended 123 different programs held by the Office of Residence Life.

Of the programs offered over the past 2 years, 29% have focused on connecting students to faculty/staff or the campus, meaning that staff are either having faculty/staff come to a program to provide some information or are taking to students to a previously planned campus program for participation. In addition, another 29% have focused on student personal wellness, meaning that student staff are planning programs that are meant to help residents improve upon their own wellness in some manner.

In the Fall Student Survey our office identified student dissatisfaction with laundry facilities, they have room to improve when it comes to developing relationships with their roommates and those they live around, and that they prefer socially focused programs above all other forms of engagement.

The conduct system assessment is still in its first year of practice and results have not yet become available.

Use of Data (Previous year or this year)

The Office of Residence Life has utilized that information provided by students update our Programming Model to fulfill their requests of more social engagement while still achieving our mission of being focused on student success. The model will focus on 8 various topical areas related to student wellness and student staff will be given more specific instructions on what areas to focus on and when to do so. Our office will also be introducing an awareness program centered on first-year students developing better relationship and communication skills to enhance the connections they have with roommates and floormates.

The Office of Residence Life has identified that our students and student staff highly value programmatic efforts focused on improving personal wellness. To further extend upon their interest, and increase our efforts of helping residents engage more with their community, our office is in the process of changing our programming model to focus on various areas of a person's wellness. We are doing this by using the Wellness Wheel and have focused on 8 separate areas of wellness to specific our programming efforts. These include spiritual, emotional, intellectual, occupational, physical, cultural, social, and environmental wellness.

Our office has also updated laundry facilities in all residential areas, with the exception of McKendree West, to meet the needs of their requests in the 2018 Fall Student Survey. We hope to utilize the conduct system assessment to improve our practice regarding the Code of Student Conduct, sanctioning, and conduct meetings.

Program Assessment Contact(s)

Sam Englar, Director of Residence Life
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Academic Excellence: Student Success and Advising Center

Description

The Student Success and Advising Center offers disability services, writing and tutoring services, and help structuring your class schedule, among a variety of other services. We can also help you with time management skills, study techniques, and navigating campus policies and procedures.

Mission Statement

The mission of the Student Success and Advising Center is to support a successful transition for undergraduate students into the intellectual, social, and cultural community of McKendree University.

Major Outcomes (3-5)

1. New at-risk students will successfully transition from High School/other universities to McKendree.
2. Students will be able to identify and utilize the academic support services at McKendree.
3. Students on academic probation will be able to identify academic struggles and issues.
4. Students are able to persist semester to semester.
5. Students are able to identify and utilize non-academic services at McKendree.

Primary/Select Activities/Events

	DEPARTMENT/PROGRAM OUTCOMES				
ACTIVITIES/EVENTS	Transition	Academic Support Services	Academic Struggles and issues	persist	Non-academic support services
SMART Mentoring Program	XX	X	XX	XX	XX
Academic Tutoring		XX	XX	X	

Academic Exam Proctoring		XX	X	X	
Academic Writing Assistance		XX	XX	X	
Academic Recovery Program Mentoring		X	XX	XX	XX
Connect Mentoring Program	X	X	XX	X	XX
Academic Advising	XX	X	X	XX	X

Methods of assessment (number of students attending, surveys, et.c)

The student success and advising center is assessed in usage numbers for all of the services. The usage numbers for the center are presented four times a year, Fall Board of Trustees report, Spring Board of Trustee report, May Board of Trustee report and in the end of the year report.

The center is also assessed by comparing students' academic outcomes (gpa and persistence) for those that complied with the mentoring program and those that did not comply.

Post-appointment assessment survey for writing, tutoring and test proctoring.

Results from assessment

- Students whom scored low/low on success navigator and complied with the SMART program, persisted at 80%, whereas those that did not comply only persisted at 20%.
- Usage of Academic Tutoring had an increase of 20% in 2017-2018.
- Student Success and advising center had a 28% increase in academic advising appointments.
- Academic Test Proctoring had a 123% increase in 2017-2018.
- Students reported that the hours of tutoring limited their ability to utilize the services.

Use of Data (Previous year or this year)

2018-2019 –

1. Graduate Assistant was added to the Student Success Center
2. Testing Center hours were extended
3. Student Success and Advising Center hours were extended 7:00-5:00.
4. Student Success and Advising Center added group advising sessions for the fall 2018 and spring 2019.
5. Director of Writing Center moved to the Student Success and advising center.

6. Academic tutoring options were increase with a greater variety of hours and an increase of individual tutors.

Program Assessment Contact(s)

Jennifer Miller, EdS.

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Lifelong Learning: Career Services

Description

The Office of Career Services on the Lebanon campus provides a variety of services to assist students with career options. Individual career counseling, interest and personality assessment, and career exploration workshops offer students the opportunity to examine possible majors and careers. This office also provides electronic and print access information related to career planning, the job search, and graduate school. Career Services offers a one-credit-hour course each spring so that students are well prepared for their job search and life after graduation. This office also coordinates the internship program for academic credit that is available to qualifying junior- and senior-level students. Career Services provides workshops and individual advising to offer assistance with résumé preparation, job search correspondence, interview skills, and graduate school preparation. There are job fairs and career conferences to introduce students to available fields of work and prospective employers. Students and alumni are encouraged to register with Handshake, the McKendree University online job system, and to participate in on-campus interviews.

Mission Statement

The mission of the McKendree University Career Services Office is to:

- Give our students the opportunity to become actively involved in developing their career by providing a variety of training activities, programs, and services that support the goals of our students and McKendree University.
- Encourage students to take initiative and be active in developing their career, using Career Services to help guide them towards success in a career and our society as a whole.
- Help students understand that developing a career path is truly a life-long process.

Primary/Select Activities and Events

ACTIVITIES	LEARNING OUTCOME	LEARNING OUTCOME	LEARNING OUTCOME
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Job Search or Graduate School Assistance	Students who participate in a discussion about the job/graduate school search will learn new strategies to conduct an effective and manageable search for appropriate openings/programs.	Students who participate in a discussion about the job/graduate school search will gain an understanding of the sequence of tasks needed to complete a successful search.	Students who participate in a discussion about the job/graduate school search will have an increase in confidence in their ability to successfully navigate their search and application process.
#InternReady Training Module	Students who participate in the #InternReady Training Module will gain confidence in their abilities to successfully navigate their internship experience.	Students who participate in the #InternReady Training Module will be able to identify how to implement key career competencies into their internship.	

Methods of Assessment

ASSESSMENT METHOD FOR JOB SEARCH OR GRADUATE SCHOOL ASSISTANCE:

At the conclusion of the meeting, students will be given a paper or online survey with the questions below and asked to complete it anonymously.

Q1: After your discussion with Career Services about your job search (or graduate school search), what are two new ideas you have about how or where to search for jobs (or graduate school programs)?

Q2: What is the next action step you will take to make progress in your job search (or graduate school search)?

Q3: After your discussion with Career Services about your job search (or graduate school search), how has your confidence in your ability to successfully navigate the search process changed?

Significantly Less Confident--Slightly Less Confident--No Change--Slightly More Confident--Significantly More Confident

ASSESSMENT SCORING:

For Q1, students will receive one point for each relevant search strategy listed, with two points possible. For Q2, students will receive one point for any appropriate action step listed. For Q3, students will receive two points for an answer of "Significantly More Confident," one point for an answer of "Slightly More Confident," zero points for "No Change," one negative point for "Slightly Less Confident," and two negative points for "Significantly Less Confident."

*Total possible points is 5 points.

TARGET OUTCOMES:

An average student score of 4 or higher (80% or higher) is the target goal to demonstrate that a significant level of learning was achieved.

ASSESSMENT METHOD FOR #INTERNREADY TRAINING MODULE:

After reviewing the #InternReady presentation, students will access a link to an online exercise through SurveyMonkey. The exercise contains 8 questions, 6 of which are included to assess student learning from the #InternReady presentation (included below).

Q1: You've just completed a project at your internship. You aren't sure what to work on next and aren't sure if you should interrupt your supervisor. What should you do?

- Talk with other interns to see what they're working on
- Find ways to look busy while you look for your next assignment
- **Communicate with your supervisor via email or in person to inform him/her of your completed project and ask about what to work on next.**

Q2: As an intern, when is it appropriate to ask questions before you make a decision?

- Never. The goal of an internship is to figure it out as you go and learn from your mistakes.
- **Sometimes. You should try to solve problems independently, but should ask questions when needed.**
- Always. As an intern you will always need someone else's approval.

Q3: As an intern, when is it appropriate to share new ideas with your supervisor or group?

- Never, because you're an intern.
- Immediately when you begin the internship, because you always have great ideas.

- It depends on the situation. Give yourself some time to become familiar with the organization's processes before sharing all of your ideas.

Q4: You and a fellow intern disagree on how to move forward in your group project. What should you do?

- **Work together with your fellow intern to discuss alternative ideas.**
- Move forward on your own with your idea.
- Immediately talk with your supervisor so they can decide how to proceed.

Q5: You have been invited by a staff member at your internship site to go out to lunch, but you normally eat with the other interns in the break room. What would you do, and why?

Q6: After completing the #InternReady training presentation, how has your confidence in your ability to successfully navigate your internship changed?

Significantly Less Confident--Slightly Less Confident--No Change--Slightly More Confident--Significantly More Confident

ASSESSMENT SCORING:

For Q1, Q2, Q3, and Q4, students will earn 1 point each for each correct answer provided, for a total possible of 4 points.

For Q5, students will earn 1 point for the correct answer of "choose to go out to lunch" and 1 point for a reasonable explanation that mentions that going out to lunch provides a networking opportunity and a chance to form a relationship with a professional, for a total possible of 2 points.

For Q6, students will earn 2 points for an answer of "Significantly More Confident," 1 point for an answer of "Slightly More Confident," 0 points for an answer of "No Change," -1 point for an answer of "Slightly Less Confident," and -2 for an answer of "Significantly Less Confident," for a total possible of 2 points.

*Total possible points is 8 points.

TARGET OUTCOMES:

An average student score of 7 or higher (88% or higher) is the target goal to demonstrate that a significant level of learning was achieved.

Results of Assessment

To be determined in 2019-2020 academic year.

Use of Data

Will utilize in 2020-2021 academic year or sooner.

Program Assessment Contacts:

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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 and 2018 Closing the Loop Workshop. This rubric will be used again to provide feedback to each major at the May 2020 Closing the Loop Workshop.

The SLATE committee updated this rubric and added a general education section in 2018-2019.

Major Assessment Plan Evaluation Rubric - SLATE 2018

Program name:

Assessment Plan Descriptors	Best Practice	Acceptable	Developing	Rating/Comments
Description of Major	Complete description of the major is included, and it is aligned with the university's mission statement and relevant professional organizations.	General description of the major is included, and it is aligned with the university's mission statement.	Description of the major is vague with no alignment to the university's mission statement.	
Mission Statement	The mission statement is specific, clear, and meaningful.	A general statement lacks one of the following: specificity, meaning, clarity.	No mission statement.	
Major Learning Outcomes	<p>The number of outcomes is appropriate for the major.</p> <p>All outcomes are clear and concise.</p> <p>All 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>Most outcomes are clear, but some could be clearer or more concise.</p> <p>Most outcomes are based on student learning, but some may be difficult to observe or measure.</p>	<p>There are no outcomes.</p> <p>Most outcomes need revision to make them clearer or more concise.</p> <p>Most outcomes are based on pedagogical activities rather than learning.</p> <p>Most outcomes cannot be observed or measured.</p>	

Curriculum Map	A complete grid includes major learning outcomes along with clear connections to required courses in the major.	A grid includes major learning outcomes along with some connections to courses in the major.	The grid is incomplete or missing	
Major Requirements: Capstone Research Experience Service	A capstone experience/course is identified. The major includes meaningful research experience. The major includes meaningful service experience.	The major lacks a meaningful capstone, research experience, or service experience.	The major lacks two or more of the following: capstone, research, and service.	
Methods of Assessment of Major Learning Outcomes	There are multiple direct (e.g., tests of knowledge, rubric scores) and indirect (e.g., student satisfaction, self-reported learning) measures of student outcomes (Further examples). Measures are valid. The measures are meaningfully related to the outcomes. High-quality rubrics and scoring guides are attached.	There are two to three direct or indirect measures. Measures are valid. The measures are generally related to the outcomes. Rubrics and scoring guides are used but not included, or the quality needs to be improved.	There are no measures of outcomes or the measures are not valid. The measures do not relate to the outcomes. Rubrics and scoring guides are not utilized.	

Results of Assessment of Major Learning Outcomes	<p>Assessment results are included. The results are meaningfully related to outcomes.</p> <p>New findings are compared to previous results.</p> <p>Explanation describes how targets were met/not met.</p>	<p>Assessment results are included. Strengths and weaknesses are identified.</p>	<p>Assessment results are unclear. No areas of growth are explained.</p>	
Use of Data (from year to year)	<p>The assessment plan identifies a person/group with responsibility for improving the major (e.g., a committee, specific faculty).</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>There is clear evidence of “closing the loop” and meaningful improvements.</p>	<p>The assessment plan identifies a plan to improve the major.</p> <p>Lacking a clear timetable, more use of data still desirable.</p> <p>There is some evidence of data use in making decisions and changes.</p> <p>One or two general examples of changes are included.</p> <p>There is evidence of “closing the loop.”</p>	<p>The assessment plan lacks an improvement plan and an identified person.</p> <p>There is not a clear timeline for reviewing data and implementing change.</p> <p>Data is not being used.</p> <p>Changes are not based on assessment.</p> <p>There is no evidence of “closing the loop.”</p>	
General Comments:				

General Education (New in 2018)

Assessment Plan Descriptors	Best Practice	Acceptable	Developing	Rating/Comments
Results of Assessment of General Education Learning Outcomes	<p>Assessment results are included. The results are meaningfully related to outcomes.</p> <p>New findings are compared to previous results.</p> <p>Explanation describes how targets were met/not met.</p>	<p>Assessment results are included.</p> <p>Strengths and weaknesses are identified.</p>	<p>Assessment results are unclear.</p> <p>No areas of growth are explained.</p>	
General Education Use of Data (from year to year)	<p>The assessment plan identifies a person/group with responsibility for improving the general education program (e.g., a committee, specific faculty).</p> <p>Timetable for implementation is included.</p> <p>Specific examples of how the data were used and specific changes are included.</p> <p>There is clear evidence of “closing the loop” and meaningful improvements.</p>	<p>The assessment plan identifies a plan to improve the program.</p> <p>Lacking a clear timetable, more use of data still desirable.</p> <p>There is some evidence of data use in making decisions and changes.</p> <p>One or two general examples of changes are included.</p> <p>There is evidence of “closing the loop.”</p>	<p>The assessment plan lacks an improvement plan and an identified person.</p> <p>There is not a clear timeline for reviewing data and implementing change.</p> <p>Data is not being used.</p> <p>Changes are not based on assessment.</p> <p>There is no evidence of “closing the loop.”</p>	
General Comments:				

Course Level Assessment

Course Evaluations & Teaching Inventory

McKendree University Course Evaluations Fall, 2018

Description

Each semester faculty members are asked to upload their syllabi and complete a faculty teaching inventory for each course in 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 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, 2018 Responses

Statistic Description	Number
Total Number of Courses Taught:	992
Number of Syllabus Uploaded:	761
Number of Faculty Self-Evaluations:	240
Total Number of Course Evaluations:	7398
Number Students Submitting Evaluations:	1952

Table 2 summarizes the overall results for undergraduate courses.

This course....		
1. was a positive experience	4.54 ± 0.89	
2. helped me gain an appreciation for the material covered	4.44 ± 0.97	
3. improved my critical thinking	4.44 ± 0.95	
4. was intellectually engaging	4.43 ± 0.97	
5. enhanced my research and information literacy skills	4.36 ± 1.02	
6. promoted development of my writing skills	4.32 ± 1.06	
7. was well organized	4.47 ± 0.94	
8. was challenging	4.43 ± 0.97	
9. had a clear and comprehensive syllabus	4.56 ± 0.85	
10. was of high quality overall	4.49 ± 0.92	
This instructor...		
11. was knowledgeable about the subject	4.76 ± 0.64	
12. used a variety of teaching methods and activities	4.43 ± 1.00	
13. was well prepared for class	4.65 ± 0.77	
14. was respectful to students	4.70 ± 0.73	
15. provided useful feedback	4.59 ± 0.86	
16. used fair grading procedures	4.63 ± 0.81	
17. presented course material effectively	4.54 ± 0.91	
18. provided an atmosphere where students could ask questions and express ideas	4.67 ± 0.77	
19. was accessible (in person, by phone, or by email) to students outside of class	4.64 ± 0.79	
20. responded effectively to comments and questions	4.63 ± 0.81	
21. used technology effectively where appropriate	4.64 ± 0.78	
22. was effective overall	4.58 ± 0.86	

Table 3 summarizes the overall results for graduate courses.

This course ...	
1. was a positive experience.	4.71 ± 0.66
2. helped me gain an appreciation for the material covered.	4.72 ± 0.66
3. improved my critical thinking.	4.64 ± 0.76
4. was intellectually engaging.	4.61 ± 0.90

5. enhanced my research and information literacy skills.	4.50 ± 0.90
6. promoted development of my writing skills.	4.60 ± 0.84
7. was well organized.	4.69 ± 0.84
8. was challenging.	4.50 ± 0.90
9. had a clear and comprehensive syllabus.	4.69 ± 0.74
10. was of high quality overall.	4.60 ± 0.88

This instructor ...

11. was knowledgeable about the subject.	4.82 ± 0.45
12. used a variety of teaching methods and activities.	4.50 ± 0.80
13. was well prepared for class.	4.67 ± 0.62
14. was respectful to students.	4.83 ± 0.24
15. provided useful feedback.	4.70 ± 0.71
16. used fair grading procedures.	4.68 ± 0.52
17. presented course material effectively.	4.76 ± 0.70
18. provided an atmosphere where students could ask questions and express ideas.	4.84 ± 0.63
19. was accessible (in person, by phone, or by e-mail) to students outside of class.	4.80 ± 0.53
20. responded effectively to comments and questions.	4.88 ± 0.40
21. used technology effectively where appropriate.	4.79 ± 0.54
22. was effective overall.	4.73 ± 0.70

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

Number of Self-Reflections in this report:

195

1. Active Learning Inventory	Not at all	A few times	Many times
• Small group discussion	33	7	152
• Whole class discussions	18	4	169
• Blackboard discussion boards	117	17	57
• Debates	133	14	38
• Simulations/Real world applications (e.g., investment competition)	102	19	67
• Case Study Analysis	102	17	69
• Laboratory	159	1	24
• Hands-on experiences	65	13	109
• Team/Collaborative learning	55	12	119
• Peer editing/peer review	112	14	60
• Problem-based learning	69	7	111
• Producing a creative piece (e.g., art, music, theater)	132	18	18
• Student verbal presentations or demonstrations	73	32	83
• Other	95	3	6
Overall, to what extent did you include active learning activities in your class in terms of time?	69.84% ± 22.94%		

2. Research Experiences Inventory	Not at all	A few times	Many times
• Read primary research materials (e.g., journal articles, technical reports)	69	25	95
• Review the literature	94	21	72
• Collect data in the field, experimentally, or from archives	125	19	41
• Analyze qualitative or quantitative data	111	15	61
• Design a research study	149	17	22
• Write a research report 1 to 5 pages long	108	38	40
• Write a research report 6 to 10 pages long	152	25	12
• Write a research report 11 or more pages long	170	8	8
• Participate in peer review of research	147	16	23
• Present research in written or oral form in class	105	30	52
• Present research in written or oral form on campus outside of class	175	9	3

• Present research in written or oral form off campus	170	11	6
• Conduct research collaboratively with other students	147	23	18
• Other	101	2	3
Overall, to what extent did you include research activities in your class in terms of time?	37.41% ± 25.12%		

3. Community-Based Experiences Inventory	Not at all	A few times	Many times
• Community education projects	156	18	14
• Consultation with outside groups/companies	148	20	21
• Field trips	149	24	16
• Lebanon involvement (e.g., Art Gallery, Business class surveys for the town)	162	17	8
• Service learning assigned by instructor	174	14	1
• Service learning selected by student(s)	171	9	8
• Volunteering	163	15	10
• Other	118	4	0
Overall, to what extent did you include community-based experiences in your class in terms of time?	34.29% ± 24.89%		

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 2018 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