
McKendree University

Biennial Assessment Report

2020-2022



MCKENDREE UNIVERSITY
Office of Academic Affairs

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Office of Academic Affairs: August, 2022

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.
- In 2019 we restructured our assessment grid and assessment webpage that is based on the NILOA transparency framework.
- We added to the Biennial Assessment Report a section on General Education assessment for the 2018-2019 assessment cycle.
- We transitioned all General Education rubrics to Brightspace D2L during the 2021-2022 academic year and piloted them in the new learning management system.
- We are improving our data reporting and will continue to disaggregate data in more meaningful ways in the future.

Timeline

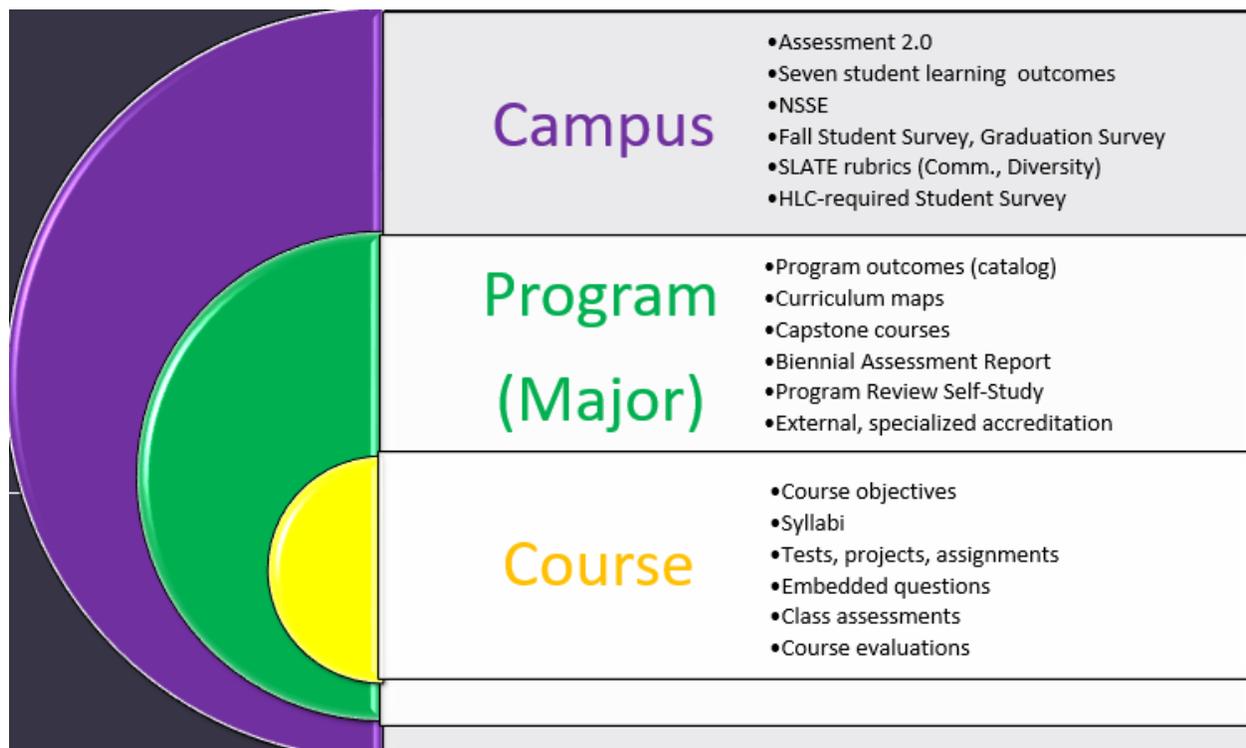
Year	Planning and Development	Implementation
2010-2011	Engagement	
2011-2012	Personal and Social Responsibility	Engagement
2012-2013	Appreciation of Diversity	Personal and Social Responsibility
2013-2014	Effective Communication	Appreciation of Diversity
2014-2015	Inquiry and Problem Solving	Effective 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
2020-2021	Inquiry and Problem Solving	Effective Communication
2021-2022	Lifelong Learning	Inquiry and Problem Solving
2022-2023	Engagement	Lifelong Learning

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
August 2020	Sustained Excellence in Assessment Designation from NILOA

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, and Teaching Effectiveness (SLATE)

The institutional assessment process, focused on both curricular and co-curricular outcomes, consists of a continuous and repeating six-year cycle directed by the university-wide committee on Student Learning, Assessment, and Teaching Effectiveness Committee (SLATE). The cycle calls for subcommittees that convene over a two-year period to (a) review one of the seven student learning outcomes, (b) propose assessment tools for that outcome, and (c) implement the assessment activities related to that outcome. The SLATE committee then collects assessment data and monitors student outcomes annually.

The SLATE committee also monitors and guides assessment activities at the program level. Each program must complete a biennial assessment report and submit it for review by the SLATE committee. The SLATE committee evaluates each report using a rubric and provides feedback to the faculty associated with each major during the annual Closing the Loop workshop. Based on the feedback, programs formulate action plans for their next report.

Summary of Notable SLATE Activities 2020-2021

- Based on results of the NSSE survey, SLATE explored methods to increase engagement among first-year students. As part of those efforts, SLATE collaborated with the UNI 101 coordinator to assess learning outcomes and student attitudes related to the UNI 101 course.
- SLATE reviewed and updated the University syllabus templates.
- SLATE reviewed and approved the Communication Subcommittee final assessment report.
- SLATE evaluated and proposed content for the fall T4E workshop, spring T4E workshop, and Closing the Loop Workshop.
- SLATE received inquiries in the spring related to possible changes to student evaluations of teaching in light of the transition from in-person course delivery due to COVID-19. SLATE Chair Dr. Guy Boysen conducted a statistical analysis of student evaluations from the past five semesters. Fully online courses exhibited no change in average student evaluations spring 2020. In-person courses demonstrated a reliable increase in average student evaluations in spring 2020 that was trivial in size. However, there was about a 20% decrease in response rates.

Summary of Notable SLATE Activities 2021-2022

- To ensure implementation of General Education Rubrics, SLATE committee members contacted Chairs with a list of General Education Courses using rubrics, reached out to instructors in their programs and divisions to offer help with implementation, and offered instructions via email and at faculty meetings.
- SLATE reviewed and approved the Inquiry and Problem Solving Subcommittee final assessment report.
- SLATE evaluated and proposed content for the fall T4E workshop, spring T4E workshop, and Closing the Loop Workshop.

- SLATE revised the committee membership based on current practices and changes in administrative positions.
 - **4.13 Student Learning, Assessment, and Teaching Effectiveness Committee Membership.** The members of this committee are one member from the School of Business, one member from the School of Education, one member from the School of Nursing and Health Professions, three members from the College of Arts and Sciences, and the Provost or other designee ~~Associate Dean~~. Non-voting members include one designee from each of the following areas: Student Success & Advising Center, Institutional Research, and Educational Technology. ~~the Director of Retention, the Assessment Coordinator, the University 101 Coordinator,~~ Two students chosen by the Student Government Association may also serve as nonvoting members.

Student Learning, Assessment, and Teaching Effectiveness (SLATE)

Communication Subcommittee



C O M M U N I C A T I O N

End-of-Year Report

2019 – 2020

Committee Members

Jessica Campbell (Chair)

Darryn Diuguid

Jessica Hopkins

Kevin Kao

Sara Trask

Paul Worrell





C O M M U N I C A T I O N

**SLATE Communication Subcommittee
End-of-Year Report 2019 - 2020**

Effective Communication Student Learning Outcome

OLD OUTCOME

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

Objective 1: Students will communicate effectively in oral forms.

Objective 2: Students will communicate effectively in written forms.

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

NEW OUTCOME

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

Objective 1: Students will communicate effectively in oral forms.

Objective 2: Students will communicate effectively in written forms.

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

Assessment Methods

DIRECT MEASURES

Oral Communication Rubric

Written Communication Rubric

Aesthetic Expression Rubric

The committee feels that these assessment measures should still be used going forward. We have proposed revisions to the rubrics, which may be found below the current rubrics on the following pages.

GENERIC ORAL COMMUNICATION RUBRIC - APRIL 2015

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Purpose	4	3	2	1
	Demonstrates skillful mastery of the assigned purpose of the speaking task.	Demonstrates thorough understanding of the assigned purpose of the speaking task.	Demonstrates basic understanding of the assigned purpose of the speaking task.	Demonstrates minimal or no attention to the assigned purpose of the speaking task.
Content	4	3	2	1
	All content is appropriate for the assignment.	Most content is appropriate for the assignment.	Content is somewhat appropriate for the assignment.	Content is minimally appropriate or inappropriate for the assignment.
Organization	4	3	2	1
	Organizational pattern is clearly and consistently observable throughout the presentation. The presentation is entirely cohesive.	Organizational pattern is often clearly and consistently observable. The presentation is mostly cohesive.	Organizational pattern is intermittently observable. The presentation is somewhat cohesive.	Organizational pattern is not observable. The presentation is not cohesive.
Language	4	3	2	1
	Language choices are imaginative, memorable, and compelling, enhancing the presentation's effectiveness. Language in the presentation is appropriate to audience.	Language choices are thoughtful and generally support the presentation's effectiveness. Language in the presentation is mostly appropriate to audience.	Language choices are generic and intermittently support the presentation's effectiveness. Language in the presentation is somewhat appropriate to audience.	Language choices do not support the presentation's effectiveness. Language in the presentation is not appropriate to audience.
Delivery	4	3	2	1
	Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling. Speaker appears polished and confident.	Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) often make the presentation compelling. Speaker appears mostly polished and confident.	Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) intermittently make the presentation compelling. Speaker appears somewhat polished and confident.	Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) do not make the presentation compelling. Speaker does not appear polished and confident.
Discipline-specific conventions:	4	3	2	1
	Demonstrates detailed attention to and successful execution of conventions particular to the discipline, including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to the discipline, including organization, content, presentation, formatting, and stylistic choices.	Demonstrates uneven use of conventions appropriate to the discipline, including basic organization, content, and presentation.	Demonstrates limited attention to conventions appropriate to the discipline and/or fails to conform to disciplinary expectations.

GENERIC ORAL COMMUNICATION RUBRIC - SPRING 2020

Indicator	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Purpose	4	3	2	1
	Demonstrates skillful mastery of the assigned purpose of the presentation.	Demonstrates thorough understanding of the assigned purpose of the presentation.	Demonstrates basic understanding of the assigned purpose of the presentation.	Demonstrates minimal or no attention to the assigned purpose of the presentation.
Content	4	3	2	1
	Uses appropriate, relevant, compelling, and original content.	Uses appropriate and relevant content.	Uses somewhat appropriate and relevant content.	Uses content that is only minimally appropriate.
Use of Evidence	4	3	2	1
	Demonstrates skillful use of high-quality, credible, relevant evidence to develop ideas that are appropriate for the discipline and genre of the presentation.	Demonstrates consistent use of credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the presentation.	Demonstrates some use of credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the presentation.	Demonstrates minimal or no use of credible, relevant evidence. Evidence may be inappropriate for the discipline and genre of the presentation.
Organization	4	3	2	1
	Organizational pattern is clearly and consistently observable throughout the presentation. The presentation is entirely cohesive.	Organizational pattern is often clearly and consistently observable. The presentation is mostly cohesive.	Organizational pattern is intermittently observable. The presentation is somewhat cohesive.	Organizational pattern is not observable. The presentation is not cohesive.
Language	4	3	2	1
	Language choices are clear, concise, and compelling, enhancing the presentation's effectiveness. Language in the presentation is appropriate to audience.	Language choices are thoughtful and generally support the presentation's effectiveness. Language in the presentation is mostly appropriate to audience.	Language choices are generic and intermittently support the presentation's effectiveness. Language in the presentation is somewhat appropriate to audience.	Language choices do not support the presentation's effectiveness. Language in the presentation is not appropriate to audience.
Delivery	4	3	2	1
	Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling. Speaker appears polished, professional and confident.	Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) often make the presentation compelling. Speaker appears mostly polished, professional and confident.	Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) intermittently make the presentation compelling. Speaker appears somewhat polished, professional and confident.	Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) do not make the presentation compelling. Speaker does not appear polished, professional and confident.
Presentation Aids	4	3	2	1
	Aids make the presentation compelling. They are supportive to oral delivery, polished, professional, appropriate, and engaging.	Aids often make the presentation compelling. They are mostly supportive to oral delivery, polished, professional, appropriate, and engaging.	Aids intermittently make the presentation compelling. They are somewhat supportive to oral delivery, polished, professional, appropriate, and engaging.	Aids do not make the presentation compelling. They are not supportive to oral delivery, polished, professional, appropriate, and engaging.

GENERIC WRITTEN COMMUNICATION RUBRIC - APRIL 2015

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.
Discipline-specific conventions	4	3	2	1
	Demonstrates detailed attention to and successful execution of conventions particular to the discipline, including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to the discipline, including organization, content, presentation, formatting, and stylistic choices.	Demonstrates uneven use of conventions appropriate to the discipline, including basic organization, content, and presentation.	Demonstrates limited attention to conventions appropriate to the discipline and/or fails to conform to disciplinary expectations.

GENERIC WRITTEN COMMUNICATION RUBRIC-SPRING 2020

Indicator	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Purpose	4	3	2	1
	Demonstrates skillful mastery of the purpose of the paper/project.	Demonstrates thorough understanding of the purpose of the paper/project.	Demonstrates basic awareness of the purpose of the paper/project.	Demonstrates minimal or no attention to the purpose of the paper/project.
Content	4	3	2	1
	Uses appropriate, relevant, compelling, and original content.	Uses appropriate and relevant content.	Uses somewhat appropriate and relevant content.	Uses content that is only minimally appropriate.
Use of Evidence	4	3	2	1
	Demonstrates skillful use of high-quality, credible, relevant evidence to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates some use of credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates minimal or no use of credible, relevant evidence. Evidence may be inappropriate for the discipline and genre of the writing.
Organization	4	3	2	1
	Organizational pattern is consistently clear.	Organizational pattern is generally clear with few exceptions.	Organizational pattern is intermittently clear.	Organizational pattern is not clear.
Syntax and Mechanics	4	3	2	1
	Uses language that communicates meaning to readers with clarity and fluency. The writing is virtually error free.	Uses straightforward language that conveys meaning to readers. The writing includes few errors.	Uses language that generally conveys meaning to readers. The writing includes some errors.	Uses language that sometimes impedes meaning because of the high number of errors.
Discipline-specific conventions	4	3	2	1
	Demonstrates detailed attention to and successful execution of formatting and stylistic conventions particular to the discipline.	Demonstrates consistent use of formatting and stylistic conventions particular to the discipline.	Demonstrates some use of formatting and stylistic conventions particular to the discipline.	Demonstrates limited attention to formatting and stylistic conventions particular to the discipline.

GENERIC AESTHETIC EXPRESSION RUBRIC - APRIL 2015

Outcome/Product Criteria

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Craftsmanship	4	3	2	1
	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)	4	3	2	1
	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	4	3	2	1
	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

Investigation and Invention	4	3	2	1
	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	4	3	2	1
	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 risk venturing outside of 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 on 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.

GENERIC AESTHETIC EXPRESSION RUBRIC - SPRING 2020

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Concepts and Principles	4	3	2	1
	Project demonstrates a strong application of fundamental concepts and principles within a discipline exploring aesthetic expression.	Project demonstrates competent application of fundamental concepts and principles within a discipline exploring aesthetic expression.	Project demonstrates partial application of fundamental concepts and principles within a discipline exploring aesthetic expression.	Project demonstrates limited application of fundamental concepts and principles within a discipline exploring aesthetic expression.
Skill	4	3	2	1
	Project demonstrates accomplishment of skill (materials, techniques, methods)	Project demonstrates competency of skill (materials, techniques, methods)	Project demonstrates partial development of skill (materials, techniques, methods)	Project demonstrates limited development of skill (materials, techniques, methods)
Research	4	3	2	1
	Project shows extensive use of research, gathering of information, and/or source materials.	Project shows adequate use of research, gathering of information, and/or source materials.	Project shows some use of research, gathering of information, and/or source materials.	Project shows little to no use of research, gathering of information, and/or source materials.
Historical Context	4	3	2	1
	Project demonstrates an in-depth understand of historical contexts and their relationship to current history.	Project demonstrates a competent understanding of historical contexts and their relationship to current history.	Project demonstrates an exposure to historical contexts and their relationship to current history. Project is lacking depth.	Project demonstrates little to no awareness of historical contexts and their relationship to current history.
Feedback	4	3	2	1
	Student welcomes feedback and enacts eager and thoughtful changes to improve through the creative process.	Student is receptive to feedback and engages in changes through the creative process.	Student tolerates feedback but does not engage in effective changes through the creative process.	Student rejects or resists feedback, resulting in little to no changes through the creative process.

Writing Intensive Courses

Dr. Tami Eggleston also charged the subcommittee to consider the status of requirements for and teaching of writing-intensive courses on campus.

PREVIOUS CATALOG LANGUAGE (2019-2020 CATALOG)

Catalog language for Writing-Intensive Courses designated with a “W”:

Writing-intensive courses are taken after successful completion of six hours of first-year English. Each writing-intensive course provides opportunity for students to practice the writing, reading, and critical thinking skills they learned in first-year composition courses and to develop these skills by learning and demonstrating adherence to the conventions of written discourse in a specific academic discipline.

To be deemed writing-intensive, a course must meet the following criteria:

- Writing must be an integral part of the course and constitute a substantial part of the final course grade. Instructors may use their professional judgment in defining “substantial” within the context of their course and academic discipline.
- The course must include a process-oriented approach to writing. This process must include instruction about writing in the course’s academic discipline, written or oral feedback to students during their writing process, and emphasis on revision of written work.
- Students must complete assignments totaling a minimum of 5,000 words (approximately 20 double-spaced pages) of writing over the course of the semester.

Currently, the university leaves it to the instructor’s best judgment to determine that a course meets the requirements above. New writing-intensive courses are approved by the Undergraduate Council but do not undergo any other evaluation process. Ideally, a faculty member or committee of faculty members with doctoral-level training in the teaching of rhetoric and composition would undertake this evaluation; however, we do not currently have a faculty member with this expertise and do not anticipate having one in the near future. Dr. Eggleston gave this subcommittee the charge to consider the writing-intensive courses because such courses do not fall perfectly under the purview of any existing committee. However, if the General Education Review Committee or other similar committee is established again in the future, such a committee could take up the approval of future writing-intensive courses.

The subcommittee proposes the following new language describing writing-intensive courses for the course catalog:

PROPOSED NEW CATALOG LANGUAGE

Students take at least two writing-intensive courses after successfully completing English 111 and 112. Each writing-intensive course provides the opportunity for students to practice the writing, reading, and

critical thinking skills they learned in English 111 and 112, and to develop these skills by learning and demonstrating adherence to the conventions of written discourse in a specific academic discipline.

To be deemed writing intensive, a course must meet the following criteria:

- One of the course objectives must be the development of writing skills.
- The course must adopt a process-based approach to writing. This approach includes, but is not limited to, instruction about writing in the course's academic discipline, written and/or verbal feedback to students during their writing process, and emphasis on revision of written work.
- The instructor must use the Written Communication rubric to assess at least one assignment on D2L Brightspace.
- Writing must be an integral part of the course. Expectations for writing vary from department to department and class to class; instructors should use their best judgment in ensuring that writing is integral to the course, using the following guidelines:
 - Some classes require twenty pages of polished prose. Others require writing that includes charts and graphs, intensive study of grammar/rhetoric, or perhaps writing for the web; in these cases, instructors may define their focus on writing in terms of something other than numbers of pages.
 - Students' proficiency in writing should constitute a substantial portion of the course grade.
 - Instructors might assign informal writing as well as formal writing. Informal writing might be graded or ungraded and can include journals, field notes, reflections, memos, informal responses to readings, online discussions, and in-class writing. Informal writing may be used as a way to begin a formal paper or as a means to generate good class discussion. Formal writing assignments are usually graded, and might include critical and/or creative work. Genres include argumentative essays, research papers, literature reviews, case studies, op-eds, proposals, reports, blogs, digital writing, critical narratives, and so forth, depending on the discipline. The best practice for writing-intensive courses is to require students to produce a written document that is considered the standard form for professional communication in the discipline.



C O M M U N I C A T I O N

**SLATE Communication Subcommittee
End-of-Year Report 2019 - 2020**

Implementation Plan for 2020 - 2021

Our implementation plan was originally conceived prior to the onset of the COVID-19 pandemic. The plan below represents our hope for the 2020-2021 academic year; modifications will likely be required, which we will make in response to changes in the situation.

1. *Encourage faculty to focus on teaching and assessing effective communication.*
 - a. Recommend readings for the Spring 2021 Faculty Book Study to Tami Eggleston
 - i. TBD
 - b. Present at January 2021 T4E on the distinction between grading and assessment, particularly when it comes to written and verbal communication and aesthetic expression.
 - c. Hold other faculty development workshops during the year focused on teaching writing and teaching verbal presentations.
2. *Educate students about effective communication.*
 - a. Hold workshops before the 2021 Academic Excellence Celebration to support students' presentation skills.
 - b. Establish a speech lab to supplement the Writing and Tutoring Center.
 - c. Hold a Writing and Tutoring Center open house with refreshments
3. *Promote campus-wide activities that interrogate and celebrate effective communication.*
 - a. Promote speech and debate team showcases.
 - b. Sponsor guest lecturer(s) on campus (Spring 2021).
4. *Continue to gather assessment data using the Oral Communication Rubric, the Written Communication Rubric, and the Aesthetic Expression Rubric.*
5. *Present a final report at the 2021 Closing the Loop workshop.*

Student Learning, Assessment, and Teaching Effectiveness (SLATE)

Inquiry and Problem-Solving Subcommittee



I N Q U I R Y

End-of-Year Report

2020 – 2021

Committee Members

Tyson Thomas (Char)

Debbie Houk

Heather Dye

Theodore Massey

Jessica Hopkins

Mike Louison

Kelly Stewart

Over the course of this year, the SLATE Inquiry and Problem-Solving subcommittee has evaluated the current mode of assessment. This document outlines the proposed changes to the current mode of assessment.

Currently, the assessment of Inquiry and Problem-Solving (IPS) involves the use of three rubrics: quantitative literacy, computer competency, and science and nature. Given the similarity between the quantitative literacy and computer competency rubrics, the committee is proposing to combine them into a generic inquiry and problem-solving rubric. The committee is proposing no changes to the science and nature rubric as it was updated in 2018. The proposed rubrics are at the end of this document.

Additionally, the committee is proposing assessment of IPS via the National Survey of Student Engagement (NSSE). The combination of rubrics and NSSE will provide both a direct and indirect measure for assessment of inquiry and problem solving. The proposed questions from the NSSE to be used for IPS assessment are identified below.

2. During the current school year, about how often have you done the following?

Response options: Very often, Often, Sometimes, Never

- a. Combined ideas from different courses when completing assignments.*
- b. Connected your learning to societal problems or issues.*
- d. Examined the strengths and weaknesses of your own views on a topic or issue.*
- f. Learned something that changed the way you understand an issue or concept.*
- g. Connected ideas from your courses to your prior experiences and Knowledge*

4. During the current school year, how much has your coursework emphasized the following?

Response options: Very much, Quite a bit, Some, Very little

- b. Applying facts, theories, or methods to practical problems or new situations.*
- c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts.*
- d. Evaluating a point of view, decision, or information source.*
- e. Forming a new idea or understanding from various pieces of information.*

6. During the current school year, about how often have you done the following?

Response options: Very often, often, Sometimes, Never

- a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)*
- b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)*
- c. Evaluated what others have concluded from numerical information.*

The current target average for IPS assessment from the rubrics is 2.0 (advanced=4, proficient=3, basic=2, and novice=1). The most recent data shows that this goal has been achieved in each year since these rubrics have been in place. Given the assessment data, the committee proposes adjustment to the target goal from 2.0 to 2.5 (and analogous target goal for NSSE questions).

Learning Outcome 4: Inquiry and Problem-Solving

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

Objective 4.1

Develop student Inquiry and Problem-Solving skills through computer & quantitative literacy skills by solving problems and communicating the solution based on class modality.

Performance indicators.

Students will:

***IPS1.1-Interpreting:** Interpret and explain information in the class modality.*

***IPS1.2-Creating:** Create an appropriate portrayal of information using the class modality.*

***IPS1.3-Calculating:** Use calculations to successfully solve a problem.*

***IPS1.4-Abstracting:** Explain how data, information, or knowledge is represented for computational use.*

***IPS1.5-Analyzing:** Evaluate and justify the appropriateness and correctness of the solution to a problem.*

***IPS1.6-Communicating:** Express the meaning of a result with accurate language, notations, or visualizations in support of an argument.*

Learning Outcome 4: Inquiry and Problem Solving

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

Objective 4.2

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

Performance indicators.

Students will learn:

SCI1.1-Distinguish science from other disciplines

SCI1.2-Apply the process of scientific inquiry

SCI1.3-Accurately communicate (oral/written) scientific theories, concepts, and terminology.

SCI1.4-Discriminate between scientific and societal controversy

SCI1.5-Interpret the validity of science as reported from a variety of sources

General Education Generic Inquiry & Problem-Solving Rubric

		Advanced	Proficient	Basic	Novice
IPS1.1	Interpreting	Provides accurate explanations or the impact of information presented. Makes appropriate inferences based on that information.	Provides accurate explanations or the impact of information presented.	Provides somewhat accurate explanations or the impact of information presented, but occasionally makes minor errors.	Attempts to explain or the impact of information presented but draws incorrect conclusions about the meaning of the information.
IPS1.2	Creating	Skillfully convert relevant information into an insightful portrayal in a way that contributes to a further or deeper understanding.	Competently convert relevant information into an appropriate and desired portrayal.	Completes conversion of information but resulting portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting portrayal is inappropriate or inaccurate.
IPS1.3	Calculating	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations. Required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
IPS1.4	Abstracting	Explain and demonstrates an understanding of how digital data is represented by abstractions at different levels. Demonstrates an understanding of different abstractions through correct conversion between abstractions (e.g., number bases-decimal, binary, hexadecimal).	Explain how digital data is represented by abstractions at different levels. Demonstrates an understanding of different abstractions through conversion between abstractions (e.g., number bases-decimal, binary, hexadecimal).	Explain how digital data is represented. Explains why various digital data abstractions are used (e.g., number bases-decimal, binary, hexadecimal).	Has an awareness of various digital abstractions (e.g., number bases used).
IPS1.5	Analyzing	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem and provide accurate and insightful conclusions regarding the quality and appropriateness of the solution or artifact.	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem and provide accurate conclusions regarding the quality and appropriateness of the solution or artifact.	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem and provide relevant conclusions regarding the quality of the solution or artifact.	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem but does not provide a conclusion regarding the correctness or appropriateness of the artifact.
IPS1.6	Communicating	Accurately uses precise and correct terminology, notations, or visualizations to explain information in connection with the argument or purpose of the work, presents it in an effective format, and explains it with consistently high quality.	Uses correct terminology, notations, or visualizations to explain information in connection with the argument or purpose of the work; though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses correct terminology, notations, or visualization of information, but does not effectively connect it to the argument or purpose of the work.	Did not use correct terminology, notations, or visualization of information. Presents an argument for which evidence is pertinent but does not provide explicit support. (May use quasi-quantitative words such as "many", "few", "increasing", "small" and the like in place of actual quantities.)

General Education Science and Nature Rubric

	Advanced	Proficient	Basic	Novice
SCI1.1-Distinguish science from other disciplines	A student can successfully evaluate whether a topic qualifies as scientific using all 6 of the following criteria: <ol style="list-style-type: none"> 1. Focuses on the natural world. 2. Aims to explain the natural world. 3. Uses testable ideas. 4. Relies on evidence. 5. Involves peer review. 6. Shows scientific integrity. 	A student can successfully evaluate whether a topic qualifies as scientific using 5 out of the 6 criteria.	A student can successfully evaluate whether a topic qualifies as scientific using 3-4 out of the 6 criteria.	A student can successfully evaluate whether a topic qualifies as scientific using 1-2 out of the 6 criteria.
SCI1.2-Apply the process of scientific inquiry	Able to apply the process of scientific inquiry (steps of the scientific method) and can evaluate the outcome.	Able to apply the process of scientific inquiry (steps of the scientific method)	Able to identify the steps involved in the process of scientific inquiry	Unable to identify the steps involved in the process of scientific inquiry
SCI1.3-Accurately communicate (oral/written) scientific theories, concepts, and terminology	<ul style="list-style-type: none"> • Shows ability to synthesize and make connections among concepts. • Rhetoric shows logical and clear organization of scientific concepts, theories, and terminology. • Can accurately explain concepts, theories, and terminology using their own words while avoiding common misconceptions. 	<ul style="list-style-type: none"> • Rhetoric shows logical and clear organization of scientific concepts, theories, and terminology. • Can accurately explain concepts, theories, and terminology using their own words while avoiding common misconceptions. 	<ul style="list-style-type: none"> • Can accurately explain concepts, theories, and terminology using their own words while avoiding common misconceptions. 	<ul style="list-style-type: none"> • Cannot accurately explain concepts, theories, and terminology using their own words while avoiding common misconceptions.
SCI1.4- Discriminate between scientific and societal controversy	<ul style="list-style-type: none"> • Can successfully distinguish between scientific and societal controversy. • Identifies the arguments behind societal controversies on scientific issues. • Is able to evaluate the basis for the controversy (ethical/ misunderstanding of science). 	<ul style="list-style-type: none"> • Can successfully distinguish between scientific and societal controversy. • Identifies the arguments behind societal controversies on scientific issues. 	<ul style="list-style-type: none"> • Can successfully distinguish between scientific and societal controversy. 	<ul style="list-style-type: none"> • Cannot successfully distinguish between scientific and societal controversy.
SCI1.5-Interpret the validity of science as reported from a variety of sources	<ul style="list-style-type: none"> • Successfully distinguishes between primary and secondary scientific sources. • Evaluates the credibility of sources (author/topic/ conflict of interest /pseudoscience/ currency/supported statements/cited evidence) • Is able to identify what background information being reported is scientific. • Discusses the degree to which scientific background reported is accurate. 	<ul style="list-style-type: none"> • Successfully distinguishes between primary and secondary scientific sources. • Evaluates the credibility of sources (author/topic/ conflict of interest /pseudoscience/ currency/ supported statements/ cited evidence) • Is able to identify what background information being reported is scientific. 	<ul style="list-style-type: none"> • Successfully distinguishes between primary and secondary scientific sources. • Evaluates the credibility of sources (author/topic/ conflict of interest /pseudoscience/currency/ supported statements/ cited evidence). 	<ul style="list-style-type: none"> • Successfully distinguishes between primary and secondary scientific sources.

McKendree University

Closing the Loop Workshops

Closing the Loop 2021 Workshop

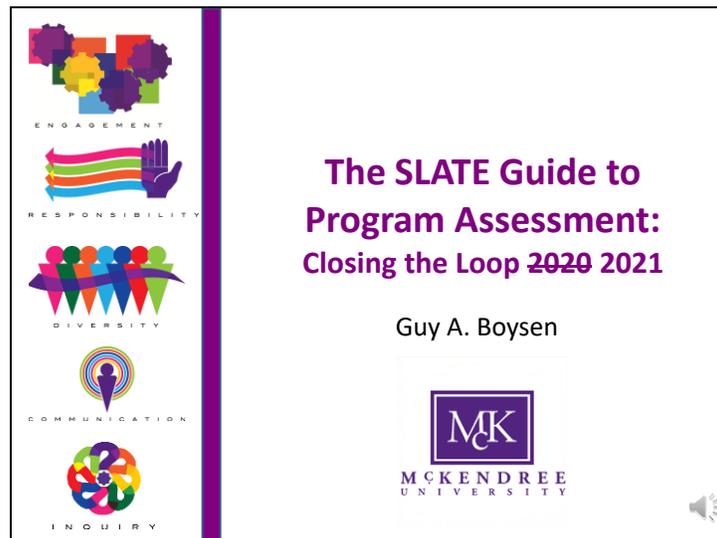
Schedule

- Tuesday, May 18, 2021
- Virtual Meeting on Zoom
 - 1:00-1:25: Final report from Inquiry subcommittee (Tyson Thomas, subcommittee members)
 - 1:30-1:55: Report on first-year survey (Jennifer Miller, retention committee members)
 - 2:00-2:25: Update on Brightspace Gen Ed rubrics (Guy Boysen, Erin Campbell)
 - 2:30-2:55: Summary of assessment feedback and next steps (Guy Boysen)
 - 3:00-3:25: Brightspace assessment best practices (quizzes, surveys, rubrics, reports, class progress)

Closing the Loop Materials

Summary of Assessment Feedback and Next Steps: Dr. Guy Boysen

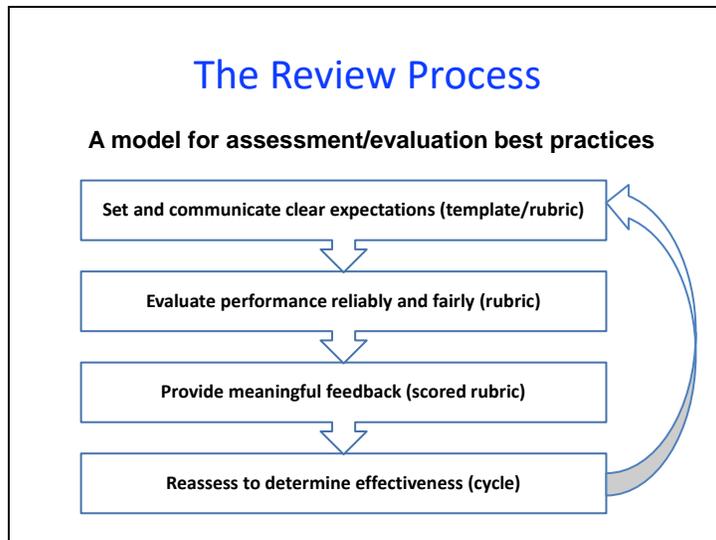
Slide 1



Slide 2



Slide 3



Slide 4

The Review Process

- 2-year assessment cycle for degree programs
 - **May 2019:** Programs submitted assessment reports.
 - **August 2019-May 2020:** SLATE reviewed reports, programs continued assessment activities.

PANDEMIC!PANDEMIC!PANDEMIC!PANDEMIC!PANDEMIC!PANDEMIC!PANDEMIC!
 PANDEMIC!PANDEMIC!PANDEMIC!PANDEMIC!PANDEMIC!PANDEMIC!PANDEMIC!

- **May 2021:** Programs receive SLATE feedback on rubric, create action plan.
- **May 2021-April 2022:** Programs work on action plans
- **May 2022:** Programs submit updated assessment reports.
- **September 12, 2022:** HLC Assurance Argument due.

Slide 5

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	The number of outcomes is appropriate for the major. All outcomes are clear and concise. All outcomes are based on student learning that is observable, measurable, and meaningfully related to current standards in the field.	The number of outcomes is too few to assess the major adequately or too numerous to be manageable. Most outcomes are clear, but some could be clearer or more concise. Most outcomes are based on student learning, but some may be difficult to observe or measure.	There are no outcomes. Most outcomes need revision to make them clearer or more concise. Most outcomes are based on pedagogical activities rather than learning. Most outcomes cannot be observed or measured.	

Slide 6

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:	A capstone experience/course is identified.	The major lacks a meaningful capstone, research experience, or service experience.	The major lacks two or more of the following: capstone, research, and service.	
Capstone	The major includes meaningful research experience.			
Research Experience	The major includes meaningful service experience.			
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.	

Slide 7

Results of Assessment of Major Learning Outcomes	Assessment results are included. The results are meaningfully related to outcomes. New findings are compared to previous results. Explanation describes how targets were met/not met.	Assessment results are included. Strengths and weaknesses are identified.	Assessment results are unclear. No areas of growth are explained.	
Use of Data (from year to year)	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.	The assessment plan identifies a plan to improve the major. Lacking a clear timetable, more use of data still desirable. There is some evidence of data use in making decisions and changes. One or two general examples of changes are included. There is evidence of "closing the loop."	The assessment plan lacks an improvement plan and an identified person. There is not a clear timeline for reviewing data and implementing change. Data is not being used. Changes are not based on assessment. There is no evidence of "closing the loop."	

Slide 8

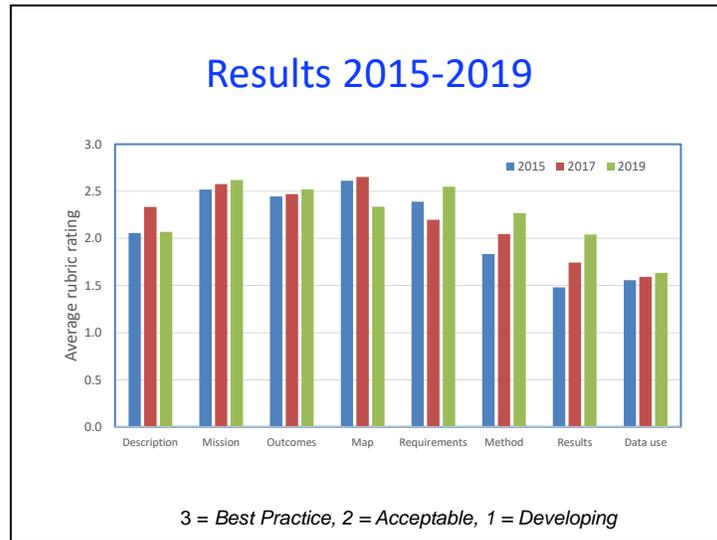
The Review Process

- SLATE's process for reviewing reports
 - Rubric corresponds to each section in the assessment report
 - Committee trained on rubric use
 - Two anonymous reviewers per program
 - SLATE Chair resolves inconsistencies

Slide 9



Slide 10



Slide 12

Results 2015-2019

Category	Ratings at the <i>developing</i> level		
	2015 (N = 30)	2017 (N = 39)	2019 (N = 38)
Description of major	30%	9%	17%
Mission statement	6%	9%	3%
Learning outcomes	2%	2%	0%
Curriculum map	4%	8%	9%
Major requirements	7%	12%	6%
Methods	26%	24%	14%
Results	61%	43%	25%
Use of data	57%	50%	45%

Slide 13

Results 2015-2019

Category	Ratings at the <i>developing</i> level		
	2015 (N = 30)	2017 (N = 39)	2019 (N = 38)
Description of major	30%	9%	17%
Mission statement	6%	9%	3%
Learning outcomes	2%	2%	0%
Curriculum map	4%	8%	9%
Major requirements	7%	12%	6%
Methods	26%	24%	14%
Results	61%	43%	25%
Use of data	57%	50%	45%

Slide 14

- ### New Results
- New Gen Ed section of assessment report
 - **General Education courses:** List all approved general education courses that are taught within your program
 - **Methods of assessment:** Include methods approved by the General Education Review Committee and any additional methods
 - **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 2019

- New rubric sections

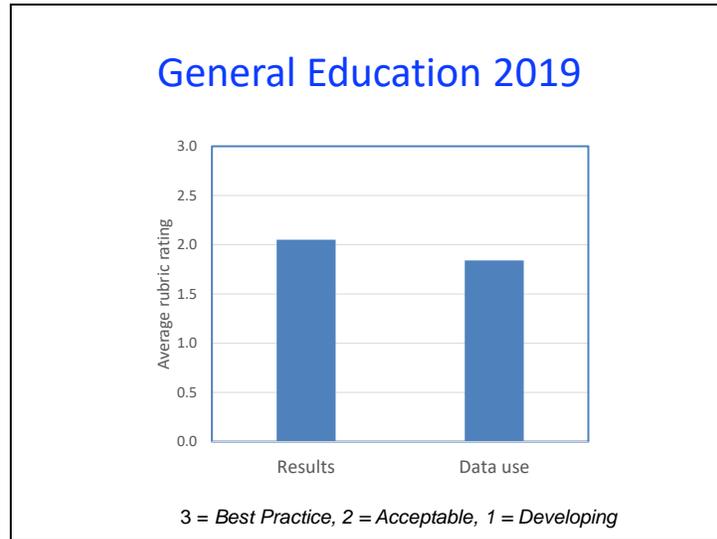
Assessment Plan Descriptors	Best Practice	Acceptable	Developing
Results of Assessment of General Education Learning Outcomes	Assessment results are included. The results are meaningfully related to outcomes. New findings are compared to previous results. Explanation describes how targets were met/not met.	Assessment results are included. Strengths and weaknesses are identified.	Assessment results are unclear. No areas of growth are explained.

General Education 2019

- New rubric sections

General Education Use of Data (from year to year)	The assessment plan identifies a person/group with responsibility for improving the general education program (e.g., a committee, specific faculty). Timetable for implementation is included. Specific examples of how the data were used and specific changes are included. There is clear evidence of "closing the loop" and meaningful improvements.	The assessment plan identifies a plan to improve the program. Lacking a clear timetable, more use of data still desirable. There is some evidence of data use in making decisions and changes. One or two general examples of changes are included. There is evidence of "closing the loop."	The assessment plan lacks an improvement plan and an identified person. There is not a clear timeline for reviewing data and implementing change. Data is not being used. Changes are not based on assessment. There is no evidence of "closing the loop."
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Slide 17



Slide 18

General Education 2019

Category	Ratings at the <i>developing</i> level
	2019 (N = 11)
Results	37%
Use of data	26%

Slide 19



Slide 20

Feedback

- Programs received two scored rubrics
 - Emailed to chairs in April
 - Each program has a responsible person
- Interpretation of scores
 - *Best Practice* means that all expectations were met
 - *Acceptable* indicates that there is clear room for improvement in at least one area (see comments)
 - *Developing* means there is little or no evidence

Action Plans

- Obtain assessment template feedback from department chairs
- Use feedback and your previous assessment report to create an assessment action plan
 - Create a list of 3 to 5 goals for 2021-2022
 - Priorities
 1. Gather some data
 2. Documenting data-driven decisions
 3. Implementing Gen Ed assessment
- Due via email to Guy Boysen May 31st

Closing the Loop 2022 Workshop

Schedule

9:00 AM – 9:10 AM	Welcome and overview Guy Boysen
9:10 AM – 9:55 AM	Theme 1: Assessment Results <i>Fall 2021 UNI 101 Assessment Results</i> Lauren Thompson <i>General Education Rubric Results</i> Amanda McCubbins
10:00 AM – 10:55 AM	Theme 2: Assessment Tools <i>Assessment Tools in Brightspace</i> Michael Porterfield & Madeleine Renken <i>SLATE Subcommittee on Lifelong Learning Final Report</i> Britany Dobill, Katie Alford, Nichole DeWall, & Kian Pokorny <i>Tools for Writing the Assessment Report</i> Guy Boysen
11:00 AM – 11:55 AM	Theme 3: Innovative Practices <i>Assessment Practices Exemplar: Athletic Training</i> Katy Gayford & Dawn Hankins <i>Rubrics for the Evaluation of Teaching</i> Guy Boysen
12:00 PM – 12:45 PM	Lunch Provided by Academic Affairs Address by Provost Tami Eggleston
1:00 PM – 2:00pm	Work Time for Programs

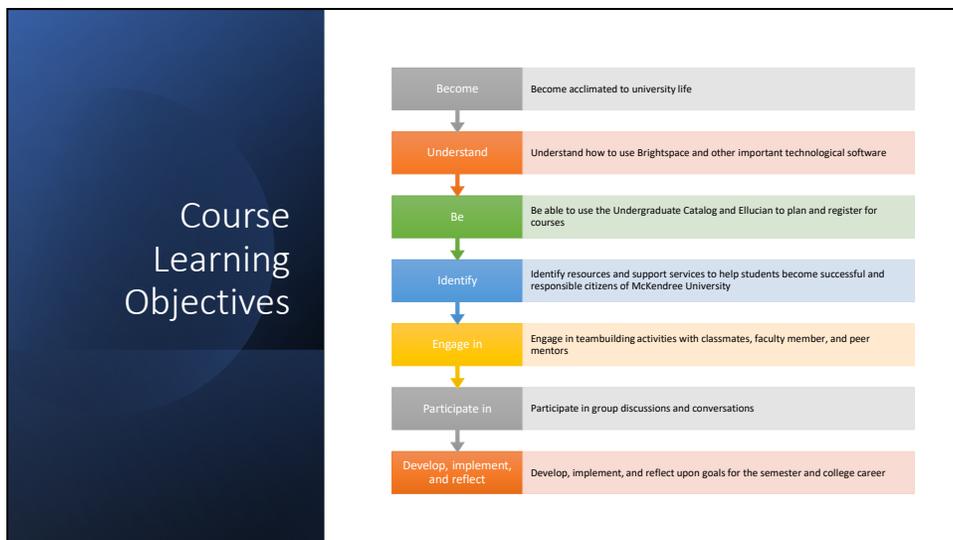
Closing the Loop Assessment Materials

Fall 2021 UNI 101 Assessment Results: Dr. Lauren Thompson

Slide 1



Slide 2



Slide 3

Part I: Knowledge Assessment

-  When you want to enroll in an internship later in your college career, what is the primary campus resource you will use?
-  If you have a financial hold on your account, what office do you need to contact?
-  If you want to see your current class schedule, where do you go?
-  Where do you look to see grades for an assignment in a course for the current semester?
-  Where do you look to see a list of all courses that count toward the General Education Cross-cultural Studies requirement?
-  You go to Student Success and Academic Advising Center for the following services EXCEPT what?

Slide 4

Results (Based off 108 Student Responses)

- What everyone knew:
 - Brightspace
 - Career Services
 - Current Schedule
- What almost everyone knew:
 - Business & Financial Aid Office
 - Student Success
- What we need to work on:
 - Course Catalog & Self-Service i.e. Advising

Slide 5

Part II: Attitude Assessment

- How much did UNI 101 help you with the transition to university life?
- How much did you feel like your UNI 101 class, peer mentor, and teacher were a team?
- How much did you participate in discussion during UNI 101 activities and class?
- How much did UNI 101 help you develop goals for this academic year?
- How much did UNI 101 help you develop goals for your entire college career?
- How much did UNI 101 motivate you to be a responsible citizen of McKendree University?

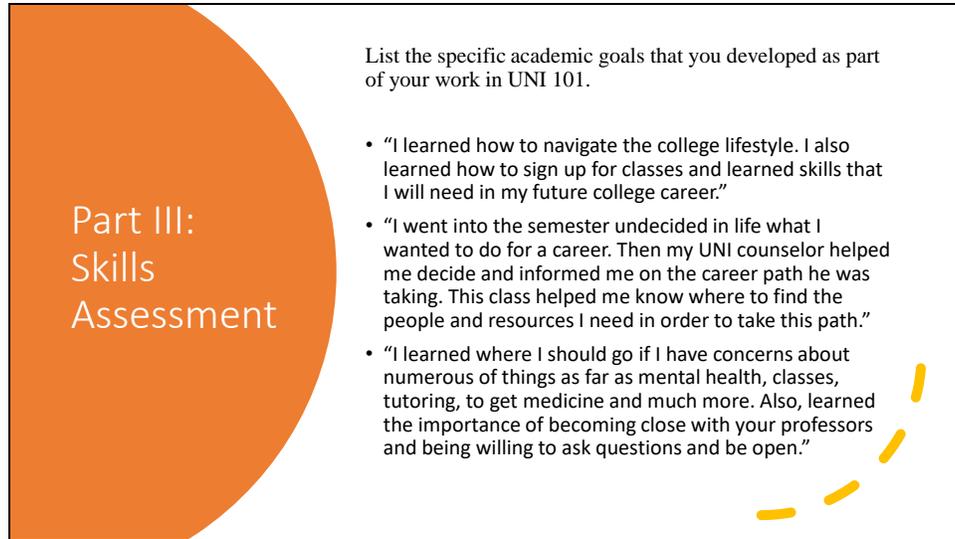
Not at all	A little	A moderate amount	A large amount
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Slide 6

Results

- Almost everyone:
 - Felt like our class, instructor, & peer mentor worked as a team
 - UNI helped with the transition to University Life
- Mostly everyone:
 - Helped develop goals for this academic year
 - Helped motivate you to become a responsible citizen
- About Half:
 - Helped develop goals for entire college career
 - Participated in class discussion regularly

Slide 7

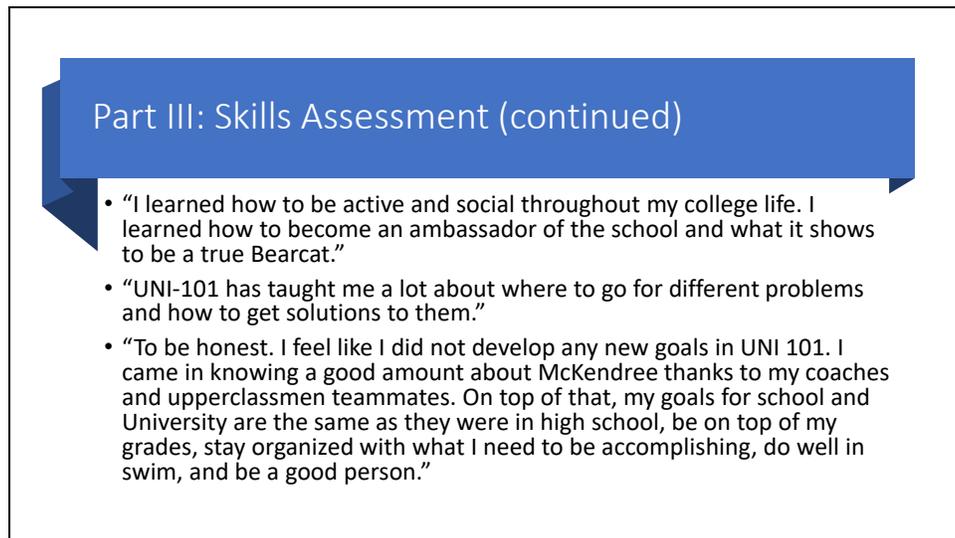


Part III:
Skills
Assessment

List the specific academic goals that you developed as part of your work in UNI 101.

- “I learned how to navigate the college lifestyle. I also learned how to sign up for classes and learned skills that I will need in my future college career.”
- “I went into the semester undecided in life what I wanted to do for a career. Then my UNI counselor helped me decide and informed me on the career path he was taking. This class helped me know where to find the people and resources I need in order to take this path.”
- “I learned where I should go if I have concerns about numerous of things as far as mental health, classes, tutoring, to get medicine and much more. Also, learned the importance of becoming close with your professors and being willing to ask questions and be open.”

Slide 8



Part III: Skills Assessment (continued)

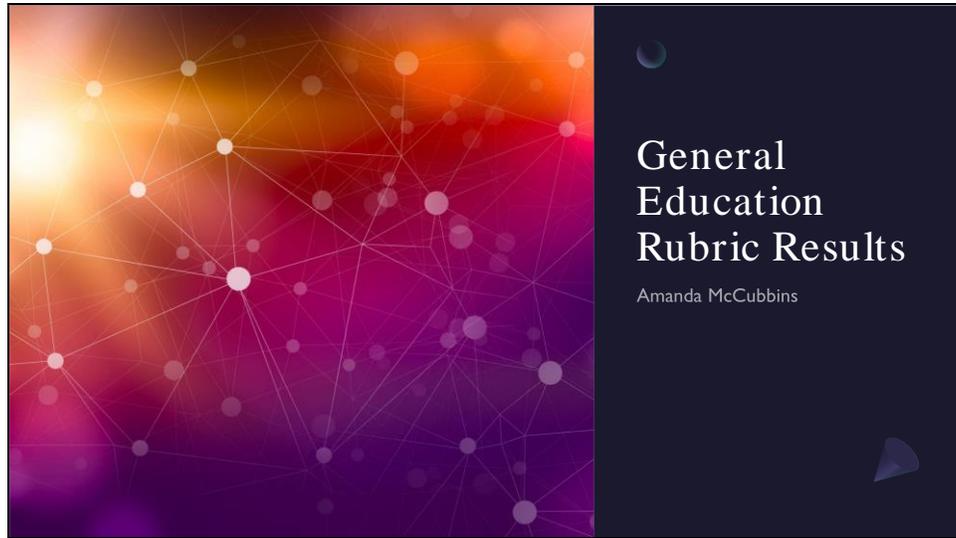
- “I learned how to be active and social throughout my college life. I learned how to become an ambassador of the school and what it shows to be a true Bearcat.”
- “UNI-101 has taught me a lot about where to go for different problems and how to get solutions to them.”
- “To be honest. I feel like I did not develop any new goals in UNI 101. I came in knowing a good amount about McKendree thanks to my coaches and upperclassmen teammates. On top of that, my goals for school and University are the same as they were in high school, be on top of my grades, stay organized with what I need to be accomplishing, do well in swim, and be a good person.”

Analysis

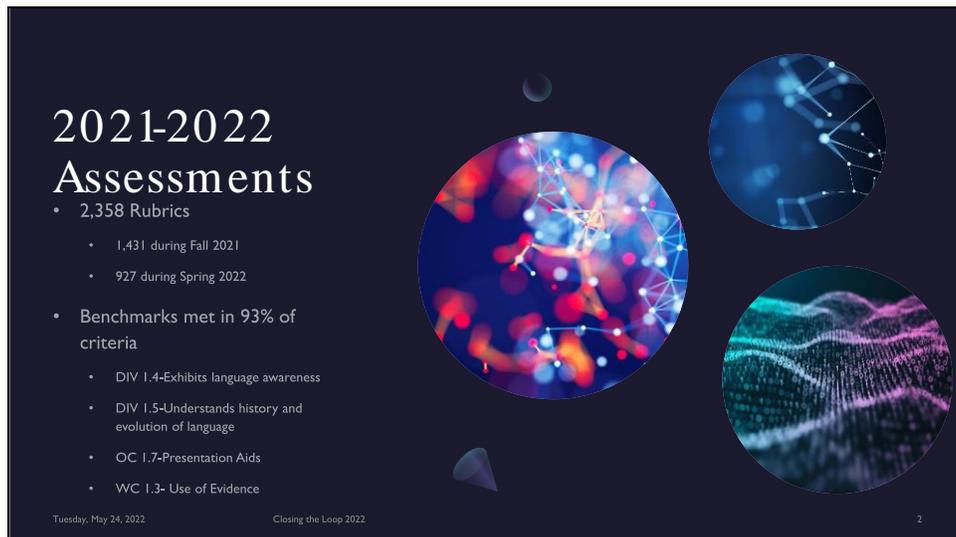
- Need to “amp” up advising role of UNI instructor
- Keep up the Instructor & Peer Mentor Teamwork
- Continue to bring in speakers and dedicate time to showing students the support services & resources on campus
- Develop more ways to build community and belonging, especially for non-athletes
- Students who don’t participate may still feel included
- Implement creative way to get students involved aside from class discussion, especially those who are hesitant to participate in class

General Education Rubric Results: Amanda McCubbins

Slide 1



Slide 2

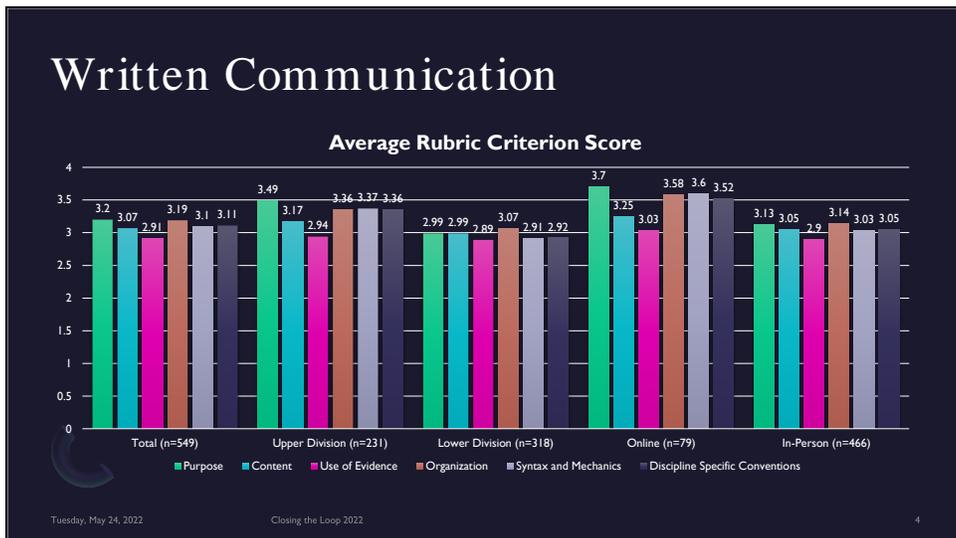


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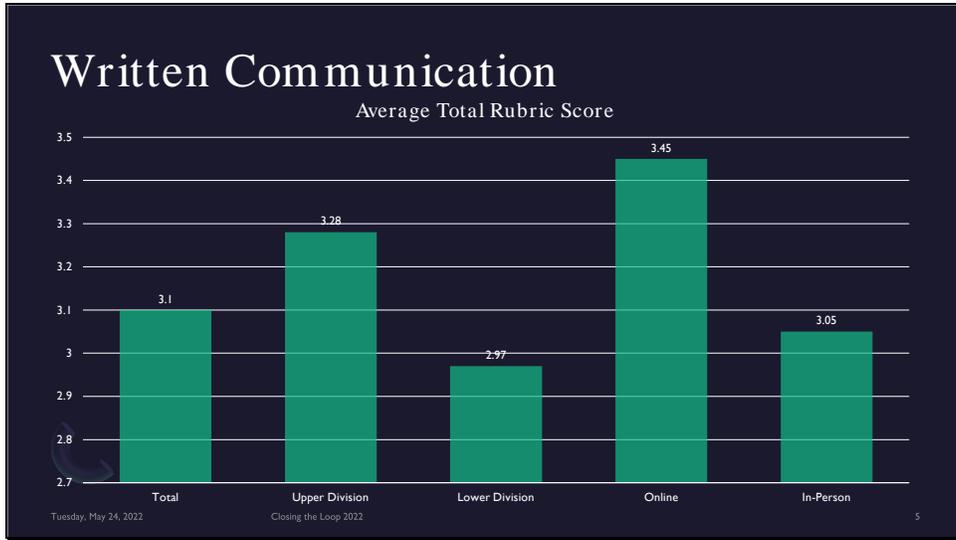
Assessment at McKendree: The Biennial Report



Slide 4



Slide 5



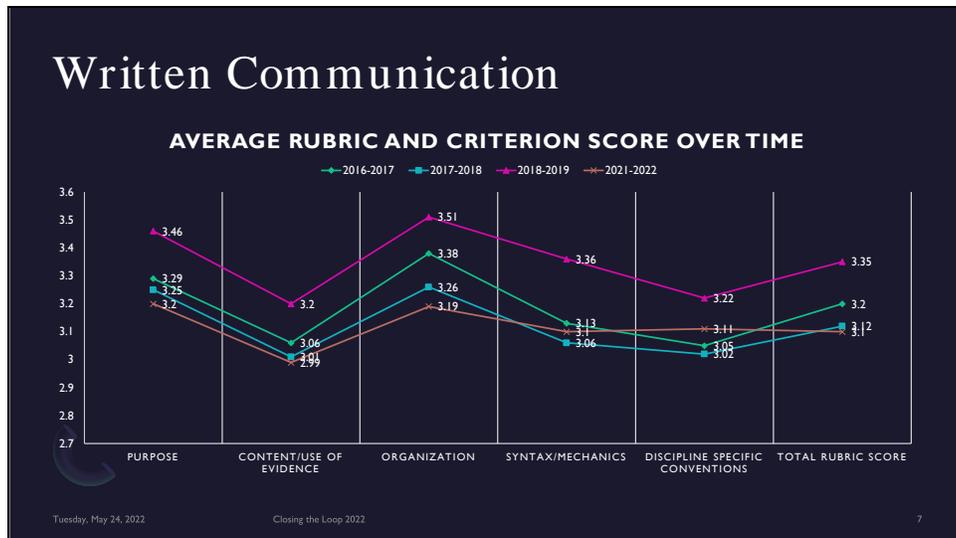
Slide 6

Written Communication

	Upper Division (n=231)	Lower Division (n=318)	Overall (n=549)
Purpose	3.49	2.99	3.2
Content	3.17	2.99	3.07
Use of Evidence	2.94	2.89	2.91
Organization	3.36	3.07	3.19
Syntax and Mechanics	3.37	2.91	3.10
Discipline-Specific Conventions	3.36	2.92	3.11

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Slide 7



Slide 8



Slide 9

Courses Utilizing Gen Ed Rubrics



WRITTEN COMMUNICATION	DIVERSE PERSPECTIVES	ORAL COMMUNICATION
<ul style="list-style-type: none">• BIO-303• BUS-324• COM-252• CSI-320• ENG: 111, 112, 206, 306• HIS: 313, 410• MGT: 204, 334	<ul style="list-style-type: none">• MKT-410• NSG: 367, 471• PED-403• PSI-300• PSY: 470, 499• SOC: 400, 496, 498	<ul style="list-style-type: none">• EDU-205• ENG: 201, 203, 250, 255, 303, 319, 381• GLS-101• HIS: 161, 163, 261, 262, 271, 276, 277, 371, 372, 376, 377• PHI: 201, 204, 208, 245, 345• COMM: 100, 210• MGT-204

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Courses Utilizing Gen Ed Rubrics



AESTHETIC EXPRESSION	INQUIRY AND PROBLEM SOLVING	SCIENCE AND NATURE
<ul style="list-style-type: none">• ART: 101, 250• ENG: 206, 306• THE-100	<ul style="list-style-type: none">• CSI: 120, 130• EDU-115• MTH: 170, 210	<ul style="list-style-type: none">• BIO: 101, 110, 250• PHY: 211, 212

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Slide 11



Summary

- Ensuring correct rubrics are attached to assignments
- Increasing utilization (>1) criteria per rubric

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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		2019-2020		2020-2021		2021-2022	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M
Clarifying personal values	103	4.17	159	4.30	203	4.25	266	4.24	218	4.27	165	4.15
Developing capacity for making value judgements	107	4.25	157	4.27	203	4.30	265	4.27	218	4.35	165	4.18

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:

	2013 - 2014				2016 - 2017				2019 - 2020			
	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	111	2.77	174	2.89	111	2.82	147	2.87	118	2.55	101	2.84

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		2019-2020		2020-2021		2021-2022	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M
Awareness of national and inter- national issues	106	3.98	156	3.95	203	4.00	266	4.04	218	4.09	165	3.90
Becoming responsible citizens	105	4.05	158	4.23	202	4.18	264	4.19	218	4.27	165	4.05

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		2019-2020		2020-2021		2021-2022	
Indicator	n	M	n	M	n	M	n	M	n	M	n	M
Participation in elections	N/A	N/A	N/A	N/A	204	72%	267	69%	219	81%	165	70%

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:

Indicator	2013 - 2014				2016 - 2017				2019 - 2020			
	FY Students		SY Students		FY Students		SY Students		FY Students		SY Students	
	n	M	n	M	n	M	n	M	n	M	n	M
Hours per week	107	2.59	172	2.56	113	1.85	149	2.64	118	2.7	101	2.6

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.

2019-2020: Established a polling center on campus, registered students to vote, and held debate watching events as part of Voter Friendly Campus efforts.

McKendree University

Assessment 2.1

Learning Outcome: DIVERSE PERSPECTIVES

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

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:	

Indicator	2019-2020						2020-2021	2021-2022					
	Lower Level		Upper Level		Total			Lower Level		Upper Level		Total	
	n	M	n	M	n	M		n	M	n	M	n	M
Analyzes relationships between diversity and systemic inequality	455	2.88	75	2.92	531	2.88	System improvements resulted in lack of data being obtained	602	2.78	76	3.13	678	2.82
Values contributions made by individuals from diverse and/or underrepresented groups and responds with empathy	487	3.07	118	3.10	605	3.07		602	2.76	61	3.16	663	2.79
Understands different cultural and/or theoretical perspectives and their roots	284	2.93	150	2.90	434	2.90		511	2.85	52	3.19	563	2.88
Exhibits language awareness (Various means of communication by diverse groups)	126	3.04	46	2.98	172	2.98		465	2.71	52	3.02	517	2.74
Understands the history and evolution of language	124	2.87	29	2.88	153	2.88		443	2.73	52	2.94	495	2.75
Total	498	2.92	170	2.93	668	2.92		629	2.74	76	3.09	705	2.78

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:

	2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022	
Indicator	n	M	n	M	n	M	n	M	n	M
Value others, social class	146	4.21	204	4.08	267	4.07	220	4.17	165	4.04
Value others, race/ethnicity	146	4.25	204	4.12	267	4.12	219	4.13	165	4.08
Value others, gender	148	4.26	204	4.12	266	4.03	220	4.13	164	3.97
Value others, sexual orientation	143	4.22	204	4.03	266	4.02	220	4.12	165	3.94
Value others, physical disabilities	144	4.17	204	3.94	266	3.90	220	4.14	165	3.92
Value others, language	145	4.17	204	3.97	265	4.03	220	4.14	164	3.97
Value others, religion	145	4.16	203	3.96	264	3.95	219	4.05	165	3.86

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.
- 2021-2022: Implemented mandatory implicit bias training.
- 2021-2022: Approved a Black Studies Minor.
- 2021-2022: Integrated the Diversity General Education rubric into Brightspace D2L.

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:

Indicator	2013 - 2014				2016 - 2017				2019 - 2020			
	FY Students		SY Students		FY Students		SY Students		FY Students		SY Students	
	n	M	n	M	n	M	n	M	n	M	n	M
Participate in an internship, co-op, field experience, student teaching, or clinical placement	117	5%	179	35%	119	4%	159	40%	121	7%	103	54%

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:	

Indicator	2013 - 2014				2016 - 2017				2019 - 2020			
	FY Students		SY Students		FY Students		SY Students		FY Students		SY Students	
	n	M	n	M	n	M	n	M	n	M	n	M
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	115	2%	177	41%	118	2%	156	40%	120	2%	102	67%

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		2019-2020		2020-2021		2021-2022	
Indicator	n	%	n	%	n	%	n	%	n	%	n	%
Participation in activities at McKendree	384	91%	404	92%	255	94%	N/A	N/A	N/A	N/A	153	90%

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:	

	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
Indicator	n	%	n	%	n	%	n	%	n	%
Engagement in collaborative research or projects with students or advise student organizations	93	35%	90	37%	89	29%	80	25%	Results pending	

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.
2019-2020:	Implemented fully online internship application, approval, and evaluation system.

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:

Indicator	2017-2018						2018-2019						2019-2020						2020-2021		2021-2022										
	Lower Level		Upper Level		Total		Lower Level		Upper Level		Total		Lower Level		Upper Level		Total				Lower Level		Upper Level		Total						
	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M					
Purpose	71	3.24	113	3.78	184	3.57	96	3.08	56	3.70	152	3.31	132	3.15	26	3.35	158	3.18	System im- provements resulted in a lack of data being obtained	256	3.34	0	NA	256	3.34						
Content	71	3.17	112	3.63	183	3.45	96	2.82	56	3.27	152	2.99	132	3.05	26	3.23	158	3.08		253	3.25	0	NA	253	3.25						
Organization	71	3.07	113	3.78	184	3.51	96	2.96	56	3.84	152	3.28	132	2.96	25	3.52	157	3.05		254	3.15	0	NA	254	3.15						
Language	71	3.27	108	3.68	179	3.51	94	2.96	56	3.79	150	3.27	132	2.98	26	3.65	158	3.09		254	3.36	0	NA	254	3.36						
Delivery	71	2.72	108	3.37	179	3.11	96	2.45	56	3.32	152	2.77	132	2.59	26	3.35	158	2.72		257	3.30	0	NA	257	3.30						
Discipline Specific Conventions	69	2.97	100	3.78	169	3.45	96	2.93	56	3.43	152	3.11	132	2.80	26	3.19	158	2.87		264	3.00	0	NA	264	3.00						
Presentation Aids*																									207	3.43	0	NA	207	3.43	
Total	71	3.09	113	3.63	184	3.43	96	2.85	56	3.58	152	3.12	132	2.95	26	3.42	158	3.05		264	3.43	0	NA	264	3.43						

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:

Indicator	2017-2018						2018-2019						2019-2020						2020-2021	2021-2022						
	Lower Level		Upper Level		Total		Lower Level		Upper Level		Total		Lower Level		Upper Level		Total			Lower Level		Upper Level		Total		
	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M		n	M	n	M			
Purpose	365	3.33	380	3.17	745	3.25	299	3.32	341	3.59	640	3.46	232	3.09	282	3.68	514	3.42	System improvements resulted in a lack of data being obtained	353	3.02	218	3.48	571	3.19	
Content*																					353	3.00	218	3.15	571	3.06
Use of Evidence*	366	3.05	379	2.98	745	3.01	301	3.05	341	3.33	642	3.20	215	3.02	271	3.36	486	3.21			352	2.92	217	2.92	570	2.92
Organization	366	3.23	379	3.28	745	3.26	301	3.32	340	3.67	641	3.51	216	3.13	279	3.88	495	3.56			353	3.08	218	3.33	571	3.18
Syntax and mechanics	366	2.95	379	3.17	744	3.06	301	3.11	341	3.59	642	3.36	231	2.90	277	3.81	508	3.40			352	2.94	218	3.36	570	3.10
Discipline Specific Conventions	366	3.04	377	3.01	743	3.02	300	2.96	340	3.45	640	3.22	215	2.84	280	3.60	495	3.27			353	2.95	218	3.34	571	3.10
Total	366	3.12	380	3.12	745	3.12	301	3.15	341	3.52	642	3.35	232	2.97	285	3.68	517	3.36			353	2.98	218	3.27	571	3.09

*Prior to the 2020-2021 rubric update, these criterion were combined and listed as “Content and/or Use of Evidence.”

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:

	2020-2021	2021-2022					
		Lower Division		Upper Division		Total	
Indicator		n	M	n	M	n	M
Concepts and Principles	System improvements resulted in a lack of data being obtained	116	3.30	0	N/A	116	3.30
Skill		116	3.09	0	N/A	116	3.09
Research		116	3.12	0	N/A	116	3.12
Historical Context		112	1.82	0	N/A	112	1.82
Feedback		116	3.18	0	N/A	116	3.18
Total		116	2.91	0	N/A	116	2.91

*Prior to the 2020-2021 adoption of the new Aesthetic Expression rubric, the Aesthetic Expression rubric contained nine criteria. The outcomes from the old rubric can be found in the Appendix at the end of this report.

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.
- 2019-2020: Revised the writing-intensive requirements in the University Catalog.
- 2019-2020: Revised the Effective Communication General Education rubrics.
- 2021-2022: Integrated the Effective Communication General Education rubrics into Brightspace D2L.

Appendix: Pre-2020 Aesthetic Expression Rubric Results

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:

Indicator	2017-2018						2018-2019						2019-2020					
	Lower Level		Upper Level		Total		Lower Level		Upper Level		Total		Lower Level		Upper Level		Total	
	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M
Craftsmanship	119	2.61	24	3.42	143	2.74	112	2.46	25	2.60	137	2.48	104	2.10	0	N/A	104	2.10
Application of principles/concepts	120	2.53	24	3.50	144	2.69	127	2.65	25	2.72	152	2.66	110	2.38	0	N/A	110	2.38
Creative fulfillment of assignment	119	2.88	24	3.54	143	2.99	128	2.66	25	2.80	153	2.68	104	2.24	0	N/A	104	2.24
Investigation and invention	117	2.56	24	3.46	141	2.71	128	2.41	24	2.54	152	2.43	110	2.06	0	N/A	110	2.06
Self-assessment and peer critique	118	2.34	17	3.06	135	2.43	126	2.64	24	2.83	150	2.67	104	2.38	0	N/A	104	2.38
Response to criticism	120	2.54	24	3.21	144	2.65	127	2.71	24	2.83	151	2.73	109	2.42	0	N/A	109	2.42
Response to ambiguity and risk	116	2.47	24	3.08	140	2.58	128	2.44	24	2.63	152	2.47	104	2.10	0	N/A	104	2.10
Work habits	118	2.65	24	3.33	142	2.77	128	2.60	25	2.48	153	2.58	108	2.39	0	N/A	108	2.39
Discipline specific conventions	120	2.49	24	3.42	144	3.11	128	2.55	25	2.72	153	2.58	110	2.19	0	N/A	110	2.19
Total	120	2.56	24	3.35	144	2.69	128	2.57	25	2.69	153	2.59	110	2.26	0	N/A	110	2.26

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

Assessment Instrument:	Inquiry and Problem Solving 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 2.5 or higher
Assessment Results:	

Indicator	2021-2022	
	n	M
Interpreting	328	3.23
Creating	255	3.36
Calculating	150	2.96
Abstracting	262	2.95
Analyzing	274	3.41
Communicating	273	3.67
Total	330	3.27

*Prior to the 2021-2022 adoption of the Inquiry and Problem Solving Rubric, this objective was split two objectives measured by the Quantitative Literacy and Computer Literacy and Competence Rubrics. The outcomes from these rubrics can be found in the Appendix at the end of this report.

Objective 2: Students will use the scientific method to evaluate the validity of information.

Assessment Instrument:	Science and Nature rubric (Revised: 2019)
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 = Novice, 2 = Basic, 3 = Proficient, 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:	

	2019-2020						2020-2021	2021-2022					
	Lower Division		Upper Division		Total			Lower Division		Upper Division		Total	
Indicator	n	M	n	M	n	M	System improvements resulted in a lack of data being obtained.	n	M	n	M	n	M
Distinguish science from other disciplines	74	3.74	0	N/A	74	3.74		41	3.54	0	N/A	41	3.54
Apply the process of scientific inquiry	193	2.87	0	N/A	193	2.87		154	3.56	0	N/A	154	3.56
Accurately communicate (oral/written) scientific theories, concepts, and terminology	158	2.86	0	N/A	158	2.86		105	2.89	0	N/A	105	2.89
Discriminate between scientific and societal controversy	74	3.49	0	N/A	74	3.49		101	3.35	0	N/A	101	3.35
Total	312	2.83	0	N/A	312	2.83		335	3.35	0	N/A	335	3.35

Significant Changes

- 2016-2017: Developed and implemented Quantitative Literacy, Computer Literacy and Competency, and Science and Nature rubrics.
- 2020-2021: Revised the Inquiry and Problem Solving General Education rubrics.
- 2021-2022: Integrated the Inquiry and Problem Solving General Education rubrics into Brightspace D2L.

Appendix: Pre-2021 Quantitative Literacy and Computer Literacy and Competency Rubric Results

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		2019 - 2020		2020 - 2021	
Indicator	n	M	n	M	n	M	n	M
Interpretation	71	3.21	85	3.21	63	3.06	System improvements resulted in lack of data being obtained.	
Representation	36	3.11	59	3.17	35	2.74		
Calculation	73	3.30	93	3.03	63	3.24		
Communication	34	2.97	51	3.06	35	2.80		
Total	74	3.23	93	3.20	63	3.17		

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		2019 - 2020		2020 - 2021	
Indicator	n	M	n	M	n	M	n	M	n	M
Connecting	208	3.38	251	3.43	160	3.38	250	3.29	System improvements resulted in lack of data being obtained.	
Creating	207	3.48	260	3.48	160	3.38	581	3.71		
Abstracting	179	2.83	222	2.98	153	3.12	209	2.79		
Analyzing	204	3.05	203	2.97	159	3.10	542	3.16		
Communicating	201	3.01	249	3.53	161	3.54	280	3.38		
Total	223	3.16	261	3.28	307	3.40	1024	3.44		

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:	

	2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022	
Indicator	n	M	n	M	n	M	n	M	n	M
Analyzing topics in depth to gain a deeper understanding. (Curiosity)	159	4.52	204	4.36	263	4.37	215	4.39	164	4.29
Independently initiate the pursuit of opportunities to expand knowledge, skills, and abilities. (Initiative)	159	4.51	204	4.38	263	4.36	215	4.39	164	4.28
Innovatively or creatively apply prior learning to new problems or situations. (Transfer)	159	4.45	204	4.38	263	4.35	215	4.42	164	4.27
Review past perspectives against newly gained knowledge and experiences.	159	4.51	201	4.40	263	4.35	215	4.42	164	4.36

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:	

Indicator	2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022 (Pending)	
	n	%	n	%	n	%	n	%	n	%
Full-time employment / Military Service	253	67.5%	217	64%	207	60%	158	53%		
Part-time employment	33	9%	9	3%	14	4%	4	2%		
Continuing education	75	20%	104	31%	114	33%	130	43%		
Not seeking employment or continuing education	2	0.5%	0	0%	0	0%	0	0%		
Seeking employment or continuing education	10	3%	6	2%	10	3%	7	2%		
TOTAL (employed+military+education+not seeking)	373	97%	336	98%	335	97%	293	98%		

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

Computer Science

Description

Computer science is the study of computation, automation, and information. This spans theoretical topics such as algorithms, theory of computation, and information theory, to practical topics including software development, database design, and the implementation of hardware and software solutions. The computer science (CS) major provides students with a theoretical foundation in computing that will allow them to succeed in careers such as software developers, database designers, network administrators, or in graduate school. Students will develop algorithmic problem-solving competencies, an understanding of computing machines, theoretical computer science principles, and software development techniques. Through a capstone project and other group projects, students will enhance their ability to apply computing and communicate advanced concepts in computing. Upon graduation 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 of these systems into an organization.

Mission Statement

The mission of the Computer Science program is to prepare students to develop solutions to complex problems using scientific rigor, computing machines, and computational methods. This preparation includes the ability to effectively communicate, utilize contextual knowledge, and apply techniques and methodologies in problem solving to the creation of such solutions. Graduating students are prepared to apply their knowledge to a wide range of problems utilizing appropriate computational tools, and to pursue advanced studies.

Major Student Learning Outcomes (3-5)

1. Problem Solving: Graduates should be able to demonstrate analytic and critical reasoning ability through algorithmic development in conjunction with software, and hardware implementations.
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

PROGRAM COURSES	Goal 1	Goal 2	Goal 3
CSI 130	xx		xx
CSI 230	xx		xx
CSI 235	xx		xx
CSI 300	xx		xx
CSI 330	xx		xx
CSI 335	xx		xx
CSI 345			xx
CSI 410	xx	xx	xx
CSI 450		xx	xx
CSI 465	xx	xx	xx
CSI 497/498	xx	xx	xx
CSI Electives (3, 9 hours)	xx		xx
MTH 210	xx		
MTH 211	xx		
MTH 170	xx		
SCIENCE w Lab	xx		
ENG 360		xx	

PROGRAM REQUIREMENTS

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 during the first term and implement the project in 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, and participating in field specific student organizations (UPE and ACM).

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 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. The Division uses several 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. (Rubrics attached at the end of this document)

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: 77% of the students in CSI 230 achieved a grade of B- or better on the sophomore level project. Data was not collected for the CSI 498 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. ENG 360 – Successful completion of technical writing
 - b. CSI 497 – Written project proposal
 - c. CSI 498 – Presentations

Evaluation Criteria

1. Specific courses ENG 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 ENG 360 course.
Results: 100% of our students have achieved a grade of C- or better in ENG 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 have given oral presentation of material at the senior level with a grade of B or above.

Results: Data was not collected for the CSI 498 senior level project.

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: 88.2% of our students maintain an overall GPA of 2.5 or higher. 65% of our students maintain a GPA of 3.0 or higher.

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: 77% of the students in CSI 230 achieved a grade of B- or above on the sophomore level project.
Data was not collected for the CSI 498 senior level project.

a. Use of evaluation and assessment data:

In the last several years the world, University, and the Division of Computing has felt the effect of the COVID-19 pandemic. This has skewed much of the data, and it is felt that students coming through the last two years are not representative of past or possible future students. Therefore, we choose to take caution and not make any

major changes based on this assessment data. We do have some concern of the percentage of students not maintaining expected minimum GPAs and will monitor this situation closely.

Contact(s)

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Rubrics:

CSI230 Programming Project Assessment Rubric

Rubric Criterion	Excellent 4 <i>Demonstrates strong grasp of concepts</i>	Adequate 3 <i>Demonstrates knowledge of basic concepts with room for improvement.</i>	Inadequate 2 <i>Obvious gaps in knowledge base and weak grasp of basic concepts</i>	Unsatisfactory 1 <i>Demonstrates clear lack of knowledge of basic concepts</i>
Use of Flow Charts	Flow chart components follow standard guidelines and describe the algorithms accurately	Flow chart components follow standard guidelines but do not provide clear description of the algorithms	Flow chart components follow standard guidelines with inaccurate description of the algorithms	Flow chart components do not follow standard guidelines and do not describe the algorithms accurately
Appropriate Data Types	Appropriate use of int, float, double, string, char to utilize memory efficiently	Data types reflect needs of the program but do not utilize memory efficiently such as excessive use of double or long	Data types do not reflect the needs of the program but do not cause information loss such as using double for int	Data types do not reflect the needs of the program and also cause information loss such as using int for double or failing to type cast where required
Appropriate Data Structures	Data structures used are appropriate to creating efficient program	Displays knowledge of typical data structures used in C++ such as struct, arrays, vectors etc but utilizes them inefficiently such as using multiple arrays instead of struct	Displays less than adequate knowledge of typical C++ data structures and uses them inaccurately	Displays lack of knowledge of typical data structures and does not use them at all where required
Appropriate Control Structures	Demonstrates efficient use of control structures in programs such as switch, branching, nested decision structures. Uses pre-test / post-test loops according to program needs	Uses common C++ control structures but not efficiently such as using multiple if statements where loop would be required	Displays less than adequate knowledge of control structures such as not knowing when to use nested if or branching if structures	Displays lack of knowledge of basic control structures and uses them inaccurately
Use of OO programming	Demonstrates clearly how to design classes and use them in client program. Uses one or more of aggregation, hierarchy and polymorphic OO structures appropriately	Demonstrates knowledge of basic OO theory but not clear evidence of using OO structures appropriately, such as applying inheritance instead of aggregation	Displays lack of knowledge of OO structures and does not use them where required.	Displays lack of knowledge of basic OO theory
Read write to file	Demonstrates how to read / write text based data from / to files with fail check and file pointer control	Demonstrates how to read / write text based data from / to files but not how to manipulate file pointer or file connection closing	Cannot correctly read / write text based data from / to files.	Does not use read/write to files where required

Input validation	Appropriate use of cin fail, range and negative checks to ensure user input meets the requirements of the program	Just enough use of range and negative checks to ensure user input meets the requirements of the program but no cin fail check	Rare use of range and negative checks to ensure user input meets the requirements of the program	No input validation used.
Indentation and Comments	Appropriately uses indentation and commenting in programs in accordance with standard Computing Division recommendations	Uses some indentation and commenting in programs in accordance with standard Computing Division recommendations	Rarely uses indentation and commenting in programs with no consistent use pattern	Does not use indentation and commenting in programs
Modularization	Demonstrates modularized program structure using efficiently designed task focused functions	Demonstrates modularized program structure but not efficiently designed task focused functions	Demonstrates some modularization and no task focus in functions.	Does not use modularization
Syntax and Logical Error Free Execution	Programs compile, are free of logical errors and run time issues such as divide by zero	Programs compile, with some logical errors but no run time issues such as divide by zero	Programs compile, but are riddled with logical errors and display run time issues such as divide by zero	Programs do not compile.

CSI 497 Senior Seminar I

Student Name:	<student name>
Project Name:	<project name>
Project Type:	Project / Research Paper / Hybrid

Skill	Level of performance				
	Excellent	Adequate	Inadequate	Unsatisfactory	Score
Project Executive Summary	4	3	2	1	#

	The proposal sufficiently outlines the purpose and value of the project, both from a technical and business perspective.	The proposal discusses the project's value, but does not provide significant detail regarding the technical and business perspective.	The proposal generally describes the purpose, but nothing beyond.	The proposal does not describe the purpose of the project.	<i>Notes</i>
Courses utilized / Skill Enhancement	4	3	2	1	#
	Proposal sufficiently outlines the use of skills or information from more than 3 courses that will be utilized. Also outlines 2 or more skills/concepts that will be learned through the completion of the project.	The proposal contains 3 courses that will be utilized. The proposal outlines 2 skills/concepts that will be learned through the completion of the project.	The proposal contains less than 3 courses that will be utilized and/or contains less than 2 skills/concepts that will be learned through the completion of the project.	The proposal does not identify courses and skills to be learned.	<i>Notes</i>
In-Scope Items	4	3	2	1	#
	The proposal sufficiently outlines all expected deliverables from the project. Deliverables are measurable and verifiable. Expected challenges are identified and risk management techniques are described to address the challenges.	The proposal outlines a number of expected deliverables and describes the expected challenges.	The proposal outlines a number of expected deliverables but does not address challenges regarding the deliverables.	The proposal does not address in-scope items, leaving the project open-ended.	<i>Notes</i>
Supplemental Materials	4	3	2	1	#

	Proposal includes all supplemental documentation required for the project to be successful. This may include, but is not limited to: use case diagrams, flow charts, project schedule, recent research articles, and others.	Proposal includes a majority of the supplemental documentation but gaps may still exist.	Proposal does not include the needed supplemental documentation required for the success of the project.	No supplemental materials are provided.	<i>Notes</i>
	4	3	2	1	#
Overall Writing Style	The proposal flows well, is free of spelling errors, and is free of grammatical issues.	The proposal is free of spelling errors and is free of grammatical issues. The overall flow is challenging but understandable.	A minor amount of spelling and grammatical issues exist. Typically less than 4 errors are identified. Flow issues may exist that make the proposal hard to follow.	A significant amount of spelling and grammatical issues exist. Does not appear that any proofreading was accomplished.	<i>Notes</i>

CSI 498 Senior Seminar II

Rubric for Oral Presentation

	Excellent 4	Adequate 3	Inadequate 2	Unsatisfactory 1	Teacher Comments/Notes
Organization	Well organized and coherent, topics are in logical sequence, includes clear introduction and conclusions	Organized, some topics are out of logical order, conclusions are generally clear	Some organization, topics jump around, conclusions are unclear	Not organized, topics make no sense	

Grammar and spelling	All grammar and spelling are correct	Only one or two errors	More than two errors	Very frequent grammar and/or spelling errors	
Visual design	Visually appealing, clean simple layout, text is easy to read, graphics enhance understanding of ideas	Visually attractive, text is easy to read, colors enhance readability, graphics and special effects do not distract from understanding ideas	Text is sometimes hard to read, sometimes graphics or special effects distract from understanding	Text is very difficult to read, layout is cluttered and confusing	
Oral presentation	Well prepared, speaks clearly, makes eye contact with audience, delivers with ease, invites questions	Engages audience, fluid delivery, uses different approach other than simply reading screen, invites questions	Clear and understandable, uses limited delivery techniques	Not clear, not understandable	
Quality of information and Critical thinking <u>(Added for Research Presentation)</u>	Covers topic thoroughly, includes details that support the topic, and shows in-depth understanding of major ideas	Includes essential information, includes some supporting details, and justifies results, offers reasons	Includes most essential information, details are somewhat sketchy, and not enough result justification results and offers some reasons	Lacks essential information, and Misinterprets data, gives unjustified arguments	

Division of Humanities

English

Description

The English major offers students the opportunity to read, discuss, create and analyze a wide range of literature written in English with the goal of deepening their understanding of a diverse world. Students will also know how to write effectively in a variety of rhetorical contexts, developing research and analytical abilities.

Mission Statement

The mission of the English program is to offer a wide range of courses in literature and writing to prepare students for graduate study and careers in teaching and other professions. Students will develop excellent writing and oral skills, able to enter a scholarly conversation and argue a particular point of view through careful analysis based on thoughtful research. Students will understand how literature can explain human diversity through its exploration of multiple ethnicities, cultures and societies.

Major Student Learning Outcomes (3-5)

An English Major will be able to:

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

Curriculum Map

	1	2	3	4
ENG 290	X	X	XX	XX
ENG 303	XX	XX	X	X
ENG 304	XX	XX	X	X
ENG 307	XX	XX	XX	XX
ENG 313	XX	XX	X	X
ENG 374	XX	XX	X	XX
ENG 470	XX	XX	XX	XX
ENG 490	X	X	XX	X
HUM 221	XX	XX	XX	XX
ENG 331	XX	XX	X	XX

ENG 340	XX	XX	X	XX
ENG 360	XX	XX	X	XX

Methods of Assessment

We use McKendree’s Diversity Rubric to assess any courses in the general education curriculum; we use the Written Communications rubric to assess our ENG 111 and ENG 112 courses.

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.

Use of Assessment

Goals accomplished

1. Per SLATE’s feedback, we updated our description, mission statement, and learning objectives for the major.
2. We adopted robust and detailed learning objectives for ENG 111 and ENG 112 (attached).
3. We replaced the Literature / Writing Track with a Professional Writing Track to better meet the needs of our students.

Future assessment plans

1. Collect assessment data from ENG 111 and ENG 112 using a rubric based upon our newly-adopted composition learning outcomes; consider using a common assignment in composition.
2. Develop discipline-specific rubrics to be used with our ENG 290 and ENG 490 courses.
3. “Close the loop” by reviewing the results of these assessments at our annual retreat and implementing changes based on the data.

4. After completing the curriculum map, it is clear that HUM 221 does not align with any of our learning objectives. We need to reconsider this offering or add an additional learning objective about professionalization.

Contacts

Brenda Boudreau, Nichole DeWall, Jenny Mueller, Martha Patterson

General Education Assessment

ENG 111 Academic Writing

Learning Objectives

1. To demonstrate an awareness of the strategies that writers use in different writing contexts.
 - a. The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
 - b. The writer demonstrates the ability to write for different audiences and contexts.
 - c. The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, literary style, and/or word choice) address and are strategically pitched to that audience.
2. To read, analyze, and synthesize complex texts in order to generate and support writing.
 - a. The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
 - b. Course texts are used in strategic, focused ways (for example, summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
 - c. The writer utilizes multiple kinds of evidence gathered from various sources (for example, library research, interviews, questionnaires, observations, cultural artifacts, literary texts) in order to support writing goals.
 - d. The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.
3. To produce complex, creative, analytic, persuasive arguments that matter in academic contexts.
 - a. The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
 - b. The stakes of the argument are articulated and persuasive; it is clear why what is being argued matters.
 - c. The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
 - d. The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
 - e. The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.

- f. The argument is creative. Language is vivid and original.
4. To develop flexible strategies for revising and editing writing.
- a. The writing demonstrates substantial and successful revision.
 - b. The writing responds to substantive issues raised by the instructor and peers.
 - c. Errors of grammar, punctuation, and mechanics are edited so as not to interfere with reading and understanding the writing.

ENG 112 Research and Writing

Learning Objectives

1. To demonstrate an awareness of the strategies that writers use in different writing contexts.
 - a. The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
 - b. The writer demonstrates the ability to write for different audiences and contexts.
 - c. The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, literary style, and/or word choice) address and are strategically pitched to that audience.
2. To read, analyze, and synthesize complex texts in order to generate and support writing.
 - a. The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
 - b. Course texts are used in strategic, focused ways (for example, summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
 - c. The writer utilizes multiple kinds of evidence gathered from various sources (for example, library research, interviews, questionnaires, observations, cultural artifacts, literary texts) in order to support writing goals.
 - d. The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.
3. To produce complex, creative, analytic, persuasive arguments that matter in academic contexts.
 - a. The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
 - b. The stakes of the argument are articulated and persuasive; it is clear why what is being argued matters.

- c. The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
 - d. The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
 - e. The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.
 - f. The argument is creative. Language is vivid and original.
4. To develop flexible strategies for revising and editing writing.
- a. The writing demonstrates substantial and successful revision.
 - b. The writing responds to substantive issues raised by the instructor and peers.
 - c. Errors of grammar, punctuation, and mechanics are edited so as not to interfere with reading and understanding the writing.
5. To produce a well-supported, well-written research essay using proper MLA documentation.

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"

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)

Philosophy major student learning outcomes

- SLO #1. **Philosophical knowledge.** Students will demonstrate knowledge of the concepts, themes, debates, and theoretical perspectives that inform the Western philosophical tradition.
- SLO #2. **Inquiry, argument, and reasoning.** Students will demonstrate skills in argumentation, reasoning, and methodologies for addressing philosophical questions. Skills include: conceptual analysis; reconstruction of the inferential structure of arguments (i.e., the logical form of the argument wherein premises support conclusions and sub-arguments support questionable premises); identification of formal and informal fallacies committed; use of symbolic logic to evaluate validity; and, knowledge of the characteristics that separate good from bad deductive and inductive arguments.
- SLO #3. **Ethics, Society, and Diversity.** Students will apply philosophical ideas, analytical skills, and conceptual resources in order 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. ***Philosophy across the disciplines.*** Synthesize their philosophical knowledge and skills to address the philosophical issues raised by other disciplines and the way other disciplines rely on philosophical assumptions, especially as they pertain to core human values and needs (e.g., cognitive science, medicine, politics, etc.)

Curriculum Map

“X” = SLO covered

“XX” = SLO assessed

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES			
	SLO #1: Philosophical knowledge.	SLO #2: Inquiry, argument, and reasoning	SLO #3: Ethics, Society, and Diversity.	SLO #4: Philosophy across the disciplines.
PHI 201: Introduction to Philosophy	XX	XX		
Philosophy 204: Logic	X	XX		
Philosophy 206: Introduction to Ethics	XX	X	XX	
Philosophy 208: Environmental Ethics		X	XX	XX
PHI 325: Philosophy of Religion	X	X		
PHI 331: Social and Political Philosophy	X	X	XX	X
PHI 333: Metaphysics and Human Nature	X	X		XX
PHI 334: Philosophy of Art	X	X		

PHI 336: Existentialism	X	X		
PHI 345: Philosophy of Science	X	XX		XX
PHI 363/364: History of Philosophy sequence	XX	XX	X	
PHI 390: Ethics and Public Policy	X	X	XX	XX
PHI 391: Biomedical Ethics	X	X	XX	XX
PHI 410: Senior Thesis in Philosophy	XX	XX	XX	X

PROGRAM REQUIREMENTS:

CAPSTONE. 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

Data collected via rubrics:

PHI 201, 204, 325, 331, 333, 334, 345, 363, 364: McKendree University Diverse Perspectives General Education Rubric

PHI 206, 208, 390, 391: Course-specific rubrics pertaining to Personal Responsibility and approved by the General Education Review Committee

PHI 201, 206, 363, and 364: course specific rubrics to assess comprehension of philosophical concepts, theories, and debate

PHI 208, 333, 345, 390, and 391: course specific rubrics to assess understanding of the philosophical concepts and problems raised and addressed by other disciplines

Courses in the **Philosophy Program** assess relevant outcomes based on tests (short response and essay questions), short writing assignments (argument analysis, exegetical, case studies, etc.), short papers, formal research papers, and/or oral presentations. Rubrics are used for all assignments in all PHI courses.

Results from assessment

STUDENT LEARNING OUTCOME	ASSESSMENT RESULTS (score given is the cumulative score on respective rubrics)	
SLO #1: Philosophical knowledge.	PHI 201 <i>Course specific rubric</i>	Fall 2019: 3.4 Spring 2020: 3.5 Fall 2020: 3.3 Spring 2021: 3.5 Fall 2021: 3.4 Spring 2022: 3.6
	PHI 206 <i>Course specific rubric</i>	Fall 2019: 3.3 Spring 2020: 3.4 Fall 2020: 3.6 Spring 2021: 3.7 Fall 2021: 3.5 Spring 2022: 3.5
	PHI 363 <i>Course specific rubric</i>	Spring 2021: 3.4
	PHI 364 <i>Course specific rubric</i>	Spring 2020: 3.5 Fall 2021: 3.6
SLO #2: Inquiry, argument, and reasoning	PHI 201 <i>Course specific rubric</i>	Fall 2019: 3.4 Spring 2020: 3.6 Fall 2020: 3.6 Spring 2021: 3.4 Fall 2021: 3.3 Spring 2022: 3.4
	PHI 204 <i>Course specific rubric</i>	Spring 2020: 3.4 Spring 2021: 3.3

	PHI 345 <i>Course specific rubric</i>	<i>Data not available</i>
	PHI 363 <i>Course specific rubric</i>	Spring 2020: 3.5 Fall 2021: 3.6
	PHI 364 <i>Course specific rubric</i>	Spring 2020: 3.5 Fall 2021: 3.6
SLO #3: Ethics, Society, and Diversity.	PHI 206 <i>Course specific rubric</i>	Fall 2019: 3.4 Spring 2020: 3.6 Fall 2020: 3.7 Spring 2021: 3.6 Fall 2021: 3.4 Spring 2022: 3.4
	PHI 208 <i>Course specific rubric</i>	Spring 2020: 3.4 Spring 2021: 3.3
	PHI 331 <i>Course specific rubric</i>	Spring 2021: 3.5
	PHI 390 <i>Course specific rubric</i>	Fall 2019: 3.4 Spring 2020: 3.6
SLO #4: Philosophy across the disciplines.	PHI 208 <i>Course specific rubric</i>	Spring 2020: 3.4 Spring 2021: 3.3
	PHI 333	Spring 2021: 3.5

	<i>Course specific rubric</i>	
	PHI 345 <i>Course specific rubric</i>	<i>Data not available</i>
	PHI 390 <i>Course specific rubric</i>	Fall 2019: 3.7 Spring 2020: 3.4
	PHI 391 <i>Course specific rubric</i>	Fall 2019: 3.4 Spring 2020: 3.6 Fall 2021: 3.5 Spring 2022: 3.4

Use of Data

The Personal Values Inventory Questionnaire rubric used in PHI 206 was revised substantially to improve assessment of change of students' perspectives regarding core themes and topics. Feedback from adjuncts and from FT faculty resulted in changes to the kinds of questions asked on the questionnaire and improved ways of identifying and assessing consistency.

New standardized assignments were introduced in PHI 201 and 206 to assess student skills in argument and reasoning, relative to topics covered by the course. Previous assignments varied too widely in the kinds of analytical skills students were called on to demonstrate. The new standardized assignments addressed this problem.

Assessment of SLO #3 has been under review for the past several years based on a desire to assess arguments involving causal reasoning, precedent-based reasoning, and abductive inferential reasoning. New assignments are currently being reviewed that were devised to assess these important kinds of argument and reasoning.

Program Assessment Contact(s): Dr. Kevin Zanelotti

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)
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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

General Education Assessment Contact(s):

Dr. Kevin Zanelotti

Division of Science and Mathematics

Biology

Description

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 biological content. As students develop foundational knowledge in biology, students will practice scientific process skills and demonstrate an understanding of scientific inquiry. At the same time, students must also learn to communicate scientific knowledge to a broader community and demonstrate awareness of the professional opportunities that await them. Students will finally create an action plan to meet their professional goals.

Major Student Learning Outcomes

1. Students will practice biological inquiry using the scientific method.
2. Through this process, they will demonstrate proficiency in scientific language and basic scientific process skills and utilize 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

	108	110	111	211	220W	300	303W	313	455
Practice: Proficiency in terminology, technology and basic scientific process 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 nonscientific 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
<p>X: addressed by course</p> <p>XX : addressed & assessed by course</p> <p>* Only portions of this rubric will be used in each of the courses.</p>									

PROGRAM REQUIREMENTS:

CAPSTONE: Bio455: Biology Research Methods

RESEARCH: Bio455: Biology Research Methods

SERVICE: n/a

Methods of assessment

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	SP22 92.3% SP19 87.22%

455	Scientific inquiry	Group research proposal	90% will score at the proficient level	SP22 82.2% SP19 75.6%
455	Professional development	Survey	50% of scores on standardized professional exams will meet or exceed national averages.	SP22 50% at or above the national average (n=2) 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.	<table border="1"> <tr> <td>Properly cite sources 100% advanced</td> </tr> <tr> <td>Summarize a research article 67% advanced</td> </tr> <tr> <td>Build a question from previous literature; rationalize a hypothesis 67% proficient</td> </tr> <tr> <td>Design experiments to test hypotheses 100% advanced</td> </tr> <tr> <td>Organize/ conceptualize data 67% advanced</td> </tr> <tr> <td>Run test, communicate results of test, summarize descriptive statistics relevant to biological question 67% advanced</td> </tr> <tr> <td>Discuss implications of new</td> </tr> </table>	Properly cite sources 100% advanced	Summarize a research article 67% advanced	Build a question from previous literature; rationalize a hypothesis 67% proficient	Design experiments to test hypotheses 100% advanced	Organize/ conceptualize data 67% advanced	Run test, communicate results of test, summarize descriptive statistics relevant to biological question 67% advanced	Discuss implications of new	The data was from FA21 (n=10). Goals were not met on building questions, so a focus on building from the current literature will be highlighted in the future. In addition, goals were not met for discussing implications for future research. I will spend more time on linking data back into the body of literature.	New assignments will be built into the FA22 course to develop deeper connections with the literature and student questions and generated data.
Properly cite sources 100% advanced												
Summarize a research article 67% advanced												
Build a question from previous literature; rationalize a hypothesis 67% proficient												
Design experiments to test hypotheses 100% advanced												
Organize/ conceptualize data 67% advanced												
Run test, communicate results of test, summarize descriptive statistics relevant to biological question 67% advanced												
Discuss implications of new												

			research 67% proficient		
303	Communication	70% will score at the level of high intermediate.	1.1 Purpose Advanced 100% 1.2 Content Advanced 67%; Low intermediate 33% 1.3 Use of Evidence; High intermediate 67%; low intermediate 33% 1.4 Organization; Advanced 100% 1.5 Syntax and Mechanics Advanced 100% 1.6 Discipline-specific conventions High intermediate 100%	The data was from FA21 (n=10). Most students are achieving advanced on the majority of criteria. I am going to focus on the use of evidence (1.3) and content (1.2) moving forward to meet those criteria goals.	FA 22 implement activities to increase number of drafts on evidence submission. Furthermore, these rubrics were scored within groups, so I will be breaking them out by individual beginning FA22.
313	Practice	90% will score at the proficient level	SP19 90%	n/a	n/a
455	Communication	90% will score at the proficient level	SP22 92.3% SP19 87.22%	The lowest percentage was 63.33% in delivery and 73.33% in content. Other items on the rubric met our goal.	We have made a curricular proposal to add required courses that emphasize communication to the BS Biopsych program.

455	Scientific inquiry	90% will score at the proficient level	SP22 82.2% 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.	SP22 50% above national average (n=2) 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)

Mickey Schutzenhofer

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

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 complete an assignment where they evaluate their current news article. 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/incorrect) 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 unrelated 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.

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 complete an assignment where they evaluate their current news article. 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 presentation 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

Course	General Education SLO	Assignment	Target
BIO 101	4.3b Apply process of inquiry	Lab Experiment	70% at proficient level
Data was not obtained. See use of data below.			

BIO 101	4.3e Interpret validity of science	Current News Assignment	70% at proficient level
Spring 2022 (LaMora): 73% at the proficient level (n=15)			
BIO 110	4.3b Apply process of inquiry	Lab Experiment (UV Radiation)	70% at proficient level
Data:	FA18 91.6% (VP)		
BIO 110	4.3c Accurately communicate	Relevancy of Biology assignment	70% at proficient level
Data:	FA18 78.5% (VP)		
BIO 250	4.3c Accurately communicate	Climate Change Myth Buster assignment	70% at proficient level
SP22 data (n=25)	80% scored at Advanced	12% scored at high intermediate	8% scored at low intermediate
BIO 250	4.3e Interpret validity of science	Current News Assignment	70% at proficient level
SP22 data (n=30)	100% scored at advanced		

GERC approved these three courses and their assessment in late fall, 2018. Appropriate assignments and evaluation methods were fully available for syllabi beginning in spring, 2019. A transition to Brightspace occurred in the fall of 2020.

Use of Data

BIO 101. With the shift over to Brightspace, much of the data was not collected due to a lack of properly ensuring that the overall score was marked when only one criterion on the rubric was being utilized. In addition, we were not able to get data from all the sections, and we are planning to use a new dashboard system that is being developed in SU22. Data can then be harvested from all sections beginning in FA22.

BIO 110. Updated data is needed for ongoing assessment of our goals. Again, we will be utilizing the upcoming dashboard system to more efficiently gather this data beginning in FA22.

BIO 250. Spring 2022 was the first time this course was offered since the GERC approval. Initial data indicates that the target was reached for 4.3c with the current news assignment, therefore, we will change the goal to no students scoring below the high intermediate level.

100% of students reached the goal for 4.3e interpreting validity of science with the myth buster assignment. However, this assignment was scored using group work, so the new goal for SP23 will be to utilize individual assignments to really discern whether this goal is being met by all students.

General Education Assessment Contact(s)

Mickey 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.

<p>Make molar solutions</p>	<p>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</p>	<p>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</p>	<p>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</p>
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	<p>made in a working volume and final volume may not be accurate. The final solution cannot be used.</p>	<p>volumes but uses equipment that may not be the most accurate. The final solution is useful.</p>	<p>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.</p>
<p>Use a pH meter</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>Make a wet mount</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Observe cells using a microscope</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>Perform gel electrophoresis (agarose and/or PAGE)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Analyze a gel</p>	<p>Student may not understand how to analyze gel electrophoresis results and may not record obvious bands or estimates band sizes incorrectly.</p>	<p>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.</p>	<p>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.</p>

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

	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.	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.	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.
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<p>Perform a Bradford assay</p>	<p>Student may not understand the purpose behind the Bradford assay. The standards may not be mixed properly, shown by the solution in the top of the cuvette being a different color than the bottom, or may not be incubated for 5 min prior to reading. The series of standards may not show a gradation of color or may not have equal volumes. The spectrophotometer may be used 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>
<p>Generate a standard curve</p>	<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 r² 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 r² value is shown. The graph or linear equation can be used to determine unknown values.</p>

Appendix B. Inquiry Rubric

Biology Program Inquiry Rubric	Advanced	Proficient	Basic	Novice
Properly cite sources.				
Appropriate use of in-text citations	100%-90% of references in bibliography are cited in-text. Statements requiring a citation have one; Statements of common scientific knowledge are not cited.	89%-80% of references cited in-text appear in bibliography. Only one statement requiring a citation lacks one; Only one statement of common knowledge is cited.	79%-70% of references cited in-text appear in bibliography. Few statements requiring a citation lack one; Many statements of common knowledge are cited.	Less than 70% of references cited in-text appear in bibliography. Statements requiring a citation frequently lack one; Statements of common knowledge are frequently cited.
Appropriately formatted bibliographical and in-text citations	100%-90% of in-text citations and all bibliographical references follow proper format	89%-80% of in-text citations and/or bibliographical references is improperly formatted	79%-70% of in-text citations and/or bibliographical references is improperly formatted	Less than 70% of in-text citations and/or bibliographical reference is improperly formatted
Summarize a research article (SRA).				

SRA - interpreting figures	Identifies independent/dependent variables correctly; clearly articulates the purpose of figure and formulates a conclusion based on data shown	Identifies independent/dependent variables correctly; able to articulate purpose of figure but cannot formulate a conclusion based on data shown	Identifies independent/dependent variables correctly; unable to articulate purpose of figure or formulate a conclusion based on data shown	Able to identify but incorrectly differentiates independent vs. dependent variables; unable to articulate purpose of figure and formulate a conclusion based on data shown
SRA - Write take-home message relevant to research question	Take home message is a 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 or 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
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Appendix C. Exit Survey

BIO 455 Reflection

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

These are implemented in blackboard.

- 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.

Mathematics

Mission Statement

Mathematics is the science of quantity, change, structure, and space. The mission of the mathematics program is to develop rigorous analytical abilities in our students 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

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		X	
SEMINAR	XX	XX		XX

PROGRAM REQUIREMENTS

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 previous university-approved Quantitative Literacy rubric. The mean was 3.8/4. 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 4.9, indicating students have mastered this technique.
- C. Induction: The mean was 2.1 (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: 3.44/4
2. Use the tool to produce calculations/output. Mean: 3.33/4
3. Interpret the calculations/output from the tools and formulate a solution to the original problem.
Mean: 3.67/4

Interpretation had a mean more than half a point higher than what was reported in 2019. 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 clearly made strides in helping 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: 3.25/4
Organization mean: 3/4
Language mean: 3/4
Delivery mean: 4/4
Discipline-specific conventions mean: 3/4

Delivery has improved since the last assessment report. Students seem to be becoming more confident when they present.

- B. Written
Purpose mean: 4/4
Content mean: 4/4
Organization mean: 4/4
Syntax and Mechanics mean: 3.22/4
Discipline-specific conventions mean: 4/4

These results have remained high since the last assessment report. Mathematics majors, although they claim to hate reading and writing, tend to be good writers. They are direct and (usually) focused.

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)

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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)
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

Homework problems

Results from assessment

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

MTH 150 Quantitative Literacy

No results. New rubrics were approved in the 2021-2022 academic year.

MTH 170 Statistics

No results. New rubrics were approved in the 2021-2022 academic year.

MTH 210 Calculus I

The instructor was able to use the newly approved Inquiry and Problem Solving rubric.

38.9% scored Advanced

16.7% scored Proficient

11.1% scored Basic

33.3% scored Novice

Use of Data

The MTH 210 data is not surprising. The raw score for Novice was 6/18, but 3 out of 6 of those students had never had trigonometry, which is a crucial prerequisite to Calculus I. Neither mathematics full-time faculty member advised any of those students.

General Education Assessment Contacts

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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

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

Program Courses	1.	2.	3.	4.
HIS 110		XX	XX	X
HIS 161	XX	X		
HIS 162	XX	X		
HIS 261	XX	XX		
HIS 262	XX	XX		
HIS 310		XX	XX	X
HIS 331	XX	X	X	
HIS 371	XX	X	X	
HIS 372	XX	XX	X	
HIS 376	XX	XX	X	
HIS 377	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	

PROGRAM REQUIREMENTS

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. Beginning in the Spring 2023 semester, HIS 310 is now a 3 credit course (previously was 1 credit).

SERVICE:

While the major does not require service, HIS 271/371 US Women’s History has a required Service Learning component. However, with the loss of a full time coordinator for the Lynn Huxford Center for Community Service and the limitations necessary because of the COVID-19 pandemic, this area has not been implemented or assessed since Spring 2018.

Methods of assessment

1. Build historical knowledge.
 - HIS 261, 262, 271, 276, and 277 use discussion boards, reading quizzes, exams, and writing assignments to assess understanding of content. See examples (Appendices A and B).
 - HIS 277/377, HIS 271/371, and other content-based courses assess students’ knowledge of content through presentations, posters, and final projects. See example (Appendix C).
 - All our upper-levels (HIS 331, 371, 372, 376, 377, and additional history electives) incorporate focused content assessments, examinations & research papers.
2. Interpret primary and secondary sources to make historical arguments.
 - HIS 262 specifically utilizes primary source collections for interpretation and analysis assignments.

- HIS 110 and 310 specifically, as well as all upper-level students generate annotated bibliographies to develop a research prospectus.
 - HIS 372 analyzes primary and secondary sources for their discussion leader assignment and all of their exams. See examples (Appendices D and E).
 - HIS 331, 371, 376, and 377 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 310 assesses students abilities to comprehend historical approaches, historiography, methods, & annotated bibliographies. See example (Appendix F).
 - 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.
- All of our upper-level courses do this, but we specifically assess this in HIS 410, which 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. See example (Appendix G).

Results from Assessment

HIS 261 - Fall 2021 Essay Response #9

Achieved Good or Excellent Argument: 28 of 31 students

Achieved Good or Excellent Evidence: 29 of 31 students

Achieved Good or Excellent Analysis: 26 of 31 students

Achieved Good or Excellent Organization: 30 of 31 students

HIS 277/377 - Spring 2022 Black Excellence Poster Project

Achieved Good or Excellent Research/Knowledge on Topic: 27 of 33 students

HIS 372 - Spring 2022 Discussion Leader

All 15 students achieved Excellent or Good in Content, Evidence, & Analysis

HIS 372 - Spring 2022 Exam #3

Achieved Good or Excellent Argument: 13 of 15 students

Achieved Good or Excellent Evidence: 14 of 15 students

Achieved Good or Excellent Analysis: 12 of 15 students

Achieved Good or Excellent Organization: 15 of 15 students

HIS 410 - Fall 2021 Final Capstone/Thesis Paper

3 of 5 students met benchmarks in Argument, Historiography, Analysis, Conclusion

4 of 5 students met benchmarks in Hook, Evidence, Mechanics, Structure

Aside from these course-level results, we also used rubrics to grade student assignments but analyzed the results qualitatively to see where we needed to make adjustments. We are aware we need to record these at the course level in order to track results over time and provide tangible, quantitative results. Also, while we use the program-level SLOs within specific assignment rubrics and assessments, the collection of data has not been intentional beyond a course-level analysis. Therefore, the program-level area is where we intend to improve our assessment data collection and provide results.

Use of Data

1. For the 261, 372, and 410 the analysis and critical thinking component is where I need to rethink how to teach this and focus my energies on how I want to assess this component. For the 277/377 project, source use and content need to be the priority next year. I am going to institute a library day and research presentation from our new librarian.
- 2) Seeing that we have no department-level assessment data, we plan to create a History Department rubric to track and measure our majors from first-year to senior capstone.

We will develop 3-4 performance indicators that are tied to our major's student learning outcomes.

This rubric will be used to assess their final product in the history seminar and thesis courses HIS 110, HIS 310, and HIS 410.

Timetable: Lauren and Shelly will develop this rubric during the Fall 2022 & begin implementation with the HIS 110 course.

- 3) We are already using rubrics in 261, 262, 271/371, 277/377, and 372. But, we have no program-level plan in place for assessment. We intend to develop a benchmark from that rubric for each applicable SLO & track/document the percentage of students who achieve that benchmark each semester.

Timetable: Identify benchmarks for each SLO during Fall 2022-Spring 2023 academic year. Most importantly, while grading the assignments, be sure to document the assessment data to analyze, revise assignments (if necessary), and compare with future semesters. While we have already done this with individual assignments in select courses, we now plan to be intentional about collecting and comparing data for program-level assessment. To that end, Lauren and Shelly will do this for their respective courses and collaborate in interpretation and response as an academic department.

Contact(s)

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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)
HIS 161	Diverse Perspectives	History/Cross-Cultural
HIS 162	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
HIS 410	Written Communication	History (W)

Methods of Assessment

Course number and title: HIS 261 United States History To 1877

Prerequisites: None

Course description: A survey of American history from prehistory through Reconstruction.

McKendree University General Education Information

McKendree Learning Outcome: Diverse Perspectives - Students will understand human and cultural differences and acknowledge a variety in viewpoints in order to foster empathy and interpersonal understanding.

McKendree Learning Objective 1: Analyzes relationships between diversity and systemic inequality.

McKendree Learning Objective 2: Values contributions made by individuals from diverse and/or underrepresented groups and responds with empathy.

Spring 2022 S1 Online - Exam #3

Week #8 Paper

HIST 261

Due: Friday March 11, 2022 by midnight

Submitted through the Assignment Link on Brightspace

In lectures and discussion boards, we have covered some important historical events and analyzed how people experienced these events. Now, it is your turn to articulate your thoughts and analysis in a paper format.

Below are three broad questions that historians are still debating today. Answer the question by making a central/overall argument, support it through specific examples/evidence from lecture, and analyze the content in relation to your argument. Each response will be roughly 500 (for a total of 1500 words for the whole paper).

Questions:

- 1. In the 1850s, why was the nation tearing itself apart?** Be sure to make an argument and use evidence from lecture. Hint: There are several events beginning with the Compromise of 1850 – The Election of 1860. Please select & describe those which you feel are the most significant/important!
- 2. Imagine that you are a Union soldier during the Civil War (you can be white, black, German, or Irish) – describe what you're fighting for, what you witness, and a few battles you experience.** You can be as creative as you like – but, please remember to use specifics from the lecture. For example: "Soldiering was hard, I was scared. But, I survived the battle" = Not Specific. "My unit stopped the rebels when they attacked our heights at

Gettysburg and I read in the paper that Grant's Army captured Vicksburg today!" = Specific. Please write this response in first person (use of I, me, my).

3. **Make a counterargument to the following incorrect statement: "After the deaths of 620,000 Americans in the Civil War, the South admitted their fault & the issue of race/racism was finally solved in the United States."** Be sure to support your argument with evidence from lecture.

Spring 2022 SF - Exam #5

Monday May 9, 2022 @ 10:00am

10 Multiple Choice

Short Answer: Approx. 8-12 sentences

- 1) Explain each side's (United States and Confederate) main strategies when the war began in 1861.
- 2) Who were "Billy Yank" and "Johnny Reb?" Describe the common Civil War soldier, noting key differences between Union & Confederates, and in what combat positions they served.
- 3) Why did Lincoln's policy towards slavery change throughout the war?
- 4) Why was July 1863 the turning point of the war? Explain the three main events.
- 5) In 1864-1865, how did the US win the war? Describe the three main ways.
- 6) Why was Reconstruction ultimately unsuccessful?

Course number and title: HIS 262 United States History Since 1877

Prerequisites: None

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

McKendree University General Education Information

McKendree Learning Outcome: Diverse Perspectives - Students will understand human and cultural differences and acknowledge a variety in viewpoints in order to foster empathy and interpersonal understanding.

McKendree Learning Objective 1: Analyzes relationships between diversity and systemic inequality.

McKendree Learning Objective 2: Values contributions made by individuals from diverse and/or underrepresented groups and responds with empathy.

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 (Appendix H).

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 Brightspace a one-sentence reflection in response to this prompt: How do newspapers both inform and shape our responses to world events? (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 Brightspace. Specifically, this assignment targets these areas from the Diversity rubric: DIV 1.4 and DIV 1.5

Additional information from Dr. Shelly Lemons:

The above assignment was approved by the General Education Review Committee during its major review process several years ago. And while I still use it, I have also expanded my intentional use of primary source materials in this general education course based on previous assessment data. Now, in addition to newspapers, I use source collection assignments from the REVEL course package in order to engage an even broader and more diverse body of content material. Students assess Congressional records, photographs, poetry, Presidential speeches, political cartoons, historical artifacts, and more. We then move beyond the content specific aspects of primary source interpretation and utilize the skills honed by these exercises in the course's signature assignment: Dialogues Project. A copy of this assignment and its related scoring is included as an attachment (Appendix I).

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 Objective 1: Analyzes relationships between diversity and systemic inequality.

McKendree Learning Objective 2: Values contributions made by individuals from diverse and/or underrepresented groups and responds with empathy.

General Education Assignment 1 [REQUIRED FOR ALL OUTCOMES]:

Performance Indicator: 2.1b

Seeing Everything in the Picture

(Now called Using Photographs as Primary Sources or Visual Literacy Exercises)

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 Brightspace. Specifically, this assignment targets these areas of the Diversity rubric: DIV 1.1 and DIV 1.3.

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: DIV 1:1, DIV 1.2, and DIV 1.3

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/>).

*Due to University personnel changes (i.e. there was not a service learning coordinator in the Lynn Huxford Center for Community Service) and limitations due to the COVID-19 Pandemic, service learning has not been assessed in this course since its Spring 2018 offering.

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

McKendree Learning Objective 1: Analyzes relationships between diversity and systemic inequality.

McKendree Learning Objective 2: Values contributions made by individuals from diverse and/or underrepresented groups and responds with empathy.

HIS 276/376 - Fall 2021 Exam #4

Questions:

- 1) How did African Americans resist systemic racism in the 1950s and 60s? (25 points)
- 2) How were the efforts of Civil Rights activists rolled-back and cut short by “The New Jim Crow?” Explain how systemic racism persists for Black Americans from the 1980s thru 2021 (25 points)
- 3) How would you describe our Third Wave Minorities? (25 points)
- 4) Since 1965, what difficulties & prejudices do our New Minorities face from nativists? (25 points)

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

McKendree Learning Objective 1: Analyzes relationships between diversity and systemic inequality.

McKendree Learning Objective 2: Values contributions made by individuals from diverse and/or underrepresented groups and responds with empathy.

HIS 277/377 Spring 2022 - Exam #4

4 Short Answers (approximately 8-12 sentences)

- 1) Describe Civil Rights activism – what were their tactics and how did they hope to bring about change? Provide five Civil Rights events/protests as examples.
- 2) Who are your favorite freedom fighters? Give me your top four & explain how they fought for black liberation. Note: It can be anyone between 1954-1969.
- 3) Why did some African Americans disagree with non-violent tactics? Explain the role of Black Muslims, Black Power, & Black Panthers.
- 4) What is “The New Jim Crow?” Give five examples of systemic racism in the US since 1980.

Course number and title: HIS 410 – Senior Thesis in History (W)

Prerequisites: HIS 110 and HIS 310

Course description: This course focuses on the writing of a professional quality research paper based on primary source materials. Students will also be involved in a seminar situation requiring scholarly criticism of each other’s papers on a chapter-by-chapter basis. Completed papers will be presented orally before the campus community.

McKendree University General Education Information

McKendree Learning Outcome: Written Communication

McKendree Learning Objective 1: Purpose

McKendree Learning Objective 2: Content

McKendree Learning Objective 3: Use of Evidence

McKendree Learning Objective 4: Organization

McKendree Learning Objective 5: Syntax & Mechanics

McKendree Learning Objective 6: Discipline-Specific Conventions

HIS 410: Final Paper Guidelines

Directions:

- ✓ 20-25 pages, not including Bibliography
- ✓ Double-spaced, Times New Roman 12 pt. font

✓ Please use Chicago Manual of Style (17th edition) footnotes for citations (10 pt. font)

- I. Anecdote/Hook (1-2 pages)
- II. Historiography (2-3 pages)
- III. Your Arguments (2 pages)
- IV. Evidence & Analysis (14-17 pages)
- V. Conclusion (1 page)
- VI. Bibliography (Chicago Manual of Style Formatting; Only Sources You Cited)

Results from Assessment

We assessed all of our General Education HIS 261, 262, 271/371, 276/376, and 277/377 courses for both Fall 2021 and Spring 2022, using the Diverse Perspectives Rubric. That data we were able to pull from Brightspace is as follows:

Spring 2022 S1 Online - Exam #3

Learning Objective 1: 92% at the low or high intermediate level

Learning Objective 2: 92% at the low or high intermediate level

Spring 2022 SF - Exam #5

Learning Objective 1: 72% at the advanced, high intermediate, and low intermediate level

Learning Objective 2: 90% at the advanced, high intermediate, and low intermediate level

HIS 276/376 - Fall 2021 Exam #4

Learning Objective 1: 94% at the advanced, high intermediate, and low intermediate level

Learning Objective 2: 94% at the advanced, high intermediate, and low intermediate level

HIS 277/377 Spring 2022 - Exam #4

Learning Objective 1: 89% at the advanced, high intermediate, and low intermediate level

Learning Objective 2: 97% at the advanced, high intermediate, and low intermediate level

HIS 410 Fall 2021 – Final Senior Thesis

Learning Objective 1: 60% advanced, 20% high intermediate, and 20% low intermediate

Learning Objective 2: 60% advanced and 40% low intermediate

Learning Objective 3: 40% advanced, 20% high intermediate, and 40% low intermediate

Learning Objective 4: 60% advanced and 40% low intermediate

Learning Objective 5: 60% advanced, 20% high intermediate, and 20% low intermediate

Learning Objective 6: 60% advanced and 40% low intermediate

For the courses we were unable to access or receive quantitative data results, we were still able to qualitatively learn about our courses, assignments, and methods of evaluating the Diverse Perspectives Learning Outcomes.

Use of Data (Previous year or this year)

Using the data for the HIS 261 (in-person) assessment, I want to rethink how I teach and what assignment to give for assessing student understanding of the relationships between diversity and systemic inequality.

Between the HIS 261 (online), HIS 276/376, and HIS 376/377, students are above average on Learning Objectives 1 and 2.

For all of our other General Education courses this past academic year, we are looking forward to seeing the results in the future and making data-driven decisions.

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Appendix

A.

HIS 261 - Essay Response Grading Rubric

Preview - Google Chrome
mckendree.brightspace.com/d2l/common/dialogs/nonModal/blank.d2l.d2l_body_type=18.d2l_nonModalDialog_cb=previewRubric_01071368015225993&d2l_nonModalDialog_cbwin=73c1171639f340549b14667f4207792b

Print Rubric

Criteria	Excellent	Good	Fair	Needs Improvement	Criterion Score
Argument	5 points Strong, clear argument that establishes a historically defensible claim.	4 points Establishes a historically defensible claim but it could be vague or unclear.	3 points Restates the prompt and/or makes an attempt.	2 points No attempt to make an argument.	/ 5
Evidence	20 points Provides several specific key terms and examples. The evidence is historically accurate, explained, and used in support of the argument.	17 points The response provides key terms, events, people, and facts to support the argument.	14 points Provides some examples, but, there needs to be more and/or they need to be more specific. Or, the evidence does not support the argument and it just "dumped" into the response.	10 points Evidence is vague, unclear, and inaccurate.	/ 20
Analysis	20 points The response explains the evidence in relation to the argument, draws conclusions, and makes claims about the content.	17 points The response makes an attempt to think critically about the content in relation to the prompt.	14 points There is an attempt to think broadly and critically about the material but it reads as a list of facts without analysis.	10 points There is no attempt to analyze or think critically about the content.	/ 20
Organization	5 points A polished, well-written, proofread paper that reads with ease. Contains paragraph breaks.	4 points Only minor issues with paragraph structure, flow, and typos.	3 points Some issues with paragraph structure, flow, and typos that effect the paper's readability.	2 points Major problems with paragraph structure, organization, typos, errors.	/ 5
Total					/ 50

Overall Score

Close

1:41 PM 3/17/2022

B.

HIS 261 - Discussion Board Grading Rubric

Preview - Google Chrome
mckendree.brightspace.com/d2l/common/dialogs/nonModal/blank.d2l.d2l_body_type=18.d2l_nonModalDialog_cb=previewRubric_09310722077287872&d2l_nonModalDialog_cbwin=e66a3362046e44d09b56fba38feb62d

Print Rubric

Criteria	Excellent	Good	Fair	Needs Work	Criterion Score
Original Post	10 points Excellent use of evidence from lecture. Well-articulated and supported arguments and analysis. Post generates discussion.	8 points Good use of evidence but could work on integrating more specifics from lecture. Arguments are sound but could use more analysis.	6 points Lacking sufficient evidence from lecture. Arguments look more like opinions because they need facts to support them and do not demonstrate a thorough reading of the course materials.	4 points Has little to no evidence from lecture. Opinions are given without necessary facts to back them up. Post was late.	/ 10
Response Post	10 points Response is both timely, contributes to the discussion, and demonstrates original thought.	8 points Response may occur last minute or be in agreement with others and thus lacking original thought.	6 points May occur last minute and does not generate further discussion. Also may just be in agreement with others and in much need of original thought.	4 points Post is late. Post lacks original thought.	/ 10
Total					/ 20

Overall Score

Excellent 18 points minimum	Good 14 points minimum	Fair 10 points minimum	Needs Work 0 points minimum
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Close

1:43 PM 3/17/2022

C.

HIS 277/377: Black Excellence Celebration

Name(s): _____

Poster Presentation

	Excellent	Good	Fair	Lacking
Visuals	20-19	18-17	16-15	14-0
Research & Knowledge on Topic	30-28	27-25	24-22	21-0
Organization/Flow/Overall Quality	25-23	22-20	19-17	16-0
Work Cited Included on Back	5			0

D.

HIST 372: American Economic History

Name: _____

Discussion Leader Grading Rubric**Grading Criteria**

	Excellent	Good	Lacking	Absent
Understanding of Content (piece)	10	9-8	7-5	4-0 (Throughout entire
Use of Examples (Strongest Evidence)	5	4-3	2-1	0 (Best and
Analysis/Critical Thinking (Arguments & Conclusions)	10	9-8	7-5	4-0 (Regarding Author's

Comments:

E.

HIST 372: Exam #3

Due: Tuesday May 10, 2022 @ 12:30pm via the link on Brightspace
 Assessment at McKendree: The Biennial Report

You will answer all three of the following questions. Each response should be approx. 500 words (Times New Roman, Double-spaced, 12-point font).

Assessment:

1) Argument

- Excellent (5) – original, sophisticated and demonstrates a command over the topic
- Good (4-3) – answers the question and makes a claim
- Fair (2-1) – restates the question, vague, general, and/or not supported
- Absent (0)

2) Evidence (Including sources, if applicable)

- Excellent (10-9) – specific, first-rate content to support argument; the strongest & best evidence
- Good (8-7) – mostly correct, specific content; may be missing some or “note dumped”
- Fair (6-5) – vague, missing significant necessary content, and/or incorrect
- Absent (3-0)

3) Analysis, Synthesis, Contextualization

- Excellent (10-9) – demonstrates critical thinking, a nuanced understanding, draws conclusions
- Good (8-7) – demonstrates critical thinking in some areas; needs some development
- Fair (6-5) – evidence not explained, “note dumped,” or significantly lacking critical thinking
- Absent (0)

4) Organization, Flow, Overall Quality/Readability

- Excellent (5) – a polished, well-written, proofread response that reads with ease
- Good (4-3) – some minor issues with paragraph structure, flow, and typos
- Fair (2-1) – major problems with paragraph structure, organization, typos, errors
- Absent (0)

F.

**HIS 310: Seminar in Historical Research
Research Proposal (100 points)**

This assignment will consist of four parts:

- 1) Working Title
- 2) 2-3 page Abstract & Research Questions
 - What does the historiography say about your topic?
 - What are your preliminary arguments and conclusions?
 - What are you trying to show?
 - What evidence is going to justify those claims?
- 3) Annotated Bibliography (Including corrections/additions from my feedback)
- 4) 2-3 page Action Plan
 - Where you are planning to go from here in 410?
 - What are your next steps?
 - What questions do you have and/or what gaps do you need to fill?
 - What possible pitfalls are you concerned with?

The assignment should be submitted to the link on Brightspace.

The proposal should be between 8-10 pages, double-spaced (except for bib section - that is single-spaced).

G.

Senior Thesis 410 - Final Paper Grading Rubric (200 points)

Hook/Anecdote	10	9	8	7	Less Than 7
	Narrow, specific, and strong case study/example that sets up the project and directly relates to the topic.	Sets up the project and relates to the topic.	Could be too broad, generic, and/or not directly connect with the project.	Too general and reads like an introduction rather than a vignette as instructed.	Absent of specificity and/or lacking entirely.
Historiography	30	26	23	20	Less Than 20
	Historiography has been thoroughly researched and properly referenced. It is an authoritative assessment of the relevant scholarship. Excellent grasp of the approaches and methods used by historians for their topic. Historiography reads as a conversation to make original and complete intellectual contribution.	Shows good understanding of scholarship. Understands historiography on their topic and explained it well set up the arguments.	Fair understanding of historiography on the topic. Has some authors' contributions but fails to see connections between historians. More reading is needed and a more in-depth conversation regarding the foundation of their project. Could also be presented as book by book rather than a intersectional conversation.	Historiography is lacking. Not enough scholarship is addressed or discussed. Missing historians' arguments. No conversation on what has been done. More reading is needed.	Understands very little about the topic's historiography. Severely lacking knowledge on scholarship and does not have a foundation for which to develop an original project.
Arguments	30	26	23	20	Less Than 20

	Easily identifiable, original, sophisticated, and insightful. Demonstrates a solid grasp of project.	Promising, but may be slightly unclear, or lacking insight or originality.	Unclear (contains vague terms), appears unoriginal, or offers relatively little that is new.	Underdeveloped and in need of more work. Difficult to identify and may blend restatement of obvious point.	Arguments are hypothetical, unable to be historically assessed, unclear, and/or show lack of research on the topic.
Evidence	40	35	30	25	Less Than 25
	Sources incorporated to enhance every point. Numerous examples to support arguments. Excellent integration of quoted material into sentences. Balance of first-hand and secondary sources. All sources in bibliography are utilized and developed. Evidence is explained, organized, and interwoven.	Examples used to support most points. Some evidence may not support argument. Quotations are integrated well into sentences. May need more sources/historical scholarship. Research may need more balance.	Examples support some points. Quotations need integrated into sentences. Quotations may be overused and/or over blocked (more than a two block quotes). Need more sources/historical scholarship. Evidence may be choppy, need explained, or pieced-together.	Evidence does not support arguments in some areas. Lacking sources. Some gaps. Need more first-hand testimony and/or secondary scholarship. Sources in bibliography and not used. Paper goes source by source and they are not interwoven/integrated.	Major gaps in evidence. In desperate need of more research. Lacks clarity, depth, organization, and explanation. Thrown in without development.
Analysis	40	35	30	25	Less Than 25
	Sophisticated demonstration of critical thinking and command of the material. Nuances, synthesis, explanation of evidence, and making connections are all first-rate. Analysis says something new and supports arguments.	Explains evidence and supports arguments. Insightful connections to evidence are made.	In need of more explaining evidence, making connections, synthesis, and points out nuances. More time, research, and work needed.	Simplistic view of topic. Very little or very weak attempt to relate evidence to argument & think critically. In dire need of more time with materials, thinking, and developing research.	Reads as evidence points woven together without critical thinking. Reads as a research paper or content exam. No connections, synthesis, or relation to arguments.
Conclusion	10	9	8	7	Less Than 7
	Eloquently supports arguments, reiterates major analysis points, and	Gives a good, condensed outline of major analyses points and findings. Could be stronger than what was stated in arguments. May need to say something new.	Restates arguments but needs to connect to analyses, synthesize, and showcase findings. Needs to say something new.	Attempts to restate argument but justifications are not clear and/or lacking original thought.	Too generic, unclear, does not say anything new, or missing.
Structure	20	18	16	14	Less Than 14
	Evident, understandable, and well-organized.	Generally clear and appropriate, though may	Generally unclear, often wanders or jumps around.	Unclear organization at several points throughout the paper.	Severely lacking evidence structure or

	Excellent transitions from point to point. Paragraphs support solid topic sentences. Paper flows with ease.	wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	Few or weak transitions, and there are many paragraphs without topic sentences. Organization breaks down at points throughout the paper.	Transitions confusing and unclear. Weak topic sentences.	organization that impacts the paper's readability.
Mechanics	20	18	16	14	Less than 14
	Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of sources; minimal to no spelling errors; absolutely no run-on sentences.	Sentence structure and grammar strong despite occasional lapses; punctuation and citation style often used correctly. Some spelling errors.	Some problems in sentence structure and grammar. Multiple errors in punctuation, citation style, and spelling.	Major problems in sentence structure and grammar. Frequent major errors in citation style, punctuation, and spelling. Errors impede readability.	Very difficult to understand owing to major problems in mechanics.

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.
- 2) Students will be able to apply major concepts of the discipline to real world examples.
- 3) Students will be able to compare and evaluate the merits of multiple policies, theories, or concepts from different theoretical perspectives.
- 4) Students will be able to demonstrate the writing, oral, and critical thinking skills necessary to effectively participate in academic, civic, and political environments.

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, 300, 301, 305, 307, 309 PSI 498 (capstone)	In class pre-test / post-test Standardized PACAT test
(2) Students will be able to demonstrate the writing skills necessary to effectively participate in academic, civic, and political environments	PSI 498 (capstone)	Senior thesis Department senior exit survey
(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 Department senior exit survey
(4) Students will be able to demonstrate the critical thinking and research skills necessary to effectively participate in academic, civic, and political environments	PSI 498 (capstone)	Senior thesis Department senior exit survey

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, 311, 312, 313, 314, 315 PSI 498 (capstone)	In class pre-test / post-test Standardized PACAT test
(2) Students will be able to demonstrate the writing skills necessary to effectively participate in academic, civic, and political environments	PSI 498 (capstone)	Senior thesis Department senior exit survey
(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 Department senior exit survey
(4) Students will be able to demonstrate the critical thinking and research skills necessary to effectively participate in academic, civic, and political environments	PSI 498 (capstone)	Senior thesis Department senior exit survey

Program Requirements

Political Science

PSI 101 American Politics, PSI 498 Senior Seminar

International Relations

PSI 210 Introduction to World Politics, PSI 498 Senior Seminar

Capstone: PSI 498 Senior Seminar

Research: Senior thesis in PSI 498

Service learning: PSI 102 State and Local Government – voter registration, election judges

Methods of assessment

- 1) Standardized exams. All majors take a standardized political science subject exam in their senior year (in the required Senior Seminar course). This exam covers the four main areas of political science: American politics, international relations, political theory, and comparative politics. Our department goals are:
 - a. At least 50% score above the 70th percentile.
 - b. At least 70% score above the 50th percentile.
- 2) Pre-test/post-tests. We include short pre-tests/post-tests in both introductory general education courses (PSI 101 American Politics and PSI 210 World Politics) and upper level major courses. Our department goals are:
 - a. At least 80% of students score higher on the post-tests.
- 3) Department senior exit survey. We ask all students in the senior seminar course to answer Likert-scale survey questions about the extent to which they have achieved many of the program objectives. Our department goals are:
 - a. All survey questions receive at least a 4.0 out of the 5.0 Likert scale.
- 4) Research projects in the required Senior Seminar course. Our department goals are:
 - a. At least 70% of the students meet or exceed high intermediate standards in our departmental rubric for writing and oral presentations.

Assessment Outcomes

Standardized Exams

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

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%.

Others

We did not do pre-test / post-test assessments during the COVID era. We will renew administering these assessments in sections of PSI 101 and PSI 210 to gauge changes in both content knowledge and citizenship

attitudes in our general education courses. We will also begin pre-test / post-test assessments of content knowledge in upper-level major courses.

The department senior exit survey is a new element of our assessment program. We will begin this with the class of 2023.

Use of data

Our recent curricular changes were due to the program prioritization process rather than generated assessment data. Given declining enrollment in the program, we consolidated the number of courses we offer. One example was to combine the required research methods and senior seminar into one course. Ironically, then, our process was backwards: our recent curricular changes altered our assessment program! We can no longer administer the standardized PACAT exam as a pre-test / post-test. We will simply administer it during the senior seminar course.

The results from the standardized exams continue to meet departmental goals and show that our students are learning the content of the discipline. The reduced number of upper-level courses we now offer may cut both ways for this assessment. It may lower scores simply due to reduced content. However, the students will now take nearly every class that we offer, and this may offset the first trend.

Improving the quality of the senior research projects is a longstanding program goal. While combining the research methods and the senior seminar class was not done explicitly with this goal in mind, we will try to achieve this goal within the new course structure.

Program Assessment Contacts

Dr. Ann Collins

Dr. Brian Frederking

Rubric for Political Science Department Content Objectives (SLO #1-3)

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.

Rubric for Political Science Department Writing Objectives (SLO #4)

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

Rubric for Oral Presentation Objectives (SLO #4)

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.

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					
PSY 201	XX	X	X	X	XX
PSY 315	X		XX	XX	
PSY 301	XX	X			
PSY 396	XX	X		X	
PSY 496	XX	XX	XX	XX	
PSY 498	XX				XX

PROGRAM REQUIREMENTS:

CAPSTONE: PSY 496W: Senior Thesis

RESEARCH: PSY 496W: Senior Thesis

SERVICE: NA

Methods of assessment:

1: Knowledge Base

Method (Course implementation)

- Introductory Psychology Knowledge Test (PSY 201, PSY 498)
- Statistics test (PSY 301, PSY 396, PSY 496)

2: Scientific Inquiry and Critical Thinking

Method (Course implementation)

- Senior thesis project rubric (PSY 496)
- Research self-efficacy scale: research skills (PSY 496)
- Instructor ratings of the Best Practices in Undergraduate Research Rubric Goal 2: Scientific inquiry and critical thinking (PSY 496)

3: Ethical and Social Responsibility in a Diverse World

Method (Course implementation)

- Diversity assignment rubric (PSY 201)
- Mental Illness stigma measure (PSY 315)
- Research self-efficacy scale: ethics (PSY 496)
- Ethical approval for senior thesis project (PSY 496)
- Instructor ratings of the Best Practices in Undergraduate Research Rubric Goal 2: Scientific inquiry and critical thinking and Goal 3: Ethical and social responsibility in a diverse world (PSY 496)

4: Communication

Method (Course implementation)

- Psychology Writing Rubric (PSY 315, PSY 396, PSY 496)
- McKendree University Written Communication Rubric (PSY 315, PSY 496)
- Research self-efficacy scale: writing (PSY 496)
- Instructor ratings of the Best Practices in Undergraduate Research Rubric Goal 4: Communication (PSY 496)

5: Professional Development

Method (Course implementation)

- Major/career planning materials rubric (PSY 201, PSY 498)
- Instructor ratings of the Best Practices in Undergraduate Research Rubric Goal 5: Professional development (PSY 498)

Results from assessment:

Green = Benchmark met

Red = Benchmark not met

Yellow = Benchmark not yet assessed

Program goal	Assessment method	Course	Benchmark	Results: Spring 21	Results: Fall 21	Results: Spring 22
1: Knowledge Base	Introductory Psychology Knowledge Test	PSY 201			32% correct (M = 9.6)	31% correct (M = 9.3)
		PSY 498	At least 60% correct		47% correct (M = 13.95)	40% correct (M = 12.13)
	Statistics test	PSY 301			Mean increased from 43% (M = 3.00) to 71% (M = 5.06)	Mean increased from 44% (M = 3.08) to 66% (M = 4.62)
		PSY 396		M = 51%	Mean increased from 46% (M = 3.24) to 49% (M = 4.13)	
2: Scientific Inquiry and Critical Thinking	Senior thesis project rubric	PSY 496	At least 60% correct			M = 67%
		PSY 496	Average score of "high intermediate"		Students reaching the high intermediate level on final thesis rubric sections: design, 86%, problem statement = 85%, literature review = 100%, hypothesis = 93%. The average rating at the end of the class was 5.8 (extremely confident). Average ratings for all items was above moderately confident.	Students reaching the high intermediate level on final thesis rubric sections: design, 100%, problem statement = 67%, literature review = 92%, hypothesis = 92%.
	Research self-efficacy scale: research skills	PSY 496	Average score of "moderately confident"		Average rating was 5.8 (extremely confident). Average ratings for all items was above moderately confident.	
3: Ethical and Social Responsibility in a Diverse World	Diversity assignment	PSY 201	Group presentation rubric	Average rating was 3.8/5 (high intermediate)	Average rating was 4.1/5 (high intermediate)	Average rating was 3.5/5 (high intermediate)
	Mental Illness stigma measure	PSY 315	Average score of at least "slightly disagree"	All six subscales on the measure had scores below 3 (slightly disagree).	All six subscales on the measure had scores below 3 (slightly disagree).	
	Ethical approval for senior thesis project	PSY 496	100% of students approved by instructor	100% of students received approval.	100% of students received approval.	100% of students received approval.

	Research self-efficacy scale: ethics	PSY 496	Average score of "moderately confident"		The average rating at the end of the class was 5.8 (extremely confident). Average ratings of all items was above moderately confident. Rating of "follow ethical principles" was among the highest at 6.8.	
	Instructor ratings of the Best Practices in Undergraduate Research Rubric Goal 3: Ethical and social responsibility in a diverse world	PSY 496	Average score above "intermediate"		Average rating was 3 (intermediate).	Average rating was 2.4 (intermediate).
4: Communication	Psychology Writing Rubric	PSY 315		Percent of final paper scores reaching high intermediate level: scholarly sources = 94%, use of evidence = 79%, APA style = 74%.	Percent of final paper scores reaching high intermediate level: scholarly sources = 99%, use of evidence = 73%, APA style = 54%.	Percent of final paper scores reaching high intermediate level: scholarly sources = 99%, use of evidence = 73%, APA style = 54%.
		PSY 396				Percent of final literature review scores reaching high intermediate level: scholarly sources = 100%, APA style = 79%.
		PSY 496	Average score of "high intermediate"	Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 100%, APA style = 85%.	Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 100%, APA style = 100%.	Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 71%, APA style = 79%.
	McKendree University Written Communication Rubric	PSY 315		Percent of final paper scores reaching high intermediate level: purpose = 84%, content = 75%, organization = 100%, syntax = 100%.	Percent of final paper scores reaching high intermediate level: purpose = 82%, content = 72%, organization = 100%, syntax = 91%.	Percent of final paper scores reaching high intermediate level: purpose = 86%, content = 86%, organization = 100%, syntax = 100%. However, 4 of 18 students in the class failed with less than 50% of course points, and none of them

submitted a paper for evaluation.

	PSY 396				Percent of final literature review scores reaching high intermediate level: organization = 93%, syntax = 100%.
	PSY 496	Average score of "high intermediate"	Percent of final thesis scores reaching high intermediate level: purpose = 77%, content = 69%, organization = 92%, syntax = 85%.	Percent of final thesis scores reaching high intermediate level: purpose = 100%, content = 100%, evidence = 100%, organization = 100%, syntax = 93%.	Percent of final thesis scores reaching high intermediate level: purpose = 92%, content = 83%, evidence = 100%, organization = 100%, syntax = 92%.
Research self-efficacy scale: writing	PSY 496	Average score of "moderately confident"		The average rating at the end of the class was 5.8 (extremely confident). Average ratings of all items was above moderately confident. Rating of "format using APA style," "write a results section," "write a method section" were above 6.0. Ratings of write and introduction, "edit writing," and "propose research in writing" were all above 5.0.	
Instructor ratings of the Best Practices in Undergraduate Research Rubric Goal 4: Communication	PSY 496	Average score above "intermediate"		Average rating was 2.4 (intermediate)	Average rating was 2.4 (intermediate)

5: Professional Development	Major/career planning materials rubric	PSY 201	Average score above "intermediate"	
		PSY 498	Average score above "intermediate"	7.86/10 (high intermediate) on resume rubric
	Instructor ratings of the Best Practices in Undergraduate Research Rubric Goal 5: Professional development	PSY 498	Average score above "intermediate"	

Use of Data

Psychology 2021 Assessment Action Plan

1. Create Biopsychology BA assessment plan.
 - The Biopsychology BA program has the same psychology course requirements as the Psychology BA program, but there is no overlap between the programs' learning objectives. As such, we plan to adopt the Psychology program objectives in Biopsychology and add one or two additional objectives that reflect the required biology courses and biopsychology capstone course.
2. Review outcome measures and assessment map; update to represent current courses and practices.
 - The 2022 Assessment Report represents current courses and assessment methods.
 - We updated our assessment plan to include new measures that align with our learning goals (e.g., knowledge test, Best Practices in Undergraduate Research Rubric).
3. Revise General Education Assessment for Introduction to Psychology based on the new critical thinking assignment.
 - Several years of rubric scores indicated low performance and unsuccessful implementation of the Critical Analysis paper in Introductory Psychology. We revised the assignment to (a) better fit an introductory course, (b) foster student learning through metacognition, and (c) incorporate the course structure suggested by the American Psychological Association's Introductory Psychology Initiative. We implemented the new assignment in the in-person sections of the course during the 2021-2022 school year. We are waiting for the Institutional Research office to compile results from our General Education rubrics so that we can analyze the results.
4. Incorporate assessment rubrics into Brightspace format.
 - The psychology General Education rubrics are in a shared Brightspace format.
 - We will implement the writing rubric in future semesters after determining the effectiveness of the General Education implementation.

Assessment and Curricular Changes

1. Revisions to PSY 201 Psychology Cornerstone
 - After several years of high DFW rates in Psychology Cornerstone, the psychology faculty made substantial revisions to the course schedule and curriculum. To increase student interest and motivation in the course early in the semester, the course now begins with the areas of psychology and psychology careers. To better integrate diversity and inclusion and introduce oral communication skills, we replaced the service section of the course with group diversity presentations. To increase accountability between

major assignments, we increased the number of drafts due throughout the course. Finally, to maintain student engagement in the course, we plan to revise the course from a once-a-week schedule to twice-a-week schedule for spring 2023.

- The switch to a group presentation for diversity content in PSY 201 means that the assignment can no longer be used for assessment of individual student's achievement of our diversity objective. As such, we will explore the inclusion of an assignment that builds individual accountability for diversity knowledge into the course.
2. Update of PSY 301 Psychology Statistics online template
 - Students' ability to conduct, interpret, and report statistics remains lower than we would like. One contributor to this problem may be inconsistency in the expectations between the online and in-person sections of PSY 301 Psychological Statistics. As such, we are conducting an update to the online PSY 301 course template, which will then be implemented by Dr. Hahn in fall 2022.
 3. Psychology Knowledge Test
 - The psychology department implemented a validated measure of knowledge that students should acquire after completing an introductory course in psychology. According to research on the measure, scores before taking an introductory course average from about 30% to 40%, and scores after taking the course average above 60%. McKendree psychology majors performed at a level expected of students before they have taken an introductory course, even if they were upper-level students who have completed most of the curriculum. In response to the apparent lack of knowledge about psychology concepts, the psychology department plans to revisit the distribution requirements of our required courses to ensure that students are exposed to all major areas of the discipline. In addition, we will consider increased standardization of topics covered in the Introduction to Psychology course.
 4. Review online template learning objectives
 - The psychology faculty reviewed the learning objectives for our core required courses to ensure consistency across online and in-person sections. We revised and updated objectives for PSY 153, PSY 301, PSY 396, and PSY 496. These new objectives are reflected in course syllabi and online course templates.

Contact(s):

Guy Boysen

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

- We have requested data from our General Education rubrics and are waiting for the Institutional Research office to compile results. We will analyze the results when we have access to them.

Use of Data

- NA

Contact(s):

Guy Boysen

Sociology

Description

Students majoring in sociology develop a greater appreciation for how society influences individual behavior and an understanding of how societies are structured. As outlined in the university mission, the sociology program; 1.) provides sociology students the opportunity to develop knowledge, analytical abilities and research capabilities; 2.) helps students develop an appreciation and understanding of human diversity; 3.) creates an intellectual and technological environment supportive of innovative and effective teaching, research and assessment. In addition, the sociology program emphasizes effective communication, excellent writing and oral skills. A sociology major also 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 many others.

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

- **General Program:** This track 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:** This track is for students who wish to pursue careers in the criminal justice field such as law enforcement, corrections, and court services. This track is also designed to provide students with a broad knowledge of the workings of the agencies that make up the criminal justice system.
- **Children and Families:** This track prepares students for a variety of careers in social welfare agencies and community organizations as well as graduate work in social work, law school, sociology, or criminal justice. Students in this track will learn about the larger social, political, and economic forces affecting children and families in contemporary society.

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 area within children and families are provided with an overview of social, political, and economic forces affecting children and families. The sociology general track 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 Children and Families)

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	X
SOC 270	X		XX		X
SOC 340,350,360	X	X	X		
SOC 400	XX		X		
SOC 496	XX	X		XX	
SOC 498	XX	XX	XX	X	XX

Major Requirements

Service learning: Introduction to sociology and social problems students must complete service learning hours*

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

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

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>	<i>In the process of being created</i>
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)	100% of students complete CITI training
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 (see appendix d)	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 differ significantly different from “post-test” scores

*This has been put on hold as a result of Covid. We hope to resume service learning in the fall of 2022 or find a similar alternative to this SLO.

Results from Assessment

Course	Student Learning Outcomes (SLO)	2016-2017 Results	2017-2018 Results	2018-2019 Results	2021-2022 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)	No data this year
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)	No data this year
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)	No students participated in service learning as a result of Covid
SOC 270	Evaluate current social issues, conditions, power issues, and	Average scores: Item #1--4.0 Item #2--4.3 Item #3--4.2	No data	Average scores: Item #1--2.0 Item #2--4.3 Item #3--3.9	No data this year

	problems facing diverse populations	Item #4--4.0 Item #5--3.9 Item #6--4.3 Item #7--4.3		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)	No students participated in service learning as a result of Covid
SOC 400	Integrate social theory, research methods, and analysis	<i>Developing Rubric</i>	<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	24.3/28
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 the Collaborative Institutional Training Initiative (CITI) module	17/19 completed this training
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	25.25/28
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	3.33/4
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	No data this year

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. However, due to Covid, the service hours were put on hold. This could possibly change in the 2022, but given the turnover in the Center for Public Service and the obstacles faced by our student athletes, we may consider similar assignments to assess this student learning outcome.
- We were trying to improve our data collection methods and building consistency across courses. However, we ran into a stumbling block with Covid and a restructuring of department staffing, so there may be a restructuring of assessment in the near future.

- 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. We also plan to introduce a “gallery walk” in our SOC 150 class to get a better picture of students’ understanding of research ethics. This can then be measured against our seniors where we will assess their understanding of research ethics again.

Use of Data

- We have had mixed results meeting the target for 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. As stated above, we will be introducing a “gallery walk” in the fall of 2022 to focus on research ethics. This will allow us to assess the SLO “Demonstrate ethical responsibility in social science research.”
- A rubric for SOC 400W has not been created, but will be created and implemented starting fall 2022. As can be seen in our “Results of Assessment” section, we have not followed through on creating the rubric to assess this course. Clearly this must be a priority for the fall 2022 semester. Furthermore, the American Sociological Association’s (ASA) 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). With this recommendation, along with our recent program review, we will be creating a new lower-level research methods course that will occur earlier in the program so that students will be more prepared when they take the more advanced research methods course for the senior capstone class (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 as well. Therefore, this data is included in the report as well.
- 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 sure how to interpret this data just yet. As we overhaul 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.

Program Assessment Contact

Dr. Neil Quisenberry

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)
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

General Education Assessment Contact

Dr. Neil Quisenberry

References

Pike, Diane L., Teresa Ciabarrari, Melinda Messineo, Renee A. Monson, Rifat A. Salam, Theodore C. Wagenaar, Jeffrey Chin, Susan J. Ferguson, Margaret Weigers Vitullo, Patrick Archer, Maxine P. Atkinson, Jeanne H. Ballantine, Thomas C. Calhoun, Paula England, Rebecca J. Erickson, Andrea N. Hunt, Kathleen S. Lowney, Suzanne B. Maurer, Mary S. Senter, and Stephen Sweet. 2017. "The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning." ASA Task Force on Liberal Learning and the Sociology Major.

Appendix A: SOC 150 Empirical and Ethical Assessment Questions



According to the chart above, which of the following statements is *not* true?

- From February 2016 to February 2017, the unemployment rate in Madison Co., IL declined by two full points.
- The unemployment rate in St. Louis City, MO did not change substantially from February 2016 to February 2017.
- Unemployment in St. Charles Co., MO has been worse than the national unemployment rate for the past two years.
- The St. Louis area unemployment rate was slightly less than the national unemployment rate in February 2017.

Which of the following is one of the golden rules of ethical conduct in social research?

- Always remain completely objective and neutral
- Never interact directly with research subjects
- Do no harm
- Never debrief

Appendix B: SOC 270 and 498 Attitudinal Survey

Read the following statements and indicate [v] whether you strongly disagree (SD), disagree (D), neither agree nor disagree (N), agree (A), or strongly agree (SA).

	SD	D	N	A	SA
I believe people who are in poverty got themselves in that situation through poor choices and bad luck.	<input type="checkbox"/>				
I believe people who are in poverty experience barriers in education and employment that hinder their ability to improve their conditions.	<input type="checkbox"/>				
I believe we as individuals have the ability to make individual choices that can improve our own lives.	<input type="checkbox"/>				
I believe there are invisible barriers that affect whether people can succeed or not, despite making good choices.	<input type="checkbox"/>				
I believe coming from a marginalized or minority group decreases that person's chances of success since they are given fewer opportunities for success.	<input type="checkbox"/>				
I believe being part of a privileged or advantaged group increases the availability of resources available to that person, and, these in turn improve that person's opportunities for success.	<input type="checkbox"/>				
I believe people who are from minority groups (race, gender, class, sexual orientation, physical ability, intellectual ability, etc.) have different experiences and face different barriers from people who are not in the minority.	<input type="checkbox"/>				

Appendix C: Final Research Proposal Rubric

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

Hypothesis formation	The paper includes an easily-identified, well-written hypothesis that is appropriate for the research being conducted.	The paper includes an easily-identified hypothesis that is appropriate for the research being conducted.	The paper includes a hypothesis appropriate for the research, but it is not easily-identified and/or is poorly-written.	The paper includes a hypothesis, but it is not appropriate for the research being conducted.	The paper does not contain a hypothesis.
Literature review	The paper includes a thorough review of sociological literature relevant to the topic; sources are appropriate for a scholarly paper and are properly cited.	The paper includes a review of sociological literature relevant to the topic, though the review may not be thorough; sources are appropriate for a scholarly paper and are properly cited	The paper includes a review of sociological literature relevant to the topic, though the review may not be thorough, and/or some sources are not appropriate for a scholarly paper. Sources are properly cited.	The paper includes a review of sociological literature, though the review is not thorough, and/or the sources are not appropriate for a scholarly paper. Sources may not be properly cited.	The paper does not review relevant sociological literature, or the sources are not appropriate for a scholarly paper. Sources are not properly cited.
Methods section	The paper details the research design, including population, sample selection, sample size, instrumentation, and data collection method. The methods chosen are appropriate for the research being conducted and scientific terminology is properly used throughout.	The paper describes the research design but does not provide all details sufficient for replication of the study. The methods chosen are appropriate for the research being conducted, and scientific terminology is properly used throughout.	The paper describes the research design but does not provide all details sufficient for replication of the study. The methods chosen are not appropriate for the research being conducted or scientific terminology is not properly used.	The paper describes the research design but does not provide all details sufficient for replication of the study. The methods chosen are not appropriate for the research being conducted and scientific terminology is not properly used.	The paper does not adequately describe the research design, the methods chosen are not appropriate for the research being conducted and/or scientific terminology is not properly used.
Proposed analysis	The paper details the student's plan for processing and analyzing the data. The planned analysis is appropriate for the data being collected.	The paper provides a general overview of planned analysis. The planned analysis is not inappropriate for the data being collected.	The paper provides a general overview of planned analysis, but the planned analysis may not be most appropriate for the data being collected.	The paper provides a general overview of a planned analysis but does not provide enough detail to determine if the plan is appropriate for the data being collected.	The paper does not provide a planned analysis or details an analysis completely inappropriate for the data being collected.

Appendix D: Final Research Paper (Senior Thesis) Rubric

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

Hypothesis Formation	The paper includes an easily-identified, well-written hypothesis that is appropriate for the research being conducted.	The paper includes an easily-identified hypothesis that is appropriate for the research being conducted.	The paper includes a hypothesis appropriate for the research, but it is not easily-identified and/or is poorly-written.	The paper includes a hypothesis, but it is not appropriate for the research being conducted.	The paper does not contain a hypothesis.
Literature Review	The paper includes a thorough review of sociological literature relevant to the topic; sources are appropriate for a scholarly paper and are properly cited.	The paper includes a review of sociological literature relevant to the topic, though the review may not be thorough; sources are appropriate for a scholarly paper and are properly cited.	The paper includes a review of sociological literature relevant to the topic, though the review may not be thorough, and/or some sources are not appropriate for a scholarly paper. Sources are properly cited.	The paper includes a review of sociological literature, though the review is not thorough, and/or the sources are not appropriate for a scholarly paper. Sources may not be properly cited.	The paper does not review relevant sociological literature, or the sources are not appropriate for a scholarly paper. Sources are not properly cited.
Methods Section	The paper details the research design, including population, sample selection, sample size, instrumentation, and data collection method. The methods chosen are appropriate for the research being conducted and scientific terminology is properly used throughout.	The paper describes the research design but does not provide all details sufficient for replication of the study. The methods chosen are appropriate for the research being conducted, and scientific terminology is properly used throughout.	The paper describes the research design but does not provide all details sufficient for replication of the study. The methods chosen are not appropriate for the research being conducted or scientific terminology is not properly used.	The paper describes the research design but does not provide all details sufficient for replication of the study. The methods chosen are not appropriate for the research being conducted and scientific terminology is not properly used.	The paper does not adequately describe the research design, the methods chosen are not appropriate for the research being conducted and/or scientific terminology is not properly used.
Data Analysis	The paper details the student's process for analyzing and interpreting the data. The analyses are appropriate for the data collected and the interpretation reflects understanding of the analyses.	The paper provides a general overview of the analyses. The analyses are not inappropriate for the data collected. Interpretation is not inaccurate.	The paper provides a general overview of the analyses, but the analyses may not be most appropriate for the data collected. Interpretation may not reflect understanding of the analyses.	The paper provides a general overview of the analyses, but the analyses may not be appropriate for the data collected or the interpretation does not reflect understanding of the analyses.	The paper does not provide analyses or uses analyses inappropriate for the data collected. Interpretation is missing or inaccurate.

Appendix E: Draft of SOC 400 Rubric

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

Appendix F: Service Learning Paper Rubric

Skill	Level of performance			
	Advanced 4	High intermediate 3	Low intermediate 2	Beginning 1
Purpose	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.
Course Content and Service Learning	Makes numerous connections between appropriate course content and issues facing our community.	Makes several connections between appropriate course content and issues facing our community.	Makes some connections between appropriate course content and issues facing our community.	Makes few connections between appropriate course content and issues facing our community.
Awareness of local, national, and international issues	Makes numerous connections between community service, course content and local, national, and international issues.	Makes several connections between community service, course content and local, national, and international issues.	Makes some connections between community service, course content and local, national, and international issues.	Makes few connections between community service, course content and local, national, and international issues.
Organization	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	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.

School of Business

Introduction

Starting with academic year 2021-22, the School of Business will realign our in-house assessment with the assessment we use for our accreditation from the International Accreditation Council for Business Education (**IACBE**). To this end, they define the Bachelor of Business Administration (BBA) degree as a program. If there are majors and concentrations within the program, they also want evidence that the majors or concentrations are providing to student what we claim to be providing. While this can be explained in prose, we intend to include some direct measures as well in our next self-study (2022-23). These direct measures are included in this report, following the Bachelor of Business Administration assessment outcomes.

There are Broad Based Goals in our Outcomes Assessment Plan (OAP) filed with the IACBE. These map to IACBE's Key Learning Outcomes based on degree level. The Intended Student Learning Outcomes (ISLOs) map to these Broad Based Goals, but they are not included within this report.

We will be reviewing and modifying our IACBE Outcomes Assessment Plan prior to September 1. They modified the Key Learning Outcomes and this could impact our OAP. Given that we are trying to keep this assessment report as synchronized to our OAP, this report could change for non-data reasons.

Program: Bachelor of Business Administration

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

Major Student Learning Outcomes

1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management.
2. Evaluate the legal, social, and economic environments of business.
3. Describe and explain the ethical obligations and responsibilities of business.
4. Apply decision-support tools to business decision making.
5. Construct and present effective written forms of professional communication.
6. Apply knowledge of business concepts and functions in an integrated manner.

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
ACC 205	X					
ACC 230	X					
ECO 211		X				
ECO 212		X				
BUS 303 or BUS 304	X					
BUS 324			XX		XX	
FIN 308	X					
BUS 310				XX		
MTH 170						
MGT 204	X					
MKT 205	X					
BUS 410 or ACC 220						
BUS 450						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 Accounting major:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. <i>Comprehensive Business Administration exam-Peregrine Global Services</i></p> <p><i>Program ISLOs Assessed by this Measure: 1, 2, 4</i></p>	<p><i>Average score for McKendree students is at least the average of all IACBE accredited U.S. Colleges and Universities for each of the ISLOs being measured.</i></p>
<p>2. <i>The business simulation game that is an integral part of the capstone course of the undergraduate program, Business Strategy and Policy (BUS 450). Knowledge Matters is the recently selected simulation.</i></p> <p><i>Program ISLOs Assessed by this Measure: 4, 6</i></p>	<p><i>75% of the groups earn at least a “Satisfactory” rating for each of the ISLOs being measured.</i></p>
<p>3. <i>BUS 324 Business Ethics and Corporate Social Responsibility writing assignment.</i></p> <p><i>Program ISLOs Assessed by this Measure: 3, 5</i></p>	<p><i>At least 80% of students achieve at least “satisfactory” for each of the ISLOs being measured.</i></p>

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<p><i>Peregrine Business Administration Exam:</i></p> <p><i>For all ISLOs McKendree students’ average was above the average of U.S. IACBE students at other colleges.</i></p>
<p><i>Simulation:</i></p> <p><i>35%</i></p>
<p><i>BUS 324 paper:</i></p> <p><i>100% for 2 sections</i></p>

Use of Data (Previous year or this year)

Contact(s)

Eric Abrams

Jean Sampson

Major: 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

1. Make decisions about the presentation of financial data.
2. Analyze managerial and cost data.
3. Demonstrate an understanding of the audit function.
4. 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			
Non-Core major COURSES	1	2	3	4
ACC 305	XX			X
ACC 306	XX			X
ACC 307	XX			X
ACC 330	XX	XX		X
ACC 352	X			
ACC 354	X			
ACC 401	XX			XX
ACC 421	XX		XX	XX
ACC 431	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

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> Accounting major ISLOs Assessed by this Measure: 3	75% of students earn at least 80%
2. <i>Managerial Cost Accounting (ACC 330) final exam</i> Accounting major ISLOs Assessed by this Measure: 4	75% of students earn at least 80%
3. <i>Auditing (ACC 421) final exam</i> Accounting major ISLOs Assessed by this Measure: 4, 5	75% of students earn at least 80%

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Accounting Theory (ACC 431) paper:</i> 93%
<i>Managerial Cost Accounting (ACC 330) final exam:</i> 71.4%
<i>Auditing (ACC 421) final exam:</i> 83.3%

Use of Data (Previous year or this year)

Contact(s)

Terese Kasson

Jeralyn Mcallister

Payear Sangiumvibool (starting Fall 2022)

Major: 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

1. 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				
Non-Core major COURSES	1	N/A	N/A	N/A	N/A
MGT 334	XX				

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

CAPSTONE: N/A

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>MGT 334 Human Resource Management</i> <i>ISLOs Assessed by this Measure: 1</i>	<i>80% of students earn at least 70% grade on the final exam or project</i>

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
1. <i>MGT 334 Human Resource Management</i> <i>100%</i>

Use of Data (Previous year or this year)

Contact(s)

Jean Sampson

Peter Sigiols

Major: 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

1. Identify and apply economic analyses in professional situations.
2. Assess the reliability of data and sources.
3. 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.

Non-Core major COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES		
	1	2	3
ECO 353	XX		
ECO 309	XX		
ECO 410	XX	XX	XX

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

CAPSTONE: N/A

RESEARCH: ECO 410 Econometrics

SERVICE: N/A

Methods of assessment

Assessment Instruments for Intended Student Learning Outcomes—	Performance Objectives (Targets/Criteria) for Direct Measures:
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Direct Measures of Student Learning for Economics major:	
1. <i>Managerial Economics (ECO 353) final exam</i> Economics major ISLOs Assessed by this Measure: 1	<i>80% of students earn at least 70%</i>
2. <i>Econometrics (ECO 410) paper</i> Economics major ISLOs Assessed by this Measure: 1, 2, 3	<i>80% of students earn at least 70%</i>

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Managerial Economics (ECO 353) final exam:</i> 83%
<i>Econometrics (ECO 410) paper:</i> 82% for most recent section – Spring 2021

Use of Data (Previous year or this year)

Contact(s)

Eric Abrams

Tyson Thomas

Major: 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

1. Identify and apply economic and financial analyses in professional situations.
2. 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		
Non-Core major COURSES	1	2	N/A
ECO 353	XX		
ECO 309	X		
FIN 360	X	X	
FIN 355	XX	XX	

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

CAPSTONE: N/A

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 Economics and Finance major ISLOs Assessed by this Measure: 1</i>	<i>80% of students earn at least 70%</i>
2. <i>Investments (FIN 355) paper Economics and Finance major ISLOs Assessed by this Measure: 1, 2</i>	<i>80% of students earn at least 70%</i>

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Managerial Economics (ECO 353) final exam:</i> 83%
<i>Investments (FIN 355) paper:</i> 100%

Use of Data (Previous year or this year)

Contact(s)

Eric Abrams

Mohammad Safa

Tyson Thomas

Major: 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

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				
Non-Core major 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;

RESEARCH: HRM 411 (W) Talent Management and HRM 450 Strategic HR Management

SERVICE: 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

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
1. <i>MGT 334 Human Resource Management</i> 100%
2. <i>MGT 314 Organizational Behavior</i> No data
3. <i>HRM 360 Learning and Development</i> No data
4. <i>HRM 411 (W) Talent Management final paper</i> No data
5. <i>HRM 430 Benefits and Compensation final exam</i> No data
6. <i>HRM 440 Employment Law</i> No data
7. <i>HRM 450 Strategic HR Management</i> No data

Use of Data (Previous year or this year)

Contact(s)

Jeremy Hensen (starting Fall 2022)

Major: 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

1. Understand key concepts, theories, and practices important to the management of organizations.
2. 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.

Non-Core major COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES		
	1	2	N/A
MGT 314	XX	XX	
MGT 334	XX	XX	
MGT 376	XX	XX	

PROGRAM REQUIREMENTS:

CAPSTONE: N/A

RESEARCH: N/A

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> <i>Management major ISLOs Assessed by this Measure: 1, 2</i>	<i>80% of students earn at least 70%</i>
2. <i>Organizational Behavior (MGT 314) final exam</i> <i>Management major ISLOs Assessed by this Measure: 1, 2</i>	<i>80% of students earn at least 70%</i>
3. <i>Operations Management (MGT 376) midterm exam</i> <i>Management major ISLOs Assessed by this Measure: 2</i>	<i>80% of students earn at least 70%</i>

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Organizational Behavior (MGT 314) midterm exam:</i> <i>89%</i>
<i>Organizational Behavior (MGT 314) final exam:</i> <i>100%</i>
<i>Operations Management (MGT 376) midterm exam:</i> <i>No data</i>

Use of Data (Previous year or this year)

Contact(s)

Jean Sampson

Major: 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

1. Develop marketing research ability in order to generate suitable marketing strategy and tactics.
2. 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.

Non-Core major COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES		
	1	2	N/A
MKT 305	X	XX	
MKT 354	X	XX	
MKT 410	XX	XX	

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

CAPSTONE: MKT 410, Marketing Research

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>	<i>80% of students earn at least 70%</i>

Marketing major ISLOs Assessed by this Measure: 1	
2. Consumer Behavior (MKT 305) final exam Marketing major ISLOs Assessed by this Measure: 2	80% of students earn at least 70%
3. Advertising and Promotion (MKT 354) final exam Marketing major ISLOs Assessed by this Measure: 2	80% of students earn at least 70%

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
Marketing Research (MKT 410) project: 96%
Consumer Behavior (MKT 305) final exam: 90%
Advertising and Promotion (MKT 354) final exam: 100%

Use of Data (Previous year or this year)

Contact(s)

Brittany DoBill

Allie Helfrich

Major: 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

1. Demonstrate and apply knowledge of sport management principles.
2. Understand professional and ethical obligations in the field of sport management, including global awareness and an appreciation of the impact of diversity and inclusion.
3. 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		
Non-Core major COURSES	1	2	3
SPM 320 Principles of Sport Management	X		XX
SPM 354 Sport & the Media	X	X	
SPM 376w Sport Event & Facilities Management	X	X	X
SPM 470 Internship in Sport Management	XX	X	XX
BUS 305 Sport Law		XX	

ECO 320 Economics of Sport	XX		
FIN 320 Budgeting & Financing of Sport	X		
MKT 325 Sport Marketing	X		X
BUS 324 Business Ethics & Social Responsibility		XX	
SOC 450/PED 450 Sport Sociology		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)

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	<i>80% of students earn at least 70%</i>

Results from assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Principles of Sport Management (SPM 320) final exam:</i> <i>No data</i>

Use of Data (Previous year or this year)

Contact(s)

Robert Itri (starting Fall 2022)

<i>Type in the name of your program, e.g. Bachelor of Business Administration (all majors)</i>			
Performance Objectives (Targets/Criteria) for <u>DIRECT 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?
Peregrine Business Administration exam – at or above average of US IACBE Bachelor level Business programs	Above average for all disciplines		YES
Knowledge Matters simulation – 75% earn “satisfactory”	35%		NO. The first semester with this simulation is Spring 2022. We believe there’s a learning curve in utilizing a simulation. Possible changes in directions, and time allocated will be discussed by relevant faculty.
BUS 324 paper 80% achieve “satisfactory”	100%		YES
Accounting major ISLOs 75% earn at least 80%	ACC 431 – 93% ACC 330 – 71.4% ACC 421 – 83.3%	ACC 431 – 87% ACC 330 – 86% ACC 421 – 82%	2 of 3 met. The third is very close to being met. We believe it’s an anomaly but will look more closely next time.
Business Admin. major 80% earn at least 70%	100%		YES
Economics major 80% earn at least 70%	ECO 353 – 83% ECO 410 – 82%	ECO 353 – 75% ECO 410 – 62.5%	YES
Econ/Fin major 80% earn at least 70%	ECO 353 – 83% FIN 355 – 100%	ECO 353 – 75% FIN 355 – 100%	YES
HRM major 80% earn at least 70%	MGT 334 – 100% Other 6 courses – no data	HRM 441 – 89% HRM 430 – 93%	Data is only available for 1 course. We survived the year without a full-time HR faculty member. The new full-time HRM faculty starts Fall 2022.
Management major 80% earn at least 70%	MGT 314 midterm – 89% MGT 314 final – 100% MGT 376 – no data	MGT 314 midterm – 87% MGT 314 final – 94% MGT 376 – 89%	2 of 3 met. No data for the 3 rd course.
Marketing major 80% earn at least 70%	MKT 410 – 96% MKT 305 – 90%	MKT 410 – 88% MKT 305 – 86%	YES

	MKT 354 – 100%	MKT 354 – 96%	
Sport Management major 80% earn at least 70%	SPM 320 – no data	SPM 320 – 97%	No data. We were down to 1 full-time Sport Management faculty (from 2) and she's leaving at the end of this academic year. There's a new full-timer starting Fall 2022.

Email this form to the Chair, School of Business (SOB) and/or the SOB Assessment Coordinator

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)
ECO 211 Principles of Microeconomics	Personal and Social Responsibility	Economics
ECO 212 Principles of Macroeconomics	Personal and Social Responsibility	Economics
BUS 324 Business Ethics and Corporate Social Responsibility	Personal and Social Responsibility Writing Intensive	Ethics
MGT/MKT 340 International Business	Diverse Perspectives	Cross-cultural studies
BUS 350 Basic Programming for Business and Cyber Defense	Inquiry and Problem Solving	Computer competency

Methods of assessment

For the courses with available university-wide rubrics, these are utilized. For the others, quizzes and rubrics on writing assignments are utilized. In particular, the writing intensive course instructors should be using the university's rubric, available in Brightspace.

Results from assessment

ECO 211 Average quiz scores for relevant material above 60% for some, but most above 70%

ECO 212 Average quiz scores for relevant material above 70%

General Education Assessment Contact(s)

Jean Sampson

Communication

Description

The communication major emphasizes a wide range of communication topics and theories considered essential for competing successfully in today's world. Classes in the program emphasize communication in a variety of contexts ranging from interpersonal to public communication. Students will develop skills in verbal, nonverbal, and written communication making them successful candidates in public, private, government, and non-profit sectors of the workplace and in their communities. Students in this major choose one of three tracks: Human Communication, Organizational Communication, or Strategic Communication. The communication program also offers four minors, which complement a variety of other majors at McKendree University. At least 24 credits for the major must be earned at McKendree University.

Mission Statement

Through interactive and engaging work in and out of the classroom, the communication major aims to develop professional, empathetic, and scholarly students by emphasizing: (1) an ethical understanding of professional and personal communication, (2) a mind for communication research, (3) strong public and interpersonal communication skills, (4) a clear understanding of communication theories and key case studies, and a (5) creative and critical focus on how relational, organizational, and public identity is communicated.

Major Student Learning Outcomes (3-5)

Note – Our SLOs were adapted from the National communication Association.

Students will:

1. Employ theories, perspectives, principles, and concepts to professional and personal relationships.
2. Engage in communication inquiry through communication scholarship.
3. Apply ethical communication principles to embrace diversity, influence public discourse, and engage in organizational leadership.
4. Demonstrate self-efficacy through written communication, oral communication, and critical thinking skills.

Curriculum Map

	Goal 1		Goal 2	Goal 3			Goal 4		
	<i>a</i>	<i>b</i>		<i>a</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>b</i>	<i>c</i>
COM 200	S				S			S	
COM 251	S			S		S			
COM 252		S		S					S
COM 300	G				G		S	G	
COM 353	G	G				G			G
COM 430	G	G	S	G					
COM 460			G				G		G
COM 490	E	E	E	E	E	E	E	E	E

S – Demonstrate a
Beginners
Understanding
G – Demonstrate
Growth
E – Demonstrate
Expertise

PROGRAM REQUIREMENTS:

CAPSTONE: Com 490 – Senior Seminar

RESEARCH: Com 460 – Research Methods

SERVICE: Com 305 – Small Group Communication

Methods of assessment: We assess our program using three instruments. Our primary direct assessment tool is through the senior portfolio. Last summer, we designed a rubric to standardize the assessments (Appendix A). This year, Dr. Murphy completed all of the rubrics. In future years, Dr. Trask and Dr. Murphy will each review 60% of the portfolios (with 20% overlap to verify reliability). As seen in the curriculum map, all of the course goals are assessed in Senior Seminar. Additionally, all graduating students complete two indirect assessments. The first is a self-efficacy survey, the second is a focus group/exit interview.

Results from assessment

2022 Senior Portfolio Rubric Results

Note: All items are rated on a 1-4 scale, with a 1 indicating “Needs Remedial Work, 2 indicating “Beginners Understanding,” 3 indicating “Demonstrated Growth” and 4 indicating “Expertise.”

Since this is the first year with the a consolidated major (we combined Org com, speech, and PR), we only have data from this first year. We set our goal for this year to have a 3.0 or higher in each category. We highlighted the goals that did not meet this benchmark.

Goal 1 Rubric (Instructor, Direct Assessment)

Employ theories, perspectives, principles, and concepts to professional and personal relationships.

- a) Professional
- b) Relational

Professional Relationships (1a)		2022
Student applies communication theories to professional relationships.		3.09
Student applies communication perspectives to professional relationships.		3.09
Student applies communication principles to professional relationships.		3.09
Student applies communication concepts to professional relationships.		3.09
Professional Relationships (1b)		
Student applies communication theories to personal relationships.		2.91
Student applies communication perspectives to personal relationships.		2.91
Student applies communication principles to personal relationships.		2.91
Student applies communication concepts to personal relationships.		2.91

Goal 2 Rubric (Instructor, Direct Assessment)

Engage in communication inquiry through communication scholarship.

	2022
Student can efficiently read and interpret communication research	3.36
Student can efficiently write an effective literature review	3.36
Student demonstrates an understanding of qualitative research methods	3.18
Student demonstrates an understanding of quantitative research methods	2.36
Student can competently design a communication research study	3.36
Student can competently conduct a communication research study	3
Student can efficiently write an effective methods section of a communication article.	3.2
Student can effectively write a results and discussion section of a communication article.	3

Goal 3 Rubric (Instructor Direct Assessment)

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

- a) Diversity
- b) Public Discourse
- c) Organizational Leadership

	2022
Embrace Diversity (3a)	
Student embraces cultural plurality	3.18
Student embraces social justice and equality	2.91
Student is self-reflective of cultural influences	3.18
Influence Public Discourse (3b)	
Student can critically analyze and evaluate public communication	3.36
Student uses ethical communication techniques	3.09
Student demonstrates a balanced, fair, and objective approach to public discourse	3.27
Engage in Organizational Leadership (3c)	
Student demonstrates an understanding of leadership and organizational communication	3.45
Student can critically analyze and evaluate ethical leadership strategies and techniques.	3.27
Student demonstrates potential to be an effective and ethical leader.	3.27

Goal 4 Rubric (Instructor Direct Assessment)

Demonstrate self-efficacy through written communication, oral communication, and critical thinking skills.

- a) Written
- b) Oral
- c) Critical Thinking

	2022
Efficacy in Writing (4a)	
Student demonstrates competency in writing	3.36
Student demonstrates competency in AP and APA style	2.90
Student can competently write in a variety of styles and contexts	3.18
Efficacy in Oral Communication (4b)	
Student demonstrates competency in nonverbal delivery.	2.90
Student demonstrates competency in effective listening.	2.72
Student demonstrates competency in speech writing.	2.82
Efficacy in Critical Thinking (4c)	
Student effectively supports arguments and claims using credible support.	3.18
Student can effectively assess the credibility and overall quality of a source.	3.09
Student engages in thoughtful, well-reasoned, and ethically sound discussion on a variety of subjects.	3.18

2022 Self Efficacy Results

Averages Reported Here:

Scale Used: 1 – Complete lack of Confidence, 2 – Lacking Confidence, 3 – Becoming more confident, 4 – Relatively confident, 5 – I am extremely confident.

Professional Relationships (1a)

I can apply communication theories to professional relationships. 4.1

I can apply communication perspectives to professional relationships. 4.1

I can apply communication principles to professional relationships. 4.1

I can apply communication concepts to professional relationships. 4.1

Professional Relationships (1b)

I can apply communication theories to personal relationships. 3.9

I can apply communication perspectives to personal relationships. 3.9

I can apply communication principles to personal relationships. 3.9

I can apply communication concepts to personal relationships. 3.9

Goal 2

Communication Research (2)

I can efficiently read and interpret communication research. 3.1

I can efficiently write an effective literature review. 3.6

I understand qualitative research methods. 3.5

I understand quantitative research methods. 2.1

I can competently design a communication research study. 2.5

I can competently conduct a communication research study. 2.5

I can efficiently write an effective methods section of a communication article. 3.5

I can effectively write a results and discussion section of a communication article. 3.1

Goal 3

Embrace Diversity (3a)

I embrace cultural plurality. 4.5

I embrace social justice and equality. 4.5

I am self-reflective of my own cultural influences. 4.5

Influence Public Discourse (3b)

I can critically analyze and evaluate public communication. 4.1

I use ethical communication techniques. 4.5

I can demonstrate a balanced, fair, and objective approach to public discourse . 4.5

Engage in Organizational Leadership (3c)

I understand leadership and organizational communication. 4.2

I can critically analyze and evaluate ethical leadership strategies and techniques. 3.5

I have the potential to be an effective and ethical leader. 4.1

Goal 4

Efficacy in Writing (4a)

I am an effective writer. 4.3

I understand AP style. 2.4

I understand APA style. 3.0

I can competently write in a variety of styles and contexts. 3.2

Efficacy in Oral Communication (4b)

I can use nonverbal communication to enhance my communication. 4.8

I am an excellent listener. 4.7

I am an excellent speech writer. 4.4

Efficacy in Critical Thinking (4c)

I effectively support my arguments and claims using credible support. 4.3

I can effectively assess the credibility and overall quality of a source. 4.6

I can engage in thoughtful, well-reasoned, and ethically sound discussion on a variety of subjects. 4.6

Qualitative Themes from the Focus Group AND Portfolio

Theme #1 – Quantitative Methods – Students, with the exception of only a couple, indicated a strong aversion toward quantitative research. One student in the focus group said, “I am going to be honest, I got nothing from you on that. That was over my head.” Indeed, all of the research presented in the portfolios was either qualitative in nature or poorly designed qualitative work (none tried to run T-Tests or Correlations).

Theme #2 – More opportunities. Students really enjoyed the networking nights and wanted more opportunities to network with alumni and communication professionals. Also, they indicated they would have liked to participate in research teams or more activities related to their major. However, they also noted that time commitments with sports and jobs limited their ability to participate in said activities.

Theme #3 – Assessing Public Communication - All of the students felt like they have grown tremendously in public speaking. However, very little evidence of that is communicated in the portfolio. They all believed they were good listeners as well. The program needs to either re-evaluate assessing listening and public speaking via the senior portfolio.

Theme #4 – Writing – We were surprised by the level of writing in the portfolios this year. Students really demonstrated high levels of writing. However, the students admitted during focus groups they needed more work in AP and APA style guidelines. This is evident in the portfolios as well.

Theme #5 – Interpersonal Communication Rocks – Most of the students reported that interpersonal and family communication with Dr. Frank was transformational. Some even noted that it should be required for all students.

Theme #6 – New Courses – Students suggested more interpersonal related courses. When presented with the idea of sport communication, students said they would have loved a course like that. Students overall said they just wanted more classes, but, other than research methods, they would not get rid of any of the classes we offered.

Use of Data (Previous year or this year)

Based on the first year of data collected, we propose the following for the 2022/2023 semester.

1. **Changing the assessment strategies.**
 - a. We will assess future seniors on Goal 4b based on their senior presentation, not via the portfolio. (Murphy, Spring 2023)
 - b. Goal 1a and 1b can be assessed with one item. No need to split it up into four different areas. (Murphy, Spring 2023)
 - c. Pre-test efficacy. We will give out the self-efficacy instrument in COM 252. (Dr. Frank, Fall 2022)
 - d. Encourage more students to include intercultural communication and international PR assignments in their portfolios. We know the students in this group did more to demonstrate social justice and equality than are shown in their portfolios. (Murphy, Spring 2023)
2. **Writing.** We will develop a more strategic way to encourage students to use APA and AP style. (Murphy and Frank, Fall 2022)
3. **Research.** Com 460 will be revised to improve efficacy of quantitative research. Dr. Murphy will seek out strategies other institutions use to give students more confidence. Drs Frank and Murphy will also discuss ways to get students more involved in their own research. We believe COVID and overall student burnout may have been an issue with this class, but are optimistic we will see more positive research from our students in the future. (Murphy and Frank, Fall 2022)
4. **New Courses.** Based on research from the Provost and student interest in focus groups, we will be designing a sport communication course. Additionally, we will explore ways to bring in additional interpersonal communication courses, to build off our current strengths. These courses can also be a source of student research as well. (Murphy and Frank, Fall 2022)
5. **More Opportunities.** Assuming COVID restrictions remain unchanged, Dr. Frank and Dr, Murphy will continue to identify opportunities to network. This includes taking students to PRSA events, more communication conferences, and more networking nights. (Murphy and Frank, Fall 2022)

Program Assessment Contact(s)

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Dr. Sara Frank – slfrank@mckendree.edu

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	Oral Communication	Communication

Methods of assessment

We use the General Education Rubric

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

2022 Results (First Year with new Rubric)

Purpose	Summer	Fall	Spring
4	100	13.25	31
3	0	74.25	69
2	0	12	0
1	0	0	0
Content			
4	30	4.5	41
3	70	73.75	55
2	0	21.75	4
1	0	0	3
Evidence			
4	80	12	38.5
3	20	45	48
2	0	21.75	10.5
1	0	4.5	3

Organization				
4	90	17.5	45	
3	10	63.75	55	
2	0	17.75	0	
1	0	1.5	0	
Language				
4	60	10.75	17	
3	40	86.75	79	
2	0	3	4	
1	0	0	0	
Delivery				
4	0	1.5	0	
3	20	68	70	
2	60	29	30.5	
1	20	1.5	0	
Visual Aids				
4	0	13.25	17	
3	44	82.75	83	
2	0	4.25	0	
1	56	0	0	

Use of Data (Previous year or this year)

Because we have a new institutional researcher, we did not reach out to her for our latest information. Once she gets settled in, we will seek more information. This is just information pulled from our direct accounts, specifically seven sections of COM 100.

Looking JUST over this data, our main focus for the 2022/2023 year is to emphasize delivery. This is a common issue in COM 100 courses, and we expect the scores to increase once mask restrictions are lifted for good. But we will incorporate more delivery activities early in the semester to help students improve in this area. Again, we hope to update these goals once we get access to better data from the institutional researcher.

General Education Assessment Contact(s)

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Dr. Sara Frank – sfrank@mckendree.edu

Appendix A – Senior Portfolio Rubric

Goal 1 Rubric (Instructor, Direct Assessment)

Employ theories, perspectives, principles, and concepts to professional and personal relationships.

- c) Professional
- d) Relational

	Needs Remedial Work	Beginners Understanding	Demonstrated Growth	Expertise
Professional Relationships (1a)				
Student applies communication theories to professional relationships.				
Student applies communication perspectives to professional relationships.				
Student applies communication principles to professional relationships.				
Student applies communication concepts to professional relationships.				
Professional Relationships (1b)				
Student applies communication theories to personal relationships.				
Student applies communication perspectives to personal relationships.				
Student applies communication principles to personal relationships.				
Student applies communication concepts to personal relationships.				

Goal 2 Rubric (Instructor, Direct Assessment)

Engage in communication inquiry through communication scholarship.

	Needs Remedial Work	Beginners Understanding	Demonstrated Growth	Expertise
Student can efficiently read and interpret communication research				
Student can efficiently write an effective literature review				
Student demonstrates an understanding of qualitative research methods				
Student demonstrates an understanding of quantitative research methods				
Student can competently design a communication research study				
Student can competently conduct a communication research study				
Student can efficiently write an effective methods section of a communication article.				
Student can effectively write a results and discussion section of a communication article.				

Goal 3 Rubric (Instructor Direct Assessment)

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

- d) Diversity
- e) Public Discourse
- f) Organizational Leadership

	Needs Remedial Work	Beginners Understanding	Demonstrated Growth	Expertise
Embrace Diversity (3a)				
Student embraces cultural plurality				
Student embraces social justice and equality				
Student is self-reflective of cultural influences				
Influence Public Discourse (3b)				
Student can critically analyze and evaluate public communication				
Student uses ethical communication techniques				
Student demonstrates a balanced, fair, and objective approach to public discourse				
Engage in Organizational Leadership (3c)				
Student demonstrates an understanding of leadership and organizational communication				
Student can critically analyze and evaluate ethical leadership strategies and techniques.				
Student demonstrates potential to be an effective and ethical leader.				

Goal 4 Rubric (Instructor Direct Assessment)

Demonstrate self-efficacy through written communication, oral communication, and critical thinking skills.

- d) Written
- e) Oral
- f) Critical Thinking

	Needs Remedial Work	Beginners Understanding	Demonstrated Growth	Expertise
Efficacy in Writing (4a)				
Student demonstrates competency in writing				
Student demonstrates competency in AP and APA style				
Student can competently write in a variety of styles and contexts				
Efficacy in Oral Communication (4b)				
Student demonstrates competency in nonverbal delivery.				
Student demonstrates competency in effective listening.				
Student demonstrates competency in speech writing.				
Efficacy in Critical Thinking (4c)				
Student effectively supports arguments and claims using credible support.				
Student can effectively assess the credibility and overall quality of a source.				
Student engages in thoughtful, well-reasoned, and ethically sound discussion on a variety of subjects.				

Appendix B - Student Self Reflections (Indirect Assessments)

Read each of the following statements carefully, then, next to each statement, indicate the extent to which you are confident this statement is true. There are no right or wrong answers to this question, and the data will not be used to influence your final score for this course, so answer honestly to the best of your ability.

Please use the following scale

1 – Complete lack of Confidence, 2 – Lacking Confidence, 3 – Becoming more confident, 4 – Relatively confident, 5 – I am extremely confident.

Goal 1

Professional Relationships (1a)

I can apply communication theories to professional relationships. _____

I can apply communication perspectives to professional relationships. _____

I can apply communication principles to professional relationships. _____

I can apply communication concepts to professional relationships. _____

Professional Relationships (1b)

I can apply communication theories to personal relationships. _____

I can apply communication perspectives to personal relationships. _____

I can apply communication principles to personal relationships. _____

I can apply communication concepts to personal relationships. _____

Goal 2

Communication Research (2)

I can efficiently read and interpret communication research. _____

I can efficiently write an effective literature review. _____

I understand qualitative research methods. _____

I understand quantitative research methods. _____

I can competently design a communication research study. _____

I can competently conduct a communication research study. _____

I can efficiently write an effective methods section of a communication article. _____

I can effectively write a results and discussion section of a communication article. _____

Goal 3

Embrace Diversity (3a)

I embrace cultural plurality. _____

I embrace social justice and equality. _____

I am self-reflective of my own cultural influences. _____

Influence Public Discourse (3b)

I can critically analyze and evaluate public communication. _____

I use ethical communication techniques. _____

I can demonstrate a balanced, fair, and objective approach to public discourse. _____

Engage in Organizational Leadership (3c)

I understand leadership and organizational communication. _____

I can critically analyze and evaluate ethical leadership strategies and techniques. _____

I have the potential to be an effective and ethical leader. _____

Goal 4

Efficacy in Writing (4a)

I am an effective writer. _____

I understand AP style. _____

I understand APA style. _____

I can competently write in a variety of styles and contexts. _____

Efficacy in Oral Communication (4b)

I can use nonverbal communication to enhance my communication. _____

I am an excellent listener. _____

I am an excellent speech writer. _____

Efficacy in Critical Thinking (4c)

I effectively support my arguments and claims using credible support. _____

I can effectively assess the credibility and overall quality of a source. _____

I can engage in thoughtful, well-reasoned, and ethically sound discussion on a variety of subjects. _____

Appendix C - Focus Group (or Exit Interview) Questions

Seniors (To be conducted at the end of the semester in COM 490)

- 1) What was the most memorable course you have taken and why?
- 2) Describe your professors. What did we do well, what do we need to work on?
- 3) How do you see the theories, concepts, and principles discussed in all of your courses influencing your future relationships, both professional and personal? (1)
- 4) How did the research influence your experience? (2)
- 5) How has this program influenced how you look at culture and diversity? (3)
- 6) How has this program influenced how you see yourself as a leader? (3)
- 7) How has this program influenced how you engage in public discourse? (3)
- 8) What was your favorite assignment in your experience?
- 9) If you had to pick out a keystone moment in your experience, what would it be?
- 10) From your experience, what are the most important skills you have acquired and why?
 - a) How has your writing improved, if at all? (4)
 - b) How has your public speaking improved, if at all? (4)
 - c) How has your critical thinking improved, if at all? (4)
- 11) What courses would you have liked to have taken that:
 - a) Are offered but you didn't get a chance to take?
 - b) Are not offered but you would like to take?
- 12) What do you think you need to work on the most to improve your career and relational potential?
- 13) What advice would you give to future majors?
- 14) How do you describe the communication program at McKendree to others?
- 15) When you return for your ten-year class reunion, describe where you would like to see the Communication Department here at McKendree University.

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, special education/elementary education dual licensure, secondary education, and k-12 (art, music, and physical education). Because the faculty in 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 faculty also believe 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.

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.

Major Student Learning Outcomes (3-5)

1. All teacher candidates will demonstrate proficiency on the content knowledge state assessment(s) required for teacher licensure.
2. All teacher candidates will demonstrate appropriate dispositional behaviors within their coursework.
3. All teacher candidates will demonstrate proficiency in instructional planning.
4. All teacher candidates will demonstrate proficiency in instructional delivery.

Curriculum Map

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

PROGRAM REQUIREMENTS:

CAPSTONE: EDU 495 Student Teaching

RESEARCH: EDU 350 Educational Psychology; EDU 409 Introduction to Instructional Planning & Delivery

SERVICE: EDU 205: Multicultural Education: Cultural Plunge Community Service Project (halted during COVID-19 pandemic)

Methods of Assessment

The McKendree University School of Education Unit has several benchmarks throughout our elementary licensure program to ensure student success within our program and in their preparation for teaching. These minimum benchmarks grant access to advancement in our program. Many of them help us comply with Illinois State Board of Education standards.

Requirements for Admission to the Teacher Education Program

Each applicant must complete the requirements listed below for acceptance into the teacher education program:

1. Have a minimum cumulative GPA of 2.75 for all coursework accepted in transfer and all coursework completed at McKendree University.
2. Complete ENG 111 and 112 with a grade of C or better.
3. Complete one mathematics course (based on program requirements) with a grade of C or better.
4. Complete EDU 115 – Technology in the Classroom or MUED 200 – Music Classroom Technology and EDU 210 – Introduction to Teaching with a grade of C or better.
5. Pass a criminal background check in accordance with the Illinois State Board of Education requirements.
6. Complete the e-form Application for Admission to the Teacher Education Program.

Requirements for Retention in the Program

To remain in a teacher education program, candidates must:

- Maintain a minimum cumulative 2.75 GPA in all coursework.
- Complete professional education courses with a grade of C or better.
- Receive no more than two C's in professional education coursework.
- Receive satisfactory ratings on Dispositions evaluations by faculty.
- 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 the program.
3. Meet all background check requirements set forth by Illinois State Board of Education and school districts.

4. Pass the appropriate Illinois Content-area Examination(s). **(SLO #1)**
5. Submit an 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 better.
4. Pass the edTPA as required by the State of Illinois.

Performance Assessment (SLO #4)

The McKendree University School of Education Unit also utilizes a performance assessment with the help of a standardized rubric used across all four field experiences in our program (EDU 461, 462, 463, 495). Students are assessed on their teaching performance by a field supervisor who provides constructive feedback on both their lessons and teaching abilities. Throughout the successive field experience students are expected to grow and eventually achieve minimally acceptable in all 9 categories.

Field Experience	Expected “Acceptable” Ratings
EDU 461 Field 1	4+
EDU 462 Field 2	6+
EDU 463 Field 3	8+
EDU 495 Student Teaching	9 (all)

Performance Assessment Categories		
Creates an Environment of Respect & Rapport- Teacher to Student Interactions	Creates an Environment of Respect & Rapport- Student to Student Interactions	Establishes/Maintains a Culture of Learning
Maintains Classroom Procedures/Routines	Establishes Maintains Standards of Conduct	Communication with Students
Questioning and Discussion Techniques	Student Engagement in Learning	Instructional Assessment

Dispositions Evaluations (SLO #2):

The dispositions of a candidate completing the program are grounded in the mission of McKendree University. All students are scored by several teachers across our program (see Curriculum Map above SLO 2- all X has a required dispositions assessment) the following areas continuously throughout our program. Students who have dispositional issues are reported to our dispositions committee and the Director of Teacher Education. The student then meets with the Director of Teacher Education to create a remediation plan to help the student develop appropriate teacher dispositions.

Dispositions	
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 oneself 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 2021-22 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 2021-22 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. Typically, during student teaching, candidates must pass the edTPA to show mastery of pedagogical knowledge, but this state requirement has been waived throughout the pandemic, it will return in spring 2023.

Results (SLO #1): All but two 2021-22 teacher candidates in our initial licensure programs passed their content tests to be eligible for student teaching. During the fall 2021-22 academic year we had 22 undergraduate students successfully complete all benchmarks and receive teacher certification. In the spring of 2022, we had 10 undergraduate students successfully complete our teacher licensure program. We graduated 32 undergraduate students across our teacher licensure programs.

Results (SLO # 2): In the 2021-22 academic year, 22 undergraduate 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, 2 teacher candidates remained on the list for additional monitoring the following year. 1 graduated from our program successfully, 3 remain in our program but have been removed as they have complied with remediation. 5 have left the university, and 1 changed their major but remains at McKendree.

Use of Data (Previous year or this year)

The biggest change in our data collection this year has been the creation and implementation of a disposition reporting system. We have designed a reporting form teachers must fill out in conjunction with the student through dialogue about their dispositional issues. The form is submitted to the Director of Teacher Education who follows up with the student to map out a remediation plan. This form has significantly streamlined our process and ensured we are really focusing on the student with whom we can have the most effective change. Several teachers have used the form to jump start a conversation about teacher dispositions and how they might improve to be a better teacher candidate. It is still useful for our students who need additional support. While two students remain on the list, we are hopeful that through remediation plans we can help all of our students succeed and graduate from our program.

Content area tests have occasionally been a challenge within our program. While two students failed to pass their content area tests during the 2021-2022 school year, we are proud that 32 undergraduate students did successfully pass and received their teaching licenses. Our program purchased content area study guides from the Illinois State of Education to offer students an additional resource to prepare for these exams. We have placed them on reserve in the library and students can check them out for two hours in the library to get a better understanding of the test format and tips.

We continue to work on collecting and analyzing data to improve our initial licensure program. Our work with the Illinois State Board of Education ensures we are offering the best accredited teacher license possible.

Contact(s)

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Education (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.

Major Student Learning Outcomes (3-5)

Principal preparation candidates will:

- 1** Demonstrate the knowledge and understanding to develop the vision of learning for a school or school district to promote the success of all students.
- 2** Monitor and evaluate schools and sustain the goal of continuous improvement while promoting lifelong 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 stakeholders.
- 5** Demonstrate a personal and professional code of ethics, which includes respecting the rights and dignity of all.

6 Work within school policies, laws, and regulations while leading the school on behalf of students, families, and key stakeholders.

Curriculum Map

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES					
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
EDL 600 Introduction to Principal Preparation					XX	
EDL 601 Technology Applications for School Administrators			X		XX	
EDL 610 Supervision of Instruction	XX	X			XX	X
EDL 620 School Law	X		X		XX	X
EDL 625 Finance and Facilities for Principal	X	X	X		XX	X
EDL 630 Leadership Theory	X				XX	
EDL 640 School and Community Relations				X	XX	X
EDL 690 Internship I-Principal	XX	XX	XX	XX	XX	XX
EDL 691 Internship II-Principal	XX	XX	XX	XX	XX	XX
EDL 692 Internship III-Principal	XX	XX	XX	XX	XX	XX
EDU 600 Professional Educator Seminar					XX	
EDU 611 Curriculum Theory and Design		X	X		XX	
EDU 612 Instructional and Curricular Design and Evaluation		X	X		XX	
EDU 615 Contemporary Issues in Education					XX	X
EDU 641 Educational Research and Statistics		X			XX	
EDU 645 Action Research Planning		X			XX	
					SLO 5 is assessed in all courses.	

PROGRAM REQUIREMENTS:

CAPSTONE: Students participate in EDU 690, EDU 691, EDU 692 (Principal Internships). The internships are scaffolded and become increasing more intensive throughout the program. EDU 692 is the last internship (capstone) completed as part of the program.

RESEARCH: EDU 641 (Educational Research and Statistics) and EDU 645 (Action Research Planning): Students complete an action research project as part of this program.

SERVICE: An admission requirement of this program includes an interview and portfolio. The admission portfolio requires evidence of “Demonstrated Respect for Family and Communities.” Oftentimes, candidates list community service experiences to meet this requirement.

Methods of Assessment

The McKendree University School of Education 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 Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate’s progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. The candidate is then required to complete a final assessment based on program standards. An interview, review, or evaluation by the candidate serves to inform the faculty and validate the candidate’s progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the framework for the Teacher Education model. All candidates are required to complete EDL 600 Introduction to Principal Preparation to help the candidate prepare for the program. It is required for admission to the Educational Administration and Leadership Program. Course requirements include an interview with two or more of the program’s full-time faculty members, completion of a written response to an in-basket scenario, and submission of an admission portfolio. 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. This portfolio is developed using Livetext software. Livetext is the technology used to aid McKendree University to assess its candidates and programs. All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. To complete the requirements for the program, each candidate is assigned a graduate studies advisor. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the portfolio requirements, which are embedded in the year-long internship. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are embedded in each candidate’s individual portfolio. The Educational Administration and Leadership program embeds 42 hours of field experiences as part of the regular course requirements. The courses are EDU 612 Instructional and Curricular Design and

Evaluation, EDL 610 Supervision of Instruction, and EDL 625 Finance and Facilities for Principals. 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

Results from Assessment

Members of this program must demonstrate essential content knowledge (SLO #1-6). This is assessed in multiple ways throughout the program. Standard admission requirements for all graduate programs are listed below:

- A completed graduate admission application.
- Official transcripts from each college or university attended.
- A current vita or resume.
- Three professional references
- The minimum 3.0 GPA on a four-point scale in undergraduate studies.
- Applicants may be required to participate in a personal interview to assess readiness for graduate studies.

Results: All students accepted into the Principal Preparation program in the 2021-2022 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 2021-2022 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: Of the 2021-2022 principal candidates, 22 out of 22 passed the internship and portfolio requirement (SLO #1-6).

All candidates are monitored throughout the program to ensure 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. The disposition assessment reviews the following:

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, 266 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 oneself in a professional manner.

Results: In the 2021-2022 academic year, dispositions surveys (SLO #5) were completed by the majority of full-time faculty. However not all instructors, especially part-time, were completing the assessment. Moving forward, the SOE faculty are considering moving the assessment from the LiveText system to Brightspace. We will also make a more concerted effort to provide information and training regarding this requirement to all full and part-time faculty instructors in this graduate program.

Use of Data

The graduate faculty have not consistently collected and analyzed data for decision-making purposes. Data is collected during the admission process, throughout the program (course grades, GPA, LiveText assessments) and upon completion of the program (portfolio review and

content test success). In the fall of 2022, a new director of graduate education will take the lead on this report and become a more stable contributor to the data collection and analysis process.

Program Assessment Contact(s)

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School of Nursing and Health Professions

Division of Health Professions

Athletic Training

Description:

The Master of Science in Athletic Training Program is designed as an entry-level post-baccalaureate program for students who want to enter the profession of athletic training. Students enter the program as a cohort. The 53-hour curriculum is rigorous and challenging combining the 7th edition of the practice analysis by the Board of Certification (BOC), National Athletic Trainers Association (NATA), Professional Education Council (PEC), and the curriculum standards required of Commission on Accreditation of Athletic Training Education (CAATE). The two-year program extends over six semesters in a sequential order involving two 8-week summer sessions and four 16-week sessions.

Mission Statement:

To provide athletic training students with a comprehensive program incorporating current research and instruction in both the clinical and didactic portions of the program. Students develop management skills, communication skills, research capabilities and critical thinking skills to become effective team members, life-long learners, and advocates for patients, the public and community at large, and health care professionals.

Major Student Learning Outcomes

1. Model professional and ethical behaviors.
2. Demonstrate the ability to examine, diagnose, and intervene when formulating a plan of care for patients.
3. Design and implement treatment, rehabilitation, and reconditioning programs to provide high-quality care and improved patient outcomes.
4. Incorporate athletic training knowledge and skills required of an athletic trainer in various clinical settings with diverse patient populations.
5. Exemplify effective communication, in both written and verbal format, with peers, other healthcare professionals, clients or patients and their family members, coaches, and the community at large.
6. Demonstrate the ability to utilize evidence-based practice in clinical decision-making.

Objectives:

Curriculum Map

Program Courses	Program Student Learning Outcomes					
	1	2	3	4	5	6
ATH 500	X					X
ATH 501		X	X			
ATH 510		X				
ATH 511		X				
ATH 512		X				
ATH 513		X				
ATH 514			X			
ATH 515	XX					
ATH 516	XX					
ATH 517	XX			XX	XX	
ATH 518	XX	XX	XX	XX	XX	
ATH 519	XX	XX	XX	XX	XX	
ATH 520			X			
ATH 521			X			
ATH 525			X	X		
ATH 600		XX	XX			
ATH 601		XX	XX			
ATH 602		XX	XX			XX
ATH 610					X	
ATH 611						
ATH 614	X				X	
ATH 615					XX	

PROGRAM REQUIREMENTS:

CAPSTONE: ATH 602

RESEARCH: ATH 614 and 615

SERVICE: N/A

Methods of assessment

Written quizzes (multiple choice, multiple response and fill in), written exams (multiple choice, multiple response, fill and short answer), comprehensive written domain and task exams

(multiple choice and multiple response), individual projects and group projects, standardized clinical evaluations, and rehabilitation case studies.

Results from assessment

1. Assessments associated with CAATE standards require students to achieve a minimum of 70% or better on each assessment.
 - a. All students were able to achieve the minimum requirement on all CAATE assessments.
 - b. 37.5% of students had to take the standard 57 quiz associated with ATH 610 twice to meet the minimum requirement of 70%.
 - c. 37.5% of students had to take the standard 63 assignment associated with ATH 610 twice to meet the minimum requirement of 70%.
 - d. While all students did achieve the minimum required 70% for the standard 68 assessment, there are still gaps in how a bill is moved forward at the Senate level or House level.
 - e. All students did achieve the minimum required 70% for the standard 88 assessment (quiz) on strategic planning in ATH 610. However, when assigned an actual strategic planning proposal in ATH 611 to demonstrate application 30% of the students did not provide complete material for each item required.
2. All students were able to achieve the minimum grade requirement of a B or better for all courses.
3. 87.5% of the students achieved the required minimum 70% per domain for the BOC practice exams in ATH 602. However, since students were taking Domain and task exams at the same time this increased stress and required students to take multiple BOC practice exams. 87.5% is up from the previous year of 50%.

Use of Data

Student Learning Outcomes:

1. Increase use of LMS to administer and record CAATE standard assessments
2. Improve design of instruction on Standard 57 and 63 materials for improved performance on final assessments.
3. Move research study outline to ATH 600 so students can begin chapters 1-3 in ATH 614. Also add additional textbook resource on research design.
4. Modify the instructional design for the standard 68 material to improve first time pass rate on the quiz in ATH 611.
5. Assign strategic planning proposal assignment in ATH 611 earlier in the semester to help improve performance on final proposal submission.
 - a. Provide clearer instructions on assignment (items to be covered and evidence to provide)
 - b. Students will submit an outline first followed by completion of full proposal.

Program Learning Outcomes:

1. Prepare students to successfully pass the Board of Certification (BOC) exam (Outcome #3).
 - a. Move Task and Domain quizzes for first four domains to 601 (fall semester of second year) to remove stress of completing these quizzes in 615 (spring semester)

of second year). Moving these exams will allow students to take the BOC practice exam to qualify for the actual BOC exam in ATH 602 earlier in the spring semester. Domain 5 task exams and comprehensive domain exam will remain in ATH 611.

2. Prepare students for an entry-level position in athletic training (Outcome #2).
 - a. Surveys have been sent out to first cohort of alumni for feedback on preparation for profession.
3. Recruit, admit, and retain highly qualified individuals who are committed to a career in athletic training (Program Outcome #5).
 - a. The program continues to work on the enrollment goal of 10 new students per year. Achievement of this outcome continues to focus on the following:
 - i. Community College 2 + 3 contracts.
 - ii. Four-year college and university contracts to guarantee enrollment for 1-2 individuals per institution.
 - iii. Major days to recruit students for the accelerated program (ESSP+) and graduate program days for the graduate program.

Full Assessment Plan with values, target, data source, frequency, person responsible and reporting results for all Program Outcomes and Student Learning Outcomes is attached as a separate document.

Program Assessment Contact(s)

Dawn Hankins

Clinical Mental Health Counseling

Description

The Masters in Clinical Mental Health Counseling (MA CMHC) program curriculum meets Illinois and Missouri state requirements for counseling licensure and aligns with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. The MA CMHC 60-hour program meets eligibility for licensure in additional states pending approval from each state licensing board and can be pursued following program completion. Clinical Licensure requires two years of post-master's supervised clinical 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

- 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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES						
PROGRAM COURSES	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						
CNL 635 Group Counseling Practicum	X, XX						
CNL 637 Internship I	X, XX						
CNL 638 Internship II	X, XX						
CNL 697 Comprehensive Examination	X, XX						

*X, XX Covered and where the SLO is Assessed

PROGRAM REQUIREMENTS:

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 *Counseling Skills Scale* was created to measure the quality of student performance rating 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. The scale assesses competencies in the following manner: 4=highly developed; 3=well developed; 2=developing; 1=major practice needed; NN=not necessary (skills were not performed in this area, not necessary in this rated section). 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 calculated into their total grade for the class.
 - b. The *Group Counseling Skills Scale* was created to measure the quality of student performance in 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. The scale assesses competencies in the following manner: 4=highly developed; 3=well developed; 2=developing; 1=major practice needed; NN=not necessary (skills were not performed in this area, not necessary in this rated section). 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.
 - d. ***Newly implemented per clinical field recommendations in the Spring of 2020 - internship students were asked to provide two individual counseling *client surveys* rating the client perspective of therapy services provided by the student intern. This assessment was conducted at the end of their second internship semester prior to graduation. This scale is a 14 question Likert scale rating the counselor-in-training on helpfulness of counseling services, counselor-client

therapeutic relationship, therapist ability to create a safe environment to share problem areas, support positive change and whether this client from this experience would refer others to services or continue with counseling services in the future. The Likert scale has a rating scale of one-five with 1=disagree and 5=strongly agree with results indicating satisfaction with services per client perspective.

- 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 programs across the country. It assesses students' knowledge of-core content areas that are designated by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These core areas are reflected in the Illinois and Missouri state licensing exams, and additional state requirements across the country. 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 assessments

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 (Competency Rating - 4=highly developed skills; 3=well developed; 2=developing).

Individual Practicum Competency Scale (IPCSS) Results

Semester	n	Competency Rating
Fall 2021-Midterm	2	2.5
Fall 2021-Final	2	3.5
SP 2022- Midterm	4	2.5
SP 2022-Final	4	3.5

- b. Students' scores on the *Group Counseling Skills Scale* are administered at specific times throughout the group practicum courses. The final grade is computed into students' overall course grade (Competency Rating - 4=highly developed skills; 3=well developed).

Group Counseling Skills Scale (GCSS) Results

Semester	n	Competency Rating
Fall 2021	4	3.0
Spring 2022	3	3.25

- c. The *Evaluation of Student Intern (Internship Site Supervisor Evaluation)* is administered during specific times during the courses noted above (Competency Rating - 5=excellent; 4=above average; 3= well developed).

Evaluation of Student Intern (Internship Site Supervisor) Results:

Semester	n	Ave. Score-Competency Rating
Fall 2021	9	128/155 (4.25)
Spring 2022	9	127/155 (4.25)

- d. The *Client Surveys* are administered at the end of second semester internship course, noted above (Competency Rating - 5=excellent; 4=above average; 3= well developed).

Evaluation of Student Intern (Client Surveys-2 surveys per student intern) Results:

Semester	n	Ave. Score-Satisfaction
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		Rating
Spring 2022	9	65/70 (4.75)

2. McKendree University average scores fell within the cut-off scores designating a passing score (*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

McKendree University -

Semester	n	McKendree Mean	National Mean	SD
Fall 2021	10	79.3	82.3	14.7
Spring 2022	1	68.0	83.9	15.8

CPCE Exam Sections:

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

CPCE Exit Examination Content Area Results: Mean Scores

McKendree University -

Semester	n	C1	C2	C3	C4	C5	C6	C7	C8
Fall 2021	10	11.3	10.1	9.2	9.0	9.2	12.0	8.8	9.7
Spring 2022	1	10.0	7.0	8.0	7.0	9.0	9.0	7.0	11.0

Use of Data

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. The Counseling Skills Scale in both of these courses provides information regarding competency in core counseling skill areas.

2) Internship Student Site Supervisor and Client Survey Assessments

Tracking both satisfaction of a client supported by counseling services and site supervisor evaluations within a counseling setting is a standard of practice in the field. Having evaluation input of a counseling student's performance within a clinic setting is critical to the collaborative of counseling services being provided to clientele accessing services. Oversight by faculty / instructors and site supervisors with clinical licensure is required by both state license boards and the CACREP standards. This clinical supervision held within the classroom and in the clinical sites, provides opportunities for ongoing growth in knowledge and skills for counselors-in-training to learn from licensed clinicians and to protect clientele. The supervision provided also is used to build knowledge to promote successful passing scores on the state licensure exams.

3) CPCE Exit Examination

The CPCE Exit examination results indicate that McKendree Clinical Mental Health Counseling students successfully met the cut-off criteria scores for passing this critical exam which compares counseling students across the country on foundational learning at a MA level. To date, a passing score is measured at or above one standard deviation below the mean. Fall 2021 and Spring 2022 semesters students had a one hundred percent pass rate on the examination prior to graduation.

Further review indicates some variability among the subscale scores compared to the national average. Scores for this subject area will continue to be monitored to ascertain whether a pattern is developing. One concern that may contribute to changes in subscale scores is the challenge of locating adjunct instructors holding clinical licensure and PhD status to teach subject areas critical to the core experiential skills courses. One faculty staff member is assigned to the MA CMHC program with additional courses being taught by adjunct faculty.

Note: Curriculum will be under review in the summer of 2022 to compare with the current CACREP standards, with potential updates to occur, if necessary, as the core courses review has not occurred in sometime with the gap in time between directors. Length of courses taught over the semester (16-week versus 8-week) is being considered to provide additional learning time for core clinical classes to promote increased knowledge and clinical competency prior to a student beginning their internship experience in their third year of the program.

Health and Wellness

Description

This major will build the foundation for students interested in careers in the field of health professions and administration. Completion of this major will also make students eligible to receive the following additional certifications: American Red Cross First Aid/CPR Instructor, and Professional Rescuer American Red Cross certification.

Mission Statement

The health program is designed to prepare students in individual, community and global health content knowledge with culminating coursework in real-world internship settings. Coursework and program requirements provide preparation in the knowledge, skills, and abilities outlined by the American Health and Wellness Association (AHWA).

Major Student Learning Outcomes

1. Demonstrate an understanding of basic health principles and structural understanding.
2. Demonstrate knowledge of anatomical and physiology principles which include muscular, cardiovascular, respiratory and dietary.
3. Evaluate, assess, design and implement health, wellness and preventative programming for a diverse spectrum of participants (i.e., athletes, youth, older adults and special population individuals, community and global.)
4. Demonstrate the ability to work with diverse populations while practicing professional interpersonal skills.
5. Investigate benefits offered through membership in state and national professional associations.

Curriculum Map

	PROGRAM STUDENT LEARNING OUTCOMES				
Program Coursework	Demonstrate an understanding of basic health principles and structural understanding.	Demonstrate knowledge of health principles which include muscular, cardiovascular, respiratory and dietary.	Evaluate, assess, design and implement health, wellness and preventative programs for a diverse spectrum of participants (i.e., athletes, youth, older adults and special populations, individual, community and global .)	Demonstrate the ability to work with diverse populations while practicing professional interpersonal skills.	Investigate benefits offered through membership in state and national professional associations.
HPE 200	X	X			
HPE 300	X	X	X	X	X
HPE 158	X			X	
HPE 420			X	X	
PED 357	X	X	X	X	
HPE 410		X	X	X	
ATH 200	X	X			
HPE 214			X	X	X
HPE 490			X	X	X
HPE 470			X	X	X
HPE 250	X	X	X	X	
HPE 157			X		
HPE 390			X	X	

PROGRAM REQUIREMENTS:

CAPSTONE: HPE 470 - Internship in Health and Wellness and HPE 490 - Seminar for Health and wellness

RESEARCH: HPE 410 – Evaluation in Health and Wellness, HPE 420 Planning and Implementation in Health and Wellness

SERVICE: PED 157 Foundations of Health Professions, HPE 390 Administration and Development for Health and Wellness

Methods of assessment

1. ATH 200: A comprehensive exam requires students to demonstrate an understanding of basic health principles and human anatomy.
2. HPE 214: A comprehensive exam requires students to demonstrate an understanding of the theories and concepts of health, health education, and wellness that guide the practice of professionals in the field. The exam covers the role of the professionals in a variety of health and wellness work settings including urban, suburban, and rural districts.
3. 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.
4. HPE 420: Health Education Plan assignment requires students to evaluate, assess, design and implement a health education program for a specific population of individuals within an assigned setting. The assignment also addresses transition skills outside the educational setting.
5. PED 410: A group project assignment within the evaluation in health and wellness course where students investigate assessment and evaluation techniques used to measure the impact of health education and wellness strategies in a given sample or population. The report is written in APA style format.
6. HPE 470: Internship in Exercise Science and Sports Performance Evaluation

Results from assessment

- This program was approved in Fall 2021.
1. Demonstrate an understanding of basic health principles and structural understanding.

ATH 200 Assessment Data:

HPE 214 Assessment Data:

2. Demonstrate knowledge of health principles which include muscular, cardiovascular, respiratory and dietary.

PED 250 Assessment Data:

3. Evaluate, assess, design and implement health, wellness and preventative programs for a diverse spectrum of participants (i.e., athletes, youth, older adults and special populations, individuals, community and global.)

HPE 420 Assessment data:

4. Demonstrate the ability to work with diverse populations while practicing professional interpersonal skills.

PED 410 Assessment Data:

5. Investigate benefits offered through membership in state and national professional associations.

HPE 214 Assessment Data:

HPE 470 Assessment Data:

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)
HPE 158	Personal/social responsibility	Health

Exercise Science and Sports Performance

Description

This major will build the foundation for students interested in careers in the field of exercise science and sports performance. Completion of this major will also make students eligible to receive the following additional certifications: American Red Cross First Aid/CPR Instructor, Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association as well as the Health Fitness Specialist and Personal Trainer certifications through the American College of Sports Medicine (ACSM). Students may also be eligible for Clinical Certifications through the ACSM.

Mission Statement

The exercise science and sports performance program is designed to prepare students in biological sciences and exercise science content knowledge with culminating coursework in real-world internship settings. Coursework and program requirements provide preparation in the knowledge, skills, and abilities outlined by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA) professional associations.

Major Student Learning Outcomes

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. Investigate benefits offered through membership in state and national professional associations.

Curriculum Map

	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.
BIO 308	X	X			
BIO 309		X			
PED 157					X
HPE 200	X				
HPE 250		X, XX			
HPE 300		X			
ATH 200	X				
PED 202 or PED 465		X (as it relates to the mental health component)			
PED 206 – See use of data					
PED 348			X, XX (Special Populations)		
PED 349		X	XX		
PED 356			X		
PED 357 – See use of data			X		
	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.
PED 365	X				
PED 403 – see use of data	XX				
PED 404		X			
PED 405 – see use of data					
PED 455 -			X (does not include special populations)		
PED 457 – see use of data					XX
PED 460					XX
PED 470			XX	XX	
PED 492					X

PROGRAM REQUIREMENTS:

CAPSTONE: PED 470 - Internship in Exercise Science and Sports Performance and PED 492 - Seminar for Exercise Science and Sports Performance

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

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 individuals within the school setting. The assignment also addresses transition skills outside the educational setting.
4. **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.
5. **PED 460: First Aid Instructor Exam:** Exam is constructed and validated by American Red Cross.
6. **PED 470:** Internship in Exercise Science and Sports Performance Evaluation

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. Students were having difficulty comprehending the rubric content from fall 2017 and so Dr. Hankins revised the rubric for the fall of 2018.

PED 403 Assessment Data

PED 403 Research Paper Rubric Fall 2021

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:		primary purpose of skill
Comments:		movement phases (w/pics)
		classification of motor skill
		methods: participants
		methods: photographic analysis
		methods: video analysis

TOTAL POINTS EARNED:

Comments:

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 2021 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	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.

Fair = 38 Poor = 0-37				<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

Completed Rubric for HPE 250 Case Study Spring 2021 – 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	Provided appropriate aerobic activities based on age and	Provided appropriate aerobic activities based on age but	Provided appropriate aerobic activities based on age but	Missing appropriate aerobic activities and/or any of the other

Exceeds = 17 Meet = 14 Doesn't meet = 11	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>	missing 1 other item and supported by referenced resources. <u>16.66%</u>	missing 2 other items and supported by referenced resources. <u>16.66%</u>	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>
Question 13 – 9% Optimize = 18 Exceeds = 16 Meet = 14 Doesn't meet = 12	Explains improvements in detail in all identified areas and supported by referenced resources. <u>66.66%</u>	Missing detailed explanation of 1 identified area and/or supported by referenced resources. <u>16.66%</u>	Missing detailed information of 2 identified areas and/or not supported by referenced resources. <u>12.5%</u>	Missing detailed information of 3 identified areas and/or not supported by referenced resources. <u>4.16%</u>

Assessment Data for Individual Scenarios

Completed HPE 250 Fall 2021 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.

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 – Assignment details in Appendix ____

PED 348 Individual Education Plan Data Summary

N = 15

Content Criteria	Percent correct
5 Goals with timeline for prescription exercise program	100%
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.

Demonstrate the ability to work with diverse populations while practicing professional interpersonal skills.

PED 470 Assessment Data

	Pass	Fail	Incomplete
Fall 2019			
Spring 2021			

Investigate benefits offered through membership in state and national professional associations

PED 457 ASCM/NSCA Exam Registration

Semester	Professional Certification Exam Registration completed	Professional Certification Exam Registration Incomplete
Spring 2019 N = 13	12 (92.3%)	1 (.071%)

Spring 2021 N = 14	12 (85.7%)	2 (14%)
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PED 460 First Aid/CPR/AED Instructor Assessment Data

We are an American Red Cross Authorized Provider which means that we must teach and certify individuals to their required standards.

Spring 2019 N = 24 Instructor Candidates

Instructor Candidates became instructors in Standard First Aid and Basic Life Support for the Healthcare Provider

Each candidate is required to pass a written exam at 80% or better for each course = 100% passing (Exam is constructed and validated by American Red Cross)

Each candidate completed all required teaching demonstrations with satisfactory scores = 100% (see debriefing form used for every candidate Appendix ____). Each candidate completed a minimum of 3 teaching presentations for First Aid and 2 teaching presentations for Basic Life Support for the Healthcare Provider.

Spring 2021 N = 22 Instructor Candidates

Instructor Candidates became instructors in First Aid and Basic Life Support for the Healthcare Provider

Each candidate was required to pass a written exam at 84% or better for Basic Life Support for the Healthcare Provider = 100% passing (new standards by American Red Cross now require a minimum of 84% passing. (Exam is constructed and validated by American Red Cross)

Each candidate was required to pass a written exam at 80% or better for First Aid = 100% passing (Exam is constructed and validated by American Red Cross)

95.45% of the candidates completed all required teaching demonstrations with satisfactory scores for First Aid and Basic Life Support for the Healthcare Provider. One candidate did not want to complete the teaching assignments because of difficulty speaking in front of audiences.

Use of Data

1. 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.
2. Outcome 3 revise wording: Assess, design, implement and evaluate cardiorespiratory, flexibility, muscular strength, muscular endurance and dietary habits for a diverse spectrum of participants.
3. 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.
4. Outcome 5 revise wording to include: Investigate benefits offered through professional memberships and certifications and provide opportunities for achieving professional memberships and certifications.
5. Comprehension and development of administrative and organizational policies and procedures for exercise and recreational programming.

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, master's, and DNP degree.

Major Student Learning Outcomes

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 populations.
5. Demonstrate inter-professional communication/collaboration skills.
6. Apply leadership principles to professional practice.
7. Incorporate nursing research into evidence-based nursing practice.

Curriculum Map

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES						
	1	2	3	4	5	6	7
351- Health Assessment & Pathophysiology I	X	X	X	X			

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
440 Healthcare Organizations and Systems	X	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:

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, case studies, discussion board participation and interactions, written papers, oral presentations, 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. Indirect measures include Student Issue Surveys completed in NSG 367 and 471, current graduate assessment surveys completed in NSG 472, and one- and three-year post-graduate surveys. Per the Commission on Collegiate Nursing Education, retention rates must be 70% or higher, and employment rates must be 70% or higher.

Graduate, One-Year Alumni, and Three-Year Alumni Graduate Surveys

A Survey Monkey link is distributed to all RN to BSN graduates in their NSG 472 capstone course. One-year and three-year alumni graduate surveys are distributed via a Survey Monkey link by email following

graduation. The RN to BSN Program’s goal is a baseline of 70% or higher for yes and strongly agree responses for survey questions. If responses result in under 70%, the Nursing Division initiates a review and corrective action.

Accreditation Assessment - Program Completion Rates

Per established baselines from the Commission on Collegiate Nursing Education, retention rates must be 70% or higher and employment rates must be 70% or higher.

RN to BSN Completion Rate Tracking Process

At the end of each NSG 351 course, all students who receive a passing grade are added to the master completion tracking document. They are tracked by the term they complete NSG 351.

At the end of each NSG 472 course, all students who receive a passing grade are marked on the master completion tracking document with the term NSG 472 is completed. Early June of every year, the master completion tracking document is updated with active or inactive status for students who have not completed NSG 472. Inactive students’ reason for inactivity is monitored and documented by the NSG Student Services Specialist with information provided by Nursing Faculty. Students who fail a course are tracked on the master completion tracking document. The time period for completion of the BSN program is five years. This time frame was determined on students completing one course at a time or to maximize their tuition reimbursement. In most cases, students complete the BSN program in less than five years.

Completion Calculation Process

The master tracking document is filtered by the calendar year of admission to determine the number of students admitted. The master tracking document is then filtered for the number of students to exclude. The total number of students admitted – the number to exclude = the denominator for the % calculation. The number of students completing/denominator found from subtracting exclusions = the percentage completing.

Results from assessment:

RN to BSN Student Issue Results for 2020-2021 didn’t identify any issues with the Admission process. For Progression, students experienced some challenges with the Castlebranch process, as well as securing practicum sites for clinical hours due to COVID-19. Retention issues occurred for students due to the high demands of personal and professional lives due to COVID-19 and time needed to devote to coursework. RN to BSN students were appreciative of flexible deadlines from the nursing faculty. No concerns regarding Graduation were identified from the Student Issue Surveys.

RN to BSN Student Retention

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing
2019	2014	131	29	94	92%
2020	2015	79	22	54	94%
2021	2016	65	12	52	98%

Completion rates at the baccalaureate, master’s, and doctor of nursing practice levels exceeded 70% for the three most recent calendar years when excluding students who have identified factors such as

family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

Employment Percentages for Nursing Programs

RN to BSN Program	2019 - 96% 2020 - 98.33% 2021 - 96%
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BSN - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University to a friend?	2018–2019	70% or higher	2019 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%
	2019-2020		2020 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%
	2020-2021		2021 Grads - 91.30% 1 year Alumni - 100% 3 year Alumni - 100%

Use of Data

Student Issues Surveys focus on admission, progression, retention, and graduation responses from students. Survey results are addressed annually during the Division of Nursing annual curriculum retreat. Graduate, one-, and three-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 the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the RN to BSN program. Each RN to BSN nursing course has an assigned lead course faculty member who is responsible for making changes to course templates on an as needed basis. All assessment data is analyzed and drives the McKendree University Division of Nursing Evaluation Plan and the McKendree University Division of Nursing Strategic Plan that is updated on an annual basis.

Program Assessment Contact(s):

Dr. Richelle Rennegarbe

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:

All data is used for modification and improvement of the RN to BSN program. In addition, data is used for accreditation purposes with the accreditation organization – Commission on Collegiate Nursing Education (CCNE).

General Education Assessment Contact(s):

Dr. Richelle Rennegarbe

Master of Healthcare Administration (MHA)

Description:

The Master of Healthcare Administration offers a high-quality educational experience to the leaders who will drive the future of healthcare. The degree will offer the business skills and health knowledge necessary to manage organizations in the constantly changing health arena.

Mission of the Master of Health Administration (MHA):

The mission of the MHA is to provide a high-quality educational experience to leaders who will drive the future of healthcare. The MHA degree will provide the business skills and health knowledge necessary to manage organizations in the constantly changing health arena.

Major Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Apply business and financial principles and theories to the current health environment.
2. Integrate evidence-based practice and implementation science within health systems to positively impact patient outcomes at the individual, group, community, or global level.
3. Master leadership skills to drive health organizations into the future.
4. Engage in effective communication to ensure patient and family-centered engagement.
5. Integrate safety and quality improvement measures to effectively evaluate care within health systems.
6. Ensure effective use of health information and data to ensure high-quality patient outcomes.
7. Advocate for social justice and health equity while engaging in ethical professional practice to impact health delivery at all levels.
8. Engage in interprofessional collaborative work to partner in improving patient and population health outcomes.
9. Examine the impact of policy, legal, and regulatory issues on the health administration's role to improve patient outcomes and the nation's health.
10. Engage in experiential learning and practice to promote health administration leadership grounded in ethical and moral decision making.

Curriculum Map

PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES									
	1	2	3	4	5	6	7	8	9	10
MHA 500 Health Operations and Economics	X		X	X	X	X		X		

MHA 501 Health Policy and Legal Aspects in Healthcare			X		X	X			X	
MHA 502 Ethics, Social Justice, Diversity, and Health Equity		X		X	X	X	X		X	
MHA 503 Marketing and Management Concepts	X	X	X				X			
MHA 600 Driving Success and Sustainability with Strategic Planning		X	X	X	X	X		X	X	
MHA 601 Leading and Managing in Organizations and Systems		X	X	X			X	X		X
MHA 604 Quality, Safety, and Performance in Healthcare Organizations		X	X	X	X	X		X	X	X
MHA 630 Financial Management of Healthcare Organizations	X	X	X			X				
MHA 652 Organizational Behavior		X	X	X	X	X		X		
MHA 660 Health Administration Capstone Project and Practicum	X	X	X	X	X	X	X	X	X	X

PROGRAM REQUIREMENTS:

CAPSTONE: MHA 660 Health Administration Capstone Project and Practicum

RESEARCH: MHA 601 Leading and Managing in Organizations and Systems

SERVICE: MHA 660 Health Administration Capstone Project and Practicum

Methods of assessment:

Direct measures include, but are not limited to, examinations, case studies, discussion board interactions, written papers, oral presentations, 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. Indirect measures will include current graduate assessment surveys

completed in MHA 660; one-year post-graduate surveys, and three-year post-graduate surveys will be sent at the accomplished time.

Program completion rates – The MHA completion rate goal is 70% or higher for each calendar year. To determine the completion rate, at the end of the first MHA 502 course, all students who receive a passing grade are added to the master completion tracking document. The tracking of the MHA program completion began in fall 2020. All students who received a passing grade at the end of MHA 660 are marked on the master completion tracking document. Early June of every year, the master completion tracking document will be updated with active or inactive status for students who have not completed MHA 660. Inactive students' reason for inactivity will be monitored and documented by the Student Services Specialist with information provided by MHA faculty. Students who fail a course are tracked on the master completion tracking document. The time period for completion of the MHA program is four years. This retention data will be available in summer 2022.

Employment rates in healthcare associated fields – The employment rate is 80% or higher in healthcare associated fields. This employee assessment data will be available in summer 2022.

Graduate, One-Year Alumni, and Three-Year Alumni Graduate Surveys – A Survey Monkey link will be distributed to all MHA graduates in spring 2022. One-year and three-year alumni graduate surveys will be distributed via a Survey Monkey following graduation. The MHA Program's goal is a baseline of 70% or higher for yes and strongly agree responses. If responses result in under 70%, the MHA Director initiates a review and corrective action.

Results from assessment:

There is no current assessment data as the first MHA cohort of twenty-one students graduated in May 2022. The current graduate assessment data results and program completion rates will be available for the first time for analysis in summer 2022.

Use of Data

Graduate, one-, and three-year graduate surveys will be analyzed by the Assessment Committee annually, with results shared with faculty at the August Nursing Division Faculty meeting. Each MHA course has an assigned lead course faculty member who is responsible for making changes to course templates on an as needed basis.

Program Assessment Contact(s):

Dr. Richelle Rennegarbe

Nursing (MSN) – Educator, Manager, Population Health 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, master's, and DNP degree.

Major Student Learning Outcomes

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES									
PROGRAM COURSES	1	2	3	4	5	6	7	8	9	10
(M) - Manager Track (E) - Educator Track (P) - Population Health Track										
NSG 500 – Evidenced-Based Practice in Healthcare	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 650 - Population Health and Epidemiology	X		X	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/P) - Quality and Performance in Organizations			X		X				X	
NSG 621 (M) - Nurse	X		X	X	X		X	X	X	

Manager Clinical Practicum and Scholarly Project										
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 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 618 (E) - Nurse Educator Clinical Practicum and Scholarly Project	X		X	X	X		X	X	X	
NSG 651 (P) – Impacting Population Health and Wellness Across the Continuum		X	X			X	X	X		
NSG 652 (P) - Foundations of Population Health	X	X	X	X	X	X	X	X	X	X
NSG 653 (P) - Leadership in Population Health	X	X	X	X	X	X	X	X	X	X
NSG 654 (P) – Primary, Secondary,	X	X	X	X	X	X	X	X	X	X

and Tertiary Prevention to Promote Individual and Population Outcomes										
NSG 656 (P) – Advanced Population Health Practicum and Scholarly Project	X	X	X	X	X	X	X	X	X	X

PROGRAM REQUIREMENTS:

CAPSTONE: NSG 618 (E) - Nurse Educator Clinical Practicum and Scholarly Project; NSG 621 (M) – Nurse Manager Clinical Practicum and Scholarly Project; and NSG 656 (P) Advanced Population Health Practicum and Scholarly Project

RESEARCH: NSG 500 Evidence-Based Practice in Nursing

SERVICE: NSG 618 (E) - Nurse Educator Clinical Practicum and Scholarly Project; NSG 621 (M) – Nurse Manager Clinical Practicum and Scholarly Project; and NSG 656 (P) Advanced Population Health Practicum and Scholarly Project

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. Per the Commission on Collegiate Nursing Education, retention rates must be 70% or higher, and employment rates must be 70% or higher. Indirect measures include Student Issue Surveys completed in 500, 618, 621, and 656; current graduate assessment surveys completed in NSG 618 (E), 621 (M), and 656 (P); one and three-year post-graduate surveys.

Graduate, One-Year Alumni, and Three-Year Alumni Graduate Surveys

A Survey Monkey link is distributed to all MSN graduates in their capstone NSG 618 (E), 621 (M), and 656 (P) course. One-year and three-year alumni graduate surveys are distributed via a Survey Monkey link by email following graduation. The MSN Program’s goal is a baseline of 70% or higher for yes and strongly agree responses for survey questions. If responses result in under 70%, the Nursing Division initiates a review and corrective action.

Accreditation Assessment - Program Completion Rates

Per established baselines from the Commission on Collegiate Nursing Education, retention rates must be 70% or higher and employment rates must be 70% or higher.

Accreditation MSN Completion Rate Tracking Process

At the end of each NSG 502 course, all students who receive a passing grade are added to the master completion tracking document. The tracking of completion of NSG 502 began in fall 2020. Previously, tracking was completed based on the completion of NSG 500. This change was based on the MSN curriculum revision that was completed in spring 2020. At the end of each 618, 621, 656, 680, 681, 682 courses, all students who receive a passing grade are marked on the master completion tracking document with the term NSG 618, 621, 656, 680, 681, 682 is completed. The tracking of completion of NSG 618, 621, 656, 680, 681, 682 began in fall 2020. Previously, tracking was completed based on the completion of NSG 613. This change was based on the MSN curriculum revision that was completed in spring 2020. Early June of every year, the master completion tracking document is updated with active or inactive status for students who have not completed 618, 621, 656, 680, 681, 682. Inactive students' reason for inactivity is monitored and documented by the NSG Student Services Specialist with information provided by nursing faculty. Students who fail a course are tracked on the master completion tracking document. The time period for completion of the MSN program is four years. This time frame was determined on students completing one course at a time or to maximize their tuition reimbursement. In most cases, students complete the MSN program in less than four years.

Completion Calculation Process

The master tracking document is filtered by the calendar year of admission to determine the number of students admitted. The master tracking document is then filtered for the number of students to exclude. The total number of students admitted – the number to exclude = the denominator for the % calculation. The number of students completing/denominator found from subtracting exclusions = the percentage completing.

Completion rates at the baccalaureate, master's, and doctor of nursing practice levels exceeded 70% for the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

Results from assessment:

MSN Student Issue Results for 2020-2021 didn't identify any issues with the admission process. For Progression, students experienced some challenges with the Castlebranch process, as well as securing practicum sites for clinical hours due to COVID-19. Retention issues occurred for students due to the high demands of personal and professional lives due to COVID-19 and time needed to devote to coursework. MSN students were appreciative of flexible deadlines from the nursing faculty. No concerns regarding Graduation were identified from the Student Issue Surveys.

MSN Student Retention

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing
2019	2015	23	5	18	100%
2020	2016	27	8	15	78%
2021	2017	30	11	15	79%

Completion rates at the baccalaureate, master's, and doctor of nursing practice levels exceeded 70% for the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

Employment Percentages for Nursing Programs

MSN Program	2019 - 100% 2020 - 90% 2021 - 100%
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MSN - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University MSN to a friend?	2018–2019	70% or higher	2019 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%
	2019-2020		2020 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%
	2020-2021		2021 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%

Use of Data

Student Issues Surveys focus on admission, progression, retention, and graduation responses from students. Survey results are addressed annually during the Division of Nursing annual curriculum retreat. Graduate, one-, and three-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 the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the MSN program. Each MSN nursing course has an assigned lead course faculty member who is responsible for making changes to course templates on an as needed basis. All assessment data is analyzed and drives the McKendree University Division of Nursing Evaluation Plan and the McKendree University Division of Nursing Strategic Plan that is updated on an annual basis.

Program Assessment Contact(s):

Dr. Janice Albers

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

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

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							
NSG 792 DNP Advanced Nursing Project III	X							

PROGRAM REQUIREMENTS:

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:

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. Indirect measures include Student Issue Surveys completed in NSG 720 & NSG 730, current graduate assessment surveys completed in NSG 792; one-year post-graduate surveys, and three-year post-graduate surveys will be sent at the accomplished time. Per the Commission on Collegiate Nursing Education, retention rates must be 70% or higher and employment rates must be 70% or higher.

Graduate, One-Year Alumni, and Three-Year Alumni Graduate Surveys

A Survey Monkey link is distributed to all DNP graduates in the NSG 792 capstone course. One-year and three-year alumni graduate surveys are distributed via a Survey Monkey link by email following graduation. The DNP Program’s goal is a baseline of 70% or higher for yes and strongly agree responses for survey questions. If responses result in under 70%, the Nursing Division initiates a review and corrective action.

Accreditation Assessment - Program Completion Rates

Per established baselines from the Commission on Collegiate Nursing Education, retention rates must be 70% or higher and employment rates must be 70% or higher.

DNP Completion Rate Tracking Process

At the end of each NSG 720 course, all students who receive a passing grade are added to the master completion tracking document. They are tracked by the term they complete NSG 720. At the end of each NSG 792 course, all students who receive a passing grade are marked on the master completion tracking document with the term NSG 792 is completed. Early June of every year the master completion tracking document is updated with active or inactive status for students who have not completed NSG 792.

Inactive students' reason for inactivity is monitored and documented by the NSG Student Services Specialist with information provided by Nursing Faculty. Students who fail a course are tracked on the master completion tracking document. The time period for completion of the DNP program is three years. This time frame for the DNP program is five semesters. This time frame was determined based on completion of the DNP Advanced Scholarly Project.

Completion Calculation Process

The master tracking document is filtered by the calendar year of admission to determine the number of students admitted. The master tracking document is then filtered for the number of students to exclude. The total number of students admitted – the number to exclude = the denominator for the % calculation. The number of students completing/denominator found from subtracting exclusions = the percentage completing.

Results from assessment:

DNP Student Issue Results for 2020-2021 indicated that DNP students felt the admission process was effortless and seamless. For Progression, DNP students indicated that the DNP program was challenging but reasonable and faculty provided guidance and support. No Retention or Graduation issues were reported by DNP students.

DNP Student Retention

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing
2019	2016	10	1	9	100%
2020	2017	9	0	8	88%
2021	2018	7	1	6	100%

Completion rates at the baccalaureate, master's, and doctor of nursing practice levels exceeded 70% for the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

Employment Percentages for Nursing Programs

DNP Program	2019 - 83.33% 2020 - 100% 2021 - 100%
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DNP - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University DNP to a friend?	2018–2019	70% or higher	2019 Grads - 100% 1 year Alumni - 100% 3 year Alumni - Not applicable
	2019-2020		2020 Grads - 100% 1 year Alumni - 100% 3 year Alumni - Not applicable
	2020-2021		2021 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%

Use of Data

Student Issues Surveys focus on admission, progression, retention, and graduation responses from students. Survey results are addressed annually during the Division of Nursing annual curriculum retreat. Graduate, one-, and three-year graduate surveys are analyzed by the Assessment Committee annually, with results shared with faculty at the August Nursing Division Faculty meeting. All data assessment findings are reported and shared with the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the DNP program. Each DNP nursing course has an assigned lead course faculty member who is responsible for making changes to course templates on an as needed basis. All assessment data is analyzed and drives the McKendree University Division of Nursing Evaluation Plan and the McKendree University Division of Nursing Strategic Plan that is updated on an annual basis.

Program Assessment Contact(s):

Dr. Richelle Rennegarbe

Student Affairs

Responsible Citizenship: The Dr. Lyn Huxford Center for Community Services

The Center for Community Services (CCS) director position was eliminated in the fall 2020 during the pandemic. There was minimal community service due to the mandated lock-down in the State of Illinois. The responsibility for leading the community service area was added to the Chaplain of the University, Director of Church Relations. In July 2021, the University hired a new University Chaplain, Director of Church Relations, and Coordinator for the Dr. Lyn Huxford Center for Community Service.

DESCRIPTION

The Dr. Lyn Huxford Center for Community Service supports the development of curricular programs that link community service to academic coursework. The goals for the Center are to contribute to the intellectual development, sense of social responsibility, and active citizenship of students. These goals are pursued by engaging students in meaningful and academically sound service experiences which enhance the understanding of each discipline, provide an opportunity to practice skills specific to the various disciplines, foster personal growth as an active member of a community of learners, and cultivate the intellect and spirit of persons who care for one another and for the world in which they live and work.

MISSION

The Dr. 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 through academic coursework, service experiences, educational programming, and opportunities for personal growth.

OVERVIEW OF ACTIVITY 2021-22 (not learning outcomes)

In August, one hundred-sixty new students went 'Into the Streets' providing community service to the City of Lebanon and area organizations in partnership with Mr. Craig Robertson, Director of Campus Activities and New Student Orientation Director. In collaboration with community partners from Cedarhurst Senior Living Center, Lebanon Garden Club, and St. Joseph Catholic parish, CCS students provided leadership for five community sites.

1. Due to COVID-19 volunteerism narrowly focused on the Lebanon Community with few exceptions.
 - a. While students could not visit with the residents at the Living Center, they enjoyed being able to complete the task of washing all the windows and having the opportunity to wave to the residents and exchange smiles. The staff had placed the name of each resident on the window as a way of helping our students to connect with the resident
 - b. Working with the Garden Club gave the students the opportunity to meet residents of Lebanon who are enthusiastic about beautification and caring for green space
 - c. The St. Joseph project gave a greater opportunity for our students to work with adults and to share a celebration meal with the people of the parish. As a result, we have cultivated a relationship with this parish and our Center for Faith and Spirituality, and we have enjoyed a weekly meal with this parish that includes table conversation and a home cooked meal.
2. In September CCS students participated in a Lebanon Listens event to explore ways to grow in our appreciation of each other's diversity as residents.
3. In October, CCS students conducted a Trick or Treat food drive for the benefit of the Lebanon Food Pantry. Residents of Lebanon supported this project by placing their items on their front porch for collection. CCS also collaborated with the Psychology Club to offer a Trunk or Treat for community children. In the spring the CCS students conducted a Bunny Hop for the same purpose and in each case, CCS received over three hundred items.
4. In November, as part of #Giving Tuesday, CCS conducted an on-campus food drive to benefit Bearcat Pantry which has two sites. The Pantry is available to combat food insecurities; the CCS students' stock, supervise, and maintain the pantry.
5. As COVID-19 became more manageable CCS students were able to begin volunteering at some of our traditional sites and added a couple of new ones to accommodate the current reality of in-person limitations. They included:
 - a. The Eagle's Nest is a shelter located in East St. Louis, IL where our students focus on our veterans and easing their anxiety by assisting them with one-on-one projects and assisting the staff with organizing and separating donated items.
 - b. Trinity House is a place in Mascoutah, IL where our students can engage adults with developmental disabilities by assisting them with crafts and games.
 - c. St. Joseph Parish was also a site for fall grounds clean-up and their annual Fish Fry. This is a place where all CCS students, McKU men and women wrestlers, and Bearcat friends enjoy working hard by offering helping hands to provide support to the parish.
 - d. Lebanon First United Methodist Church has also been a weekly site where our students assist with the production of worship either by providing tech, video, and or sound support.
 - e. Lebanon Elementary School is the host site for three of our CCS students who offer leadership for their Before and After School program in partnership with their staff by providing supervision and games.

- f. Central Elementary School in the Fall and Highland High School in the spring, were the two locations for one of our students. The student was able to be able to assist the teachers by giving students the one-on-one attention that they needed to be successful. This experienced helped our student to understand the power and disparity that social and family culture has in the lives of students who grew up in a quite different context than our student.

Action Reflection Learning

National Homeless Awareness Week: CCS hosted the movie *Us and Them* which tracked the lives of four individuals, the situations that led to them becoming homeless, the role of addiction, as well as the success and failures that they experienced while attempting to transition back into community. After the movie, one of our students in her reflection stated: *Everyone has a back story*. I shared her reflection with the creator of the movie and the creator ask for permission to use that statement in future presentations of the movie.

Global Awareness Week: In collaboration with Dr. Lauren K. Thompson, CCS students were able to participate in a workshop led by Mr. Jaylon Cal and Ms. Stephanie Taylor of United Congregations that explored Youth Incarceration in the United States compared to that of other countries. Together we learned that most states have more people incarcerated than other developed countries. The workshop also presented opportunities for students to have influence by participating in their local communities and becoming advocates for young people. One of the CCS students authored an article on the workshop for *The McKendree Review* entitled: Educational Value on Youth Incarceration that discussed the rate of youth incarceration compared to college admissions.

Community Partnership

Our CCS team has benefited from our partnerships with the Lions Club, the Lebanon Chamber and community people who support our Bearcat pantry with donations of money, food, and personal hygiene items. Student groups, staff, and faculty members have all embraced the CCS program as a place where they can find their own voice and offer their gifts.

While our team has been highly creative in discovering ways to serve during a pandemic, they are looking forward to getting back to our traditional sites such as Chakota that uses horses as part of their program to collaborate with their clients who have developmental disabilities.

As this current semester draws to a close, each student drafted a five-page paper that addressed the following:

1. Identify the sites where you had personal involvement and if you served as the coordinator for your site.
2. Why was it important to serve at your site?

3. Without using real names, were there people who touched you and if so, what was it about them that made it a meaningful experience for you?
4. How did this year's place of service challenge you or affirm your gifts for service?
5. Not relating to COVID, is there one thing that you would like to improve on as a volunteer, what would it be and how will you address it?
6. What is your greatest take-away about being a volunteer that you would like to share with someone who is considering becoming a CCS volunteer?

CCS Action Plan for Assessment

Updated Description	March 2022
Draft learning outcomes and assessment tools to be used. Hope to utilize the Responsible Citizen rubric and VOMO data	Summer 2022
Prepare co-curricular map	Summer 2022
Gather data	Fall 2022

Responsible Citizenship: The Office of Diversity, Equity, and Inclusion and International Student Services

Description

The Office of Diversity, Equity and Inclusion and International Student Services works to encourage all students to participate in campus events and leadership opportunities. The office implements cultural activities that are of interest to non-majority groups of all kinds, and sponsors meetings, presentations, trainings, and workshops that discuss issues of multiculturalism, diversity, leadership development, and academic skills enhancement.

Mission Statement

To build a campus community that is aware of and appreciates human and cultural differences.

Major Outcomes

During International Student Orientation:

- 1) Students will learn seven immigration responsibilities to remain in compliance with federal regulations.
- 2) Students will learn the Optional Practical Training (OPT) policies and procedures.
- 3) Students will learn the consequences of academic honesty as noted in the McKendree University catalog.
- 4) Students will identify three keys to academic success.

Complete the grid with your Student Learning Outcomes (SLOs) and a listing of your programs/activities. Put an "X" where the SLO is covered and an "XX" where it could be assessed.

	DEPARTMENT/PROGRAM OUTCOMES				
ACTIVITIES	Learn 7 immigration compliance regulations	Learn OPT policies and procedures	Academic Honesty	Three keys to academic success	

International Orientation Classroom Presentations	XX	XX	X	X	
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Method of assessment

Written evaluation form at the end of the New International Student Orientation will be completed by all students in attendance. Answers will be reviewed for program evaluation and improvement.

Results from assessment

After assessment, the Director of DEI will adjust the training offered during subsequent ISOs that will improve student learning and understanding.

Use of Data (Previous year or this year)

A different assessment tool was used in previous years in which the response data was used to determine the quality of the overall international student orientation experience. This year’s data will focus more on seven learning objectives that international students primarily need to know while studying in the United States.

Program Assessment Contact(s)

Brent W. Reeves

Director of Diversity and Inclusion and International Student Services (SEVP PDSO)

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618.537.6938

International Student Evaluation Form

Spring and Fall

Please answer these few questions:

True or False

An F-1 international student studying in the U.S. must keep a full-time student status during the spring and fall terms.

TRUE _____

FALSE _____

In order to transfer to another college or university in the U.S., you do not have to have your SEVIS records transferred by a DSO at your current school.

TRUE _____

FALSE _____

You will be considered OUT OF COMPLIANCE or OUT OF STATUS if you do not complete your academic course of study before your I-20 expires.

TRUE _____

FALSE _____

Multiple Choice

An F-1 international student can work in the U.S. by (select all that apply):

- a) Applying for Pre-Completion or Post-Completion OPT Programs
- b) Working on campus
- c) Working in an internship for academic credit (CPT Program)

- d) Volunteering
- e) All of the above

What is the primary reason to keep your Passport valid (unexpired) at all times?

- a) You are considered out of compliance once your passport is expired.
- b) You will have to go to St. Louis, Missouri to get a new one.
- c) You have to wait 90 days to renew it.

Short Answer

How long can you stay in the United States after you have completed your academic degree program?

What will you lose if you fail to remain in compliance with these regulations?

Assessment 2022 International Orientation Action Plan

<u>TASK</u>	<u>DATE OF IMPLEMENTATION</u>
Update of Office of Diversity and Inclusion and International Student Services International New Student Description, Mission, and Learning Outcomes	Spring 2022
Updated assessment tool	Spring 2022
Create a rubric to evaluate assessment tool	Summer 2022
Gather data for international student orientation	August 2022 January 2023
Use data gathered to make any needed adjustments to improve student learning and retention	Summer 2023

Engagement: Campus Activities

Description

The McKendree University Office of Campus Activities offers numerous opportunities for students 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 encompasses several programming areas including New Student Orientation, Campus Recreation, Campus Activities Board and serves as a liaison for McKendree Registered Student Organizations. Each provides opportunities for group and individual leadership development.

Mission Statement

The mission of the McKendree University Campus Activities Office is to facilitate student leadership growth and development for individual students and student groups throughout their undergraduate enrollment. The office provides a variety of programs, activities/experiences, services, and resources that facilitate and enrich the McKendree campus community. These interactions stimulate an exchange of ideas and opinions, culminating into a diverse and vibrant community.

Campus Activities Board Student Staff

Major Outcomes

1. Student staff will obtain and demonstrate a basic understanding of group management skills including but not limited to meeting participation and organization, effective communication skills, budgeting, matters of confidentiality, document management, and others
2. Student staff will assess and respond to programmatic interests or needs of the campus community.
3. Student staff will generate programs that engage students around topics of social identity, equity, and inclusion

	DEPARTMENT/PROGRAM OUTCOMES		
ACTIVITIES	Student staff will demonstrate a basic understanding of group management skills	Staff will learn to access programmatic interests or needs of the campus community and plan a variety of events	Staff will learn to generate programs that engage students around topics of social identity, equity, and inclusion
Initial and ongoing staff training	XX	XX	XX
General Staff Evaluation	XX	XX	XX
NACA Conferences and Online Offerings	X	X	X
Overall Event Evaluation		XX	X

Method of assessment (surveys and focus groups)

General feedback following training, programs, and activities. Evaluation forms of events, activities, and performance. Tools to evaluate will need to be designed.

Results from assessment

To be determined in 2022-23 Academic year. Current leadership roles have not been established due to pandemic.

Use of Data (Previous year or this year)

Further evaluate leadership roles and abilities for individual staff members. Better evaluate their involvement based upon major, prior or current involvement, and/or financial need.

Campus Activities Board Participating Students

Major Outcomes

1. Students will understand the benefits of engagement, belonging, loyalty and pride within the University
2. Students will engage and connect with their campus community, a variety of exclusive programs and events.
3. Students will interact with others in programming and activities who have similar and differing opinions and beliefs on a variety of subjects

- Students will learn that the Campus Activities Board is a viable outlet for leadership or student employment

Complete the grid with your Student Learning Outcomes (SLOs) and a listing of your programs/activities. Put an “X” where the SLO is covered and an “XX” where it could be assessed. TBD in Summer 2022

	DEPARTMENT/PROGRAM OUTCOMES			
ACTIVITIES	Understand the benefits of engagement, belonging, loyalty and pride within the University	Engage and connect with their campus community, a variety of exclusive programs and events	Interact with others in programming and activities who have similar and differing opinions and beliefs on a variety of subjects	Learn that the Campus Activities Board is a viable outlet for leadership or student employment
Involvement Fair				
McKendree Homecoming				
General CAB Programming				
“Teach Me” Events				
Black History Month				
Spring Fling				

Method of assessment

Evaluation forms of events, activities, and performances.

Results from assessment

To be determined in 2022-23 Academic year.

Use of Data

Goal is to further improve program offerings and staff interaction with those attending to result in higher involvement in attendance and interest in serving in programming roles.

**New Student Orientation Student Staff
Major Outcomes**

1. Student staff will gain competence to carry out required duties while demonstrating a basic understanding of growth in leadership style.
2. Student staff will learn to develop, articulate, and apply their knowledge from training and other resources.
3. Student staff will learn to develop and maintain meaningful relationships by engaging in dialogue and discussion with students, faculty, staff, and community.
4. Student staff will understand, appreciate, and articulate the importance of diversity and multiculturalism.

Complete the grid with your Student Learning Outcomes (SLOs) and a listing of your programs/activities. Put an “X” where the SLO is covered and an “XX where it could be assessed. TBD in Summer 2022

	DEPARTMENT/PROGRAM OUTCOMES			
ACTIVITIES	Staff will gain competence to carry out required duties while demonstrating a basic understanding of growth in leadership style.	Staff will learn to develop, articulate, and apply their knowledge from training and other resources	Staff will learn to develop and maintain meaningful relationships by engaging in dialogue and discussion with students, faculty, staff, and community.	Staff will understand, appreciate, and articulate the importance of diversity and multiculturalism.
General Staff Training Manual				
Returning Staff Member Presentations and Discussion				
Professional Staff Presentations and Discussion				
Online Modules and Discussion				

New Student Orientation Scheduled Events				
U101 Peer Mentor Class and Scheduled Events				

Method of assessment

Evaluation forms of events, activities, and performance.

Results from assessment

To be determined in 2022-23 Academic year.

Use of Data

Collected data will assist in both training and programming purposes with intent on improving overall offerings. Data will also assist in knowledge of staff members competency toward other leadership roles and activities.

New Student Orientation Incoming Students

Major Outcomes

1. Students will establish a connection with one or more other students.
2. Students will become knowledgeable and aware of the University’s academic expectations and their responsibility for their own academic experience and success.
3. Students will become knowledgeable of the obligations and ethical standards of living in the campus community.
4. Students will understand the transitional issues they may encounter first year and how to manage them.
5. Students will be knowledgeable and aware of their identities and other’s diverse identities in the campus community.

	DEPARTMENT/PROGRAM OUTCOMES				
ACTIVITIES	Establish a connection with one or more other students	Become knowledgeable and aware of the University's academic expectations and their responsibility for their own academic experience and success	Become knowledgeable of the obligations and ethical standards of living in the campus community.	Understand the transitional issues they may encounter first year and how to manage them	Be knowledgeable and aware of their identities and other's diverse identities in the campus community
Group Leader Meetings					
Bearcat Way – Student Expectations					
Playfair					
GTC Dramatic Dialogues: You, Me, We					
Sex Signals and Title IX Discussion					
Into the Streets					
U101 Class					

Method of assessment

Evaluation forms from various events.

Results from assessment

To be determined in 2022-23 Academic year.

Use of Data

Data will assist in understanding the effectiveness of various activities and New Student Orientation program as a whole. Responses will help with future programs and basic dynamics and or trends of students attending.

Registered Student Organization Officers

Major Outcomes

1. Officers will be knowledgeable of RSO and McKendree University policies in addition to the correct utilization of organization-specific forms and documents
2. Officers will be knowledgeable of sustainable practices to select new officers and/or members
3. Officers will learn to establish their personal leadership identity
4. Officers will learn to develop individual relational skills for their prospective organization
5. Officers will learn to build and maintain the organization's identity

	DEPARTMENT/PROGRAM OUTCOMES				
ACTIVITIES	Officers will learn RSO and McKendree University policies	Officers will learn sustainable practices to select new officers and/or members	Officers will learn to establish their personal leadership identity	Officers will learn to develop individual relational skills for their prospective organization	Officers will learn to build and maintain the organization's identity
General RSO Registration					
RSO President Meetings					
RSO Officer Training					
RSO Advisor Selection and Training					

Method of assessment

Completion of required documents for registration and survey evaluation.

Results from assessment

To be determined in 2022-23 Academic year.

Use of Data

To assist in understanding different trends in organizational leadership and learn way to improve upon overall RSO effectiveness and engagement on campus.

Registered Student Organization Members

Major Outcomes

1. RSO Members will connect with the campus community through student involvement.
2. RSO Members will connect with their organization’s leadership and become knowledgeable of its general workings.
3. RSO Members will demonstrate an understanding of group dynamics and effective teamwork.
4. RSO Members will be knowledgeable of understanding, appreciating, and articulating the importance of diversity and multiculturalism.
5. RSO Members will become knowledgeable of leadership advancement opportunities within the organization.

	DEPARTMENT/PROGRAM OUTCOMES				
ACTIVITIES	Members will connect with the campus community through student involvement	Members will connect with their organization’s leadership and become knowledgeable of its general workings	Members will demonstrate an understanding of group dynamics and effective teamwork	Members will be knowledgeable of understanding, appreciating, and articulating the importance of diversity and multiculturalism	Members will become knowledgeable of leadership advancement opportunities within the organization.
Involvement Fair					
RSO Active Event and Activity Calendar					
Homecoming					
RSO Officer Selection					

Method of assessment

Survey of potential and current RSO involvement activities.

Results from assessment

To be determined in 2022-23 Academic year.

Use of Data

To understand different trends in membership and to improve overall RSO engagement and effectiveness on campus.

Assessment 2022 Campus Activities Office (All Areas)

TASK	DATE
Update of Office of Campus Activities Description, Mission, and Learning Outcomes	Spring 2022
Updated assessment tools	Summer 2022
Create a rubric or other to evaluate assessment tool	Summer 2022
Gather data for program areas	November 2022
Use data gathered to make any needed adjustments to improve student learning and retention	Summer 2023

**We will determine which areas will be assessed this coming year.

Program Assessment Contact:

Craig Robertson
Director of Campus Activities, Campus Recreation, and New Student Orientation
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618-537-6856

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 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

Activities/Events/Initiatives	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES		
	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 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.

Update

Since the spring of 2019, the Office of Residence Life (ORL) was significantly affected by COVID-19 and staff turnover.

- December 2019 – Area Coordinator (AC) of Mck West Apartments resigned. Replacement hired.
- March 2020 – All but 5% of students were dismissed from campus housing due to COVID-19.
- June 2020 – AC of Residence Hall East/West (RHE/W) and Resident Director (RD) of Walton Hall resigned. AC replacement hired. RD position converted to 10-month contract Graduate Assistant (GA) position.
- July 2020 – Director of Residence Life (DRL) resigned. Assistant Director (ADRL) promoted, assuming the responsibilities of both DRL and ADRL roles. ADRL remained vacant.
- August 2020 – New policies and procedures needed to ensure a safe campus return removes focus from assessment of learning outcomes due to constraints on human resources. The ORL picks up responsibilities for COVID Housing administration including notification of stakeholders, relocation and quarantine, meal and mail delivery and volunteer administration, and customer service concern management. Fall Feedback survey canceled; return for Fall 2022.
- December 2020 – ADRL replacement hired.
- June 2021 - AC of RHE/W, Baker RD, Barnett RD, and Walton GA resigned. GA position converted back to full-time RD position. AC and RDs replacements hired.
- August 2021 – Assistant Director absent. COVID Mail delivery responsibilities transferred to Printing and Mail Services including Alumni COVID-19 care package delivery.
- November 2021 – Baker RD resigned. Replacement hired.
- December 2021 – AC of RHE/W resigned. Barnett RD promoted to vacancy. Walton RD takes over Barnett RD Responsibilities in interim.
- January 2022 – ADRL resigns; position remains vacant.

With a continued lack of human resources and change to the department's activities, departmental learning outcomes and assessment methods must be improved.

Action Plan

- May 2022 – Create a Description for the ORL Assessment Report that shows alignment of ORL mission to the University's mission and that of relevant professional organizations such as the Association of College and University Housing Officers – International and the Council for the Advancement of Standard in Higher Education.
- June 2022 – Rewrite Major Student Learning Outcomes to shift from a focus of what ORL will do or provide to what residential students will be able to demonstrate because of engagement with ORL initiatives. Change the Curriculum Map to include other OFL initiatives other than large scale campus event. This also requires a change in the methods of assessment to include instruments for demonstration of knowledge or skills in addition to survey of student perception and count of student participation.

- July 2022 – Anticipated start date for new staff who will oversee the coordinator of aspects of ORL. Mission, Values, Programmatic Initiatives, and Assessment Report will be used to onboard new staff and returning staff so that they drive the implementation and management of assessment initiatives.
- 2022-2023 Academic Year - Initiate the Revised ORL Assessment Plan with improvements from June 2022.
- June 2023 – Complete the Revised ORL Assessment Plan and update based on the information that is collected to refine plan so that consistent assessment over several years is possible.

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

Update

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- December 2019 – Area Coordinator (AC) of Mck West Apartments resigned. Replacement hired.
- March 2020 – All but 5% of students were dismissed from campus housing due to COVID-19.
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With a continued lack of human resources and change to the department's activities, departmental learning outcomes and assessment methods must be improved.

Action Plan

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- June 2022 – Rewrite Major Student Learning Outcomes to shift from a focus of what ORL will do or provide to what residential students will be able to demonstrate because of engagement with ORL initiatives. Change the Curriculum Map to include other OFL

initiatives other than large scale campus event. This also requires a change in the methods of assessment to include instruments for demonstration of knowledge or skills in addition to survey of student perception and count of student participation.

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- 2022-2023 Academic Year - Initiate the Revised ORL Assessment Plan with improvements from June 2022.
- June 2023 – Complete the Revised ORL Assessment Plan and update based on the information that is collected to refine plan so that consistent assessment over several years is possible.

Academic Excellence: Student Success and Advising Center

Description

The Student Success and Advising Center is a collaborative office that provides a variety of support services, academic advising for exploratory and online undergraduate students, as well as degree planning for incoming transfer students. The support services we offer include disability services, writing and tutoring services, test proctoring services, and several mentoring programs which support students during various phases of the student life cycle. Influenced by the Council for Advancement of Standards in Higher Education (CAS) and aligned with our university mission statement, our success programs promote self-awareness, increase understanding of effective learning practices, and encourage students to think critically about their roles and responsibilities as students and citizens of the campus community. Guided by the National Academic Advising Association (NACADA) and its Core Values, our Success Center offers mentoring and academic guidance in an inclusive and supportive environment that is focused on the well-being of the whole student. Our staff is committed to empowering students in the pursuit of their academic goals, and everyone is cross trained to provide both academic skills building, advising support, and assistance with navigating campus policies and procedures.

Mission Statement

This 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.

Student Success and Advising Learning Outcomes

1. New, at-risk students, participating in the Students Mapping a Right Track (SMART) mentoring program, will successfully transition from high school/other universities. A successful transition will be defined as:

Increased confidence in their ability to achieve their educational goals.

Students' ability to identify various campus academic support services.

Students' ability to recognize successful academic behaviors and habits.

2. Students placed on academic probation will be able to identify academic challenges, learn and engage in successful academic behaviors and habits, and demonstrate critical thinking to solve problems and overcome obstacles to learning.

3. Students persist semester to semester.

4. Students enrolled in mandatory mentoring programs (SMART and ARP) will recognize the importance of engaging in co-curricular activities and campus programming to support their academic, personal, and professional growth.

Curriculum Map

EVENT/PROGRAMS	STUDENT LEARNING OUTCOMES						
	Transition (Goal 1)	Confidence (Goal 1)	Support Services (Goal 1)	Successful Behaviors (Goals 1,2)	Academic challenges (Goal 2)	Persist (Goal 3)	Co-curricular and Programming (Goal 4)
Academic Tutoring			X	X	X	X	X
Academic Writing Assistance		X	X	X	X	X	X
Academic Exam Proctoring			X				
SMART Mentoring Program	XX	XX	XX	XX	XX	XX	XX
Academic Recovery Program		XX	X	XX	XX	XX	XX

Methods of assessment

Goal 1: Learning outcome one will be evaluated using two forms of assessment. The first assessment will be a pre- and post-survey containing questions from the Noel-Levitz College Student Inventory (CSI). The CSI is a 100-question survey that allows students to self-identify potential challenges they may experience during their first year of college. For the purpose of evaluating the SMART Mentoring Program, we have identified questions from the CSI directly related to student transition, confidence, and identification of successful student behaviors. The pre-survey will be taken during the student’s initial SMART mentor meeting which will occur during the second week of the semester. The post-survey will be given during the students’ final meeting of the semester which will occur the week prior to final exams.

The second assessment will be the UNI Survey. This evaluation was developed and implemented during the 2021-22 academic year to assess the UNI 101 course taken by most first-year students. The UNI survey will be given to students participating in the SMART mentoring program during their final meeting of the semester and will be used to measure

their ability to identify campus support services, their overall attitude towards their UNI experience and the skills developed through participation in the UNI course.

Goal 2: Learning outcome two will be evaluated using a pre- and post-assessment containing questions from the Noel-Levitz College Student Inventory (CSI). For the purpose of evaluating the Academic Recovery Program (ARP), we have identified questions from the CSI directly related to the identification of academic challenges and engagement in successful academic behaviors. The pre-survey will be given to all students on academic probation during their initial ARP meeting, which will occur during the second week of the semester. The post-survey will be given during their final ARP meeting of the semester which will occur the week prior to final exams. To facilitate the development of these skills, all ARP students will also complete four required assignments, given at critical points of the semester (weeks 2,4,8,13), and includes the development of an Academic Success Plan, individual course strategy assignment, midterm grade audit, and a success strategy project, which will span the entire semester.

Goal 3: Learning outcome three will be evaluated by providing retention data, specifically, the percentage of Lebanon campus undergraduate students who have the ability to persist from Fall to Spring as well as Spring to Fall semesters. Students’ ability to persist will be defined as students not placed on Academic Suspension or Financial Aid suspension. Data provided will include both Lebanon campus undergraduate students not participating in mandatory mentoring programs as well as sub-groups of SMART and ARP students.

Goal 4: Learning outcome four will be evaluated using a pre- and post-survey containing questions from the Noel-Levitz College Student Inventory (CSI). For the purpose of evaluating students’ ability to recognize the importance of engagement in campus activities/programming, we have identified questions from the CSI directly related to student engagement. The pre-assessment will be administered to all students participating in the SMART and ARP mentoring programs during their initial meeting, which will occur during week 2 of the semester. The post-assessment will be administered during their final meeting of the semester, which will occur during the week before the final exams.

Assessment Results

Assessment results for the Student Success and Advising Center were last provided in 2019 and included usage numbers for the 2018-19 academic year. Below are the usage numbers provided to the Board of Trustees for the 2019-2020 and 2020-2021 academic years.

Fall 2019:	Spring 2020
ARP: 25 students enrolled	ARP: 46 students enrolled
CONNECT Program: 52 referrals received	CONNECT: 50 referrals
SMART: 92 students enrolled	Disability Services: 87 cases- entering Fall
Disability Services: 55 cases	2020
Student Success Meetings/Early Alerts: 571	Student Success Meetings/Early Alerts: 528
Testing Center: 454 proctored exams/quizzes (506 hours)	

<p>Tutoring Center: 137 appointments (does not include group tutoring numbers) 161 hours of tutoring</p> <p>Writing Center: 259 appointments (184.5 hours)</p>	<p>Testing Center: 171 appointments (184.33 hours)</p> <p>Tutoring Center: 18 appointments (14 hours)</p> <p>Writing Center: 141 appointments (93 hours)</p>
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Fall 2020:	Spring 2021
<p>ARP: 41 students enrolled</p> <p>CONNECT Program: 50</p> <p>SMART: 93</p> <p>Disability Services: 106 cases</p> <p>Student Success Meetings/Early Alerts: 774 total alerts received</p> <p>Testing Center: 47 exams (39 hours)</p> <p>Tutoring Center: 52 appointments (27.5 hours) *Only offered online</p> <p>Writing Center: 97 appointments (56 hours) *Only offered online</p>	<p>ARP: 97 students enrolled</p> <p>CONNECT: 8</p> <p>Disability Services: 106 cases</p> <p>Student Success Meetings/Early Alerts: 1306</p> <p>Testing Center: 156 appointments (165 hours)</p> <p>Tutoring Center: 28 appointments 19.5 hours</p> <p>Writing Center: 76 appointments (53.5) hours</p>

- Student Success Meetings/Early Alerts increased by 35% from Fall 2019 to Fall 2020
- Students enrolled in Academic Recovery Program increased by 64% from Fall 2019 to Fall 2020. This number increased dramatically, by 136%, from Fall 2020 to Spring 2021. This could be contributed to the online and hybrid class model, which many students struggled with.
- Student Success saw a 90% decrease in the number of proctored exams/quizzes from Fall 2019-Fall 2020. *We contribute this to exams being given mostly online due to the online and hybrid class model.
- Student Success experienced a 62% decrease in Tutoring appointments from Fall 2019 to Fall 2020 ***No in-person tutoring during the Fall 2020 semester.**
- Writing Center appointments decreased by 62.5% from Fall 2019 to Fall 2020. ***No in-person writing center appointments during the Fall 2020 semester**

Use of Data

1. CONNECT Program referrals were halted during the Spring 2021 semester to handle the increased number of academic alerts and ARP/SMART meetings.

2. Time limits were placed on early alert, ARP, and SMART meetings to accommodate the volume of alerts being received. These time limits could potentially impact the effectiveness of these programs.

3. During the 2020/2021 academic year, Student Success piloted, in conjunction with Academic Affairs, the quarter alert system, to replace the athletic progress report. Data showed, that with persistent reminders, faculty responded with a higher number of alerts than previously generated with the athletic progress reports. The successful increase in alerts, shown through the data above, resulted in the termination of the athletic progress report system, and this process was replaced with persistent reminders from Academic Affairs.

3. An FYI Report was added to the McKendree Reporting page as another option for faculty reporting. The goal of the FYI alert was to decrease the number of Student Success meetings required with a mentor for issues faculty were resolving on their own.

4. The Academic Resource Coordinator position was created to review and manage all academic and temporary accommodations. This multi-purpose position also serves as a Student Success Mentor and Worldwide advisor.

5. We will continue to review usage numbers of the Testing, Writing and Tutoring Centers to appropriately staff and determine optimal hours of operation.

The Student Success and Advising Center has experienced a lot of change in the last year and a half, and as a result, it was necessary to change the way we operate. For example, we are now responsible for the advisement of all fully online undergraduate students, all undecided students, and all Art majors, a current caseload of 271 students. To accommodate the increased number of advisees, all first-year students are now assigned to their faculty advisors once initial registration with the University is complete. This allows our Success Mentors to better balance their responsibilities of mentoring and advising

Furthermore, based on information obtained through the CSI, and our mentor's interactions with students during SMART, ARP, and early alert meetings, SSAC staff anticipates a continued upward trend in mental health concerns and lack of readiness for college-level work. By aligning our updated learning outcomes with measurable assessments, we hope to implement more effective mentoring programs, provide more consistent coaching for students participating in our mentoring programs, and help impact student retention. Data collected will also be used to evaluate SSAC staff and will be considered part of their annual performance appraisal.

Data collection will begin this fall with the start of the 2022-23 academic year and results from the first year available during the fall of 2023. Please see the attached action plan which outlines the creation and implementation of the new assessment tools.

Assessment Report Narrative

Changes in the Student Success and Advising Center, over the last year and a half, have presented both challenges as well as opportunities for growth.

Some notable changes include new leadership, approval to fill vacant staff positions, and restructuring of the students we support. Prior to and during the Fall 2020 semester, Jennifer Miller served as the Director of Student Success and Advising, Coordinator for Disability Services, Retention Coordinator for Lebanon campus undergraduate students, and Co-coordinator for UNI-101. During the summer of 2020, McKendree Worldwide, the department providing support services for all fully online students (graduate and undergraduate), was restructured and its responsibilities shifted to various departments around campus. Prior to restructuring, McKendree Worldwide staff served all fully online undergraduate students throughout the student life cycle, from recruitment to graduation. After restructuring, all online undergraduate student advisement and retention initiatives were shifted to the Student Success and Advising center and one staff position was relocated to oversee the caseload. After the fall of 2020, restructuring continued, and Jenni was moved to Assistant Vice President of Student Affairs and became the Deputy Title IX Coordinator. This internal restructuring meant Student Success needed a new Director and Linza Brachear was appointed to the position in January of 2021. During the Spring of 2021, the center operated with one Director, 3 full-time mentors, the newly hired Academic Resource Coordinator, and one full-time Graduate Assistant.

Notable challenges include:

1. Staff Turnover and Shortage

- During the pandemic, the SSAC experienced staff turnover due to individuals pursuing graduate education, retirement, and those pursuing other employment. Additionally, after individuals were promoted, two vacancies for mentors were unfilled.

2. Disparity between advising and mentoring

- In addition to mentoring the Lebanon campus undergraduate students, Student Success is responsible for the academic advising of all fully online undergraduate students. The current number of active Worldwide advisees is 229.
- Since McKendree Worldwide offers rolling admission with 5 start points per year, and students take classes every 8 weeks, advising online students is ongoing throughout the academic year.

Positive Changes and Opportunities for Growth:

1. Approval to fill our vacant full-time mentor position was approved for the 2022-23 academic year. Candidate interviews were conducted, and the position was offered to a prospective candidate in May 2022.
2. All Student Success staff have been trained in the advisement of Worldwide students and online advisees have been more evenly distributed among Student Success Center staff, thus making the advising caseload more manageable in conjunction with student success meetings and mentor programming.
3. The Student Success and Advising Center, alongside Residence Life, will utilize the newly created Student Academic Mentors (SAMS) for the upcoming 2022-23 academic year. SAMS will be responsible for creating and implementing academically focused programming in our residence halls. Additionally, they will offer weekly hours, throughout the semester, for peer-to-peer academic mentoring and skill-building.
5. Student Affairs is currently working with IT to explore additional areas of Ellucian Self-Service such as Retention View, which would improve communication flow between various departments.
6. To become a fully staffed office with one Director, 4 full-time mentors, one Academic Resource coordinator, and one full-time administrative assistant which was the original vision of the Student Success and Advising Center when it was created in 2014.
7. A fully staffed Student Success Center would allow us to expand our current services and offer walk-in hours for students, rather than operating by appointment only. A fully staffed office would also allow us to create additional programming to assist current students.

Action Plan: Student Success and Advising Center

Task	Date of Implementation	Who?
1. Update description and learning outcomes to reflect new responsibilities	April-May 2022	Linza Brachear
2. Development of assessment tools <ul style="list-style-type: none"> • SMART Program Pre/Post-Assessment • Academic Recovery Program Pre/Post-Assessment -Academic Success Plan Assignment rubric 	Summer 2022	Linza Brachear, Jennifer Miller

<ul style="list-style-type: none"> - Course Strategy Assignment rubric -Midterm Grade Audit -Success Strategy Project rubric • SMART/ARP Pre/post-Engagement Assessment 		
<p>3. Train staff on the use of new assessments</p>	<p>July- August 2022</p>	<p>Linza Brachear, Jennifer Miller</p>
<p>4. Begin to Collect Data</p> <ul style="list-style-type: none"> • Week 2: SMART & ARP pre-assessment • Week 2: Creation of Semester Success Plan (ARP) • Week 4: Course Strategy assignment (ARP) • Week 8: Midterm Grade Audit (ARP) • Week 13: Success Strategy Project (ARP) • Week 15: SMART & ARP post-assessment 	<p>Fall 2022</p>	<p>Student Success Mentors</p>

Contact

Linza Brachear, Director of Student Success and Advising lkbrachear@mckendree.edu, 618-537-6427

Lifelong Learning: Career Services

Description

The Office of Career Services provides a variety of services to assist students with career options and in becoming lifelong learners. We educate students on the National Association of Colleges and Employers (NACE) competencies, which include career & self-development, communication, critical thinking, equity & inclusion, leadership, professionalism, teamwork, and technology. Our office seeks to begin engaging students during their first semester at McKendree through various outreach efforts, provide continued services during their time as a student, and give alumnus the opportunity to seek resources from our office as they progress in their career.

Individual career counseling, interest and personality assessments, and career exploration workshops offer students the opportunity to examine possible majors and careers. Career Services also provides individualized student/alumni advising and workshops to offer assistance with résumé preparation, job search correspondence, interview skills, and graduate school preparation. We created our Career Planning Guides so students can access electronic and print information. This office coordinates the internship program for academic credit that is available to qualifying junior- and senior-level students, which serves as a bridge between the classroom and workplace. Career Services periodically offers a one-credit-hour course so that students feel prepared for their job search and life after graduation. 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. Career Services also sponsors Bogey's Career Closet, a program established so that McKendree students can select business attire for interview and other networking events.

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.

Major Student Learning Outcomes

1. Students will learn key steps to a job or graduate school search and be able to identify at least three of them.
2. Students will learn three services that the office provides for them.
3. Students will be able to identify five scenarios common in the workplace.

Curriculum Map

PRIMARY/SELECT ACTIVITIES & EVENTS

Activities/Events/Initiatives	1	2	3
Student Appointments	XX	X	
Career Labs	X	X	
Drop In Days	X	X	
Class Presentations	X	XX	
Career Conference	X	X	
Intern Ready Training			XX

Methods of assessment

OUTCOME 1

At the conclusion of the meeting, Career Services distributes a paper or online survey with the questions below for students to complete anonymously. We will also have personal student discussions in order to identify if students can identify key steps in their job or graduate school search. The preliminary survey is below.

Q1: After your discussion with Career Services about your job search or graduate school search, what are three new ideas you have for steps to take in your job or graduate school search?

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 or graduate school search, how has your confidence in your ability to navigate the search process changed?

Significantly More Confident -- Slightly More Confident -- No Change -- Slightly Less Confident -- Significantly Less Confident (Please Circle One)

Survey Scoring: For Q1, students will receive one point for each search strategy listed, with three 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 “Slightly More Confident,” zero points for “No Change,” one negative point for “Slightly Less Confident,” and two negative points for “Significantly Less Confident.”

**The total possible score is 6 points. An average student score of 5 points or higher is the target goal to demonstrate that students achieved a significant level of learning.*

OUTCOME 2

At the conclusion of the Career Services presentation or meeting, we will distribute the paper survey below for students to complete anonymously. We will also have discussions during appointments to ensure that students know services we provide before leaving our office. The preliminary survey is below.

#1 - Please list at least three services that Career Services provides for students:

#2: After learning today about services that our office provides for students, what is your knowledge level about our office?

Significantly More Knowledgeable -- Slightly More Knowledgeable -- No Change (Please Circle One)

Survey Scoring: For the first question, students will earn 1 point for each correct service provided, for a total possible of 3 points.

For the second question, students will earn 2 points for significantly more knowledgeable and 1 point for slightly more knowledgeable, for a total possible of 2 points.

The total possible score is 5 points. An average student score of 4 points or higher is the target goal to demonstrate that students learned about office services from the presentation.

OUTCOME 3

Career Services will utilize an online survey through Survey Monkey, along with personal student discussions, in order to identify if students can identify key steps in their job or graduate school search. The preliminary survey is below.

Q1: You have just completed a project at your internship. You are not sure what to work on next and are not sure if you should interrupt your supervisor. What should you do?

- Talk with other interns to see what they are 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 are 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
- Talk immediately 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? Why?

Q6: After completing the #InternReady training presentation, how has your confidence in your ability to successfully navigate your internship changed?

Significantly More Confident -- Slightly More Confident -- No Change -- Slightly Less Confident -- Significantly Less Confident (Please Circle One)

Survey Scoring: For Q1 through Q4, students will earn 1 point for each correct answer provided, for a total possible of 4 points.

For Q5, students will earn 1 point for the correct answer 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.

The total possible score is 8 points. An average student score of 7 points or higher is the target goal to demonstrate that students achieved a significant level of learning.

Results from assessment

Career Services will complete assessment during 2022-23 academic year.

Use of Data

Assessment results will help determine if Career Services meets the goals outlined in the assessment plan when providing student services. The Office of Career Services will make necessary additions and/or changes the following academic year.

Program Assessment Contact

Please contact Jennifer Pickerell, Director of Career Services, at jkpickerell@mckendree.edu or 618.537.6806 for more information

**Action Plan for 2022-2023
Career Services**

Task	Date of Implementation	Staff Member
-Create evaluations to be used for new learning outcomes and assessment data	Summer 2022	Jennifer Pickerell
-Visit each UNI 101 class for an informational presentation about Career Services	Fall 2022	Jennifer Pickerell and Katie Schuetz
-Review evaluations from first semester and discuss	December 2022 and January 2023	Jennifer Pickerell and Katie Schuetz
-Collect all data to review	Summer 2023	Joni Bastian, Jennifer Pickerell, and Katie Schuetz
-Report data	Fall 2023	Jennifer Pickerell

Assessment 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 2020 Closing the Loop Workshop. This rubric will be used again to provide feedback to each major at the May 2023 Closing the Loop Workshop.

The SLATE committee reviews this rubric biennially.

Major Assessment Plan Evaluation Rubric - SLATE 2018

Assessment Plan Descriptors	Best Practice	Acceptable	Developing
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

<p>Major Requirements:</p> <p>Capstone</p> <p>Research Experience</p> <p>Service</p>	<p>A capstone experience/course is identified.</p> <p>The major includes meaningful research experience.</p> <p>The major includes meaningful service experience.</p>	<p>The major lacks a meaningful capstone, research experience, or service experience.</p>	<p>The major lacks two or more of the following: capstone, research, and service.</p>
<p>Methods of Assessment of Major Learning Outcomes</p>	<p>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.</p> <p>The measures are meaningfully related to the outcomes.</p> <p>High-quality rubrics and scoring guides are attached.</p>	<p>There are two to three direct or indirect measures. Measures are valid.</p> <p>The measures are generally related to the outcomes.</p> <p>Rubrics and scoring guides are used but not included, or the quality needs to be improved.</p>	<p>There are no measures of outcomes or the measures are not valid.</p> <p>The measures do not relate to the outcomes.</p> <p>Rubrics and scoring guides are not utilized.</p>
<p>Results of Assessment of Major Learning Outcomes</p>	<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>

<p>Use of Data (from year to year)</p>	<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>
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General Education (New in 2018)

Assessment Plan Descriptors	Best Practice	Acceptable	Developing
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>

Course-Level Evaluations

Description

Students are asked to complete evaluation surveys for each of courses at the end of each term. They receive email reminders from Academic Affairs. In addition, the Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee sends out a reminder email to instructors about this process.

Results

The Overview of Responses table summarizes engagement with the assessment.mckendree.edu system. (Please note the total number of courses includes all courses including labs, ensembles, lessons, directed studies, internships, etc.). The Student Evaluation tables below provide mean ratings of all undergraduate courses. The rating scale ranges from *poor* (1) to *excellent* (5).

Statistic Description	Fall 2020	Fall 2021
Total Number of Courses Taught:	905	798
Number of Syllabi Uploaded:	301	288
Total Number of Course Evaluations:	4616	4366
Number Students Submitting Evaluations:	1310	1234

SLATE received inquiries in the spring related to possible changes to student evaluations of teaching in light of the transition from in-person course delivery. SLATE Chair Dr. Guy Boysen conducted a statistical analysis of student evaluations from the past five semesters. Fully online courses exhibited no change in average student evaluations spring 2020. In-person courses demonstrated a reliable increase in average student evaluations in spring 2020 that was trivial in size. However, there was about a 20% decrease in response rates (see Table 1 and Table 2). These trends replicate those found in an analysis of 1.4 million students, 43,177 courses, and 148 colleges by [Campus Labs](#).

Table 1: Student Evaluation Descriptive and Post Hoc Results for 16-week In-person Courses

Term: 16-week	Course		Instructor		Courses	Responses
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Spring 2018	4.49 _a	0.80	4.64 _a	0.69	376	4,187
Fall 2018	4.45 _b	0.83	4.63 _b	0.70	422	5,351
Spring 2019	4.50 _b	0.79	4.66 _c	0.67	369	4,324
Fall 2019	4.49 _c	0.79	4.66 _d	0.68	384	4,938
Spring 2020	4.57 _{abc}	0.72	4.71 _{abcd}	0.61	309	2,790

Note. Spring 2020 courses started in person and then switched to an online format in response to the COVID-19 pandemic. Means within a column that share a subscript are significantly different, $p < .05$.

Table 2: Student Evaluation Descriptive and Post Hoc Results for 8-week Online Courses

Term: 8-week	Course		Instructor		Courses	Responses
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Spring 2018 1 st	4.51 _a	0.74	4.61	0.73	49	408
Spring 2018 2 nd	4.54	0.84	4.66	0.75	52	390
Fall 2018 1 st	4.53	0.80	4.70	0.65	44	306
Fall 2018 2 nd	4.61	0.66	4.74	0.59	48	363
Spring 2019 1 st	4.61	0.65	4.70	0.59	52	329
Spring 2019 2 nd	4.55	0.76	4.67	0.71	52	419
Fall 2019 1 st	4.67	0.63	4.75	0.60	44	271
Fall 2019 2 nd	4.65	0.66	4.71	0.65	49	455
Spring 2020 1 st	4.62	0.74	4.70	0.68	50	375
Spring 2020 2 nd	4.68 _a	0.64	4.72	0.63	48	370

Note. Courses listed as 1st occurred in the first 8 weeks of a 16-week term, and courses listed as 2nd occurred in the second 8 weeks of a 16-week term. Means within a column that share a subscript are significantly different, $p < .05$.

Student Evaluation Means Fall 2020	All Courses
Section I - General Items (Average ± Standard Deviation)	n=3397
This course...	
1. was a positive experience	4.59 ± 0.83
2. helped me gain an appreciation for the material covered	4.51 ± 0.91
3. improved my critical thinking	4.52 ± 0.88
4. was intellectually engaging	4.50 ± 0.91
5. enhanced my research and information literacy skills	4.43 ± 0.95
6. promoted development of my writing skills	4.36 ± 1.03
7. was well organized	4.54 ± 0.90
8. was challenging	4.44 ± 0.96
9. had a clear and comprehensive syllabus	4.60 ± 0.84
10. was of high quality overall	4.57 ± 0.86
This instructor...	
11. was knowledgeable about the subject	4.80 ± 0.58
12. used a variety of teaching methods and activities	4.51 ± 0.93
13. was well prepared for class	4.71 ± 0.70
14. was respectful to students	4.76 ± 0.65
15. provided useful feedback	4.65 ± 0.82
16. used fair grading procedures	4.71 ± 0.71
17. presented course material effectively	4.64 ± 0.81
18. provided an atmosphere where students could ask questions and express ideas	4.72 ± 0.71
19. was accessible (in person, by phone, or by email) to students outside of class	4.68 ± 0.77

20. responded effectively to comments and questions	4.69 ± 0.74
21. used technology effectively where appropriate	4.70 ± 0.70
22. was effective overall	4.67 ± 0.77

Student Evaluation Means Fall 2021		All Courses
Section I - General Items (Average ± Standard Deviation)		n=3283
This course...		
1. was a positive experience		4.54 ± 0.89
2. helped me gain an appreciation for the material covered		4.44 ± 0.98
3. improved my critical thinking		4.45 ± 0.94
4. was intellectually engaging		4.44 ± 0.98
5. enhanced my research and information literacy skills		4.36 ± 1.02
6. promoted development of my writing skills		4.28 ± 1.09
7. was well organized		4.50 ± 0.94
8. was challenging		4.38 ± 1.03
9. had a clear and comprehensive syllabus		4.58 ± 0.86
10. was of high quality overall		4.51 ± 0.93
This instructor...		
11. was knowledgeable about the subject		4.76 ± 0.68
12. used a variety of teaching methods and activities		4.44 ± 1.00
13. was well prepared for class		4.65 ± 0.78
14. was respectful to students		4.70 ± 0.75

15. provided useful feedback	4.60 ± 0.88
16. used fair grading procedures	4.65 ± 0.80
17. presented course material effectively	4.58 ± 0.90
18. provided an atmosphere where students could ask questions and express ideas	4.67 ± 0.78
19. was accessible (in person, by phone, or by email) to students outside of class	4.64 ± 0.83
20. responded effectively to comments and questions	4.63 ± 0.84
21. used technology effectively where appropriate	4.65 ± 0.79
22. was effective overall	4.61 ± 0.87

Use of Data

Overall means were near the top of the scale, indicating high satisfaction among students who completed the course evaluations. The SLATE committee reviews and discusses course evaluation results annually in regular meetings and at the Closing the Loop Workshop. Discussion has emphasized methods for maintaining high response rates, ensuring that 8-week courses are evaluated, and methods for increasing the relevance of the evaluations for the improvement of teaching. The 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.

Contact(s)

The SLATE committee