McKendree University Biennial Assessment Report

2023-2024

MCKENDREE UNIVERSITY
Office of Academic Affairs

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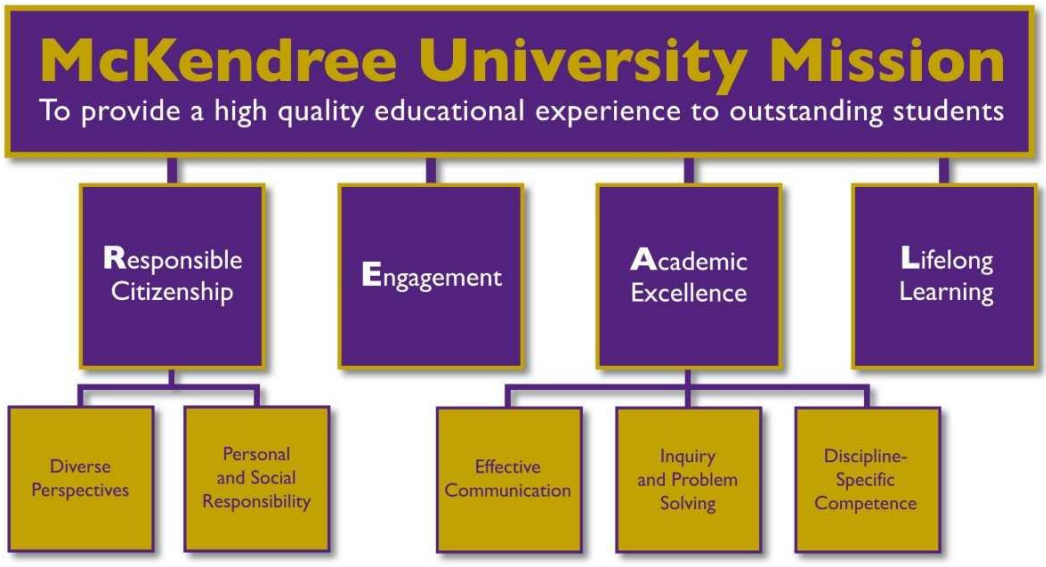
Office of Academic Affairs: August, 2024

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
2023-2024	Personal and Social Responsibility	Engagement

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.

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 2022-2023

- SLATE reviewed and updated the University syllabus templates.
- SLATE reviewed and approved the Lifelong Learning Subcommittee final assessment report.
- SLATE evaluated and proposed content for the fall T4E workshop, spring T4E workshop, and Closing the Loop Workshop.
- SLATE considered a request from Athletic Training to add an item to the university-wide student evaluation of teaching survey to assess “civil, equitable, and professional learning environments that are free from harassment and discrimination.” After discussion in SLATE and with constituents, two diversity-focused items were added to the student evaluations.
- To increase General Education rubric completion, Institutional Research and Educational Technology staff contacted instructors with multiple missing rubrics. The staff offered assistance on the technical aspects of using the rubrics.
- SLATE voted to officially adopt the Diverse Perspectives rubric for all courses that fall under the Diverse Perspectives category of General Education.
- SLATE planned and administered a faculty survey about Open Educational Resource use at the University.
- SLATE reviewed and updated the Biennial Assessment Review procedure streamline the use of collaborative technology.

Summary of Notable SLATE Activities 2023-2024

- SLATE reviewed and updated the University syllabus templates, as well as the syllabus ancillary materials.
- SLATE reviewed and approved the Engagement Subcommittee final assessment report.
- SLATE evaluated and proposed content for the fall T4E workshop, spring T4E workshop, and Closing the Loop Workshop.

- The committee reviewed National Survey of Student Engagement (NSSE) results from the previous year. Response rates were low. There were fewer than 100 students who completed survey. As such, the results were difficult to interpret or generalize to the McKendree student population. SLATE voted to approve their suggestion to replace NSSE survey questions with questions embedded in surveys that McKendree administers to students. SLATE reviewed and approved the final wording of the survey questions.
- SLATE reviewed and updated the content of the Faculty Advising Guide.
- SLATE reviewed and updated the Biennial Assessment Template and Rubric. The revisions emphasized the removal of extraneous sections and the alteration of the materials to apply equally to Academic Affairs and Student Affairs.
- SLATE received a report on the Graduate Education Survey from Institutional Research. Past survey results have combined Graduate and Undergraduate students, so SLATE recommended that all future data be disaggregated by student level. Response rates were low, so committee members reached out to senior-level instructors in their divisions to encourage completion of the graduation exit survey.
- SLATE shared completion data for General Education rubrics with division Chairs so that instructors would be aware of courses without required rubric data.
- The committee reviewed and updated SLATE Subcommittee procedures to better represent current practices, remove the Institutional Research Office as a standing member, more clearly outline the products of the committee, and increase communication with the Provost Fellows.

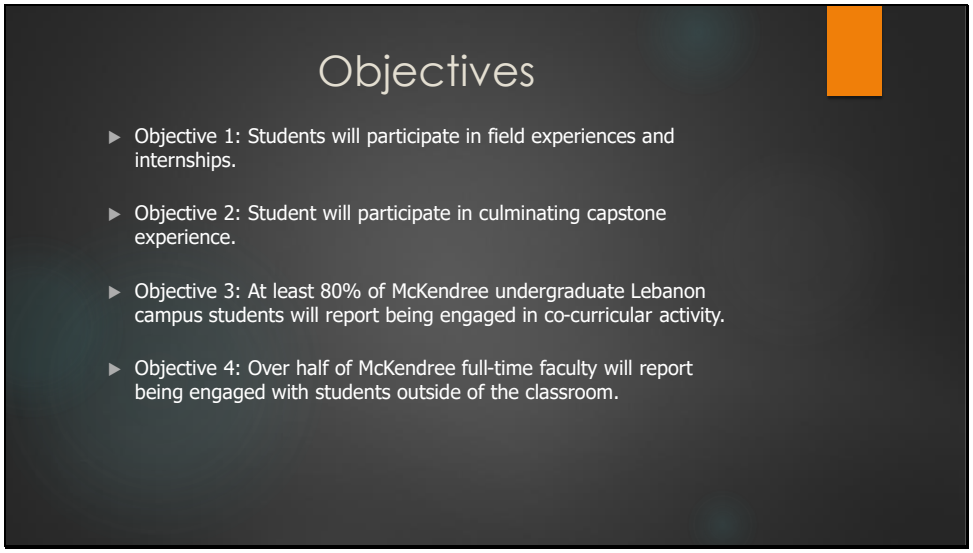
SLATE Engagement Subcommittee

2022-2023

Slide 1

Slide 2

Slide 3



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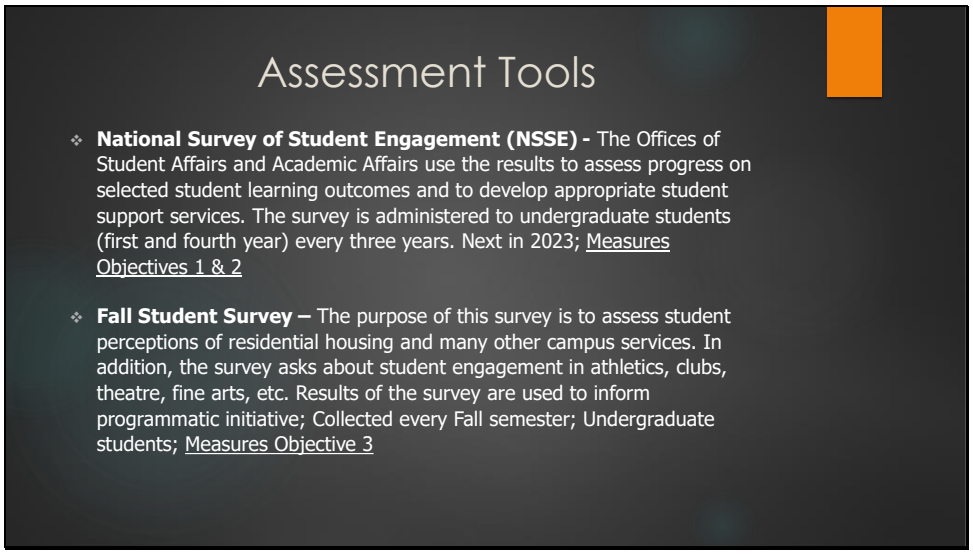

Slide 5

Assessment Tools

- **Faculty Activities Report:** One question -Collaborative research or project with student or Advising to student organization; Measures Objective #4

Slide 6

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

- NSEE : Student selects response choice: Done or in progress for letter (a)

11. Which of the following have you done while in college or do you plan to do before you graduate?

Response options: Done or in progress, Plan to do, Do not plan to do, Have not decided

a. Participate in an internship, co-op, field experience, student teaching, or clinical placement
b. Hold a formal leadership role in a student organization or group
c. Participate in a learning community or some other formal program where groups of students take two or more classes together
d. Participate in a study abroad program
e. Work with a faculty member on a research project
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

Slide 7

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

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:

	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
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%

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

- Recommend Change to Target Goal
  - 75% or more FY students report "Plan to" participate in an internship, co-op, field experience, student teaching or clinical placement.
  - 50% or more SY students report "Done or In Progress" for participation in an internship, co-op, field experience, student teaching or clinical placement.

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Objective 2: Student will participate in culminating capstone experience

- NSEE : Student selects response choice: Done or in progress for letter (f)

11. Which of the following have you done while in college or do you plan to do before you graduate?

Response options: Done or in progress, Plan to do, Do not plan to do, Have not decided

a. Participate in an internship, co-op, field experience, student teaching, or clinical placement
b. Hold a formal leadership role in a student organization or group
c. Participate in a learning community or some other formal program where groups of students take two or more classes together
d. Participate in a study abroad program
e. Work with a faculty member on a research project
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

Slide 10

Objective 2: Student will participate in culminating capstone experience

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: 3% or more FY students report "Done or in progress"; 46% or more SY students report "Done or in progress"
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
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%

Slide 11

Objective 2: Student will participate in culminating capstone experience

- Recommend Change to Target Goal
  - 55% or more FY students report "Plan to" for completion of a culminating capstone experience
  - 50% or more SY students report "Done or In Progress" for completion of a culminating capstone experience.

Slide 12

New Engagement Survey Suggested Wording

- During your time at McKendree University, which of the following have you completed or plan to complete prior to graduation?
  - An internship, field experience, student teaching, or clinical placement
  - Study abroad (either semester-long or short-term programs)
  - Collaborative research project with a faculty member
  - Culminating senior experience (capstone course, senior project/thesis, portfolio, recital, comprehensive exam, etc.)

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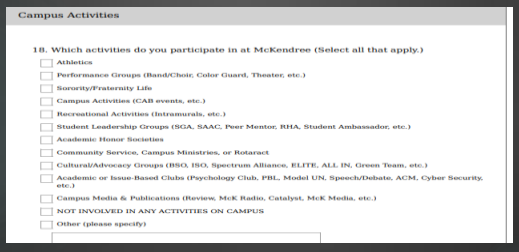
Objectives 1 & 2 with new survey

- With new survey, categories will change to "Upper classmen" and "Lower classmen"
- Is there merit to keeping a division between "planning to complete" and "done or in progress"?

Slide 14

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

- Fall Student Survey: Student selects one or more co-curricular activity from list (updated October 2022)


Campus Activities

18. Which activities do you participate in at McKendree (Select all that apply.)

- Athletics
- Performance Groups (Band/Choir, Color Guard, Theater, etc.)
- Sorority/Fraternity Life
- Campus Activities (CAB events, etc.)
- Recreational Activities (Intramurals, etc.)
- Student Leadership Groups (SGA, SAAC, Peer Mentor, RHA, Student Ambassador, etc.)
- Academic Honor Societies
- Community Service, Campus Ministries, or Rotaract
- Cultural/Advocacy Groups (BSO, ISO, Spectrum Alliance, ELITE, ALI, IN, Green Team, etc.)
- Academic or Issue-Based Clubs (Psychology Club, PBL, Model UN, Speech/Debate, ACM, Cyber Security, etc.)
- Campus Media & Publications (Review, McK Radio, Catalyst, McK Media, etc.)
- NOT INVOLVED IN ANY ACTIVITIES ON CAMPUS
- Other (please specify)

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

- Data Collected /Aggregated: Every Fall Semester
- Instrument: Fall Student Survey; Student selects one or more co-curricular activity from list (updated October 2022)
- Target Goal: At least 80% of McKendree undergraduate Lebanon campus students will report being engaged in co-curricular activity

	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%

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

- Recommend New Objective and Target Goal: At least 70% of McKendree undergraduate Lebanon campus students will report being engaged in two or more co-curricular activities.
- Instrument: Engagement Survey including a new question:
  - How many co-curricular activities do you participate in at McKendree University ? (Free response question followed up by select list from previous Fall Student Survey categories)
- Data Collected /Aggregated: Every Fall Semester
- Students will continue to be asked what activities they participate in.

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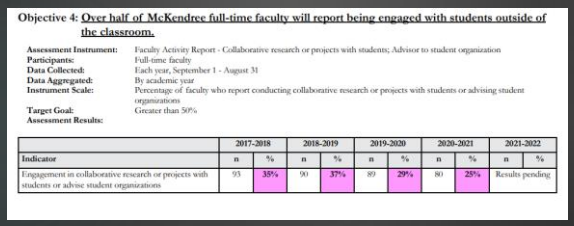
Objective 4: Over half of McKendree full-time faculty will report being engaged with students outside of the classroom.

- Faculty Activity Report: Under Service: Advisor to Student Organization and Under Scholarly/Creative: Collaborative Research or Project with Students



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
Instrument 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	

Slide 18

Objective 4: Over half of McKendree full-time faculty will report being engaged with students outside of the classroom.

- Concerns
  - Indicators are limited to the following: Advisor to Student Organization and Collaborative Research or Project with Students.
  - Reliability of data collected – Activity report may not be user friendly.

Slide 19

Proposed Objective 4: Students will engage with faculty and staff.

- Data Collected /Aggregated: Every Fall Semester
- Instrument: Engagement Survey (previously part of the Fall Student Survey); During the current school year, to what extent have McKendree faculty and staff members done the following?
- Instrument scale: 0=Not at all; 1=Some; 2=Quite a bit; 3=Very much
- Target Goal: Mean score of 2 or higher across all faculty/staff engagement criteria

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Faculty/Staff Engagement Criteria

- Worked with you on activities outside of the classroom (student groups, events, committees, etc.)
- Discussed your academic performance
- Helped you get information on special opportunities (study abroad, internships)
- Discussed your career interests and post-graduation plans

Engagement Subcommittee Items Proposed Spring 2024

During your time at McKendree University, which of the following have you completed or do you plan to complete prior to graduation?

- [ ] Study abroad (either semester-long or short-term programs)
- [ ] Culminating senior experience (capstone course, senior project/thesis, portfolio, recital, comprehensive exam, etc.)
- [ ] A formal leadership role in a student organization
- [ ] An internship, field experience, student teaching, or clinical placement
- [ ] Collaborative research project with a faculty member

1. Completed/In Progress
2. Plan to Complete
3. Do not plan to complete
4. Have not decided

How many activities do you participate in at McKendree?

[ ]

Which activities do you participate in at McKendree? (Select all that apply)

- [ ] Athletics
- [ ] Performance Groups (Band/Choir, Color Guard, Theater, etc.)
- [ ] Sorority/Fraternity Life
- [ ] Campus Activities (CAB events, etc.)
- [ ] Recreational Activities (Intramurals, etc.)
- [ ] Student Leadership Groups (SGA, SAAC, Peer Mentor, RHA, Student Ambassador, etc.)
- [ ] Academic Honor Societies
- [ ] Community Service, Campus Ministries, or Rotaract
- [ ] Cultural/Advocacy Groups (BSO, ISO, Spectrum Alliance, ELITE, ALL IN, Green Team, etc.)
- [ ] Academic or Issue-Based Clubs (Psychology Club, PBL, Model UN, Speech/Debate, ACM, Cyber Security, etc.)
- [ ] Campus Media & Publications (Review, McK Radio, Catalyst, McK Media, etc.)
- [ ] Other (Please specify)
- [ ] NOT INVOLVED IN ANY ACTIVITIES ON CAMPUS

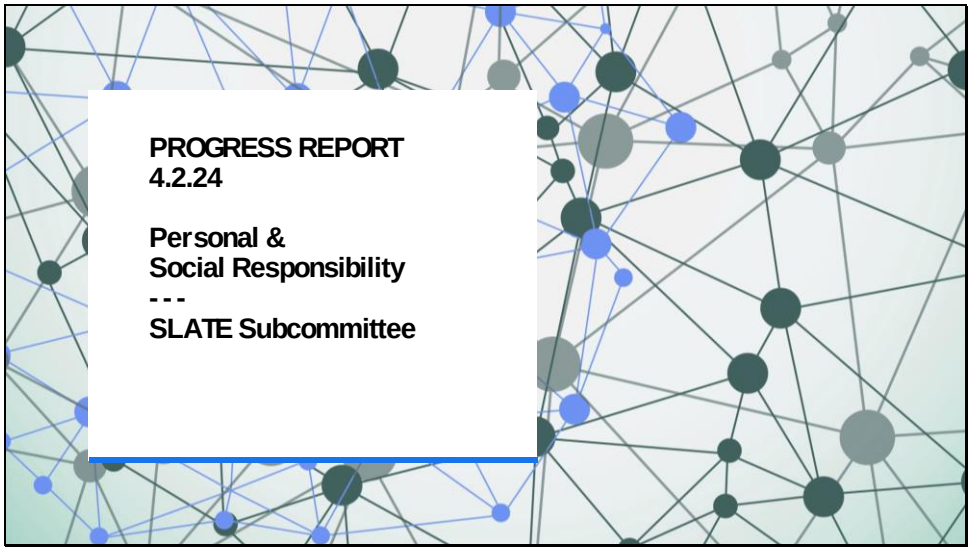
To what extent do you agree or disagree with the following:
During the current school year, faculty and staff have:

#	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
1	Worked with you on activities outside of the classroom (student groups, events, committees, etc.)	◯	◯	◯	◯	◯	◯
2	Discussed your academic performance	◯	◯	◯	◯	◯	◯
3	Helped you get information on special opportunities (study abroad, internships, etc.)	◯	◯	◯	◯	◯	◯
4	Discussed your career interests and post-graduation plans	◯	◯	◯	◯	◯	◯
5	Supported you at athletic and/or co-curricular events (games, competitions, performances, events, etc.)	◯	◯	◯	◯	◯	◯

SLATE Personal and Social Responsibility Subcommittee

2023-2024

Slide 1



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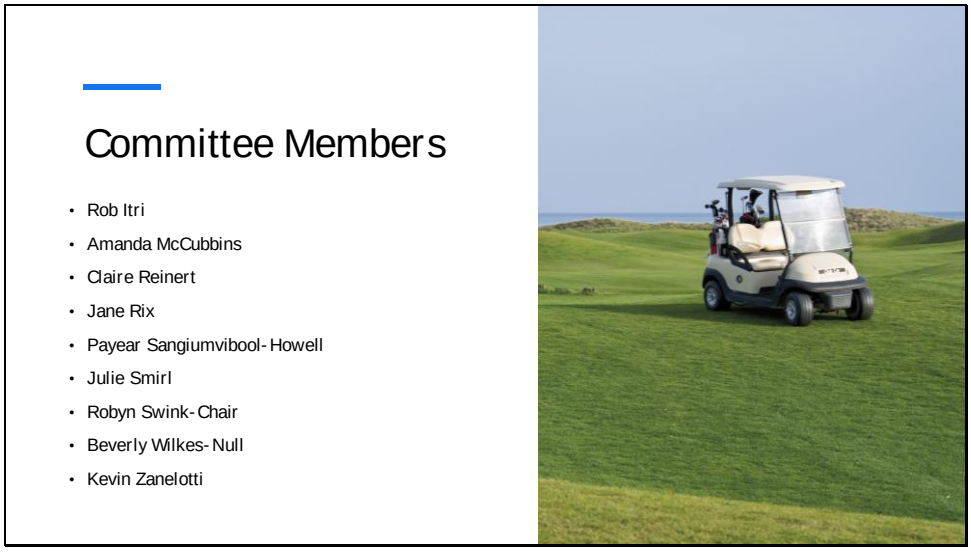


Slide 3

Student Learning Outcome for Personal and Social Responsibility:

"Students will exhibit personal and social responsibility"

Our committee is not making any changes to this SLO language.

Slide 4

Changes to Objective Language

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

Revised objective: **Students will demonstrate an understanding of the values, principles, and perspectives central to exhibiting personal responsibility**

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

Revised objective: **Students will develop skills essential for exhibiting social responsibility as global citizens.**

OR: **Students will exhibit social responsibility as global citizens.**

Slide 5

Assessing these objectives

Will be keeping the current five assessment instruments, but some are on NSSE and we propose adding them to the graduation exit survey (see here: https://www.mckendree.edu/offices/provost/assessment/personalsocialresponsibility21-22.pdf)

For Objective 1: **Students will demonstrate an understanding of the values, principles, and perspectives central to exhibiting personal responsibility**

1. "Through my McKendree experience, I was successful in achieving the following outcomes:
   - Clarifying personal values
   - Developing capacity for making value judgments" (GES)

2. "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~~" (NSSE)
     - Want to clarify wording and remove reference to ethics

Slide 6

Assessing these objectives

For Objective 2: **Students will develop skills essential for exhibiting social responsibility as global citizens.**

- "Through my McKendree experience, I was successful in achieving the following outcomes:
  - Awareness of national and international issues
  - Becoming a responsible citizen" (GES)

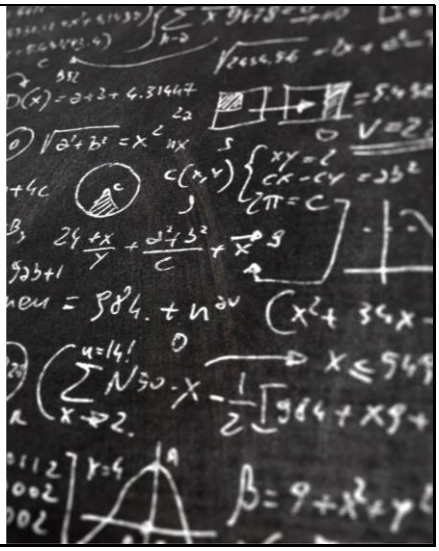
1. "Have you participated in your country's state, federal and/or municipal elections during your educational experience at McKendree?" (GES)

2. "About how many hours do you spend in a typical 7-day week doing community service or volunteer work?" (NSSE)

Slide 7

Assessing these objectives, continued.

- Based on preliminary feedback from faculty teaching courses in this gen ed area, **we will be developing a rubric.**
- We'd love YOUR help in in this process!
- [WORKSHOP SLIDES TO FOLLOW]



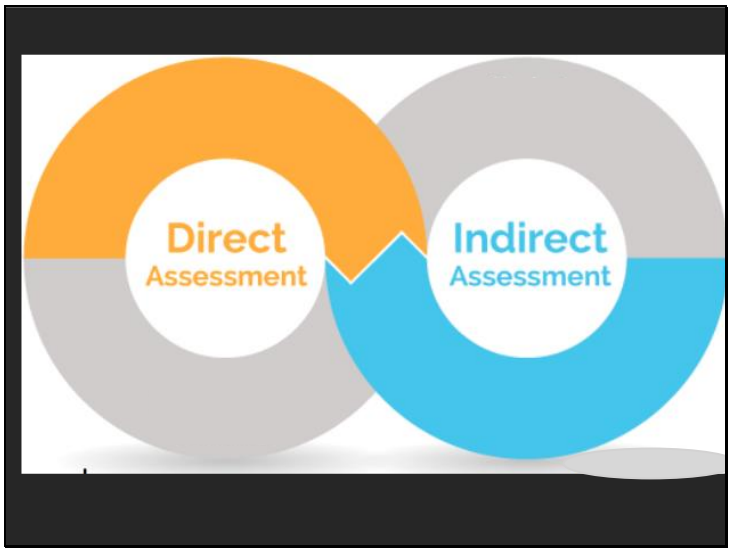
Slide 8

Personal and Social Responsibility

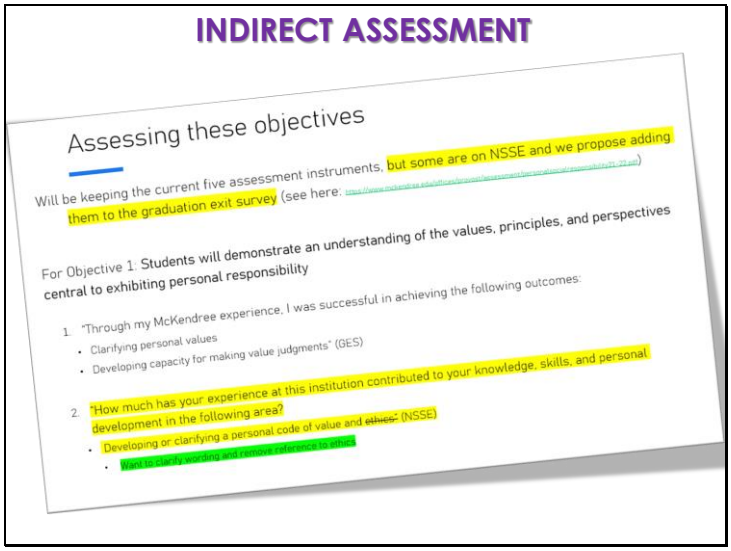
General Education Areas/ Courses

HEALTH	Health & Wellness	HPE 158
ETHICS	Business	BUS 324
	Computing	CSI-369
	Nursing	NSG-405
	Philosophy	PHI-206 PHI-208 PHI-390 PHI-391
	Psychology/ ABA	PSY 398 ABA 398
	Religious Studies	REL-335
SOCIAL SCIENCES (three of four: economics, political science psychology, sociology)	Economics	ECO-211 ECO 212
	Political Science	PSI 101 PSI 102
	Nursing	NSG-385
	Psychology	PSY 153
	Sociology	SOC-150 SOC-270

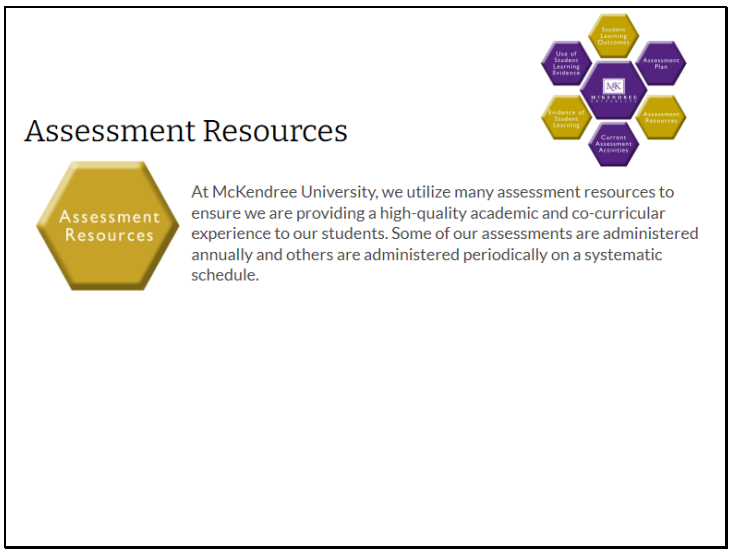
Slide 1


Direct
Assessment
Indirect
Assessment

Slide 2


INDIRECT ASSESSMENT
Assessing these objectives
Will be keeping the current five assessment instruments, but some are on NSSE and we propose adding them to the graduation exit survey (see here:
For Objective 1: Students will demonstrate an understanding of the values, principles, and perspectives central to exhibiting personal responsibility
1. "Through my McKendree experience, I was successful in achieving the following outcomes:
• Clarifying personal values
• Developing capacity for making value judgments" (GES)
2. "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" (NSSE)
• Want to clarify wording and remove reference to ethics

Slide 3



Slide 4

Slide 5

Our process
Spring 2024: Contacted programs with courses designated as fulfilling
Closing the Loop: looking for feedback
Fall 2025: create the rubric with input and buy-in from stakeholder programs

McKendree University
Closing the Loop Workshop

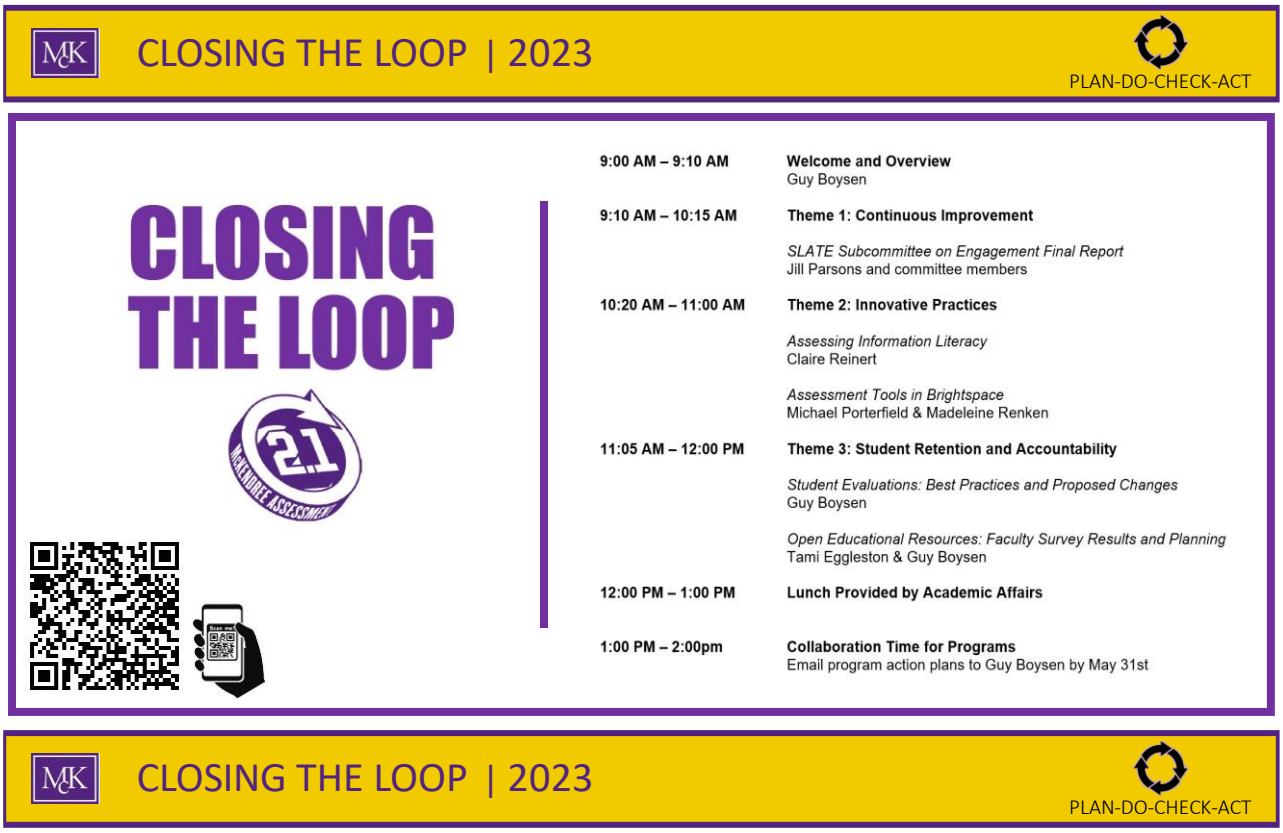
McKendree University 2023 Assessment Workshop Agenda

Location: PAC 222

Date: 5/23/2023

Time: 9:00 AM – 2:00 PM

9:00 AM – 9:10 AM	**Welcome and Overview** Guy Boysen
9:10 AM – 10:15 AM	**Theme 1: Continuous Improvement**
	SLATE Subcommittee on Engagement Final Report Jill Parsons and committee members
10:20 AM – 11:00 AM	**Theme 2: Innovative Practices**
	Assessing Information Literacy Claire Reinert
	Assessment Tools in Brightspace Michael Porterfield & Madeleine Renken
11:05 AM – 12:00 PM	**Theme 3: Student Retention and Accountability**
	Student Evaluations: Best Practices and Proposed Changes Guy Boysen
	Open Educational Resources: Faculty Survey Results and Planning Tami Eggleston & Guy Boysen
12:00 PM – 1:00 PM	**Lunch Provided by Academic Affairs**
1:00 PM – 2:00pm	**Collaboration Time for Programs** Email program action plans to Guy Boysen by May 31st



Assessment of institutional learning goals

Year	Planning	Implementation
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 (repeat cycle)	Engagement	Lifelong Learning
2023-2024	Personal and Social Responsibility	Engagement

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Assessment of program learning goals

- 2-year assessment cycle for programs
  - **May 2022:** Programs submitted assessment reports.
  - **August 2022-April 2023:** SLATE reviewed reports, programs continued assessment activities.
  - **May 2023:** Programs review SLATE feedback on rubric, create action plan.
  - **August 2023-April 2024:** Programs work on action plans, continue assessment activities.
  - **May 2024**: Programs submit updated assessment reports.

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PLAN-DO-CHECK-ACT

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

SLATE's process for reviewing reports

- The assessment rubric corresponds to assessment report sections.
- SLATE trains on rubric use.
- Two reviewers rate each program.
  - Best Practice, Acceptable, Developing

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Theme 1: Continuous Improvement

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PLAN-DO-CHECK-ACT

Trends for 2022

- 23 undergraduate programs
- 5 graduate programs
- 7 Student Affairs programs
- 19 programs reporting General Education assessment

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

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CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

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CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Goals for 2024

- Increase program participation.
- Collect and use meaningful evidence of learning.
- Follow-through on Gen Ed assessment plans.

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Goals for 2024

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CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Goals for 2024

- Increase program participation.
- Collect and use meaningful evidence of learning.
- Follow-through on Gen Ed assessment plans.

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Brightspace rubric tips and tricks

1. Only institutional rubrics count toward McK assessment.
2. Always assign an “Overall Score.”
3. Use grading and assessment rubrics as needed.
4. Associate multiple rubrics with one assignment.
5. Hide rubrics students don’t need.
6. EdTech can created shared program rubrics.

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PLAN-DO-CHECK-ACT

Theme 3: Student Retention and Accountability

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

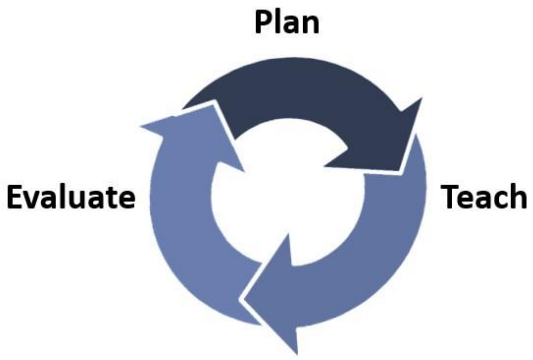
Student Evaluations: Best Practices and Proposed Changes

Guy Boysen

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Steps in the Teaching Improvement Process



1. Select source of feedback
2. Gather feedback
3. Interpret systematically
4. Set goals for change
5. Follow-up

Sources of Teaching Feedback

1. Self-evaluations
2. Video analysis
3. Peer observations
4. Administrator ratings
5. Outcomes assessment
6. Achievement tests
7. Scholarship of teaching
8. Employer surveys
9. Alumni surveys
10. Student interviews
11. Formative student evals
12. Summative student evals

CLOSING THE LOOP | 2023
PLAN-DO-CHECK-ACT

Summative Student Evaluations

Functions at McKendree

1. Instructional improvement
2. Faculty evaluation
3. Institutional effectiveness

Proposed New Diversity Items

"This course encouraged mutual respect among students of diverse backgrounds and identities."

"The instructor established an inclusive environment for students of all diverse backgrounds and identities."

1. Will these items serve the purposes of (a) instructional improvement, (b) faculty evaluation, and (c) institutional effectiveness?
2. How fair and equitable are these items across disciplines, courses, and teaching styles?
3. What should be done about low scores on these items?

CLOSING THE LOOP | 2023
PLAN-DO-CHECK-ACT

Open Educational Resources: Survey Results and Planning

Tami Eggleston & Guy Boysen

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Strategic Plan 2022-2037

Intellectual Experience

Goal 3: Use academic programs to recruit and retain students.

- Identify ways to make the student experience more affordable such as Open Educational Resources.

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PLAN-DO-CHECK-ACT

Open Educational Resources

- “Teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others."
- Examples may include textbooks, slides, online courses, videos, and quizzes.

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

- Why we care about OER and other low cost solutions?
  - This is beneficial for all students and especially lower SES students.
  - Many students report that they do not buy textbooks.
  - We believe that lack of course materials may result in retention problems.

- In addition to OER, please consider:
  - Looking for lower cost textbooks.
  - Using the same textbook for multiple classes.
  - Making sure that you use the book, if you require a book.
  - Ensuring all sections of a course use the same book as this keeps costs lower and causes less confusion for the bookstore and students.
  - Understanding the new initiative with the bookstore where students can have their online course materials directly included in Brightspace for a much lower student course fee. Thanks to Tim Ros for piloting this summer.

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Faculty OER Survey

Method

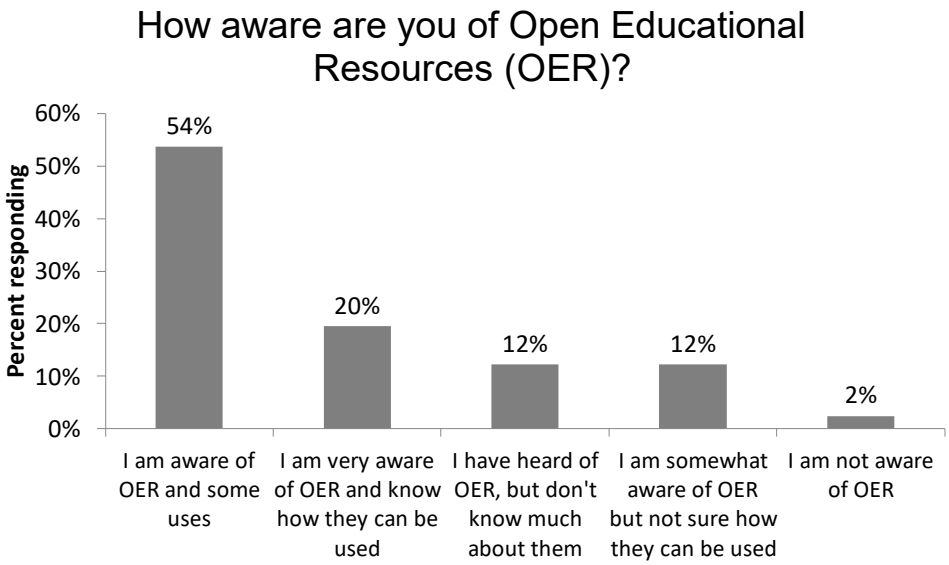
- SLATE-designed survey
- Shared with full-time instructors
- 41 responses

Assessment Questions

- Faculty awareness?
- Faculty use?
- Perceived benefits?
- Perceived barriers?

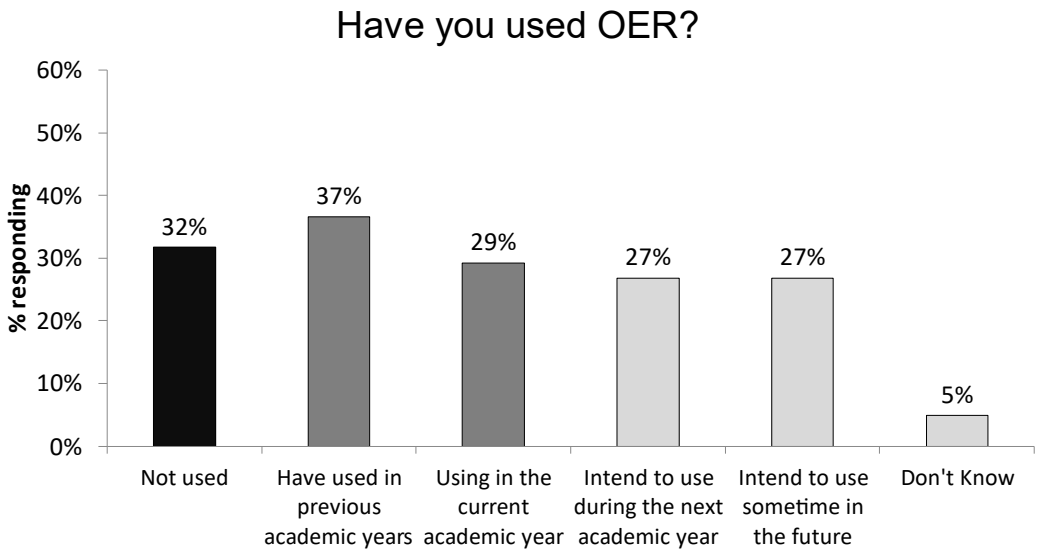
CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT



CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT



CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Do you agree that the following are benefits to OER?

Benefit	% Agreeing
Reduced costs for students	97%
Increased student access to materials	84%
Innovation in course materials	41%
Ability to create materials	32%
Support from library	28%
High-quality materials	27%
Support from administration	27%
Control in editing materials	27%

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Do you agree that the following are deterrents to OER?

Deterrent	% Agreeing
Not enough resources for my subject area	63%
Too difficult to find what I need	59%
No comprehensive catalog of resources	54%
No available ancillary resources	38%
Not high-quality	37%
Not knowing if I have permission to use or change	34%
Too difficult to change or edit	32%
Not used by other faculty I know	32%
Not current, up-to-date	29%
Unprofessional appearance	27%

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Have you used other methods besides OER to provide free or reduced-cost materials to students?

Method	% Using
Required or allowed older textbook editions	59%
Required textbooks with low -cost options	59%
Made copies of the materials available to students	54%
Designed course materials to replace textbooks	38%
Required books that are available from the library	23%
Selected materials without added costs	21%
None	8%

CLOSING THE LOOP | 2023

PLAN-DO-CHECK-ACT

Survey Implications?

1. What are the three most important results from this survey?
2. What are the implications of these results for the goal to increase OER use at McKendree?
3. What are the implications of these results for other efforts to increase the affordability of course materials at McKendree?

Closing the Loop Discussion Summaries

May 23rd, 2003

Student Evaluation Revisions

1. Faculty expressed agreement that diversity items are necessary.
2. The main concerns were as follows.
    a. Students who are not open to diversity efforts may give low evaluations if the topic is covered or even asked about.
    b. Diverse students who do not feel respected may leave the course or not complete the survey.
    c. Low scores may emerge because diversity is not a major component of a course.
3. A suggestion emerged to revisit the items in 2 years to determine they are working as intended. SLATE reviews the student evaluation items each year and can ensure this topic is brought up at future Closing the Loop workshops.

Discussion of How to Achieve Three Assessment Goals for 2023

1. Increase program participation.
    a. Publicly display programs' completion status on one document so that everyone can see who is not completing reports.
    b. Emphasize assessment at Chair meetings.
    c. Add assessment to monthly Chair checklist.
    d. Add consequences for nonparticipation.
    e. Provide more frequent updates and reminders, possibly at faculty meetings.
2. Collect and use meaningful evidence of learning.
    a. Incentives are needed to encourage adjuncts to complete assessments.
    b. Provide access to assessment data to one designated person per division.
    c. Extend the assessment process to three years: Submit report in year 1, review data in year 2, and take action in year 3.
    d. Ask programs to prioritize the most meaningful evidence and focus on one piece of evidence each year.
    e. Use Brightspace as an assessment repository so information can just be replaced in the system.
3. Follow-through on Gen Ed assessment plans.
    a. Programs need access to Gen Ed assessment results.
    b. Clarify what is part of Gen Ed assessment and program assessment.

Discussion of OER Survey Implications

1. What are the three most important results from this survey?
    a. Faculty are aware of OER and other methods to increase access.
    b. OER is used.
    c. Faculty see accessibility as OER's major advantage.

    d. Increasing use will require making it easier to find quality resources.
    e. Faculty are concerned about OER being out-of-date.
2. What are the implications of these results for the goal to increase OER use at McKendree?
    a. A centralized source for OER materials would make it easier to adopt.
    b. Goals could be set such as “Convert 40% of courses to OER in the next two years.”
    c. Students could have access to all materials on Brightspace.
    d. OER may not be ready for full implementation because the concept is still developing.
3. What are the implications of these results for other efforts to increase the affordability of course materials at McKendree?
    a. Students need 24-hour access to computer labs if the University is switching to online materials.
    b. OER fits with general trend away from use of standard textbooks.
    c. An item could be added to student evals about use of materials to increase accountability for materials are required but not used.
    d. There are creative ways to increase access to material through course and tuition fees.
    e. Instructors can create materials based on intended course outcomes.

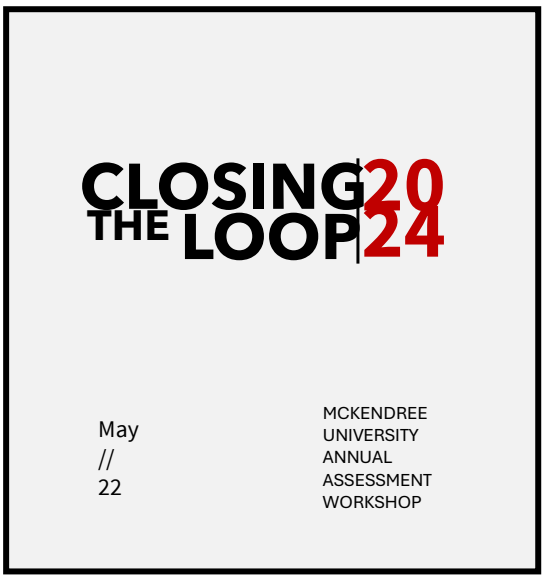
McKendree University 2024 Assessment Workshop Agenda

Location: PAC 222

Date: 5/21/2024

Time: 9:00 AM-2:00 PM

9:00 AM – 9:05 AM	**Welcome and Overview**
9:05 AM – 10:05 AM	**Analysis of Diversity Rubric Results and Implications** Guy Boysen
10:05 AM – 10:55 AM	**Personal and Social Responsibility SLATE Subcommittee Report** Robyn Swink and committee members
11:00 AM – 11:30 AM	**Cocurricular Activities and McKendree Learning Outcomes** Guy Boysen & Joni Bastian
11:35 AM – 12:15 PM	**Assessment Templates and Rubrics: Changes and Best Practices** Guy Boysen
12:15 PM – 1:00 PM	**Lunch in Ames Dining Hall** Provided by Academic Affairs
1:00 PM – 2:00 PM	**Collaboration Time for Programs** Email assessment reports to Guy Boysen by May 31st



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Analysis of Diversity Rubric Results and Implications

Guy Boysen

CLOSING THE LOOP 2024

Diverse Perspectives

Learning Outcome

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

SLATE Subcommittees

- 2012-2014: Darryn Diuguid
- 2018-2020: Lauren Thompson
- 2024-2026: Mary McKee

CLOSING THE LOOP | 2024 "To provide a high quality educational experience…"

Diverse Perspectives 2018-2020 Subcommittee

1. Updated the Gen Ed Diversity rubric
2. Recommended assessment of all Diverse Perspectives General Education courses
   - Philosophy/Religion
   - History
   - Cross-cultural studies
   - Literature
3. Recommended use of at least one indicator (i.e., row) on the diversity rubric, with irrelevant ones left blank

Diverse Perspectives Gen Ed Data: 2021-2024

Form core groups of five. Assign one person to each breakout group.

1. Means for (a) overall, (b) lower-level, and (c) upper-level courses (Table 1)
2. Means for (a) overall, (b) online, and (c) in-person courses (Table 1)
3. Means for the four General Education areas (Table 1)
4. Number of ratings and rubrics submitted (a) overall, (b) in lower-level courses, (c) upper-level courses, (d) online, and (e) in-person (Tables 1-2)
5. Number of ratings and rubrics submitted for the four General Education areas and specific courses (Tables 1 & 3)

Join breakout groups. Answer these questions.

- What do the numbers mean?
- What do the numbers say about institutional effectiveness?
- What actions should constituents (e.g., administration, programs, teachers, SLATE) take in response to the numbers and what they say?

Report findings back to core groups. Record the most important points .

https://tinyurl.com/jnzpbtrb

CLOSING THE LOOP | 2024 "To provide a high quality educational experience…"

Personal and Social Responsibility SLATE Subcommittee Report

Robyn Swink and SLATE subcommittee members

CLOSING THE LOOP 2024

Cocurricular Activities and McKendree Learning Outcomes

Yes, there is no hyphen!

Guy Boysen & Joni Bastian

CLOSING THE LOOP 2024

CLOSING THE LOOP | 2024 "To provide a high quality educational experience…"

Accreditation and Cocurricular Assessment

HLC Criterion 4.B.1

The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and **cocurricular** offerings.

HLC Cocurricular Definition

Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum.

Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

Definition of Cocurricular Experiences

"Extra" Curricular

- In addition to or outside curriculum
- Not aligned with learning outcomes
- Not assessed

"Co" Curricular

a) Align with learning outcomes
b) Occur outside of regular instruction
c) Support or enhance learning
d) Can occur inside or outside of academic programs
e) Always assessed

(Abras et al., 2022)

CLOSING THE LOOP | 2024 "To provide a high quality educational experience…"

Definition of Cocurricular Experiences

"Extra" Curricular

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"Co" Curricular

a) Align with learning outcomes
b) Occur outside of regular instruction
c) Support or enhance learning
d) Can occur inside or outside of academic programs
e) Always assessed

(Abras et al., 2022)

What is McK's Definition of Cocurricular?

Student Affairs Offices with assessment plans

- Center for Community Service
- Diversity, Equity, and Inclusion/International Student Services
- Campus Activities
- Fraternity and Sorority Life
- Residence Life
- Student Success and Advising Center
- Career Services

Additional programming

- University Chaplain Program
- Student Orientation
- University 101
- Academic-focused campus organizations and societies
- Study Abroad
- Prestigious Fellowships and Awards
- Annual Events (Mental Health Matters, Diversity Carnival)

CLOSING THE LOOP | 2024 "To provide a high quality educational experience…"

What is McK's Definition of Cocurricular?

- Try to reach consensus on what is and is not cocurricular at McKendree.
- Put a star next to ones your group agrees on.

Assessment Templates and Rubrics: Changes and Best Practices

Guy Boysen

CLOSING THE LOOP 2024

CLOSING THE LOOP | 2024 "To provide a high quality educational experience…"

Assessment Report Template

Program Assessment

- Mission
- Learning outcomes
- Curriculum/program map
- Program requirements
- Methods of assessment
- Results of assessment
- Use of data in last two years
- Goals for next two years

Gen Ed Assessment

- Methods of assessment
- Results of assessment
- Use of data in last two years
- Goals for next two years

Assessment Report Template

Program Assessment

- Mission
- Learning outcomes
- Curriculum/program map
- Program requirements
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Gen Ed Assessment

- Methods of assessment
- Results of assessment
- Use of data in last two years
- Goals for next two years

CLOSING THE LOOP | 2024 "To provide a high quality educational experience…"

Assessment Report Rubric

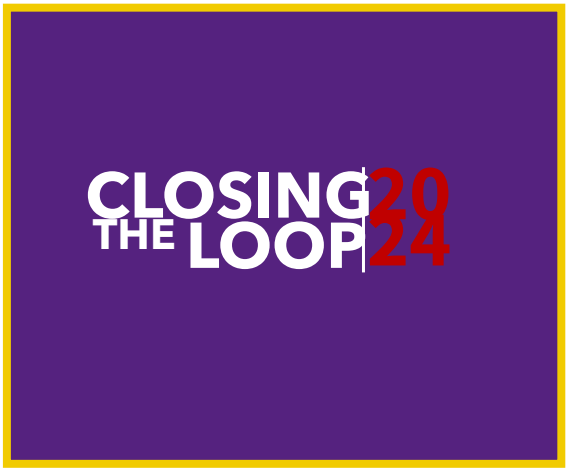
Assessment Plan Descriptors	Best Practice	Acceptable	Developing
Mission Statement	The mission statement is specific, clear, and meaningful.	A general statement lacks one of the following: specificity, meaning, clarity.	No mission statement.
Learning Outcomes	The number of outcomes is appropriate for the program. 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 program 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.

Review Process

- The assessment rubric corresponds to assessment report sections.
- SLATE members train on rubric use.
- Two reviewers rate each program and provide feedback.

(30 slides of examples followed and are available on the SLATE M Drive folder)

CLOSING THE LOOP | 2024 "To provide a high quality educational experience…"



- Assessment reports due May 31st
- Email Word document to gaboysen@mckendree.edu

- See McK assessment webpage for additional resources
  - Full assessment reports
  - Past program reports
  - Past program action plans

Diverse Perspectives Gen Ed Data: Closing the Loop 2024

Office of Academic Affairs

At the Closing the Loop Workshop on May 21, 2024, 30 faculty and staff examined data from the Diverse Perspectives General Education rubric. The date included rubric results from spring 2021 through spring 2024. For all five rubric indicators, participants considered means, number of students evaluated, and number of courses reporting. Disaggregation of data occurred for online vs. in-person courses, lower- vs. upper-level courses, General Education distributions, and specific courses.

Participants at the workshop examined the data individually and in groups to answer three questions.

1. What do the numbers mean?
2. What do the numbers say about institutional effectiveness?
3. What actions should constituents (e.g., administration, programs, teachers, SLATE) take in response to the numbers and what they say?

A summary of key points reported by workshop participants can be seen in the table.

Area of data analysis	Key points about interpretation, effectiveness, and actions
1. Means for overall, lower-level, and upper-level courses	- Upper-level courses have higher means than lower-level courses. - Means tend to be similar across the five indicators. - Clear benchmarks for means are needed. - There is uneven completion of the five indicators. - Indicators 4 and 5 are used the least.
2. Means for overall, online, and in-person courses	- Online courses have higher means than in-person courses. - There are fewer responses for online courses. - The interpretation of online courses being higher is difficult because of many differences between online and in-person courses: discussions are required online, online students may be nontraditional and more diverse, online students may have more credits completed, online courses are more likely to have adjunct instructors.
3. Means for the four General Education areas	- Instructors need better training and instructions on how to use the Gen Ed rubric for assessment. - Instructions are needed for Gen Ed assessment in each course. - Some instructors are assessing using indicators on the rubric that do not pertain to their courses. - Differences between Gen Ed distributions (e.g., cross-cultural vs. history) may be due to different instructors filling out the rubric. - Literature courses change, which results in low numbers of rubrics reported for each course.

4. Number of ratings and rubrics submitted overall, in lower-level courses, upper-level courses, online courses, and in-person courses	- Indicators 4 and 5, which are language-based, are used the least and might be removed because language courses are not being offered. - Courses change over time and that affects data. - Results are mostly based on lower-level, in-person courses. - Because upper-level assessment is minimal and measurement occurs only once, there is no way to show growth from lower- to upper-level courses.
5. Number of ratings and rubrics submitted for the four General Education areas and specific courses	- Cross-listed courses are causing missing data in the system. - Instructors may not see why assessment is important. - Reach out to individual faculty to provide guidance as needed.
• Other points	- Data needs to be available to programs in a timely manner. - Better training is needed. - Review indicators 4 and 5. - Some faculty fill out rubrics holistically rather than considering each specific indicators [the specific method is correct, holistic is wrong for this rubric]. - Changes in course numbers and cross-listing courses affects data.

Alignment of Cocurricular Experiences With McKendree Learning Objectives:

Closing the Loop 2024

Office of Academic Affairs

At the Closing the Loop Workshop on May 21, 2024, 30 faculty and staff brainstormed ideas about what McKendree cocurricular experiences should be assessed. They used the following definition of cocurricular: Cocurricular experiences (a) align with learning outcomes, (b) occur outside of regular instruction, (c) support or enhance learning, (d) can occur inside or outside of academic programs, and (e) are always assessed (Abras et al., 2022). Based on that definition, they listed cocurricular experiences according to alignment with McKendree learning objectives. They also reported experiences they thought were "extra" curricular and did not need to be assessed. Responses are summarized below by learning objective and frequency.

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

5+ responses	- Study abroad - DEI, International Students Office - Residence life
2-4 responses	- Technos - Diversity carnival - Service - Student organizations related to diversity
Single responses	- Model UN - Center for community service - NSO - Mental health matters - Green team

Personal and Social Responsibility: Students will exhibit personal and social responsibility.

5+ responses	- Community service

2-4 responses	- Greek life - Residence life - UNI 101 - Athletics - Lobby day - Student Success - Career services - University Chaplin - NSO - Student organizations
Single responses	- Model UN - Internships - Study abroad - Mental health matters - Voter registration - Constitution day - Voter education events - All in campaign - Spooky sex - NSO

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

5+ responses	- Greek life - AEC
2-4 responses	- Campus Activities - Athletics - Community service - UNI 101 - Student clubs - Chaplain - Music ensembles/bands - Honor societies - Lobby day
Single responses	- NSO - Residence life - Model UN - Hett events - Internships - Mental health matters - All in - Career services - Study abroad

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

5+ responses	- AEC
2-4 responses	- Internships - Speech and Debate - Career Services - McK media/newspaper - Music ensembles, band - Prestigious fellowships/awards
Single responses	- Residence life - Plays - Art gallery

Inquiry and Problem Solving: Students will develop and apply analytical, critical thinking, and problem solving skills.

5+ responses	- AEC
2-4 responses	- Residence life - Honors theses - Student research - Model UN
Single responses	- Specific academic clubs in this area - Study abroad

Discipline-Specific Competence: Students will demonstrate the knowledge, skills, and attitudes required of their chosen discipline.

5+ responses	- Specific academic clubs - AEC
2-4 responses	- Internship - University Chaplin - Prestigious fellowships/awards - Honors societies
Single responses	- Newspaper - Service

Lifelong Learning: Students will develop dispositions and skills for lifelong learning.

5+ responses	- Career services
2-4 responses	- Hett events - Study abroad - Internships - Brown bags
Single responses	- Chaplin - Professional organizations - Athletics - Service learning - Student organizations

List any student experiences that are "extra," not cocurricular:

- Athletics
- NSO
- Fellowships
- Ambassadors
- Color guard
- Cheer
- Work study
- Homecoming
- Spring fling
- Anything occurring once rather than systematically

Major/Program Assessment Template

Revised 2024

Biennial Assessment Template 2024
Major or Program:

Mission Statement

[Provide a mission statement for the major or program.]

Student Learning Outcomes (3-5)

[List the official student learning outcomes for the major or program.]

Curriculum and Program Map

[List required courses or experiences in the first column. List student learning outcomes in the first row. Indicate where objectives are taught with X. Indicate where objectives are assessed with XX.

Courses, experiences, or mission-consistent activities	**Student learning outcomes**				

Program Requirements

[Write the number and title of the required course or experiences that fulfills these experiences].

Capstone:

Research:

Service:

Methods of Assessment

Results From Assessment

Use of Data in Last Two Years

[Outline specific examples of how assessment results were used (e.g., assessment planning, curriculum, programming, instruction).]

Goals for Next Two Years

[Outline specific goals for assessment and the use of data. Provide a timetable for implementation plans.]

Program Assessment Contact(s)

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)

Methods of Assessment

Results From Assessment

Use of Data in Last Two years

[Outline specific examples of how assessment results were used (e.g., assessment planning, curriculum, programming, instruction).]

Goals for Next Two Years

[Outline specific goals for assessment and the use of data. Provide a timetable for implementation plans.]

General Education Assessment Contact(s)

College of Arts and Sciences

Division of Humanities and Visual and Performing Arts

English

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 foster openness to new ideas by exploring human diversity through multiple ethnicities, cultures, and societies; in addition, the program focuses on developing empathy through literary study. Dedication to studying the history of ideas encourages a commitment to lifelong learning.

Student Learning Outcomes

- Read and interpret a diverse range of literature from a variety of theoretical and historical perspectives.
- Write analytically in response to literature, incorporating secondary sources.
- Understand how language works in a variety of historical, cultural and rhetorical situations.
- 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 and Program Map

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

ENG 290: Ways of Reading (W)	X	X	X	X	X
ENG 303: American Literature to 1900	X	X	X	X	X
ENG 304: American Literature from 1900-present	X	X	X	X	X
ENG 307: Grammar (W)		X	X		X
ENG 313: Topics in Shakespeare	X	X	X	X	X
ENG 332: British Literature I Monsters and Miracles	X	X	X	X	X
ENG 333: Romanticism, Revolution, and the Novel	X	X	X	X	X
ENG 374: American Crime and Detective Fiction	X	X	X	X	X
ENG 470: Internship in English					
ENG 490: Seminar in English (W)	X	X	X	X	X

PROGRAM COURSES: Professional Writing Track	**SLO #1: Read and interpret a diverse range of literature from a variety of theoretical and historical perspectives.**	**SLO #2: Write analytically in response to literature, incorporating secondary sources.**	**SLO #3: Understand how language works in a variety of historical, cultural and rhetorical situations.**	**SLO #4: Understand literary genres, as well as within a historical period, and cultural context.**	**SLO #5: Understand their own cultural heritage as well as the cultural heritage of others.**
ENG 290: Ways of Reading (W)	X	X	X	X	X

ENG 307: Grammar (W)		X	X		X
ENG 331: Literary Magazine Editing	X	X	X		X
ENG 340: Editing for Publication	X	X	X		X
ENG 360: Interdisciplinary Professional and Technical Writing (W)			X		X
ENG 470: Internship in English					
ENG 490: Seminar in English (W)	X	X	X	X	X

Additional courses (choose one course from the following):

ENG 205: Introduction to Writing Poetry or ENG 206: Introduction to Writing Fiction	X	X	X	X	X

Two courses from the following:

ENG 332: Monsters and Miracles or ENG 333: Romanticism, Revolution, and the Novel or ENG 235: Exploring Gender and Sexuality in Literature and Film or ENG 238: American Dreams / American Realities in Literature or	X	X	X	X	X

ENG 250: Dramatic World Literature or ENG 254: African American Literature or ENG 255: Literature and the Environment or ENG 261: Poetry or ENG 272: Fiction or ENG 273: Film and Literature or ENG 274 / 374: American Crime and Detective Fiction or ENG 303: American Literature to Literature to 1900 or ENG 304: American Literature 1900 to present					

PROGRAM COURSES: Secondary Education Track	**SLO #1: Read and interpret a diverse range of literature from a variety of theoretical and historical perspectives.**	**SLO #2: Write analytically in response to literature, incorporating secondary sources.**	**SLO #3: Understand how language works in a variety of historical, cultural and rhetorical situations.**	**SLO #4: Understand literary genres, as well as within a historical period, and cultural context.**	**SLO #5: Understand their own cultural heritage as well as the cultural heritage of others.**
ENG 250: Dramatic World Literature	X	X	X	X	X
ENG 290: Ways of Reading (W)	X	X	X	X	X
ENG 303: American Literature to 1900	X	X	X	X	X
ENG 304: American Literature 1900 to present	X	X	X	X	X
ENG 307: Grammar (W)		X	X		X
ENG 313: Topics in Shakespeare	X	X	X	X	X
ENG 332: Monsters and Miracles	X	X	X	X	X
ENG 333: Romanticism, Revolution, and the Novel	X	X	X	X	X
ENG 490: Seminar in English (W)	X	X	X	X	X

Two from the following:

ENG 238: American Dreams / American Realities in	X	X	X	X	X

Literature or ENG 254: African American Literature					

Program Requirements

Capstone: ENG 490: Seminar in English

Research: Upper-level English courses focus on developing research and writing skills relative to literary study. Students write analytical essays specific to genre, period, and rhetorical situation.

Service: English does not incorporate any significant service components into the curriculum. Within the professional writing track, students pursue community-based projects that often have service components.

Methods of Assessment

We currently use the SLATE university-wide general education rubrics for both Written Communication and Diversity.

Results From Assessment

- We eliminated HUM 221 because it did not clearly support our learning objectives. We are confident that by adding a new student learning objective related to professionalization we can meaningfully assess this new student learning objective.
- We have not seen the data on our General Education Written Expression rubrics. We plan to be more proactive in soliciting these reports from Amanda McCubbins. However, because we have had little consistency across sections, we have yet to gather meaningful data. As indicated in our goals (below), we plan to improve on these practices in the next two years.

Use of Data in Last Two Years

- One of our challenges is that our curriculum has undergone several major revisions due to staffing. We believe that our department is stable enough now to begin assessing our courses and our program more effectively. We look forward to following through on our assessment goals for the next two years.

Goals for Next Two Years

- We recognize that the SLATE rubrics are giving us limited assessment data that isn't allowing us to improve the learning outcomes within the major. We plan to develop discipline-specific rubrics for writing which we will administer in ENG 290 (our cornerstone course) and ENG 490 (or capstone course).

- We currently have common goals for ENG 111 and ENG 112 (included below). We've realized, however, that because we do not have common assignments, the data we're collecting is of limited usefulness. Starting in fall 2024, we are creating standardized assignments for ENG 111 and ENG 112 that will be required in every course and will have a course-specific rubric more clearly attached to the General Education Written Communication rubric.

- Review the learning objectives for ENG 111 and ENG 112 to better evaluate how writing is being influenced by modern technologies (including Artificial Intelligence).

- Student Learning Outcome #5 is of limited use; we will propose a replacement goal that reflects the professional writing skills that our English majors must develop to remain competitive in today's marketplace. This will allow us to evaluate the internship experience in a more effective way.

- As we learned during Closing the Loop today, the number of faculty members who are filling out the Diversity rubric is quite low. We make a commitment to increase this number through training and better communication. We need to do a better job figuring out which courses fulfill which indicators; in addition, we now know that we don't need to fill out all five indicators. We believe the assessment will be much more useful with these measures in place.

- We plan to be more explicit about what distinguishes a 200-level from a 300-level course, particularly because our survey courses are now cross-listed.

- "Close the loop" by reviewing the results of these assessments at our annual retreat and implementing changes based on the data.

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.

Program Assessment Contact(s)

Brenda Boudreau, Nichole DeWall, Jenny Mueller, Martha Patterson

Philosophy

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 fostering 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.

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.

SLO #3. ***Ethics, Society, and Diversity.*** Students will apply philosophical ideas, analytical skills, and conceptual resources to concrete ethical and social problems.

SLO #4. ***Philosophy across the disciplines.*** Students will synthesize their philosophical knowledge and skills to demonstrate the relevance of philosophy to a broad range of academic disciplines and perspectives.

[Empty space is intentional and included so that the curriculum map below can be viewed without scrolling.]

Curriculum And Program Map

	PROGRAM STUDENT LEARNING OUTCOMES			
PROGRAM COURSES	**SLO #1**	**SLO #2**	**SLO #3**	**SLO #4**
PHI 201	B	B		
PHI 204		M		
PHI 206	B	B	B	
PHI 208		G	G	
PHI 331			G	
PHI 333				G
PHI 334			G	G
PHI 363/364	G	G		
PHI 390		G	G	
PHI 391		G	G	
PHI 410	M	M	M	M

Students will:

B = demonstrate beginning knowledge and skills

G = demonstrate growth

M = demonstrate Mastery

Program Requirements

Capstone: PHI 410: Senior Capstone

Research: Senior Portfolio (part of 300-level classes for PHI majors)

Service: Sections of PHI 208 have in recent years been testing service-learning components, with mixed result. No current program service component.

Methods Of Assessment

A primary program-level assessment tool is the Senior Portfolio, which is assessed via the attached rubric (see Appendix). The Senior Portfolio is an integral part of 300-level PHI courses taken by philosophy majors. The final project of the Senior Capstone course (PHI 410) is assessed both through an extensive rubric but also via a course exit survey.

Course-level assessment occurs through data collected via rubric, including Gen Ed Assessment rubrics:

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

PHI 206, 208, 390, 391: Course-specific rubrics pertaining to Personal and Social Responsibility Gen Ed SLO (there is no institutional rubric yet for this SLO).

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

PHI 208, 333, 390, and 391: course specific rubrics to assess understanding of the philosophical concepts, reasoning 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, case studies, formal research papers, and/or oral presentations. Rubrics are used for all assignments in all PHI courses.

Results From Assessment

ASSESSMENT DATA FOCUSING ON COURSE-LEVEL STUDENT OUTCOMES		
STUDENT LEARNING OUTCOME	**ASSESSMENT RESULTS** (scores are averaged from rubrics used to assess overall performance on final course projects or tests; points = 1-4)	
SLO #1: Philosophical knowledge	PHI 201	Fall 2021: 3.3 Spring 2022: 3.2 Fall 2022: 3.2 Spring 2023: 3.4 Fall 2023: 3.4 Spring 2024: 3.3
	PHI 206	Fall 2021: 3.3 Spring 2022: 3.2 Fall 2022: 3.3 Spring 2023: 3.5 Fall 2023: 3.4 Spring 2024: 3.6
	PHI 363	n/a
	PHI 364	n/a
SLO #2: Inquiry, argument, and reasoning	PHI 204	Spring 2022: 3.4 Spring 2023: 3.3 Spring 2024: 3.6
	PHI 363	Spring 2021: 3.5 Spring 2022: 3.7

	PHI 364	Fall 2020: 3.5 Fall 2021: 3.6
SLO #3: Ethics, Society, and Diversity	PHI 206	Fall 2021: 3.2 Spring 2022: 3.5 Fall 2022: 3.3 Spring 2023: 3.4 Fall 2023: 3.3 Spring 2024: 3.6
	PHI 208	Spring 2022: 3.4 Spring 2023: 3.5 Spring 2024: 3.4
	PHI 331	Fall 2023: 3.4
	PHI 390	Course not offered in time-period
SLO #4: Philosophy across the disciplines	PHI 208	Fall 2021: 3.3 Spring 2022: 3.3 Fall 2022: 3.4 Spring 2023: 3.5 Fall 2023: 3.4 Spring 2024: 3.4
	PHI 333	Spring 2022: 3.6
	PHI 334	Fall 2022: 3.4
	PHI 391	Fall 2021: 3.2 Spring 2022: 3.5 Fall 2022: 3.4 Spring 2023: 3.3 Fall 2023: 3.4 Spring 2024: 3.3

Use Of Data In Last Two Years

Assignment structures on PHI 201 were revised to better reflect the changed focus of the course, which now includes more readings from non-western perspectives and traditions.

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

Standardized assignments were revised in PHI 206 and 208 to better 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 #2 has been under review for the past several years and courses revised to focus on a wider range of critical thinking skills across the disciplines.

Goals For Next Two Years

Investigate including PHI courses in other Gen Ed SLOs to broaden the appeal of and recruitment base for majors and minors, as well as adding to the breadth of courses offered in those areas Particularly, we will work toward making PHI 234/334: Philosophy of Art part of the Aesthetic Expression SLO given that the survey nature of that course is analogous to music and art appreciation courses. Also, we will investigate the potential for offering PHI 204: Logic as a course to fulfill the Inquiry and Promise Solving Gen Ed SLO, though doing so would require focusing more on symbolic logic and less on informal logic.

Given rising enrollment levels in introductory General Education courses and a relative decline in the number of majors, and as a result of exit surveys and other assessment results focused on majors and minors, we will work to modernize the philosophy curriculum: changing course names to be more engaging and less anesthetizing, changing course content to reflect a wider range of perspectives and traditions, and, in general, using those courses more effectively as gateway courses to the major

Attract new majors and minors!

Program Assessment Contact: 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)
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 225/325: Philosophy of Religion	Diverse Perspectives	PHI or REL
PHI 231/331: Social and Political Philosophy	Diverse Perspectives	PHI or REL
PHI 233/333: Metaphysics and Human Nature	Diverse Perspectives	PHI or REL
PHI 234/334: Philosophy of Art	Diverse Perspectives	PHI or REL
PHI 335/336: Existentialism	Diverse Perspectives	PHI or REL
PHI 363/364: History of Philosophy sequence	Diverse Perspectives	PHI or REL
PHI 290/390: Ethics and Public Policy	Personal Responsibility	Ethics
PHI 291/391: Medical Ethics	Personal Responsibility	Ethics

Methods Of Assessment

LEARNING OUTCOME	METHOD OF ASSESSING OUTCOME	BENCHMARK FOR OUTCOME
Diverse Perspective	**PHI 201:** argument analysis essay and case study **PHI 204:** argument structure assignment and fallacy assignment **Other PHI courses that fulfill** (i.e., all but ethics course and History of Philosophy Courses): conceptual analysis and counterargument analysis	65% of students scoring 3.4 on respective rubrics 70% of students scoring 3.3 on respective rubrics 65% of students scoring 3.4 on respective rubrics
Personal and Social Responsibility	**PHI 206:** Personal Values Inventory assignments and case study analysis assignments **PHI 208:** Argument analysis and case study analysis assignments	65% of students scoring 3.4 on respective rubrics 65% of students scoring 3.4 on respective rubrics

Results From Assessment

ASSESSMENT FOCUSING ON INSTITUTIONAL RUBRUCS USED TO ASSSESS GENERAL EDUCATIONAL SLOs *The overall scores on two Gen Ed rubrics per course are averaged to achieve the result below*	
GENERAL EDUCATION SLO:	**ASSESSMENT RESULTS**
DIVERSITY	PHI 201: Fall 2021: 3.4; Spring 2022: 3.3; Fall 2022: 3.5; Spring 2023: 3.2; Fall 2023: 3.4; Spring 2024: 3.3 PHI 280H: Fall 2022: 3.7 PHI 331/331: Spring 2021: 3.4; Fall 2023: 3.5 PHI 234/334: Fall 2022: 3.3 PHI 245/345: Spring 2022: 3.5
PERSONAL AND SOCIAL RESPONSIBILITY *(Note: as there is no official rubric for this SLO, i use my own)*	PHI 206: Fall 2021: 3.4; Spring 2022: 3.3; Fall 2022: 3.4; Spring 2023: 3.1; Fall 2023: 3.4; Spring 2024: 3.4 PHI 208: Fall 2021: 3.3; Spring 2022: 3.2; Fall 2022: 3.4; Spring 2023: 3.2; Fall 2023: 3.4; Spring 2024: 3.4

Use Of Data In Last Two Years

Assignment structures on PHI 201 were revised to better reflect the changed focus of the course, which now includes more readings from non-western perspectives and traditions.

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

Standardized assignments were revised in PHI 206 and 208 to better 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.

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. Demonstrate mastery of concepts related to molecular, cellular, organismal, and environmental biology.
2. Students will practice biological inquiry using the scientific method and laboratory and field techniques.
3. Students will communicate their findings to a broad audience through oral presentations and written reports.
4. Finally, students will develop an action plan tailored for their career goals.

Curriculum Map

	108	110	111	202W	211	220	300	303	313	455W
Content knowledge: Proficiency in terminology and concepts related to areas of biology.		X	X		X	X	X	X	X	XX
Scientific inquiry: Practice scientific inquiry using the scientific method and laboratory and field techniques.		X	X		X	X	X	XX (field practical)	XX (lab practical)	X
Communication: oral and written; scientific or nonscientific audiences		X	X	XX (written and oral)	X		X	X	X	XX (written and oral)
Professional development: Action plan for career goals	XX				X	X	X	X	X	XX
	X: addressed by course XX : addressed & assessed by course									

Program Requirements

CAPSTONE: Bio455: Biology Research Methods

RESEARCH: Bio455: Biology Research Methods

SERVICE: n/a

Methods of Assessment

SLO's	Method of Assessment
Content knowledge	MFAT- Biology or similar content test
Practice and Inquiry	Lab and Field Practical Exams
Communication	University Oral and Written Communication Rubric
Professional Development	Action plan and Exit survey (Appendix C)

Results from assessment

Course	Program level SLO	Assignment	Target	Results
455	Content Knowledge	MFAT	70% pass rate	No results, new SLO
303, 313	Practice and inquiry	Lab and field practical exams	70% pass rate	No results, new SLO
202, 455	Communication (ORAL and WRITTEN)	Research project, Mock Grant Proposal	70% will score at the proficient level.	FA18 92%, SP19 87%, SP22 92%
455	Professional Development	Action plan	100% completion rate	No results, new assignment

Use of Data

The biology faculty has reflected on our program assessment and realized it was not yielding informative data and was not related to assessment of how well students are prepared by the

program. To ensure a higher yield of useable data, we have streamlined our methods of assessment and assignments are now better connected to specific student learning outcomes. Prior years' assessment was occurring to early and in too many classes to give us an accurate picture of the effectiveness of our program.

Course	SLO	Target	Results	What will be done next	Timeline
455	Content Knowledge	70% pass rate	No results, new SLO	First MFAT exam will be given SP25	Exam will be developed by the end of the fall semester.
303, 313	Practice and inquiry	70% pass rate	No results, new SLO	First exams will be given F24, SP25	Exams will be prior to the beginning of the fall and spring semesters.
202, 455	Communication (ORAL and WRITTEN)	70% will score at the proficient level.	FA18 92%, SP19 87%, SP22 92%, FA22 100% SP23 70% SP24 87.5%	Since students have been and continue to meet the target, we will continue to utilize this assessment with no changes.	n/a
455	Professional Development	100% completion rate	No results, new assignment	New action plan assignment will be given SP 25	Will be developed by the end of the fall semester.

Program Assessment Contact(s)

Angie LaMora, Mike Louison, Robb VanPutte, 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
PHY 211	Inquiry and Problem Solving	Science and Nature
PHY 212	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/incorrected) 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 Relevance of Biology assignment, students choose a topic that is connected to course content and develop a question. Then students investigate how this topic is related to their personal lives, the lives of others, and their community. Students write a series of 2-3 page essays in which they describe the basic biology of their topic and then go into detail about how this relates or is important in their everyday lives.

Evidence

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

Performance Indicator 2

4.3b To apply the process of scientific inquiry

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

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

Evidence

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

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

BIO 250:

Performance Indicator 1

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

Evidence

Students 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**	**Average rubric score 3 or above.**
Data was not obtained. See use of data below.			
BIO 101	**4.3e Interpret validity of science**	**Current News Assignment**	**Average rubric score 3 or above.**
Spring 2022 (LaMora): 73% at the proficient level (n=15); Summer 2022: avg rubric score 3.26 (n=35); FA22: avg 3.24 (n=164); SP23: avg 3.48 (n=140)			
BIO 110	**4.3b Apply process of inquiry**	**Lab Experiment (UV Radiation)**	**Average rubric score 3 or above.**
Data:	FA18 91.6% (VP); no other data obtained.		
BIO 110	**4.3c Accurately communicate**	**Relevancy of Biology assignment**	**Average rubric score 3 or above.**
Data:	FA18 78.5% FA22: avg 3 rubric score (n=55)		
BIO 250	**4.3c Accurately communicate**	**Climate Change Myth Buster assignment**	**Average rubric score 3 or above.**
SP22 data (n=25)	80% scored at Advanced	12% scored at high intermediate	8% scored at low intermediate

SP23 (n=35)	Avg rubric score 3.2		
BIO 250	**4.3e Interpret validity of science**	**Current News Assignment**	**Average rubric score 3 or above.**
SP22 data (n=30) SP23 (n=31)	100% scored at advanced Avg rubric score 3.2		
PHY 211	**4.3c Accurately communicate**	**Laboratory Experiment 1**	**Average rubric score 3 or above.**
FA22 (n=26)	Avg rubric score 2.5		

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 FA24.

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 FA24.

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 utilized individual assignments to really discern whether this goal is being met by all students.

PHY 211. Only data from a single semester is available. We have decided to wait and gather more data before making any changes.

General Education Assessment Contact(s)

Mickey Schutzenhofer

Chemistry

Mission Statement

The mission of the Chemistry Program is to prepare students with complete core knowledge and skills in chemistry and with supplementary applicable skills in mathematics and physics. Students are guided to develop the necessary critical thinking and problem-solving skills to succeed in the field of chemistry. Furthermore, students acquire experience communicating scientific results and developing plans for execution of research at the undergraduate level. Students will also develop strong laboratory skills with a mind towards safe operations. Such experiences will improve students' likelihood of success in graduate and professional programs as well as employment in chemical industry or technology positions.

Student Learning Outcomes

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

Curriculum and Program Map

Courses, experiences, or mission-consistent activities	**Student learning outcomes**				
	Content	**Crit Think/Prob Solving**	**Scientific Inquiry and Communication**	**Lab Safety**	**Lab Technique**
CHE105	**X**	**X**			
CHE105 Lab	**X**			**X**	**X**
CHE106	**XX**	**XX**			
CHE106 Lab	**X**	**XX**		**X**	**X**
CHE205	**X**	**X**	**X**		
CHE205 Lab	**X**	**X**		**X**	**X**

CHE206	**XX**	**XX**			
CHE206 Lab	**X**	**XX**	**X**	**XX**	**XX**
CHE303	**XX**	**XX**	**X**		
CHE300	**XX**	**XX**			
CHE300 Lab			**XX**	**XX**	**XX**
CHE305	**X**	**X**			
CHE305 Lab			**XX**	**XX**	**X**
CHE306	**X**	**XX**			
CHE306 Lab			**XX**		**XX**
CHE455	**XX**	**XX**	**XX**		
MTH210-212 Cal 1-3	**X**	**X**			
PHY211 and 212 Physics I and 2	**X**	**X**	**X**		**X**

Program Requirements

Capstone: CHE455 Chemistry Research Methods

Research: CHE455 Chemistry Research Methods

Methods of Assessment

1. Students will master the core concepts of chemistry and integrate them across the major areas of chemistry.

   We give the American Chemical Society End-of-Course Standardized Exams as part of the final exam in each relevant course. As of now, those exams have been utilized in CHE105/L, CHE106/L, CHE206/L, CHE300/L, and CHE303. The exams include both lecture and lab method materials. Based on my graduate program's minimum percentile for passing and benchmarks used at my previous institution, I have tentatively settled on a class percentile average of the 40th percentile to be the benchmark.

   The ACS exam still has not been implemented in CHE305 and 306 due to complications of attaining the new exams and obtaining agreement from the adjunct faculty teaching the course.

2. Students will develop and practice critical thinking skills in scientific problem solving.

In upper division courses, I have developed a pool of critical thinking exercise questions for exams or class activity. I will reuse these questions on exams and in class from year to year to compare student results and measure the proficiency of the response or solution. The benchmark is 75% of students obtaining 75% of the points for these questions.

3. Students will comprehend the process of scientific inquiry and develop the ability to conduct and present research in chemistry.

   This is being assessed differently at the lower division and upper division levels. In the lower division, I am using Process-Guided Inquiry and Learning (POGIL) worksheets for many of the content areas to develop the student's independent ability to discover solutions for themselves. In the upper division, students are required to write or present on complex scientific topics pertinent to each course. In the 455 course, students prepare a literature review on a topic of contemporary interest to the student. They research the literature thoroughly and prepare a written lit review as well as give a seminar on the topic typically at AEC. The lit review is expected to be on level with requirements of some master's degrees. Students grade ranges, the university standard ranges, are used for benchmarks.

4. Students will understand the concepts of safe laboratory practice and conduct themselves responsibly according to the ethical and safety standards of the profession.

   Students are presented each semester of lab with the rules of safety they must abide by. From there, they must take a quiz and address safety issues in their lab report discussion of the experiment. Benchmarks require passing grades on the quiz and evaluation of the safety concerns by 90% of student lab reports.

5. Students will demonstrate proficiency in laboratory techniques for chemical synthesis and analysis, separation and identification of chemical components, and use of chemical instrumentation.

   Students must conduct their experiments with an eye for accuracy and reproducibility. They are required to provide their results along with a thorough discussion of product yields, acceptable instrumental results, and evaluation of the results for effectiveness, such as melting point purity tests. The benchmark for these exercises are set by acceptable standards in the field and the instructor's discretion. No less than 10% of a student's lab grade is based on accuracy, yield, or purity.

Results From Assessment

1. Students will master the core concepts of chemistry and integrate them across the major areas of chemistry.

I have collected results from the ACS exams for the last three academic years in General, Organic and Biochemistry. Analytical was collected for Spring 2023 only and so there is not year-to-year data to compare for that course. The results by year are provided for both raw score, national average for raw score, and percentile average.

CHE105	Mean	Nationwide Mean	Percentile Mean
F21	30	40.7	24.72
F22	30.41		26.52
F23	31.33		28.41

CHE300	Mean	Nationwide Mean	Percentile Mean
Sp23	24.5	29.1	33.5

CHE106	Mean	Nationwide Mean	Percentile Mean
Sp22	30.06	36.5	32.12
Sp23	30.24		32.12
Sp24	33.41		41.86

CHE303	Mean	Nationwide Mean	Percentile Mean
F21	22.56	32.4	20.33
F22	21.4		16.5
F23	23.55		21.91

CHE206	Mean	Nationwide Mean	Percentile Mean
Sp22	25.8	33.9	28.1
Sp23	22.67		18.11
Sp24	21		16.33

The exam means are significantly below the national mean on all tests. While this measurement has some advantages, looking at the percentile mean is more comparable to results desired by graduate programs and gives the student an easier point of comparison for how well they did in the course relative to student nationally. The benchmark is the 40th percentile in each course. This was obtained recently in CHE106. The CHE300 Analytical course is near the mean exam score value and the percentile mean benchmark, but more data is necessary for this one. CHE105, a course that enrolls many students from an array of backgrounds, is still quite a bit below the benchmark. However, it is trending in the correct direction. CHE303, Biochemistry, is and will be difficult to meet. The exam covers a broad range of material and while the exam is divided into basic concepts and advanced concepts, our survey class covers topics from both test sections and doesn't cover others. The results are moving in the correct direction but have a way to go to be at the benchmark. The one course that is discouraging is the CHE206 course. The organic exam is given at the end of a full year of organic chemistry. The way this course is approached, however, is to teach a survey of organic in the first term and then go back through in a more advanced fashion in second term. Theoretically, students should still be fresh with material when taking this test, but the results seem to indicate a loss of progress in obtaining benchmarks. Not much changed from the Spring '22 term until now from an instructional point-of-view, but the scores keep getting worse.

2. Students will develop and practice critical thinking skills in scientific problem solving.

Exam questions have been developed and have been implemented, but it is premature to present this data and make assessments as this approach was only recently implemented.

3. Students will comprehend the process of scientific inquiry and develop the ability to conduct and present research in chemistry.

   POGIL worksheets used in General Chemistry were implemented in the Fall '22 semester of CHE105. While these worksheets have not been formally graded (mostly to keep students' from taking a negative outlook on the process), there are some small successes to note here. Since implementation of POGIL, ACS exam results have been trending upward and approaching national means and percentile mean benchmarks. In CHE455, a Chemistry-specific presentation rubric was developed to evaluate student performance on presentations throughout the semester. While efforts have been made to develop a rubric for the Literature review component, this needs to be further developed into a true rubric rather than a simple grade breakdown form. Also, in the future, the university oral and written communication rubric will be implemented alongside the chemistry-specific rubric to obtain a more comprehensive assessment.

4. Students will understand the concepts of safe laboratory practice and conduct themselves responsibly according to the ethical and safety standards of the profession.

   The safety quiz has resulted in a 100% passage rate for General, Organic, and Analytical classes. A segment of each lab report score (about 10% in all cases) is based on student safety practices. This was reached in approximately 95% of cases and measures use of safety glasses, gloves, safe handling of chemicals, and maintaining proper storage of chemicals.

5. Students will demonstrate proficiency in laboratory techniques for chemical synthesis and analysis, separation and identification of chemical components, and use of chemical instrumentation.

   The benchmark for this outcome is new. Lab product quality has previously taken a backseat to a demonstration of understanding for what the results should be and how to fix it in the future. Students have taken a less committed approach to the quality of their product in recent years and this needs to be reigned in with the 10% requirement for accuracy in results. The only class where this has been implemented previously is Analytical CHE300L. To that end, students received 85% or more of the quality points for this course on average.

Use of Data in Last Two Years

Most of the data up to this point has been freshly collected and therefore has not been addressed in the past.

Goals for Next Two Years

Goals for each assessment criterion are addressed by number below. Also see the Assessment report summary provided at the end of the document.

1. The improvement of ACS exam results continues to be of primary importance for measuring success of the program. As illustrated in the results, numbers tend to be trending in the correct direction. More use of POGIL strategies will be used in CHE105 and initial use of these strategies in CHE106 will be considered. The recent change (Spring 2023) in policy that instructors of CHE106 must also simultaneously be instructors of the lab section have made success in this course obtainable as it is the only class where percentile meets aspirational benchmarks. In the CHE206 course, the continued decline in student performance on the ACS has led me to consider my approach in CHE206. I have been giving weekly quizzes as an alternative to the traditional exam format in this class. However, it appears that students are then ill prepared for a long multiple-choice exam when it comes time for the ACS exam. Therefore, starting with the Spring 2025 semester, I will be implementing regular exams that are lengthier to help students build stamina and familiarity for taking the ACS test as I do in General Chemistry courses. In the next round of assessment, the somewhat arbitrary benchmark set will need to be evaluated.

   In addition, data on individual questions from each ACS exam can be mined for analysis of content areas that need to be strengthened.

3. POGIL methods will be expanded into other lower-division chemistry courses over the 24-25 academic year and the ACS exam can be used as a metric to determine their effectiveness. In the 455 class, a literature review rubric will be developed for implementation in the Spring 2026 semester. Other upper-division courses such as CHE300, CHE303, CHE305, and CHE306 will begin using the university communication rubric as a more generalized assessment of oral and written outcomes to make Chemistry's results more comparable to the university at large.

4. Regarding safety, we seem to be meeting the benchmarks for determination of safety competence. For the next two years, we will continue using the same assessment protocol and expand it into classes that are taught primarily by adjunct instructors such as CHE305 and 306.

5. Over the next two years, rubrics for laboratory reports will be refined to include a component for quality of laboratory product in the courses outside of CHE300. Additionally, since the ACS exam covers content on lab technique, these questions will be mined specifically for student competence with lab techniques in all courses with ACS exams.

Program Assessment Contact(s)

Vincent Dunlap

General Education Courses

As there is no Physics program and Chemistry is the only program that formally requires the physics courses, those course assessments are being reported here.

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
CHE100 General Chemistry Fundamentals	Science and Nature	Non-lab Science
PHY211: Gen Physics: Mechanics, Heat, Sound	Science and Nature	Lab Science
PHY212: Gen Physics: Electricity/Magnetism and Optics	Science and Nature	Lab Science

Methods of Assessment

All the general education courses evaluated here are using the Science and Nature rubric to assess. The indicators are as follows:

1. Distinguish science from other disciplines
2. Apply the process of scientific inquiry
3. Accurately communicate scientific theories, concepts, and terminologies
4. Discriminate between scientific and societal controversy
5. Interpret the validity of science from a variety of sources

In PHY211 only indicator 3 is evaluated. In PHY212, indicators 3 and 5 are evaluated. In CHE100, all five indicators are evaluated. In all cases, evaluation is made through a student writing sample over a topic relevant to the course. In PHY211, the assignment is to evaluate Newton's three laws of motion concerning the first stage burn of a rocket being thrust into space. In PHY212, the assignment is to evaluate how radon and its radioactive profile make it a dangerous gas, how the modern home increases this danger, and how radon can be removed. For CHE100, the assignment is to pick an energy source such as fossil fuels, nuclear energy, renewable energy, or a case study in energy sources used around the world. Students are to discuss the topic focusing their attention on the five indicators listed above for Science and Nature. In all cases, these indicators are scored on a 1-4 basis with a 3 being proficient and an average score of 3 being the benchmark for success in all indicators evaluated.

Results From Assessment

General Education Course Science and Nature Rubric Analysis

	CHE100				PHY211			PHY212		
	F22	Sp23	F23	Sp24	F21	F22	F23	Sp22	Sp23	Sp24
# Evaluations	47	14	20	33	10	26	20	6	0	11
Indicator										
1	4	4	3.95	3.94						
2	4	4	3.65	3.85						
3	3.98	4	3.9	3.82	2.1	2.5	2.65	2.67		2.45
4	4	4	3.6	3.85						
5	4	4	3.65	3.85				3		3.09

The benchmark is an average of 3/4 on all indicators for both courses. All CHE100 indicators have met the benchmark. While Indicator 5 is met in PHY212, Indicator 3 is not met in any either of the physics courses.

Use of Data in Last Two years

This assessment process only began in earnest in the most recent assessment loop so there is no earlier data to compare.

Goals for Next Two Years

CHE100 is meeting assessment benchmarks and will carry on for another cycle of assessment.

PHY211 and 212 do not meet the indicator (3) for communication of scientific theory and concept. The physics instructor will work over the next year to provide more communication about the assignment and assist students to make sure they understand the requirements.

General Education Assessment Contact(s)

Vince Dunlap, Leslie Ecker, Dave Klingensmith

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.
(Abbreviated below as "Problem-Solving")

2. Apply standard proof techniques in the verification of mathematical truth.
(Abbreviated below as "Proof")

3. Gain proficiency in using analytical software.
(Abbreviated below as "Technology")

4. Effectively communicate mathematics in both oral and written forms.
(Abbreviated below as "Communication")

Curriculum Map

	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

Methods of Assessment

SLO 1. Problem-Solving

Homework problems in MTH 490–Seminar in Mathematics. We assessed this SLO using the university-approved Inquiry and Problem-Solving rubric, averaging across four criteria: Interpreting, Calculating, Abstracting, and Analyzing. (The Creating criterion listed on the rubric is not applicable, and the Communication criterion is used to assess SLO 4. Communication.)

a. Problem-solving benchmark: 3.5/4

SLO 2. Proof

Homework problems in MTH 490–Seminar in Mathematics. We assessed this SLO using a proof rubric from Ball State University applied to the three most common proof techniques: direct proof, contradiction, and induction.

a. Direct proof benchmark: 3.5/4
b. Contradiction benchmark: 3.5/4

c. Induction benchmark: 3/4

SLO 3. Technology

Homework problems in MTH 341–Applied Statistics. A self-made departmental rubric was used.

1. Using appropriate technology tool benchmark: 3.5/4
2. Using the tool to produce calculations/output benchmark: 3.5/4
3. Interpreting the calculations/output from the tools and formulate a solution to the original problem benchmark: 3.5/4

SLO 4. Communication

Our communication SLO is divided into two parts: oral and written.

Oral communication

Final presentation in MTH 490–Seminar in Mathematics. We assess this SLO using the Communication criterion from the university-approved Inquiry and Problem-Solving rubric.

a. Oral benchmark: 3.5/4

Written communication

Final paper in MTH 490–Seminar in Mathematics. We assess this SLO using the Communication criterion from the university-approved Inquiry and Problem-Solving rubric.

a. Written benchmark: 3.5/4

Results from Assessment

SLO 1. Problem-Solving

Problem-Solving mean: 3.7/4. Above benchmark.

SLO 2. Proof

a. Direct proof mean: 4/4. Above benchmark.
b. Contradiction mean: 3.9/4. Above benchmark.
c. Induction mean: 3/4. Met benchmark.

SLO 3. Technology

a. Using appropriate technology tool mean: 4/4. Above benchmark.
b. Using the tool to produce calculations/output mean: 3.7/4. Above benchmark.

c. Interpreting the calculations/output from the tools and formulate a solution to the original problem mean: 3.8/4. Above benchmark.

SLO 4. Communication

Oral communication

Oral communication mean: 3.6/4. Above benchmark.

Written communication

Written communication mean: 3.7/4. Above benchmark.

Use of Data in Last Two Years

We have made no significant changes. We are happy with our results. See specific comments underneath each SLO below.

SLO 1. Problem-Solving

The 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

The lower proof by induction mean indicates students struggle more with this technique than the other two. Students understood the two primary steps of induction: the base case and the inductive step. They all performed the base case correctly. However, they did not understand how to use the induction hypothesis to conclude the inductive step.

Another issue at play is that our major is not designed for students to obtain much practice in using proof by induction. That technique is used frequently in discrete-type courses (like Graph Theory), but we do not have the faculty nor student interest for such courses.

SLO 3. Technology

The sub-SLO Interpretation had a higher mean than in the previous assessment report. 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. We have made strides in helping students understand the "why" behind the material.

SLO 4. Communication

The results for both oral and written communication have remained high since the previous assessment report. Mathematics majors, although they claim to hate reading and writing, tend

to be good writers and better talkers than the average person would surmise. They are direct and (usually) focused.

Goals for Next Two Years

The MTH 490–Seminar in Mathematics instructor plans to keep the assignments as they are for the next few years. The class is running smoothly, and the students are performing well.

Proof by induction (within SLO 2. Proof) is our weakest area. The mean is higher than what was reported in our previous report, mainly because we have focused on more basic uses of the proof technique. In a nutshell, students have mastered the basics.

Program Assessment Contact(s)

J. Alan Alewine

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

Mathematics falls within the Inquiry and Problem-Solving general education SLO: Students will develop and apply analytical, critical thinking, and problem-solving skills.

We use homework problems in all three courses (MTH 150, 170, 210) to assess this SLO, using the university-approved Inquiry and Problem-Solving rubric.

Below are benchmarks (for MTH 150, 170, and 210) for each objective listed on the Inquiry and Problem-Solving rubric.

a. Interpreting benchmark: 3.3/4
b. Creating benchmark: 3.3/4

c. Calculating benchmark: 3.3/4
d. Abstracting benchmark: 3.3/4
e. Analyzing benchmark: 3.3/4
f. Communicating benchmark: 3.3/4

Results from Assessment

Mathematics falls within the Inquiry and Problem-Solving general education SLO: Students will develop and apply analytical, critical thinking, and problem-solving skills.

We use homework problems in all three courses (MTH 150, 170, 210) to assess this SLO, using the university-approved Inquiry and Problem-Solving rubric.

Below are the results (for MTH 150, 170, and 210) for each objective listed on the Inquiry and Problem-Solving rubric.

a. Interpreting objective: 3.4/4. Above benchmark.
b. Creating objective: 3.27/4 Slightly below benchmark.
c. Calculating objective: 3.37. Slightly above benchmark.
d. Abstracting objective: 3.2/4. Below benchmark.
e. Analyzing objective: 3.2/4. Below benchmark.
f. Communicating objective: 3.08/4. Below benchmark.

Use of Data in Last Two Years

We believe staffing issues have partly led to means being below the benchmarks. Our recent hiring of a full-time mathematics professor should add the stability necessary to improve scores.

Goals for Next Two Years

1. Increase the number of data points.
2. Increase the Communicating score since that's the lowest means from the six objectives. We want to increase *all* the means, but tackling all at once is a fool's errand.

General Education Assessment Contact(s)

J. Alan Alewine

Division of Social Sciences

History

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

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 and Program Map

Courses, experiences, or mission-consistent activities	**Student learning outcomes**				
	1	**2**	**3**	**4**	
HIS 110		**X**	**X**	**XX**	
HIS 161	**XX**	**XX**			
HIS 162	**XX**	**XX**			
		X	**XX**	**X**	

HIS 265					
HIS 331	**x**	**xx**	**xx**		
HIS 371	**X**	**X**	**X**	**X**	
HIS 372	**XX**	**XX**	**X**		
HIS 376	**XX**	**XX**	**X**		
HIS 377	**XX**	**XX**	**X**		
HIS 310		**XX**	**XX**	**X**	
HIS 410		**XX**	**XX**	**XX**	

Program Requirements

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

BS in History Education – EDU 496: Student Teaching

Research: HIS 110: Historical Methods

HIS 310: Seminar in Historical Methods

HIS 410: Senior Thesis in History

Service: n/a

Methods of Assessment

Course	Student Learning Outcome	Assessment Method	Benchmark	Result
HIS 110	Interpret primary and secondary sources to make an argument	Project Proposal	85% at Good or Excellent for proposals.	90% at Good or Excellent for proposals
HIS 110	Apply Historical Methods & Research Process	Annotated Bibliography	85% at Good or Excellent for annotated bibliographies	75% at Good or Excellent for annotated bibliographies
HIS 265	Interpret primary and secondary sources to make an argument	Building an exhibit	100% participation in selecting items for the exhibit and explaining their significance.	95% participation in selecting items for the exhibit and explaining their significance.
HIS 265	Apply Historical Methods & Research Process	St. Clair County Historic Site Pamphlet Project	85% at Good or Excellent for pamphlet completion and presentation	75% at Good or Excellent for pamphlet completion and presentation
HIS 265	Create Historical Arguments & Narratives	McK at 200 project proposals	100% participation in developing and idea for the bicentennial and explaining their significance.	95% participation in developing and idea for the bicentennial and explaining their significance.

HIS 371	Build Historical Knowledge	Midterm Exam	Class average at 85% or better.	Class average was 83%.
HIS 371	Interpret primary and secondary sources to make an argument	Seneca Falls Role Play	100% at good or excellent	96% at good or excellent
HIS 371	Apply Historical Methods & Research Process	Research Project annotated bibliography	80% at Good or Excellent	75% at Good or Excellent
HIS 371	Create Historical Arguments & Narratives	AEC poster presentation	100% participation in presentation and Q&A during the event	100% participation in presentation and Q&A during the event
HIS 276/376	Create Historical Arguments & Narratives	Minority Experience Presentation	80% at Good or Excellent in both Argument and Analysis	85% at Good or Excellent in Argument 70% at Good or Excellent in analysis
HIS 277/377	Build Historical Knowledge	AEC Poster Presentation	80% at Good or Excellent in Research/Knowledge	84% at Good or Excellent in Research/Knowledge
HIS 310	Apply Historical Methods &	Thesis Proposal Annotated Bibliography	100% at Good or Excellent in Sources	75% at Good or Excellent in Sources

	Research Process			
HIS 310	Create Historical Arguments & Narratives	Thesis Proposal Research Questions	75% at Good or Excellent in Analysis	75% at Good or Excellent in Analysis
HIS 331	Build Historical Knowledge	Biles Reading Q2C and discussion	100% completion and good or excellent class discussion	80% completion and good or excellent class discussion
HIS 410	Apply Historical Methods & Research Process	Senior Thesis: Historiography	100% at Good or Excellent in Historiography	75% at Good or Excellent
HIS 410	Primary & Secondary Sources to Make Arguments	Senior Thesis: Evidence and Sources	75% at Excellent or Good in Evidence and Sources	75% at Excellent or Good in Evidence and Sources
HIS 410	Create Historical Arguments & Narratives	Senior Thesis: Argument and Analysis	75% at Excellent or Good in Argument and Analysis	75% at Excellent or Good in Argument and Analysis

Results From Assessment

Results are identified in the chart above.

Based on the results above, Dr. Lemons' HIS 110 course design will need to provide more attention when mentoring students as they combine their new skills for their final bibliography

assignment. Dr. Lemons also sees the need to provide more support for HIS 371 student research projects in her course.

Use of Data in Last Two Years

While we received high marks for our efforts, we recognized a gap in our program requirements as we completed our last biennial assessment report. In response to that, we added a required skills-based course (HIS 265: Introduction to Public History) to our program that compliments our content-based and research-based program requirements. HIS 265 uses the content and research skills found in our other courses, but it also provides hands-on experiences for our students that aids in holistic history reflections and translates efficiently into marketable jobs skills.

We changed HIS 310 from a 1-credit course to a 3-credit course, and it proved to be immensely successful in utilizing the extra time to teach discipline-specific skills i.e. historiography, research, analysis, Chicago Style, etc. and reach our benchmarks in almost all categories. However, there was one student who struggled in both courses. Perhaps developing a remediation plan for students who do not meet the required benchmarks in HIS 310 would be helpful.

Dr. Thompson will incorporate more discipline-specific skills, especially historiography and Chicago Style, into the HIS 376 and HIS 377 courses. This way, the majors will be exposed to more of these methods prior to coming into the HIS 310 course.

Goals for Next Two Years

Develop a program-level assessment strategy that follows our majors through HIS 110 to HIS 310 to HIS 410. We are developing a rubric that will be used in all three of these courses. Benchmarks for courses like HIS 110, 265, 331, and 371 will intentionally tie back to this rubric. (*This rubric has been drafted, but not yet finalized or implemented as of May 2024.)

Program Assessment Contact(s)

Shelly Lemons

Lauren Thompson

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 316	Diverse Perspectives	Cross-Cultural
HIS 410	Written Communication	History (W)

Methods of Assessment

Course	Student Learning Outcome	Assessment Method	Benchmark	Result
HIS 261	Diverse Perspectives 1	Exam #5 – Civil War & Reconstruction	85% at low intermediate level or above	95% at low intermediate level or above
HIS 261	Diverse Perspectives 2	Exam #5 – Civil War & Reconstruction	85% at low intermediate level or above	100% at low intermediate level or above
HIS 262	Diverse Perspectives 2	Dialogues project	85% of students at low intermediate level or above	81% of students at low intermediate level or above
HIS 271/371	Diverse Perspectives 2	Seeing Everything in the Picture	90% of students at low intermediate level or above	100% of students at lower intermediate level or above
HIS 276/376	Diverse Perspectives 1	Exam #4 – Minorities Since 1965	93% at low intermediate level or above	90% at low intermediate level or above
HIS 276/376	Diverse Perspectives 2	Exam #4 – Minorities Since 1965	93% at low intermediate level or above	100% at low intermediate level or above
HIS 277/377	Diverse Perspectives 1	Exam #4 – Civil Rights, Black Power, & New Jim Crow	93% at low intermediate level or above	95% at low intermediate level or above

HIS 277/377	Diverse Perspectives 2	Exam #4 – Civil Rights, Black Power, & New Jim Crow	93% at low intermediate level or above	100 % at low intermediate level or above
HIS 316	Diverse Perspectives 2.1a	"Analyze LGBTQ History Timeline"	80% of students participating in this assignment and discussion	100% of students participating in this assignment and discussion
HIS 316	Diverse Perspectives 2.1b	"Political Cartoons as Primary Sources"	95% or better at advanced or high intermediate level	75% at advanced or high intermediate level
HIS 410	Written Communication 1: Purpose	Senior Thesis: Argument	100% at advanced or high intermediate	100% at advanced or high intermediate
HIS 410	Written Communication 2: Content	Senior Thesis: Context	100% at advanced or high intermediate	75% at advanced or high intermediate
HIS 410	Written Communication 3: Evidence	Senior Thesis: Evidence	100% at advanced or high intermediate	75% at advanced or high intermediate
HIS 410	Written Communication 4: Organization	Senior Thesis: Analysis	100% at advanced or high intermediate	75% at advanced or high intermediate
HIS 410	Written Communication 5: Syntax and Mechanics	Senior Thesis: Grammar	100% at advanced or high intermediate	75% at advanced or high intermediate

HIS 410	Written Communication 6: Discipline Specific	Senior Thesis: Chicago Style	100% at advanced or high intermediate	75% at advanced or high intermediate

Results From Assessment

Results are indicated in the table above.

Use of Data in Last Two years

HIS 316 is a new course, approved for General Education in the 2023-2024 academic year. However, we have included it in this report as evidence we are using data to make decisions in our program. We do not have a full-time non-US historian on our faculty. One impact we have noted is that our associate faculty do not always complete the assessment requirements (i.e. rubrics) we need. So, to help to remedy that AND to offer a consistent, high-quality experience to our students, Dr. Lemons developed a course within her content expertise that would cover non-US topics—HIS 316 Global LGBTQ Identity and Movements.

We discovered during this academic year that little to no data recorded in Brightspace for HIS 262 was able to be extracted for the General Education dataset. Dr. Lemons is continuing to work with members of the Educational Technology team to address this issue.

Goals for Next Two Years

Work with our new part-time faculty member who will be teaching the non-US courses – HIS 161 and HIS 162 – to ensure they know how to use the rubric on Brightspace to collect data. We need to assess these courses to make data-driven decisions.

General Education Assessment Contact(s)

Shelly Lemons

Lauren Thompson

Political Science

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.

Student 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

[The template format does not fit our program well. We have very few required courses, and we expect some version of all four learning outcomes in every course.]

Courses	**Student learning outcomes**			
	(1)	**(2)**	**(3)**	**(4)**
PSI 101 American Politics	XX	XX	XX	XX
PSI 498 Senior Seminar	XX	XX	XX	XX

International Relations Curricular Map

Courses	Student learning outcomes			
	(1)	(2)	(3)	(4)
PSI 210 Intro to World Politics	XX	XX	XX	XX
PSI 498 Senior Seminar	XX	XX	XX	XX

Program Requirements

Capstone: PSI 498 Senior Seminar

Research: PSI 498 (Senior thesis)

Service learning: PSI 102 State and Local Govt (none in the two required courses)

Methods of Assessment

SLOs	ACAT exam (PSI 498)	Pre-test / post-test (PSI 101/ PSI 210)	Exit survey (PSI 498)	Senior thesis (PSI 498)
1) Students will be able to demonstrate knowledge of the major concepts of the discipline.	At least 50% score above the 70th percentile.	At least 80% of students score higher on the post-tests.	At least a 4.0 out of the 5.0 Likert scale.	
2) Students will be able to apply major concepts of the discipline to real world examples.	At least 50% score above the 70th percentile.		At least a 4.0 out of the 5.0 Likert scale.	
3) Students will be able to compare and evaluate the merits of multiple policies, theories, or concepts from different theoretical perspectives.	At least 50% score above the 70th percentile.		At least a 4.0 out of the 5.0 Likert scale.	
4) Students will be able to demonstrate the writing, oral, and critical thinking skills necessary to effectively participate in academic, civic, and political environments.			At least a 4.0 out of the 5.0 Likert scale.	At least 70% meet or exceed high intermediate standards in department rubric for writing and oral presentations.

Results from Assessment

ACAT exam (SLO #1, #2, #3)

Our majors have taken a standardized political science exam (ACAT) in our capstone course since the spring 2005 semester. For all twenty years of data, we have met the department goal of over half the students scoring higher than the 70th percentile. However, in

the last four post-COVID years, the scores have been closer to the national averages. Around 30% of the students have been over the 70th percentile, and half of the students over the 50th percentile.

Pre-test/post-test (SLO #1)

We returned to this assessment tool in PSI 101 and PSI 210 in the last two years after a COVID break. Overall, we reached the department goal of higher scores in 80% of the post-tests. Only one individual course did not meet the goal.

Fall 2022	PSI 101 (2 sections)		85% higher scores in post-test
	PSI 210	72%	
Spring 2023	PSI 101	84%	
Fall 2023	PSI 101 (2 sections)		82%
	PSI 210	82%	
Spring 2024	PSI 101	90%	

Exit survey (SLO #1, #2, #3, #4)

We have used this assessment tool only twice, in Spring 2023 and Spring 2024, with a total of eight students. With the caveat of a limited amount of data, the four Likert scale questions on each student learning outcome were all over 4.0. The only question below 4.0 asked about their experience writing the senior thesis. The open-ended question included multiple references to the difficulty of combining the research methods and senior seminar into one course. This point from students was also included in our recent program review process.

Senior thesis (SLO #4)

Students write a research paper in our capstone Senior Seminar course. Since the spring 2020 semester, only 55% of the students 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%.

Use of data

Recent curricular changes after the program prioritization process led to the consolidation of courses due to declining enrollment in the program. One example was to combine the required research methods and senior seminar into one course. Improving the quality of the senior research projects has been a longstanding program goal. Combining the research methods and the senior seminar class, particularly in this post-COVID era, has reversed the progress we have made. Given these assessment results and our program review process, we will recommend that we again offer the research methods class in the sophomore year. Students will then have that background not only for the senior seminar course, but for all their upper-level courses.

Program Assessment Contacts:
Dr. Ann Collins
Dr. Brian Frederking

5) 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.

6)

7) 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.

8) 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.

9)

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

Skill	Level of performance			
	Advanced	**High intermediate**	**Low intermediate**	**Beginning**
Identifies and explains the issues	Cleary 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 and Biopsychology

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 word;
        - 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 actives (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

Psychology and Biopsychology BA

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)**

Biopsychology BA Only

6: Knowledge Base

Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, and empirical findings of biopsychology.

Curriculum Map

Psychology and Biopsychology BA

APA core content areas	Knowledge	Scientific inquiry	Social, diversity, ethics	Communication	Professional
PSY 153	X				
PSY 201	XX	X	XX	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

Biopsychology BA only

	Knowledge	Scientific inquiry	Social, diversity, ethics	Communication	Professional
PSY 275	XX			XX	
PSY 492	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)

- Résumé/CV Rubric (PSY 498)
- Cover Letter Rubric (PSY 498)

- Personal Statement Rubric (PSY 498)
- Diversity Statement Rubric (PSY 498)

Biopsychology BA Only

6: Knowledge Base

Method (Course implementation)

- Podcast Rubric (PSY 275)
- Debate Rubric (PSY 492)

Results

Program goal	Assessment method	Course	Benchmark	Results: Fall 22	Results: Spring 23	Results: Fall 23	Results: Spring 24
1: Knowledge Base	Introductory Psychology Knowledge Test	PSY 201		Class average was 25.76% (*N* = 10)	Class average was 36.3% (*N* = 18)	Class average was 36.38% (*N* = 22)	Class average was 49.65% (*N* = 18%)
		PSY 498	At least 60% correct	Class average was 45.27% (*N* = 31)	Class average was 45.83% (*N* = 12)	Class average was 48.28% (*N* = 28)	Class average was 50.77% (*N* = 13)
	Statistics test	PSY 301				Post-course mean was 70% (M = 4.90). This was an improvement from 42% compared to the pre-course mean (M = 3.00)	
		PSY 396					
		PSY 496	At least 60% correct	Mean increased from 64% (M = 3.46) to 80% (M = 5.60)		Post-course mean was 55% (M = 3.83). (All students completed psych statistics with the one-year hire in psychology, not a tenure-track faculty.	Post-course mean was 61% (M = 4.25).

2: Scientific Inquiry and Critical Thinking	Senior thesis project rubric	PSY 496	Average score of "high intermediate"	In person: Students reaching the high intermediate level on final thesis rubric sections: design, 90%, problem statement = 90%, literature review = 90%, hypothesis = 90%.Online: Students reaching the high intermediate level on final thesis rubric sections: design, 91%, problem statement = 91%, literature review = 73%, hypothesis = 37%.	In-person students reaching the high intermediate level on final thesis rubric sections: design, 100%, problem statement = 73%, literature review = 81%, hypothesis = 100%.	In-person students reaching the high intermediate level on final thesis rubric sections: design, 84%, problem statement = 67%, literature review = 100%, hypothesis = 100%.	In person: Students reaching the high intermediate level on final thesis rubric sections: design, 75%, problem statement = 75%, literature review = 75%, hypothesis = 75%. Online: Students reaching the high intermediate level on final thesis rubric sections: design, 100%, problem statement = 100%, literature review = 75%, hypothesis = 75%.
	Research self-efficacy scale: research skills	PSY 496	Average score of "moderately confident"			0	Means for all 42 items on the Research Self-Efficacy Scale were above 4.00 (moderately confident), including all stages of the research process such as "generate research questions" (5.67), "conduct a literature search" (5.44), "choose research designs" (5.22), and "interpret statistical output" (5.00).

	Instructor ratings of the Best Practices in Undergraduate Research Rubric Goal 2: Scientific inquiry and critical thinking	PSY 496	Average score above "intermediate" (2.0)	In person average rating was 2.6 (above intermediate), online average was 1.8 (below intermediate).			In person average rating was 2.2 (above intermediate), online average was 2.5 (above intermediate).
3: Ethical and Social Responsibility in a Diverse World	Diversity assignment	PSY 201	TBD			82% achieved Level 4 (highest) on the diversity rubric.	
	Mental Illness stigma measure	PSY 315	Average score of at least "slightly disagree"		Five subscales on the measure had scores below 3 (slightly disagree). Hygiene subscale was at 3.	Four subscales on the measure had scores below 3 (slightly disagree). Relationship and visibility subscales were at 3.	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.	12 of 13 students received approval.	6 of 7 students received approval.	8 of 9 received approval.
	Research self-efficacy scale: ethics	PSY 496	Average score of "moderately confident"	Post-course mean for "follow ethical principles" was 5.89 (extremely confident) and "obtain IRB approval" was 5.78 (extremely confident).			Post-course mean for "follow ethical principles" was 5.89 (extremely confident) and "obtain IRB approval" was 5.78 (extremely confident).

	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"	In person average rating was 3.0 (advanced).			In person average rating was 2.7 (advanced). Online average rating was 3.0 (advanced).
	Diversity Statement Rubric	PSY 498	Average score above "intermediate"			42% achieved an advanced rating on the draft.	10% achieved an advanced rating on the draft.
4: Communication	Psychology Writing Rubric	PSY 315		Percent of final paper scores reaching high intermediate level: scholarly sources = 88%, use of evidence = 88%, APA style = 63%.	Percent of final paper scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 78%, APA style = 65%.	Percent of final paper scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 78%, APA style = 78%.	Percent of final paper scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 100%, APA style = 62%.
		PSY 396					

		PSY 496	Average score of "high intermediate"	In person: Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 100%, APA style = 90%. Online: Percent of final thesis scores reaching high intermediate level: scholarly sources = 91%, use of evidence = 82%, APA style = 72%.	Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 100%, APA style = 91%.	Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 100%, APA style = 83%.	In person: Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 88%, APA style = 88%. Online: Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 100%, APA style = 100%.
	McKendree University Written Communication Rubric	PSY 315		Percent of final paper scores reaching high intermediate level: purpose = 100%, content = 88%, evidence = 88%, organization = 100%, syntax = 100%. However, 2 of 10 students in the class failed with less than 50% of course points, and neither of them submitted a paper for evaluation.	Percent of final paper scores reaching high intermediate level: purpose = 85%, content = 86%, evidence = 89%, organization = 93%, syntax = 100%.	Percent of final paper scores reaching high intermediate level: organization = 89%, syntax = 89%. (revised assignment and rubric)	Percent of final paper scores reaching high intermediate level: purpose = 100%, content = 100%, evidence = 100%, organization = 100%, syntax = 100%.
		PSY 396					

		PSY 496	Average score of "high intermediate"	In person: Percent of final thesis scores reaching high intermediate level: purpose = 100%, content = 90%, evidence = 100%, organization = 100%, syntax = 92%. Online: Percent of final thesis scores reaching high intermediate level: purpose = 91%, content = 82%, evidence = 73%, organization = 100%, syntax = 91%.	Percent of final thesis scores reaching high intermediate level: purpose = 100%, content = 100%, evidence = 100%, organization = 100%, syntax = 100%.	Percent of final thesis scores reaching high intermediate level: purpose = 83%, content = 83%, evidence = 83%, organization = 100%, syntax = 83%.	In person: Percent of final thesis scores reaching high intermediate level: purpose = 88%, content = 88%, evidence = 100%, organization = 100%, syntax = 100%. Online: Percent of final thesis scores reaching high intermediate level: purpose = 100%, content = 88%, evidence = 100%, organization = 100%, syntax = 100%.
	Research self-efficacy scale: writing	PSY 496	Average score of "moderately confident"				Post-course means for writing each section of an APA Style empirical report were above 5.00 (very confident).
	Instructor ratings of the Best Practices in Undergraduate Research Rubric Goal 4: Communication	PSY 496	Average score above "intermediate"	Average in person rating was 2.8 (advanced), online was 2.2 (intermediate).			Average in person rating was 1.8 (intermediate), online was 2.25 (intermediate).

5: Professional Development	Major/career planning materials rubric	PSY 201	TBD				
	Personal Statement Rubric	PSY 498	Average score above "intermediate"			10% achieved an advanced rating on the draft. 45% had an advanced final portfolio (personal statement and CV).	29% achieved an advanced rating on the draft. 83% had an advanced final portfolio (personal statement and CV).
	Diversity Statement Rubric	PSY 498	Average score above "intermediate"			42% achieved an advanced rating on the draft.	10% achieved an advanced rating on the draft.

	Résumé Rubric	PSY 498	Average score above "intermediate"			35% achieved an advanced rating on the draft. 73% had an advanced final portfolio (cover letter and résumé).	33% achieved an advanced rating on the draft. 57% had an advanced final portfolio (cover letter and résumé).
	CV Rubric	PSY 498	Average score above "intermediate"			45% achieved an advanced rating on the draft. 45% had an advanced final portfolio (personal statement and CV).	0% achieved an advanced rating on the draft. 83% had an advanced final portfolio (personal statement and CV).
	Cover Letter Rubric	PSY 498	Average score above "intermediate"			31% achieved an advanced rating on the draft. 73% had an advanced final portfolio (cover letter and résumé).	17% achieved an advanced rating on the draft. 57% had an advanced final portfolio (cover letter and résumé).

Use of Data in Last Two Years

Psychology 2023 Assessment Action Plan Results

1. Revise curriculum map to include PSY 153.

   PSY 153 is now part of the knowledge portion of map.

2. Revise assessment tools for diversity in PSY 201 Psychology Cornerstone and Professional Development in PSY 498 Senior Survey in Psychology.

   Creating a professional development assessment tool is now part of our plan for the next assessment cycle.

3. Compare DFW rates and assignment grades in PSY 201 Cornerstone to determine if there have been increases in student success since switching from a 16-week format to an 8-week format.

   We examined DFW rates for PSY 201 when it was offered in an 8-week format and in a 16-week format. We also examined the online course sections during the same period, which have always been 8 weeks. Overall DFW rates did not change with the switch in format to 8 weeks, but percentage of Ds and Fs appear to have reversed so that Ds are now more common than Fs. For the online sections, there are fewer Ds and Fs.

   Although overall DFW rates did not show a noticeable improvement, the instructors believe that the 8-week format is superior. We believe that students are more engaged with material between class periods when they meet twice a week. In addition, the end of the 8-week course corresponds with the start of advising and the time when students will be applying skills learned in the course on projects in other courses.

   In addition, we are undertaking a revision of the online PSY 201 course template to make the content and assignments align better with the in-person version.

Format	Total	D	F	W
8-week	27%	14%	11%	2%
16-week	30%	7%	22%	2%
Online	21%	8%	10%	3%

4. Revise and align the PSY 396 Research Methods course with PSY 301 Psychological Statistics and PSY 496 Senior Thesis.

   Revision of PSY 396 planned for the next two years.

5. Determine the implications of low scores on the psychology knowledge test to determine if changes need to occur to curriculum or instruction.

   Low scores on the knowledge test suggests that upper-level students in psychology do not have a complete grasp of basic concepts from the range areas in the field. The freedom students have to choose courses in the curriculum means that they do not receive adequate exposure to the full field of

psychology. Now that the department is fully staffed with four faculty, we plan to discuss curricular revisions in the next two years.

The current psychology faculty reached consensus that a multiple-choice test of randomly selected content from Introductory Psychology does not align well with our approach to that course or the curriculum. In the next two years, we will design a knowledge test that better matches our curriculum.

6. Obtain psychology General Education rubrics from Institutional Research.

We have obtained and analyzed the rubrics.

Assessment and Curricular Changes

1: Knowledge Base

The PSY 301 online course underwent a revision to update its content and align it with the in-person course.

2: Scientific Inquiry and Critical Thinking

In the past, students conducting their senior thesis online did not have a comparable experience to in-person students. This was reflected by lower scores on writing and research rubrics in the online section of the course. The online course template was not designed by a full-time faculty member and did not include a meaningful course load for the full 16-weeks. To address these issues, the online PSY 496 course underwent full revision during the 22-23 school year. The goal of the revision was to better align the learning activities between the two courses and provide more structure for the online thesis project across the 16-week semester. The revision has been successful, as reflected in the convergence of rubric scores in the two sections of the course.

3: Ethical and Social Responsibility in a Diverse World

We have revised the diversity assignment several times in PSY 201. It now consists of students evaluating research articles for diversity and representation.

A new diversity statement assignment has been added to PSY 498. Scores were lower since only a first draft was submitted and evaluated (unlike other professional documents in the class).

4: Communication

Student performance is at benchmark for communication, so there were no revisions.

5: Professional Development

PSY 201 underwent a revision of format starting in spring 23. The course switched from 16 weeks to 8 weeks. Among the advantages of this approach is that it ends immediately before students make course schedules for advising.

PSY 498, which is only offered online, was revised in fall 23. Now, the course content is tailored to students' educational and career goals. The course consists of tracks (workforce, hybrid, graduate school), allowing for more individualized instruction. New rubrics were created to evaluate students' professional documents.

Plans for Next Two Years

1: Knowledge Base

- Goal: Revise the psychology knowledge test to better align with the curriculum.
- Responsible: Dr. Boysen, Hahn, and Wang
- Deadline: Spring 2025

- Goal: Revise the online PSY 153 course to align with the in-person course.
- Responsible: Dr. Hahn
- Deadline: Spring 2026

- Goal: Revise the PSY 153 course to include the new shared open resource textbook.
- Responsible: Dr. Boysen, Hahn, and Wang
- Deadline: Fall 2025

2: Scientific Inquiry and Critical Thinking

- Goal: Revise the online PSY 396 Research Methods course to align with PSY 301 and PSY 496, as well as the in-person course.
- Responsible: TBD
- Deadline: Spring 2026

3: Ethical and Social Responsibility in a Diverse World

- Goal: Create a diversity assessment tool for implementation in PSY 201 and another upper-level course.
- Responsible: Dr. Boysen and Hahn
- Deadline: Fall 2025

- Goal: Revise PSY 315 Abnormal Psychology to include more direct instruction related to mental illness stigma. Revise the name of the course to reflect current antistigma practices in the field.
- Responsible: Dr. Boysen
- Deadline: Spring 2025

4: Communication

5: Professional Development

- Goal: Create a diversity professional-development tool for implementation in PSY 201 and PSY 498.
- Responsible: Dr. Boysen and Hahn
- Deadline: Fall 2025

Biopsychology BA Only

6: Knowledge Base

- Goal: Examine existing rubric data for PSY 275 and PSY 492; set a benchmark.
- Responsible: Dr. Hahn
- Deadline: Spring 2025

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
PSY 398 Ethics in Research and Therapy	Personal and social responsibility	Ethics

Methods of Assessment

- PSY 153 Introductory Psychology
  - Instructors evaluate a journal assignment reporting a behavior change project using standardized rubric.
  - Instructors evaluate 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.
- PSY 398 Ethics in Research and Therapy
  - Instructors evaluate students' reflections on a personal code of ethics with a rubric.
  - Instructors evaluate students' analysis of a case study using a rubric.

Results of Assessment

- PSY 153 Introductory Psychology

  Behavior Modification rubric results suggest consistent ratings of student performance at *meets expectations* (3.00) on the assignment rubric. A clear trend emerged for spring scores to be higher than fall scores.

  Critical Analysis rubric results suggest that student performance for "accuracy" and "critical analyses" *meets expectations* (3.00) on the assignment rubric. Performance on "relation to themes" and "future use" fell between *meets expectations* (3.00) and *below expectations* (2.00). "Relation to themes" was particularly low. A clear trend emerged for spring scores to be higher than fall scores.

  Behavior Modification Rubric Results Fall 2021-Spring 2024

Criterion	Total (*N* = 442) *M* (*SD*)	Fall (*N* = 267) *M* (*SD*)	Spring (*N* = 118) *M* (*SD*)	Summer (*N* = 57) *M* (*SD*)
Finding and defining a psychology-related goal	3.47 (0.69)	3.46 (0.66)	3.64 (0.53)	3.14 (0.95)
Behavior-change plan	3.24 (0.83)	3.27 (0.83)	3.42 (0.68)	2.74 (0.94)
Application of psychology to behavior	3.27 (0.74)	3.18 (0.74)	3.57 (0.67)	3.04 (0.64)
Health-related responsibility	3.29 (0.73)	3.33 (0.75)	3.36 (0.67)	2.96 (0.71)

Critical Analysis Rubric Results Fall 2021-Spring 2024

Criterion	Total (*N* = 502) *M* (*SD*)	Fall (*N* = 281) *M* (*SD*)	Spring (*N* = 162) *M* (*SD*)	Summer (*N* = 59) *M* (*SD*)
Accuracy	3.45 (0.82)	3.40 (0.80)	3.55 (0.74)	3.44 (0.97)
Critical analysis	3.13 (0.89)	3.14 (0.88)	3.23 (0.88)	2.78 (0.95)
Relation to themes	2.46 (1.31)	2.25 (1.39)	2.93 (1.20)	2.19 (0.84)
Future use	2.80 (1.35)	2.60 (1.50)	3.23 (1.09)	2.54 (0.97)

- PSY 304 Cross Cultural Psychology

  Data submitted for PSY 304 suggests that students are receiving high scores on the Gen Ed Diversity rubric. Ratings of student performance are consistently above *high intermediate* (3.00) on the rubric.

  There are several problems with the PSY 304 data that need to be addressed. First, in-person instructors did not consistently submit results, so it is not clear if results are similar online and in person. Second, the approved Gen Ed assignment only pertained to cultural awareness and language awareness (see highlighted section in table). However, instructors have been completing all sections of the rubric, so the relation of the rubric results to the course assignments is unclear. Third, multiple sections of the course received scores of all 4s with no variation, which suggests that evaluations of student work were not valid.

Course	**Term**	**DIV 1.1 n**	**DIV 1.1 M**	**DIV 1.2 n**	**DIV 1.2 M**	**DIV 1.3 n**	**DIV 1.3 M**	**DIV 1.4 n**	**DIV 1.4 M**	**DIV 1.5 n**	**DIV 1.5 M**
PSY-304	FA22	1	3.00	19	3.37	20	3.35	20	3.30	20	3.05
PSY-304EL	SP23	7	4.00	7	4.00	7	4.00	7	4.00	7	4.00
PSY-304EL	FA23	18	4.00	18	4.00	18	4.00	18	4.00	18	4.00
PSY-304EL	SP24	20	3.75	20	3.75	20	3.85	20	3.85	20	3.85
Total		46	3.87	64	3.73	65	3.75	65	3.74	65	3.66

- PSY 398 Ethics in Research and Therapy

  PSY 398 is only taught online by part-time instructors. The instructor who designed the course is no longer in the department. As such, we currently do not have access to assessment data from the course and do not know if the assessment plan has been followed since the course's approval.

Use of Data in the Last Two Years

- After two years of placing requests to Institutional Research for the rubric results, this is the first semester we have been given access to our General Education rubric data. As such, we have not made revisions based on the data.

Plan for Next Two Years

- Goal: Provide extra resources to instructors and students to improve connections between psychology beliefs and themes on the Critical Analysis Assignment.

- Responsible: Dr. Boysen, Hahn, and Wang.
- Deadline: Fall 2024

- Goal: Ensure alignment between the PSY 304 assignments and the diversity rubric. Provide better assessment instructions to the PSY 304 instructors.
- Responsible: Dr. Boysen
- Deadline: Spring 2025

- Goal: Collect and analyze data from PSY 398.
- Responsible: Dr. Boysen
- Deadline: Fall 2025

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 does the following: 1.) provides sociology students the opportunity to develop knowledge, analytical abilities and research capabilities; 2.) encourages students to 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 two 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.

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 the following: 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. The sociology program prepares students for graduate school in sociology, social work, and criminal justice in addition to law school.

Major Student Learning Outcomes

Students will:

1. Integrate social theory, research methods, and analysis.
2. Evaluate and assess empirical data.
3. Evaluate current social issues, conditions, power issues, and problems facing diverse populations.

4. Demonstrate ethical responsibility in social science research.
5. Engage in applied and experiential learning.

Curriculum Map

Sociology Major Curriculum Map (General Sociology and Criminal Justice Major)

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES	**1. Integrate social theory, research methods, and analysis**	**2.Evaluate and assess empirical data**	**3.Evaluate current social issues, conditions, power issues, and problems facing diverse populations**	**4.Demonstrate ethical responsibility in social science research**	**5.Engage in applied and experiential learning***
SOC 150	XX	X	X	X	
SOC 300	XX	XX	X	XX	
SOC 400(W)	XX	X	X		
SOC 499(W)	XX	XX	XX	X	

Major Requirements

Service learning: Introduction to Sociology SOC 150 (service learning hours are being removed)*

Research: Social Research Methods SOC 300

Theory: Social Theory (W) SOC 400

Capstone: Senior Seminar in Sociology (W) SOC 499 and senior thesis

Assessment Changes

We are in the process of revisiting assessment across the board due to a complete overhaul of the major. We removed the Children and Families track and revised our senior experience by creating the Senior Seminar (SOC 499) which replaced our former analysis class (SOC 498). We also removed Social Problems (SOC 270) as a requirement for the major. The requirement of CITI training for our research methods course was removed. This was an ethics training course that we paid to use. The IRB recommended we move to the HHS training, which has a free ethics training course and we have subsequently switched to that. We currently do not have an assessment in place for the SOC 499 course, which was taught for the first time in the spring of 2024.

Methods of Assessment

Course	Student Learning Outcomes (SLO)	Assessment Tool	Target
SOC 150	2. Evaluate and assess empirical data	Pre-test/post-test	Show a statistically significant difference between the pre- and post-test
SOC 150	4. Demonstrate ethical responsibility in social science research	Pre-test/post-test	Show a statistically significant difference between the pre- and post-test
SOC 300	4. Demonstrate ethical responsibility in social science research	HHS ethics training; written research proposal	100% of students will complete this training; 100% will complete their research proposal
SOC 400(W)	1. Integrate social theory, research methods, and analysis	Developing Rubric	In the process of being created
SOC 499(W)	1. Integrate social theory, research methods, and analysis	Developing Rubric	In the process of being created
SOC 499(W)	2. Evaluate and assess empirical data	Developing Rubric	In the process of being created
SOC 499(W)	3. Evaluate current social issues, conditions, power issues, and problems facing diverse populations	Developing Rubric	In the process of being created

***This was put on hold as a result of Covid and has not recovered. We are working to find an alternative SLO for these projects.**

Results from Assessment

Course	Student Learning Outcomes (SLO)	2016-2017 Results	2017-2018 Results	2018-2019 Results	2021-2022 Results	2023-2024 Results
SOC 150	2.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 significant difference*	No significant difference*
SOC 150	3.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 significant difference*	No significant difference*
SOC 300	3.Demonstrate ethical responsibility in social science research	100% completed the CITI training	100% completed the CITI training	100% completed the CITI training	100% completed the CITI training	100% completed the HHS training and written research proposal

SOC 400(W)	1.Integrate social theory, research methods, and analysis	No data	No data	No data	No data	Developing Rubric**
SOC 499(W)	1.Integrate social theory, research methods, and analysis	No data	No data	No data	No data	Developing rubric**
SOC 499(W)	2. Evaluate and assess empirical data	No data	No data	No data	No data	Developing rubric**
SOC 499(W)	3. Evaluate current social issues, conditions, power issues, and problems facing diverse populations	No data	No data	No data	No data	Developing rubric**

* The initial test was replaced with a pre-test/post-test

** New courses as of spring 2024

Results from Assessment Notes

- SOC 150: Since SOC 150 was included in the "personal and social responsibility" university outcome, we introduced a service-learning requirement in these courses in 2018-2019. However, due to Covid, the service hours were put on hold. Because the Lyn Huxford Center for Public Service has waned in recent years, service learning has become much more difficult for students. We will meet this year to reassess this and find a replacement assignment for the service-learning hours. In the past, nearly 100% of students completed this requirement.
- SOC 150: Additionally, our collection of data in SOC 150 has not been successful. We once used embedded questions in our exams and were finding the results to be weak. We then switched to a pre-test, post-test method. After two years, the outcomes have not shown a statistically significant difference between the pre-test and the post-test. We determined that either the instrument is faulty or we as a department have not each been teaching the same material. Finally, it's possible that the students are simply not learning what they should be learning. We are meeting in the fall to create a new instrument that reflects more accurately what we are each teaching in the intro course. We will reassess this next spring when we collect the new data.
- SOC 300: We will continue to use the Health and Human Services (HHS) ethics training in the SOC 300 methods class. This replaced the CITI training which the IRB discontinued due to the cost. 100% of students must complete this training to pass the class. In the spring of 2024, each of the 17 students in the class completed the training. In addition, students must complete the research proposal to pass the class. See Appendix A for the grading rubric.
- SOC 400: This is a new class and was first offered in the spring of 2024. We will create a new rubric for the class beginning in the fall.

- SOC 499: This is also a new class that was first offered in the spring of 2024. This course replaced our "Sociological Analysis" class and is only offered in the spring semester. We will be working on a rubric for this class that will assess SLO 1,2,3.

Use of Data

- We have had mixed results meeting the target for SLO 2.) evaluate and assess empirical data and SLO 3.) demonstrate ethical responsibility in social science research in SOC 150. This data suggests that we needed to do a better job of teaching students how to interpret empirical data and demonstrate ethical responsibility in social science research. As a result of these findings, we created a new pre-test/post-test to measure student learning. However, we have not been happy with the results of these tests either. We will be creating a new test beginning in the fall of 2024.
- For SOC 300, we will continue to use the HSS training and the research proposal grading rubric for assessment purposes.
- A preliminary rubric has been created for SOC 400W, but will be revised and implemented beginning Spring 2025. (See Appendix B)
- As we have seen in the previous few years, we feel our students need to work more on their writing. Rather than relying on ChatGPT, which we don't allow, we would like to add an SLO measuring "Use grammar and organization appropriate to professional standards and conventions" (e.g., ASA writing style) to SOC 400W and SOC 499W in the spring of 2025. This can be assessed with our departmental rubric as well as the university writing rubric.

Program Assessment Contacts

Dr. Neil Quisenberry
Dr. Stephen Hagan
Dr. Robyn Swink

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 Sociological Theory	Written communication	Writing intensive class
SOC 499W Senior Capstone in Sociology	Written communication	Writing intensive class

General Education Assessment Contact

Dr. Stephen Hagan

School of Business

Bachelor of Business Administration

Majors Within the Bachelors

- Accounting
- Business Administration
- Economics
- Economics and Finance
- Human Resources Management
- Marketing
- Sport Management

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. Students will be able to apply the major concepts in the functional areas of accounting, marketing, finance, and management. (A)
2. Students will be able to evaluate the legal, social, and economic environments of business. (LSE) (F)
3. Students will be able to explain the ethical obligations and responsibilities of business. (ETH) (E)
4. Students will be able to apply decision-support tools to business decision-making. (DST) (B)
5. Students will be able to demonstrate effective written forms of professional communication. (COM) (C)
6. Students will be able to apply knowledge of business concepts and functions in an integrated manner. (CT) (H)

Curriculum and Program Map

Courses, experiences, or mission-consistent activities	**Student learning outcomes**					
Business Core Course	**1**	**2**	**3**	**4**	**5**	**6**
ACC 205	**X**	**X**	**X**	**X**		**X**
ACC 230	**X**			**X**		**X**
ECO 211	**X**	**X**				**X**
ECO 212	**X**	**X**				**X**
BUS 303		**XX**	**X**	**X**	**X**	**X**
BUS 304		**XX**	**X**	**X**	**X**	**X**

BUS 324			**XX**		**XX**	
FIN 308	**XX**	**X**	**X**	**X**		**X**
BUS 310	**X**	**X**		**X**		**X**
MTH 170				**X**		**X**
MGT 204	**X**	**X**	**X**	**X**	**X**	**X**
MKT 205	**X**	**X**	**X**	**XX**	**X**	**X**
BUS 410		**X**	**X**	**X**	**X**	
ACC 220	**X**		**X**	**X**		**X**
BUS 450	**XX**	**XX**	**XX**	**XX**	**X**	**X**

Program Requirements

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 Business Core	**Performance Objectives (Targets/Criteria for Direct Measures:**
• Comprehensive Exam – Peregrine Business Administration Exam taken in the capstone course, Business Strategy and Policy (BUS 450). Program ISLOs Assessed by the Measure: 1,2	50% of students score at least the average of IACBE schools in the U.S. for each of the ISLOs being measured.
• Knowledge Matters Business Simulation – The business simulation is an integral part of the capstone course of the undergraduate program, Business Strategy and Policy (BUS 450). Program ISLOs Assessed by this Measure: 4, 6	75% of students earn at least a "Satisfactory" rating for each ISLO being measured.
• BUS 324 Business Ethics and Corporate Social Responsibility writing assignment. Program ISLOs Assessed by this Measure: 3, 5	At least 80% of students achieve at least "satisfactory" for each of the ISLOs being measured.

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
Peregrine Business Administration Exam:

For all ISLOs McKendree Students' average was above the average of U.S. IACBE students at other colleges. Top 3 Outbound Topic Scores • Management: Human Resources Management (70.44%) • Information Management Systems (70.17%) • Marketing (68.48) Bottom 3 Outbound Topic Score • Accounting (58.17) • Management: Operations/Production Management (60.10%) • Management: Organizational Behavior (61.05%) Percentile Rank 72.42%
Simulation **91.25%** of students received at least a "satisfactory" on the simulation (73/80) Categories within Simulation • Apply decision-support tools to business decision-making – 81% (13/16) • Apply knowledge of business concepts and functions in an integrated manner – 100% (16/16) • Contribute to a team environment to achieve a planned goal – 81% (13/16) • Analyze the role of motivation and influence in achieving a coordinated goal – 88% (14/16)
BUS 324 Paper **95.28%** of students earned at least "satisfactory" on the paper-communication (101/106)

Use of Data in Last Two Years

[Outline specific examples of how assessment results were used (e.g., assessment planning, curriculum, programming, instruction).]

Assessment Planning and Curriculum Development – The Business Administration (BBA) program uses a combination of rubrics for specific course assignment, a third-party business simulation from Knowledge Matters, and standardized testing provided by Peregrine to assess student learning outcomes (ISLOs). These assessments directly measure students' understanding in areas such as accounting, marketing, finance, management, business ethics, and teamwork. This comprehensive approach allows the program to pinpoint areas where the curriculum might be improved or updated to meet current industry standards and student needs.

Curriculum Updates—Based on the outcomes of these assessments, several curriculum revisions have been implemented. For example, new courses such as MKT345—Digital Marketing were added to the Marketing major to address emerging trends and student interest. Other changes include scheduling adjustments and the removal of outdated courses to better align the curriculum with current business practices and enhance overall educational effectiveness.

Instructional Improvements—The School of Business continually evaluates and enhances instructional strategies based on assessment data. This includes adopting new technologies and teaching methodologies, which are reflected in courses like BUS450—Business Strategy and Policy, which transitioned to a new simulation platform to improve student engagement and understanding of business strategy concepts.

Programming Adjustments – In response to the assessment outcomes, the School of Business also adapts its program offering to better prepare students for the workforce. This is evident in adding new majors and refining existing ones to include more relevant content and skills training, ensuring that graduates are competitive and well-prepared for their careers.

These examples highlight how the School of Business uses assessment results to drive continuous improvement in educational delivery, curriculum relevance, instructional quality, and overall program effectiveness.

Goals for Next Two Years

[Outline specific goals for assessment and the use of data. Provide a timetable for implementation plans.]

The goals for assessment and the use of data within the School of Business have been structured to align with the institution's mission and enhance its programs and operations. A crucial initial step in this structured approach is establishing a regular schedule for reviewing and analyzing assessment data. This will allow timely identification of trends and areas needing improvement. Equally important is the improvement of communication regarding changes and outcomes, which can be facilitated by implementing standardized templates or guidelines for reporting assessment results.

The School of Business has set a realistic and challenging target: ensuring that 50% of students score at least the average of IACBE-accredited schools in the U.S. for each Institutional Student Learning Outcome (ISLO) being measured. This goal establishes a clear measure of success for the program's efforts. Moreover, the School of Business plans to expand the focus of assessment beyond student performance to include operational aspects such as evaluating administrative processes, faculty performance, and resource allocation, thereby gaining a competitive understanding of their impact on student outcomes.

The data collection process is planned to be enhanced to achieve higher participation rates in data collection. This might involve streamlining or integrating the processes more seamlessly into existing workflows. The timetable for implementing these improvements includes establishing a regular data review schedule within the next six months, developing and deploying new communication templates and guidelines within the next 9 to12 months, rolling out operational assessments over the next year with preliminary reports expected within 18 months, and implementing enhanced data collection methods within the next year. These steps are designed to ensure that the School of Business aligns with the highest industry standards and sets measurable targets for continuous improvement in educational and operational effectiveness.

Program Assessment Contact(s)

Eric Abrams

Jean Sampson
Timothy Ros

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 accounting industry experience and networking and professional growth opportunities.

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. Apply critical thought regarding the environment of business.
2. Demonstrate an understanding of the major concepts in the functional area of business.
3. Make decisions about the presentation of financial data.
4. Demonstrate an understanding of the audit function.
5. Assess the reliability of data.

Curriculum Map

[List required courses or experiences in the first column. List student learning outcomes in the first row. Indicate where objectives are taught with X. Indicate where objectives are assessed with XX.

	Major 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

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 Accounting Major	**Performance Objectives (Targets/Criteria for Direct Measures:**
• Accounting Theory (ACC 431) paper. Accounting Major ISLOs Assessed by this Measure: 1, 3, 4	75% of students earn at least 80%
• Managerial Cost Accounting (ACC 330) final exam Accounting Major ISLOs Assessed by this Measure: 1, 2, 4	75% of students earn at least 80%
• Auditing (ACC 421) final exam Accounting Major ISLOs Assessed by this Measure: 1, 3, 4	75% of students earn at least 80%

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
Accounting Theory (ACC 431) paper: **100%** (7/7)
Managerial Cost Accounting (ACC 330) final exam: **83.33%** (15/18)
Auditing (ACC 421) final exam: **100%** (13/13)

Use of Data in Last Two Years

[Outline specific examples of how assessment results were used (e.g., assessment planning, curriculum, programming, instruction).]

The Accounting program employs a variety of direct assessment instruments to gauge the achievement of Major Student Learning Outcomes (MSLOs). For instance:

- The Accounting Theory (ACC431) paper assesses MSLOs 1,3, and 4.
- The Managerial Cost Accounting (ACC330) final exam assesses MSLOs 1, 2, and 4.
- The Auditing (ACC421) final exam assesses MSLOs 1, 3, and 4.

Each of these assessment measures has a clear performance benchmark, with the goal that 75% of students earn at least 80% on these assessments.

The curriculum map explicitly shows where each learning outcome is taught and assessed across the curriculum, allowing for targeted instructional enhancements. For instance:

- ACC305, ACC306, and ACC307 focus primarily on MSLO 1.
- ACC330 is used to teach and assess MSLOs 1 and 2.
- ACC421 and ACC431 heavily assess MSLOs 1, 3, and 4.

This mapping ensures that curriculum adjustments can be made specifically where needed to enhance learning outcomes in future curriculum revisions.

The results from the assessment are used to validate and adjust the Accounting program's structure and content:

- Results showing 100% of students meeting benchmarks in Accounting Theory and Auditing suggest that the teaching methods and curriculum content are highly effective.
- The slightly lower performance in the Managerial Cost Accounting Exam (83.33% meeting the benchmark) indicates a potential area for review and enhancement in teaching strategies or course content.

Direct feedback from assessment outcomes directly influences instructional practices:

- High success rates in courses like ACC431 and ACC421 may encourage the continuation of current pedagogical strategies.
- The comparative analysis of performance across different courses informs faculty where to focus remedial efforts or advanced topics.

Overall, the strategic use of assessment results in the Accounting major facilitates continuous improvement in curriculum alignment, instructional quality, and student learning outcomes. This approach ensures that the program remains aligned with educational best practices and effectively prepares students for professional careers in accounting.

Goals for Next Two Years

[Outline specific goals for assessment and the use of data. Provide a timetable for implementation plans.]

The Accounting major has established a set of specific goals for assessment and the strategic use of data, which are instrumental in maintaining and enhancing the quality and relevance of the program. The primary goal is to ensure that students master essential accounting principles and practices, including the presentation of financial data, analysis of managerial and cost data, understanding the audit function, and assessing the reliability of data. Furthermore, the program uses assessment data to continuously improve the curriculum, ensuring it aligns with current professional standards and adequately prepares students for careers in accounting.

Instructional methods are also refined based on assessment outcomes, with a focus on effectiveness and student engagement. The program maintains alignments with professional standards, particularly those necessary for CPA examination and certification, ensuring students are well-prepared for professional qualifications.

Implementation of these goals is managed through a structured timetable: Assessment results are reviewed after each semester to identify trends and immediate areas for improvement, while a comprehensive curriculum review is conducted annually at the end of the academic year to make necessary adjustments.

Immediate actions are taken within the same semester if critical issues are identified in the assessment data, ensuring that corrective measures are swiftly implemented to maintain the educational integrity and quality of the program. This proactive approach ensures that the educational environment is dynamic and responsive, continually adapting to achieve academic excellence and meet professional relevance.

Program Assessment Contact(s)

Terese Kasson

Payear Sangiumvibool-Howell

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 sports management.

Major Student Learning Outcomes

1. Apply critical thought regarding the environment of business.
2. Demonstrate an understanding of the major concepts in the functional areas of business.
3. Apply human resources support tools to business decision-making.

Curriculum Map

[List required courses or experiences in the first column. List student learning outcomes in the first row. Indicate where objectives are taught with X. Indicate where objectives are assessed with XX.

	Major Student Learning Outcomes			
Non-Core Major COURSES	**1**	**2**	**3**	**N/A**
MGT 334	XX		XX	X

Program Requirements

Capstone: BUS450 – Business Strategy and Policy

Research: BUS324 – Business Ethics and Corporate Social Responsibility

Service: N/A

Methods of Assessment

Assessment Instruments for Intended Student Learning Outcomes – Direct Measures of Student Learning BBA Major	**Performance Objectives (Targets/Criteria for Direct Measures:**
• MGT 334 Human Resources Management BBA Major ISLOs Assessed by this Measure: 1	80% of students earn at least 70% on the final exam or project

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
Human Resource Management (MGT334) Final Exam or Project: **100%** (43/43)

Use of Data in Last Two Years

[Outline specific examples of how assessment results were used (e.g., assessment planning, curriculum, programming, instruction).]

In the Business Administration major, assessment results are strategically employed to inform and guide decision-making across various facets of the program, including assessment planning, curriculum development, programming, and instructional methods.

If performance metrics reveal that students are not meeting the benchmark – where 80% of students should earn at least 70% on the final exam or project – additional resources such as workshops or activities aimed at enhancing critical thinking may be introduced.

Instructional methods evolve based on assessment outcomes, especially from capstone experiences such as BUS450 (Business Strategy and Policy) and research-oriented courses like BUS324 (Business Ethics and Corporate Social Responsibility). If assessments highlight that students perform well in strategic applications but lack in ethical considerations, the instructional focus may shift to strengthen understanding in these weaker areas through enhanced discussions, ethical case analysis, and problem-solving exercises.

Furthermore, if students consistently exceed benchmarks in foundational courses, teaching methods might be adjusted to introduce more complex topics or advanced scenarios, challenging students further and expanding their capabilities. This tailored approach ensures that instruction reinforces student knowledge where necessary and pushes academic boundaries to foster a deeper understanding and application of business concepts.

Overall, this systematic use of assessment data ensures that the Business Administration program not only meets but exceeds educational standards, adapting dynamically to student needs and changes in the business environment.

Goals for Next Two Years

[Outline specific goals for assessment and the use of data. Provide a timetable for implementation plans.]

The program's primary goal is to assess and enhance students' critical thinking skills, particularly in understanding and navigating the business environment. It also aims to ensure that students gain a deep and practical understanding of major concepts across various business functions, including accounting, finance, marketing, and human resources management. Furthermore, improving how students apply business tools in decision-making, with a specific focus on human resources management tools, is a critical objective to ensure practical application of knowledge in real-world scenarios. Additionally, the program seeks to strengthen students' ability to conduct meaningful research and apply ethical reasoning in business situations, aligning with the requirements of capstone and research-oriented courses.

To achieve these goals, the program has set a timetable for implementation that includes semi-annual assessment through exams and projects in key courses. This allows for timely identification of areas needing improvement and the implementation of remedial actions within the same academic year. An annual review is conducted at the end of each academic year to analyze how well the curriculum covers essential business concepts across different functions, with adjustments or enhancements planned for the next academic cycle.

This structured approach to assessment and data use ensures that the Business Administration program remains at the forefront of business education, adapting to improve student outcomes and align with evolving market demands and ethical business practices. The timetable provides a framework for regular evaluation and timely updates, fostering a continuously improving educational environment.

Program Assessment Contact(s)

Jean Sampson
Peter Sigiols

Major: Economics

Description: Economic students focus on the study of resource allocation, with an emphasis on personal, business, and public sector decision-making. They 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, critical thinking skills, and numerical skills.

Mission Statement: The major in economics provides a solid academic base and opens 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. Assesses the reliability of data and sources.
3. Perform and communicate economic analysis.

Curriculum Map

	Major Student Learning Outcomes			
Non-Core Major COURSES	**1**	**2**	**3**	**N/A**
ECO 353	XX			

ECO 309	XX			
ECO 410	XX	XX	XX	

Program Requirements

Capstone: N/A

Research: ECO 410 Econometrics

Service: N/A

Methods of Assessment

Assessment Instruments for Intended Student Learning Outcomes – Direct Measures of Student Learning Economics Major	**Performance Objectives (Targets/Criteria for Direct Measures:**
• Managerial Economics (ECO 353) final exam Economics Major ISLOs Assessed by this Measure: 1	80% of students earn at least 70% on the final exam
• Economics (ECO 410) paper Economics Major ISLOs Assessed by this Measure: 1, 2, 3	80% of students earn at least 70% on final paper

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
Managerial Economics (ECO 353) Final Exam: **71.46%** (15/21)
Econometrics (ECO 410) Paper: ***69.23%*** *(9/13)*

Use of Data in Last Two Years

[Outline specific examples of how assessment results were used (e.g., assessment planning, curriculum, programming, instruction).]

The economics program within the School of Business uses its assessment results to drive continuous improvement in various aspects. The data from direct measures, such as the final exams in ECO353 and papers in ECO410, indicate a gap between student performance and established benchmarks. This insight prompted the department to review the

curriculum by refining content. The results from the assessment indicate that students are struggling to meet the benchmarks in key areas such as economic analysis and data reliability. These lower-than-expected success rates in key courses suggested a need for additional support services.

Goals for Next Two Years

[Outline specific goals for assessment and the use of data. Provide a timetable for implementation plans.]

Over the next two years, The School of Business's economics program aims to increase student performance, enhance curriculum integration, and improve the assessment feedback loop. By revising the curriculum and offering targeted support services, including tutoring and mentoring, the program seeks to raise the percentage of students meeting benchmarks in courses like ECO353 and ECO410 to 80% or higher. Additionally, the curriculum will undergo a comprehensive review to ensure all courses contribute effectively to major learning outcomes, including the integration of upper-level mathematics courses to strengthen students' quantitative skills. To enhance the feedback loop, a monthly review process may be established to analyze assessment data and communicate findings to stakeholders, along with updated exit surveys to capture feedback on curriculum relevance and instructional effectiveness. Throughout Year 1, these initiatives may be launched, with progress evaluated in mid-year and end-of-year reviews, allowing for necessary adjustments. Year 2 will see continued efforts to sustain these goals, including further review of assessment data, curriculum adjustments, and ongoing faculty development workshops, cultivating in an end-of-year review to assess overall progress and plan for the next cycle of improvements. This comprehensive approach aims to create a transparent, responsive, and effective educational environment for both students and faculty.

Program Assessment 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 operational budgets, capital budgets, and 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, critical thinking skills, and numerical skills.

Mission Statement

The major in economics and finance provides a solid academic base and opens a number of career options. These include positions in commercial banking, the securities business, financial planning, government agencies, and financial consulting. The major also provides a sound foundation for finance, economics, and business administration postgraduate studies.

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

	Major Student Learning Outcomes			
Non-Core Major COURSES	**1**	**2**	**N/A**	**N/A**
ECO 353	XX			
ECO 309	X			
FIN 360	X	X		
FIN 355	XX	XX		

Program Requirements

Capstone: N/A

Research: FIN3660 Financial Management – Application and Cases (W)

Service: N/A

Methods of Assessment

Assessment Instruments for Intended Student Learning Outcomes –	**Performance Objectives (Targets/Criteria for Direct Measures:**

Direct Measures of Student Learning Economics and Finance Major	
• Managerial Economics (ECO 353) final exam Economics and Finance Major ISLOs Assessed by this Measure: 1	80% of students earn at least 70% on the final exam
• Investments (FIN 355) paper Economics and Finance Major ISLOs Assessed by this Measure: 1, 2	80% of students earn at least 70% on final paper

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
Managerial Economics (ECO 353) Final Exam: **71.46%** (15/21)
Investments (FIN 355) Paper: ***83.33%*** *(10/12)*

Use of Data in Last Two Years

The assessment results from the School of Business's economics and finance program have led to significant improvement across various areas. The data from direct assessments, such as the ECO353 final exam and FIN355 paper, highlighted gaps in student performance compared to benchmarks, prompting strategic adjustments in assessment planning. This included refining criteria to reflect realistic goals and accurately measure learning outcomes. To strengthen the curriculum, the program ensured that foundational courses like ECO309 and ECO353 prepared students for advanced courses, such as FIN355 and FIN360, by integrating communication, critical thinking, and numerical skills throughout. A transparent feedback loop regularly communicates assessment results to stakeholders, fostering continuous refinement in curriculum, teaching methods, and support services.

Goals for Next Two Years

The School of Business Economics and Finance program aims to increase student performance, enhance curriculum integration, improve the assessment feedback loop, and maintain strategic alignment with the School of Business and the University. The goal of raising student performance includes refining the curriculum and expanding support services like tutoring and mentoring to help students better grasp key concepts in foundational courses, such as ECO353 and FIN355, ensuring they are prepared for advanced courses. Enhancing curriculum integration involves reviewing and revising course sequencing to ensure a coherent progression of knowledge, along with incorporating communication, critical thinking, and numerical skills throughout the curriculum. The feedback loop will be improved through a monthly review process to analyze assessment data and communicate findings to stakeholders, along with updated exit surveys to capture feedback on curriculum relevance and instructional effectiveness. Finally, the program aims to maintain strategic alignment by revising its strategic plan to reflect current trends and goals, ensuring its assessment strategies are compliant with accreditation standards, and maintaining academic quality and relevance. This comprehensive approach ensures a dynamic, effective educational environment for economics and finance students.

Program Assessment Contact(s)

Eric Abrams
Mohammad Safa
Tyson Thomas

Major: Human Resources Management

Description

Human resource management skills are needed in the private, government, and non-profit sectors. Organizations need all managers and supervisors to be knowledgeable of the human resources function. The Human Resource Management major focuses on the key functions: talent management, benefits and compensation, learning and development, organizational behavior, and strategic planning. The coursework includes knowledge of terminology, theories, and laws, as well as the analysis of business practices and their applications to human resources 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 key competencies, business acumen, communication, consultation, critical evaluation, ethical practices, global and cultural effectiveness, leadership and navigation, and relationship management.

Mission Statement

The mission of the Human Resources Management major is to guide students in the pursuit of academic excellence and provide opportunities for students to demonstrate competencies that prepare them for professional entry-level Human Resources positions.

Major Student Learning Outcomes

1. Demonstrate an understanding of the major concepts of 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 resources, and business metrics to facilitate decision-making.

Curriculum Map

	Major Student Learning Outcomes				
Non-Core Major COURSES	**1**	**2**	**3**	**4**	**5**
MGT 334	XX	X	X	X	
MGT 314	X	X	X	XX	
HRM 360	X	X	X	X	
HRM 430	X	X	XX	X	XX
HRM 411	XX	XX	X	XX	XX

HRM 440	X	X			
HRM 450	X	X		X	X

Program Requirements

Capstone: HR 450 – Strategic HR Management

Research: HRM 411 – Talent Management (W); HRM 450 - Strategic HR Management

Service: The Online HRM classes (HRM360, HRM411, HRM430, HRM440, and HRM450) are offered in an 8-week format. Students are encouraged to volunteer for at least one Human Resources professional association function/activity. The instructor may choose to include the service function/activity.

Methods of Assessment

Assessment Instruments for Intended Student Learning Outcomes – Direct Measures of Student Learning Human Resources Management Major	**Performance Objectives (Targets/Criteria for Direct Measures:**
• MGT 334 Human Resources Management final exam or project Human Resources Management Major ISLOs Assessed by this Measure: 1, 2, 3, 4	80% of students earn at least 70% on the final exam
• MGT 314 Organizational Behavior midterm exam Human Resources Management Major ISLOs Assessed by this Measure: 1, 2, 3, 4	80% of students earn at least 70% on midterm exam
• MGT 314 Organizational Behavior final exam Human Resources Management Major ISLOs Assessed by this Measure: 1, 2, 3, 4	80% of students earn at least 70% on final exam
• HRM 360 Learning and Development final project Human Resources Management Major ISLOs Assessed by this measure: 3, 4	80% of students earn at least 70% on final project
• HRM 430 Benefits and Compensation final exam Human Resources Management Major ISLOs Assessed by this measure: 1, 2, 3, 4, 5	80% of students earn at least 70% on final exam.
• HRM 411 (W) Talent Management Human Resources Management Major ISLOs Assessed by this measure: 1, 2, 3, 4, 5	80% of students earn at least 70% on final paper or case analysis
• HRM 440 Employment Law final exam Human Resource Management Major ISLOs Assessed by this measure: 1, 2	80% of students earn at least 70% on financial exam

• HRM 450 Strategic HR Management Human Resource Management Major ISLOs Assessed by this measure: 1, 2, 4, 5	80% of students earn at least 70% on the final paper or case

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
MGT 334 Human Resource Management – final exam or project **100.00%** (43/43)
MGT 314 Organizational Behavior – final exam or project ***85.29%*** *(29/34)*
HRM 360 Learning and Development – final project ***100.00%*** *(22/22)*
HRM 411 (W) Talent Management – final paper ***100.00%*** *(10/10)*
HRM 430 Benefits and Compensation – final exam ***100.00%*** *(21/21)*
HRM 440 Employment Law – final exam ***100.00****% (14/14)*
HRM 450 Strategy HR Management – final paper or case ***100.00%*** *(3/3)*

Use of Data in Last Two Years

The assessment results for the School of Business's Human Resources Management program have led to significant improvement across various areas. The data from direct measures, such as final exams, projects, and papers in key courses, provided valuable insights into student performance, revealing strong results such as a 100% success rate in several courses. This indicates effective curriculum integration, with skills such as communication, critical thinking, and numerical abilities being reinforced throughout. The program also established a feedback loop by regularly communicating assessment results to stakeholders, ensuring transparency and collaboration. This ongoing evaluation helps refine the curriculum, teaching methods, and support services, creating a comprehensive and effective educational environment that prepares students for professional success.

Goals for Next Two Years

McKendree's School of Business Human Resource Management program aims to improve student performance, enhance curriculum integrations, strengthen the assessment feedback loop, and maintain strategic alignment. The program seeks to ensure that students consistently meet benchmarks in key courses by revising the curriculum to reinforce foundational knowledge. The curriculum will be reviewed to ensure a coherent progression of skills and knowledge, integrating communication, critical thinking, and business metrics throughout. The assessment feedback loop will be strengthened through a monthly review process, analyzing assessment data and communicating findings to stakeholders, along with updated exit surveys to capture student feedback on curriculum relevance and instructional effectiveness. The program aims to maintain strategic alignment by revising its strategic plan to reflect current trends

and goals and by ensuring assessment practices comply with accreditation standards. This comprehensive approach ensures a dynamic, effective educational environment that prepares students for professional success.

Program Assessment Contact(s)

Jeremy Henson

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 cultural 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. Affiliation with the American Management Association provides the opportunity to improve performance through experiential learning – "learning through doing" – and ongoing professional growth at every step of one's career journey.

Mission Statement

Management skills are necessary in every organization. Studying the four major management functions of planning, organizing, leading, and controlling prepares students to succeed in various personal and professional pursuits – business, government, and non-profit organizations. The management major enables students to succeed 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 the organization.
2. Diagnose organizational situations and develop decisions and managerial actions that enhance organizational effectiveness.

Curriculum Map

	Major Student Learning Outcomes				
Non-Core Major COURSES	**1**	**2**			
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 Management Major	**Performance Objectives (Targets/Criteria for Direct Measures:**
• Organizational Behavior (MGT 314) midterm exam Management Major ISLOs Assessed by this Measure: 1, 2	80% of students earn at least 70% on midterm exam
• Organizational Behavior (MGT 314) final exam Management Major ISLOs assessed by this Measure: 1, 2	80% of students earn at least 70% on final exam
• Operations Management (376) midterm exam Management Major ISLOs Assessed by this Measure 2	80% of students earn at least 70% on midterm exam

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
Organizational Behavior (MGT 314) midterm exam **96.15%** (50/52)
Organizational Behavior (MGT 314) – final exam or project ***85.29%*** *(29/34)*
Operations Management (MGT 376) – midterm exam ***92.85%*** *(13/14)*

Use of Data in Last Two Years

The assessment results from McKendree's School of Business Management program have led to significant improvements across various areas. Data from direct measures, such as midterm and final exams in courses like MGT314 and MGT376, show strong success rates, indicating that students are generally meeting benchmarks. The curriculum map demonstrates effective integration of skills, with courses like MGT314 and MGT334 covering and assessing multiple learning outcomes, fostering a comprehensive understanding of management theories and their practical applications. Instructional methods, including exams, projects, and case studies, have proven effective in facilitating student comprehension and application of management concepts, with faculty implementing varied teaching strategies to ensure comprehension education. Communication is enhanced through a transparent feedback loop that regularly communicates assessment results to stakeholders, allowing for collaboration and curriculum refinement. This ongoing evaluation informs further revisions, ensuring alignment with industry trends and comprehensive preparation for

professional careers. This approach creates a comprehensive, effective educational environment that prepares students for professional success.

Goals for Next Two Years

McKendree University's School of Business Management program aims to improve student performance, enhance curriculum integration, strengthen the assessment feedback loop, and maintain strategic alignment. The program seeks to ensure students consistently meet benchmarks in key courses, such as MGT314 and MGT376, by revising the curriculum to reinforce foundational knowledge. Curriculum integration is enhanced through reviewing and revising course sequencing to ensure a coherent progression of knowledge and skills, with communication, critical thinking, and business metrics incorporated throughout. The assessment feedback loop is strengthened through monthly reviews to analyze assessment data and communicate findings to stakeholders, along with updated exit surveys to capture student feedback on curriculum relevance and instructional effectiveness. The program aims to maintain strategic alignment by revising its strategic plan to reflect accreditation standards and maintaining rigorous academic quality and relevance. This comprehensive approach ensures a dynamic, effective educational environment for management students.

Program Assessment 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 distributions 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, which includes advertising, brand management, sales management, and market 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 strategies and tactics.
2. Recognize the effect of human psychology on business and consumer behavior.

Curriculum Map

	Major Student Learning Outcomes				
Non-Core Major COURSES	**1**	**2**			
MGT 304	X	XX			
MKT 354	X	XX			
MKT 410	XX	XX			

Program Requirements

Capstone: MKT 410, Marketing Research

Research: MKT 410, Marketing Research

Service: N/A

Methods of Assessment

Assessment Instruments for Intended Student Learning Outcomes –	**Performance Objectives (Targets/Criteria for Direct Measures:**

Direct Measures of Student Learning Management Major	
• Marketing Research (MKT 410) project Marketing Major ISLOs Assessed by this Measure: 1	80% of students earn at least 70% on project
• Consumer Behavior (MKT 305) final exam Marketing Major ISLOs assessed by this Measure: 2	80% of students earn at least 70% on final exam
• Advertising and Promotion (MKT 354) final exam Marketing Major ISLOs Assessed by this Measure: 1, 2	80% of students earn at least 70% on final exam

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
Marketing Research (MKT 410) project **100%** (48/48)
Consumer Behavior (MKT 305) final exam **100%** *(16/16)*
Advertising and Promotion (MKT 354) final exam ***100%*** *(20/20)*

Use of Data in Last Two Years

Assessment results offer valuable insights that inform various aspects of the marketing curriculum, driving continuous improvement and alignment with the program's objectives. The high success rates across key assessments indicate that students are meeting their learning outcomes and that the curriculum effectively prepares them for professional careers. The sustained success suggests that the instructional methods, including lectures, assignments, and exams, are effective in imparting key marketing concepts. This provides an opportunity for faculty to reflect on their teaching strategies, maintaining or adapting approaches to ensure ongoing student engagement and learning. Furthermore, these outcomes guide program development by validating the current structure of the curriculum, covering core areas such as marketing research, consumer behavior, and advertising, and encouraging a holistic approach. The results validate the current assessment instruments, demonstrating that they accurately measure the intended student learning outcomes. This ongoing cycle of assessment and refinement ensures that the marketing department maintains a high level of academic quality, preparing students for professional success in the dynamic marketing field.

Goals for Next Two Years

Assessment and data utilization play a pivotal role in developing and maintaining effective academic programs. In the context of our marketing program, assessment results provide valuable insights for quality assurance and program improvement by ensuring that the curriculum and teaching methods effectively prepare students to meet the program's

objectives. These results directly measure student learning outcomes, ensuring that students acquire the necessary knowledge and skills to succeed in marketing, whether they pursue further education or enter the workforce directly. The data can also inform curriculum planning and development, revealing gaps or strengths in the current curriculum. High student achievement across different courses suggests a balanced curriculum. High student achievement across different courses suggests a balanced curriculum.

Moreover, assessment results help establish benchmarks, setting challenging yet achievable standards for student performance that reflect industry standards and academic rigor. Data from assessments also provide feedback on the effectiveness of instructional methods, guiding refinements to teaching strategies to promote deeper learning of marketing concepts.

Program Assessment Contact(s)

Brittany Dobill

Allie Helfrich

Major: Sports Management

Description

The Sport Management major is appropriate for students who wish to work in the expanding sports industry, including, but not limited to, careers in collegiate and professional sports, the sporting goods industry, nonprofit and community organizations, fitness centers, and international sports. The major consists of the School of Business core courses supplemented with sport management and athletic equipment management courses. Students in the major choose one of two tracks for their career development: the General Tract or the Athletic Equipment Management Tract. 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, 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

	Major Student Learning Outcomes				
Non-Core Major COURSES	**1**	**2**	**3**		
SPM 320	X		XX		
SPM 354	X	X			
SPM 376 (W)	X	X	X		
SPM 470	XX	X	XX		
BUS 305		XX			

Program Requirements

Capstone: SPM 376 (W), Sport Event and Facilities Management

Research: SPM 354, Sport and Media; MKT 325, Sport Marketing; FIN 320, Budgeting and Financing of Sport; SOC 450/PED 450, Sport Sociology; and ECO 320, Economics of Sport

Service: MKT 325, Sport Marketing; SPM 376 (W), Sport Event and Facilities Management

Methods of Assessment

Assessment Instruments for Intended Student Learning Outcomes – Direct Measures of Student Learning Management Major	**Performance Objectives (Targets/Criteria for Direct Measures:**
• Principles of Sport Management (SPM) final exam Sport Management Major ISLOs Assessed by this Measure: 3	80% of students earn at least 70% on project

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
Principles of Sport Management (SPM 320) final exam **80.43%** (37/46)

Use of Data in Last Two Years

In the Sport Management Major, assessment results are used to ensure alignment with educational and industry standards. Assessment planning involves aligned course content and teaching methodologies with expected student learning outcomes. For instance, the results from the SPM final exam, where 80.43% of students scored above 70%, guide adjustments in teaching strategies and course content to enhance the application of sports management principles. This feedback mechanism also influences curriculum development, where courses such as SPM354 (Sport and Media) and MKT325 (Sports Marketing) integrate practical application and critical thinking aligned with research and service requirements.

Goals for Next Two Years

In Sports Management, effectively leveraging assessment data is essential for achieving several key objectives. The primary goal is to refine the curriculum continuously, ensuring it aligns with educational standards and industry needs. This involves using assessment data to identify the strengths and weaknesses in the curriculum, leading to adjustments in course content, teaching methodologies, and resource allocations. Another critical goal is to enhance student learning outcomes by analyzing assessment results to pinpoint areas of difficulty and implement targeted interventions.

Program Assessment Contact(s)

Robert Itri

Bachelor of Business Administration (all majors)			
Performance Objectives (Targets/Criteria) for DIRECT MEASURES	**Summary of Current Year Results from Implementing Direct Measures of Student Learning**	**Summary of Last Year's Results from Implementing Direct Measures of Student Learning**	**Did the Current Year's Results Meet the Target?** **If not, why?**
Peregrine Business Administration exam – at or above average of US IACBE Bachelor Level Business Programs	Above average for all disciplines except: Accounting Management: Operations/Production Management Management: Organizational Behavior	Above average for all disciplines	No, need explanation
Knowledge Matters Simulation – 75% earn "Satisfactory"	91.25%	35%	Yes
BUS 324 paper - 80% achieve "Satisfactory"	95.28%	100%	Yes
Accounting major ISLOs – 75% earn at least 80%	ACC 330 – 83% ACC 421 – 100% ACC 431 – 100%	ACC 330 – 71.4% ACC 421 – 83.3% ACC 431 – 93%	Yes
Business Admin Major – 80% earn at least	100%	100%	Yes
Economics Major – 80% earn at least 70%	ECO 353 – 71.4% ECO 410 – 69.23%	ECO 353 – 75% ECO 410 – 62.5%	NO (Need Explanation!)
Econ/Fin Major – 80% earn at least 70%	ECO 353 – 71.4% FIN 355 – 83.3%	ECO 353 – 83% FIN 355 – 100%	No (Need Explanation!)
HRM Major – 80% earn at least 70%	MGT 334 – 100% MGT 314 – 85.29% HRM 360 – 100% HRM 411 – 100%	MGT 334 – 100% Other six (6) course – no data	Yes

	HRM 430 – 100% HRM 440 – 100% Harm 450 – 100%		
Management Major – 80% earn at least 70%	MGT 314 midterm – 96% MGT 314 final – 85.3% MGT 376 – 92.8%	MGT 314 midterm – 89% MGT 314 final – 100% MGT 376 – no data	Yes
Marketing Major – 80% earn at least 70%	MKT 410 – 100% MKT 305 – 100% MKT 354 – 100%	MKT 410 – 96% MKT 305 – 90% MKT 354 – 100%	Yes
Sport Management Major – 80% earn at least 70%	SPM 320 – 80.4%	SPM 320 – no data	Yes

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 Perspective	Cross-Cultural Studies
BUS 350 Basic Programming for Business and Cyber Defense	Inquiry and Problem Solving	Computer Competency

Methods of Assessment

The courses with available university-wide rubrics 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 rubrics, available in Brightspace.

Results From Assessment

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

ECO 212 – Average quiz scores for relevant material above 70%

Use of Data

Goals for Next Two Years

General Education Assessment Contact(s)

Jean Sampson
Timothy Ros

Communication

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.

Student Learning Outcomes

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 (a) embrace diversity, (b) influence public discourse, and (c) engage in organizational leadership.
4. Demonstrate self-efficacy through (a) written communication, (b) oral communication, and (c) critical thinking skills.

Curriculum and Program Map

	Goal 1	Goal 2	Goal 3			Goal 4		
			a	*b*	*c*	*a*	*b*	*c*
COM 205	S			S			S	
COM 251	S		S		S			
COM 252	S		S					S
COM 315	G			G		S	G	
COM 353	G				G			G
COM 430	G	S	G					
COM 460		G				G		G
COM 490	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 205 – Principles of Public Relations

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). In future years, Dr. (Trask) Frank 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

2024 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."

2022 was our first year for data college. The goal was 3.0 or higher in each category. In 2023, two Communication students completed an Independent Study in place of the Senior Seminar Course. No data was collected during this year. In 2024, we set the same goal for 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.

	2022 n=13	2023 n = 2	2024 n = 9
Professional Relationships (1a)			
Student applies communication theories to professional and personal relationships.	3.09/2.91		3.33
Student applies communication perspectives to professional and personal relationships.	3.09/2.91		3.45
Student applies communication principles to professional and personal relationships.	3.09/2.91		3.61
Student applies communication concepts to professional and personal relationships.	3.09/2.91		3.61

Goal 2 Rubric (Instructor, Direct Assessment)
Engage in communication inquiry through communication scholarship.

	2022	2023	2024
Student can efficiently read and interpret communication research	3.36		3.67
Student can efficiently write an effective literature review	3.36		3.67
Student demonstrates an understanding of qualitative research methods	3.18		3.11
Student demonstrates an understanding of quantitative research methods	2.36		2.11
Student can competently design a communication research study	3.36		3
Student can competently conduct a communication research study	3		3
Student can efficiently write an effective methods section of a communication article.	3.2		2.89

Student can effectively write a results and discussion section of a communication article.	3		2.67

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	2023	2024
Embrace Diversity (3a)			
Student embraces cultural plurality	3.18		3.22
Student embraces social justice and equality	2.91		2.77
Student is self-reflective of cultural influences	3.18		3.44
Influence Public Discourse (3b)			
Student can critically analyze and evaluate public communication	3.36		3.44
Student uses ethical communication techniques	3.09		3.67
Student demonstrates a balanced, fair, and objective approach to public discourse	3.27		3.56
Engage in Organizational Leadership (3c)			
Student demonstrates an understanding of leadership and organizational communication	3.45		3.44
Student can critically analyze and evaluate ethical leadership strategies and techniques.	3.27		3.22
Student demonstrates potential to be an effective and ethical leader.	3.27		3.56

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	2023	2024
Efficacy in Writing (4a)			
Student demonstrates competency in writing	3.36		3.44
Student demonstrates competency in AP and APA style	2.90		3
Student can competently write in a variety of styles and contexts	3.18		3
Efficacy in Oral Communication (4b)			
Student demonstrates competency in nonverbal delivery.	2.90		3.67
Student demonstrates competency in effective listening.	2.72		3.44
Student demonstrates competency in speech writing.	2.82		3.44
Efficacy in Critical Thinking (4c)			
Student effectively supports arguments and claims using credible support.	3.18		3.33
Student can effectively assess the credibility and overall quality of a source.	3.09		3.33
Student engages in thoughtful, well-reasoned, and ethically sound discussion on a variety of subjects.	3.18		3.22

2024 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)	**2022**	**2024**
I can apply communication theories to professional relationships.	4.1	4.1
I can apply communication perspectives to professional relationships.	4.1	4.3
I can apply communication principles to professional relationships.	4.1	4.3
I can apply communication concepts to professional relationships.	4.1	4.8
Professional Relationships (1b)		
I can apply communication theories to personal relationships.	3.9	4.5
I can apply communication perspectives to personal relationships.	3.9	4.9
I can apply communication principles to personal relationships.	3.9	4.8
I can apply communication concepts to personal relationships.	3.9	4.9
Goal 2		
Communication Research (2)		
I can efficiently read and interpret communication research.	3.1	4.1
I can efficiently write an effective literature review.	3.6	4.3
I understand qualitative research methods.	3.5	4.3
I understand quantitative research methods.	2.1	3.8
I can competently design a communication research study.	2.5	4
I can competently conduct a communication research study.	2.5	3.8
I can efficiently write an effective methods section of a communication article.	3.5	4.1
I can effectively write a results and discussion section of a communication article.	3.1	4.4
Goal 3		
Embrace Diversity (3a)		
I embrace cultural plurality.	4.5	4.6
I embrace social justice and equality.	4.5	4.6
I am self-reflective of my own cultural influences.	4.5	4.6
Influence Public Discourse (3b)		
I can critically analyze and evaluate public communication.	4.1	4.4
I use ethical communication techniques.	4.5	4.5
I can demonstrate a balanced, fair, and objective approach to public discourse.	4.5	4.5
Engage in Organizational Leadership (3c)		
I understand leadership and organizational communication.	4.2	4.5
I can critically analyze and evaluate ethical leadership strategies and techniques.	3.5	4.1
I have the potential to be an effective and ethical leader.	4.1	4.5
Goal 4		
Efficacy in Writing (4a)		
I am an effective writer.	4.3	4.3
I understand AP style.	2.4	4
I understand APA style.	3.0	4.3
I can competently write in a variety of styles and contexts.	3.2	4.4

Efficacy in Oral Communication (4b)		
I can use nonverbal communication to enhance my communication.	4.8	4.9
I am an excellent listener.	4.7	4.6
I am an excellent speech writer.	4.4	4.1
Efficacy in Critical Thinking (4c)		
I effectively support my arguments and claims using credible support.	4.3	4.1
I can effectively assess the credibility and overall quality of a source.	4.6	4.1
I can engage in thoughtful, well-reasoned, and ethically sound discussion on a variety of subjects.	4.6	3.8

Qualitative Themes from the Focus Group AND Portfolio AND Self Efficacy Results

Theme #1: Creativity of Assignments. Students are overall very pleased with the variety of assignments that are completed in their courses – from podcasts to writing for The Review to group assignments. Students appreciated how many skills they acquired through different learning assessments.

Theme #2: Sport Communication. Students who have taken Sport Communication are raving about the course. All who are graduating were disappointed they were not able to take more courses in this track.

Theme #3: Communication major reputation and recruitment. Students mentioned many individuals ask "what they plan to do with a Communication degree" and they are getting an "easy major". Additionally, students noted they would have never majored in Communication had they not taken a course that showed the vast knowledge gained with this major. All students noted they originally thought Communication was just about public speaking.

Theme #4: Utilizing podcast studio. Students are enjoying the creative elements of podcasting. Many acknowledge their podcast assignments were some of their favorite assignments. In addition to enjoying the assignments, they are utilizing our podcast studio to develop more professionally sounding assignments.

Use of Data in Last Two Years

Based data collected in 2022, we proposed and completed the following changes:

1. **Changed the assessment strategies**.
    a. Assessed seniors on Goal 4b based on their senior presentation, not via the portfolio.
    b. Goal 1a and 1b can be assessed with one item. No need to split it up into four different areas.
2. **New Courses.** Based on research from the Provost and student interest in focus groups, Dr. Murphy designed and offered Sport Communication Fall 2023 and Spring 2024. Additionally, Sport Communication was added to the Sport Management major as a core course in Spring 2024.

Based data collected, we propose the following for the 2024/2025 semester.

Research.

Goal 2 Rubric (Instructor, Direct Assessment) Engage in communication inquiry through communication scholarship.	2022	2023	2024
Student demonstrates an understanding of quantitative research methods	2.36		2.11
Student can efficiently write an effective methods section of a communication article.	3.2		2.89
Student can effectively write a results and discussion section of a communication article.	3		2.67

Direct Assessment

Goal 2
Communication Research (2)

I can efficiently read and interpret communication research.	3.1	4.1
I can efficiently write an effective literature review.	3.6	4.3
I understand qualitative research methods.	3.5	4.3
I understand quantitative research methods.	2.1	3.8
I can competently design a communication research study.	2.5	4
I can competently conduct a communication research study.	2.5	3.8
I can efficiently write an effective methods section of a communication article.	3.5	4.1
I can effectively write a results and discussion section of a communication article.	3.1	4.4

Indirect Assessment

Com 460 will be revised to improve efficacy of quantitative research based on the results from both the direct and indirect assessments. Dr. Frank will be teaching the course in the Fall and will work to improve efficacy based on the skills of the students. Drs Frank and Murphy will also discuss ways to get students more involved in their own research. (Murphy and Frank, Fall 2024)

Embracing Diversity

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	2023	2024
Embrace Diversity (3a)			
Student embraces social justice and equality	2.91		2.77

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. (Frank/Murphy, Spring 2025)

Writing.

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	2023	2024
Efficacy in Writing (4a)			
Student demonstrates competency in writing	3.36		3.44
Student demonstrates competency in AP and APA style	2.90		3
Student can competently write in a variety of styles and contexts	3.18		3

While we are at a 3.0 for demonstrating competency in AP and APA style, we are still interested in in developing a more strategic way to encourage students to use APA and AP style. Dr. Murphy will focus in Com 315 and Dr. Frank will work on APA in COM 252. (Murphy and Frank, Fall 2024)

Recruitment.

Based on Theme #3, Dr. Murphy and Dr. Frank will identify opportunities for networking through Lambda Pi Eta, National Communication Honor Society for events that show where Communication majors are now – showing the extent of what can be done with a Communication degree.

Goals for Next Two Years

Pre-test self efficacy. We will give out the self-efficacy instrument in COM 252 (pre-test) (Frank, Fall 2024) and in COM 490 (post-test). (Frank/Murphy, Spring 2025)

Set benchmark of 4.0 or higher for each indicator of the Self-efficacy Survey.

Discuss how to incorporate AI in courses. Research indicates Communication careers are utilizing the tool, so figuring out how to teach students to effectively use it is our goal. (Murphy, COM 205, 315)

Dr. Frank and Dr. Murphy will continue to identify opportunities to network through Lambda Pi Eta, National Communication Honor Society. Additionally, taking students to PRSA events, more communication conferences, and more networking nights. (Murphy and Frank, Fall 2024)

Program Assessment Contact(s)

Dr. Richard Murphy – remurphy@mckendree.edu

Dr. Sara Frank – slfrank@mckendree.ed

General Education Courses

Course number and name	General education outcome	General education distribution requirement
COM 100 Fundamentals of Communication	Oral Communication	Communication
COM 353 Intercultural Communication	Diverse Perspectives	Cross Cultural

General Education Courses - COM 100 Fundamentals of Communication

Methods of Assessment

McKendree Learning Outcome 3: Students will communicate effectively in oral, written, and creative forms.

McKendree Learning Objective 3.1: Students will communicate effectively in oral forms.

Performance Indicator 3.1a: Students will develop public speaking skills in the area of research, organization, and delivery.

Performance Indicator 3.2c: Students will express themselves verbally in an effective manner.

All assessment for these objectives are measured using the Oral Communication General Education rubric.

Results From Assessment

Term		Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
2022/SP	μ	3.15	3.17	2.96	3.29	3.08	2.63	3.42
	n	48	48	48	48	48	48	48
2022/FA	μ	3.1	3.04	2.95	3.24	3	2.41	2.34
	n	106	106	106	106	106	106	41
2022/SU	μ	3.64	3.14	3.23	3.5	3.68	2.36	2.09
	n	22	22	22	22	22	22	22
2023/FA	μ	3.16	2.96	2.85	2.96	3.22	2.97	3.09
	n	165	165	165	165	165	165	98
2023/SP	μ	3.26	3.21	3.26	3.34	3.13	2.72	2.87
	n	47	47	47	47	47	47	15
2023/SU	μ	3.9	3.24	3.48	3.71	3.81	2.57	2.71
	n	21	21	21	21	21	21	21
2024/SP	μ	2.98	2.86	2.82	2.86	2.57	2.43	3.33
	n	49	49	49	49	49	49	3
Total μ		3.31	3.09	3.08	3.27	3.21	2.58	2.84

Use of Data in Last Two years

During our last biennial assessment, our institutional researcher was just starting so we did not have access to up-to-date information. However, based on self-pulled (see 2022 report) data, and the fact that we were just starting classes without masks, we decided that we would refocus on delivery (Criteria 6). Despite still meeting our benchmark, criteria 6 remains our lowest score. These scores may be because of COVID restrictions that severely limited many of our students prior opportunities to complete presentations in the past. Many of the students we have taking COM 100 have not delivered many presentations. We will continue to focus on speech delivery and develop innovative methods to improve confidence and delivery. Still, our scores surpass our benchmarks and indicate our class is preparing students for effective presentations.

Goals for Next Two Years

Goal #1 – Improve Speech Delivery scores (Murphy & Frank, 2024-2026)

Goal #2 – Our current OER textbook is coming out of rotation and will no longer be offered OER. We will need to select a new textbook. (Murphy & Frank, Spring, 2025)

Goal #3 – Our second lowest score is Presentational Aids. We will focus our attention on visual aids, with an emphasis on PowerPoint (Murphy & Frank, 2024-2026)

General Education Courses - COM 353 Intercultural Communication

Methods of Assessment

General Education Diversity rubric

COM 353

Term		Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
2023/SP	μ	2.87	2.78	3	2.52	n/a
	n	23	23	23	23	0
2024/SP	μ	2.79	2.79	2.71	n/a	n/a
	n	24	24	24	0	0

**2022 data is not included because COM 353 was not offered during Spring.

McKendree University Biennial Assessment Report 2020-2022 set the benchmark at the institutional level as a Mean score of 2.00 or higher on each element of the Diverse Perspectives rubric.

Results From Assessment

McKendree Learning Outcome 2: Students will understand human and cultural differences and acknowledge a variety in viewpoints in order to foster empathy and interpersonal understanding.

COM 353 Course Objectives: To acquire knowledge, skills and attitudes that increase intercultural competence.

1. To explore cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two.
2. To understand how communication processes differ among cultures.
3. To identify challenges that arise from differences in intercultural interactions and learn ways to creatively address them.
4. To discover the importance of the roles of context and power in studying intercultural communication.
5. To explore your individual uniqueness.

Spring 2024 scores were overall lower than in Spring 2023 on Criteria 1, 2, 3. Criteria 4 was not assessed in 2024. However, COM 353 met the benchmark of a 2.0 or higher for each element of the Diverse Perspective rubric that is assessed in the course.

Use of Data in Last Two years

COM 353 meets institutional benchmarks of 2.0. As a general education course, we think it is reasonable for the students to receive between a 2.0 – 3.0 score. However, knowing our text highlights historical components of cultures, we would like to see Criterion 3 score improve with our students. Additional focus will be given in lecture and discussion to "Understands different cultural and/or theoretical perspectives and their roots."

Goals for Next Two Years

Determine which criterion from the General Education Diversity rubric COM 353 will assess. (Frank, Spring 2025)

Review General Education curriculum application and make changes as needed. (Frank, Fall 2024)

Better align assignments with course objectives. (Frank, Fall, 2024)

We do not currently have a benchmark for this course. Based on the current scores, we would like to set the benchmark of 2.75 or higher for the course on Criterion 1, 2, 3, and 4. (Frank, May 2024)

General Education Assessment Contact(s)

Dr. Richard Murphy – remurphy@mckendree.edu

Dr. Sara Frank – slfrank@mckendree.edu

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.

Major Student Learning Outcomes

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 and Program Map

Courses, experiences, or mission-consistent activities	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
EDU 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

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. *Assessment at McKendree: The Biennial Report* 233

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.

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 Assessment

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. 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 2022-23 academic year met the GPA 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 2022-23 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. ISBE has suggested that another assessment might be used in place of edTPA, however no replacement has been brought forth.

Results (SLO #1): All but three 2022-23 teacher candidates in our initial licensure programs passed their content tests to be eligible for student teaching. During the fall 2022-23 academic year, 18 undergraduate and 14 graduate students successfully completed all benchmarks and received teacher certification. In the spring of 2023, 10 undergraduate and 6 graduate students successfully completed our teacher licensure program. We graduated 28 undergraduate and 20 graduate students across our teacher licensure programs. 3 students graduated with a non-licensure educational studies degree.

Results (SLO # 2): In the 2022-23 academic year, 15 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, 3 teacher candidates remained on the list for additional monitoring the following year. 5 graduated from our program successfully, 1 remains in our program but has been removed from the dispositional concerns list as they have complied with remediation. 5 have left the university, and 1 changed their major but remains at McKendree.

Use of Data in Last Two Years

The biggest change in our data collection 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 2022-23 school year, we are proud that 28 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.

Goals for Next Two Years

The School of Education is working to streamline the data collection and communication of data to all stakeholders. With the growth of our MAT and Paraprofessional programs, the efficiency of data collection and communication will be vital to our present and future success. To do this we will begin to implement the following over the next two years:

- Continue to utilize Brightspace as a central hub for all academic related data (e.g., SLO, Dispositions, etc)
    - Work on this has already begun and we are continually improving
- Restructure Director of Teacher Education duties
    - With new hires specifically for our MAT and Paraprofessional programs, responsibilities related to each of the respective programs will be assigned to a 'director' of that program (e.g., Director of MAT).
    - This person will be responsible for making sure all data is collected and communicated to all stakeholders
- Move to a fully electronic system of data collection
    - Again, this is underway, but we still have a ways to go

Program Assessment Contact(s)

Michael Downton

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)
EDU 115	Inquiry and Problem Solving	
EDU 205	Diverse Perspectives	Cross Cultural

Methods of Assessment

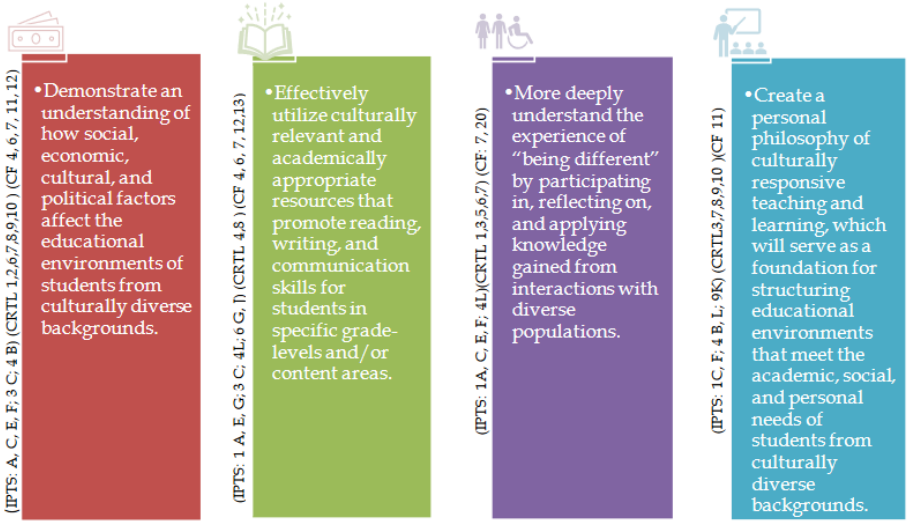
EDU 115

Measurable Learning Outcomes:

- The student will be able to identify the major hardware components used within a PC
- The student will be able to effectively use educational software applications
- The student will be able to model effective learning technologies and pedagogy and curriculum integration of Microsoft Office applications.
- The student will be able to evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed
- The student will be able to apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology.
- The student will be able to use telecommunications and information-access resources to support instruction

EDU 205 – Learning Objectives and Methods

I. **Standards & Objectives:** As required by the Illinois State Board of Education (ISBE) and the McKendree School of Education, all course assignments are aligned with the Illinois Professional Teaching Standards (IPTS), the new Illinois Culturally Responsive Teachers and Leaders Standards (CRTL) which, and the McKendree University School of Education Conceptual Framework (CF), all are included in this syllabus. Upon successful completion of all course requirements, students will better meet the needs of all learners, particularly those from culturally diverse backgrounds.



Course Assignments Aligned with State Standards and McKendree Conceptual Framework

- Textbook readings, tests, class activities and discussion (IPTS: A, C, E, F; 3 C; 4 B) (CRTL: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (CF 4, 6, 7, 11, 12)
- Philosophy of Culturally Responsive Teaching and Learning (IPTS: 1C, F; 4 B, L; 9K) (CRTL: 4, 8, 9, 10) (CF 11)
- Cultural Plunge (IPTS: 1A, C, E, F; 4L) (CRTL: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)(CF: 7, 20)

Knowing Ourselves	MEPS Reading Responses	So What's	Mid-Term/Final Reflection	Cultural Plunge Prject and CRT Infographic
• Based on lessons from Facing History and Ourselves, students will write a series of reflections and create several projects during the first three weeks of class. (140 points)	• After every reading assignment you will be asked to respond to the reading assigned through an online writing/video response. (200 points 20 pts/ discussion)	• Weekly you will be asked to review the work from class to determine how you will support a variety of students-these assignments will help you with the major projects at the end of the course (110 points 10pts/each)	• Students will meet one-on-one at the mid-term and final part of the semester to discuss all they have learned and how they hope to become a culturally responsive teacher (200 points)	• Students will select a media source about another culture to "plunge" into. Students will write a response and create a video presentation discussing their experience. (300 points) • Students will create an infographic demonstrating how they hope to be a Culturally Responsive Teacher (30 points)

Results From Assessment

EDU 115

Course Code Clean	Term Filter	IPS 1.1	IPS 1.1	IPS 1.2	IPS 1.2	IPS 1.3	IPS 1.3	IPS 1.4	IPS 1.4	IPS 1.5	IPS 1.5	IPS 1.6	IPS 1.6	Rubric Score	Rubric Score
EDU-115	FA22	28	4.00	28	4.00	28	4.00	28	4.00	28	4.00	28	4.00	28	4.00
EDU-115	SP23	11	2.91	11	3.73	11	2.45	11	2.27	11	2.27	11	3.91	11	2.92
Total	**Count 2**	**39**	**3.69**	**39**	**3.92**	**39**	**3.56**	**39**	**3.51**	**39**	**3.51**	**39**	**3.97**	**39**	**3.70**

EDU 205

Course Code Clean	Term Filter	DIV 1.1	DIV 1.1	DIV 1.2	DIV 1.2	DIV 1.3	DIV 1.3	DIV 1.4	DIV 1.4	DIV 1.5	DIV 1.5	Rubric Score	Rubric Score
EDU-205	FA22	24	4.00	24	3.96	24	4.00	24	3.71	24	3.38	24	3.81
EDU-205	SP23	17	3.82	17	3.88	17	3.82	17	3.47	17	3.41	17	3.68
Total	**Count 2**	**41**	**3.93**	**41**	**3.93**	**41**	**3.93**	**41**	**3.61**	**41**	**3.39**	**41**	**3.76**

Use of Data in Last Two years

I believe this is the first year the SOE has had general education courses. So longitudinal data is not available at this time. With regards to EDU 115, the large variance between spring and fall was concerning. It is unclear at this time as to the source of the variance and what factors could be the cause (e.g., non-education students taking the course, online vs. in person, etc.). Additionally, the lower *n* for the spring semester may also have played a roll. Regardless of the causes we need to put better systems in place to support students who struggle with the content in the course.

Regarding EDU 205, the variance between the two semesters is minimal and students are exceeding expectations (above 2.0) on each indicator.

Goals for Next Two Years

As mentioned, this is our first reporting cycle for EDU general education courses. As our programs and population grows (e.g., paraprofessional programs) we can further analyze data and be able to parse out certain variables in the data should any disparities present themselves.

Now that I am more familiar with the reporting and data process at McK, I will gather faculty to scrutinize the data and compare with current trends that they are seeing in their class. If discrepancies in the data are still present, I will advocate for new and/or updated assessment methods that are reliable for all students.

General Education Assessment Contact(s)

Michael Downton

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

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

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES					
PROGRAM COURSES	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 experience 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 2022-2023 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 2022-2023 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: To date, the program has a 100% completion rate when it comes to the completion of the portfolio requirements once students enter the internship phase of the program.

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

Since the last biennial assessment there has been a near complete turnover in faculty for the SOE Graduate Department, both with full-time and adjunct instructors. This has led to a significant amount of work for the department to get up to speed in all aspects of programming. That work continues. In the 2022-2023 academic year, dispositions surveys (SLO #5) were completed by the majority of full-time faculty. However not all instructors, especially part-time, completed the assessment. The SOE faculty will be

moving the assessment from the LiveText system to Brightspace beginning in 2024. We will continue to 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, but a lack of staff and an absence of proper onboarding, combined with a general lack of time, has created a challenging situation with these endeavors.

In addition, since the last biennial assessment, the program has moved to fully online delivery in order to meet the needs and demands of the students, and to increase the competitiveness of the university as it seeks to recruit students for the graduate programs. Finally, during the 2024-2025 AY, the shift from the ISLLC Standards to the newly adopted NELP Standards (National Educational Leadership Preparation) will be taking place and integrated into all course work and the internship for this program.

Use of Data in Last Two Years

Assessments were used to better meet the practical needs of students entering the program and to redevelop course work and activities to better reflect the professional needs of said students as they leave the program and enter school leadership positions.

Goals for Next Two Years

Goal #1: Continue to finetune the programming shift to fully online delivery of course work.

Goal #2: Complete the transition to the NELP Standards in all course work.

Goal #3: Transition our focus more towards a practitioner-based program to better prepare practicing educational leaders for the current challenges they will encounter as public educators.

General Education Assessment Contact(s)

Jay Goble

Michael Downton

School of Nursing and Health Professions

Division of Health Professions

Athletic Training

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.

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.

Student learning outcomes are based on required areas for our outside accreditation agency (Commission on Accreditation for Athletic Training Education- CAATE).

Curriculum and Program Map

Courses, experiences, or mission-consistent activities	Student learning outcomes					
	1	2	3	4	5	6
ATH 500	X					
ATH 501		X				
ATH 510		X		X		
ATH 511		X		X		
ATH 512		X		X		
ATH 513		X		X		
ATH 514			X			
ATH 515	XX					
ATH 516	XX					
ATH 517	XX			XX	XX	XX
ATH 518	XX	XX	XX	XX	XX	XX
ATH 519	XX	XX	XX	XX	XX	XX
ATH 520			X			
ATH 521			XX			
ATH 522		XX	XX			
ATH 525				XX		
ATH 600		XX	XX			
ATH 601		XX	XX			
ATH 602		XX	XX			
ATH 610					X	
ATH 611					X	
ATH 614	X				X	
ATH 615					XX	
ATH 616		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, objective simulated standardized clinical evaluations, research project (thesis) and rehabilitation case studies.

Results From Assessment

Didactically, students must achieve a minimum of 70% or better or all on all assignments including those associated with CAATE Standards.

Clinically, we are preparing students to be critical thinkers through the process of graded autonomy and progression of learning experiences in the clinical setting. Students are expected to progress their level of knowledge and performance during their clinicals. Grading expectations for successful completion of clinical assignments are as follows:

- ATH 515, 516 and 517 = Final score of 70% or better.
- ATH 518 = Final score of 75% or better.
- ATH 519 = Final score of 80% or better.

1. All students were able to achieve 70% or better on all didactic assessments.
2. All students were able to achieve 70% or better on all clinical assignments for ATH 515, 516 and 517.
3. All students were able to achieve 75% or better on all clinical assignments for ATH 518.
4. All students were able to achieve 80% or better on all clinical assignments for ATH 519.

See tables

Use of Data in Last Two Years – Dawn Hankins

1. ACES exam as a pretest will be discontinued in 2023-2024. This was used previously as a pre-test during the second semester of the program to see where students were having knowledge challenges in specific domains of the Board of Certification (BOC) exam. The statistical results helped the Coordinator of Clinical Education (CCE) develop individual study plans for 50% of the students, the other 50% of the student results were not

specific enough to develop individual study plans. The ACES exam will be replaced with AT Study Buddy in the spring of 2024.

2. The comprehensive exam taken during ATH 600 over the five domains of the BOC exam will be replaced with a pre and post BOC exam. Students will take a study mode exam as the pre-test and then the exam mode as a post test. The results of the study mode exam (students lacked knowledge in domains 2 and 4) provided more detailed information for the development of individual study plans for students during the 2023-2024 academic year.
3. Domain 5 final exam taken during ATH 611 in the last semester (6^{th}) proved that students could achieve an average of 93% with a low of 89% and a high of 97%. BOC exam results have consistently shown that students score well on this domain because of the individual task exams performed in the class. A pre-test for domain 5 will be included in ATH 610 to determine the initial understanding by students of this domain. This will provide further details on specific tasks to study to include in ATH 610 and 611.
4. Students continue to show difficulty with domains 2 and 4 on the BOC practice exams (average passing score of 70% with a low of 60% and a high of 80%). Additional task exams will be used in ATH 521 and ATH 525 and ATH 601.
5. Added ATH 522 in spring 2024 to increase skill performance in injury/illness condition evaluations and specific athletic training skills. Students had to achieve a minimum of 80% or better on each exam given. All students achieved a minimum of 80%, however, performance on therapeutic modalities showed students need additional practice to improve these scores. This correlates with low performance in domain 4 which includes performing therapeutic modalities.

Goals for Next Two Years

See table

Program Assessment Contact(s)
Dawn Hankins

MEASURES OF STUDENT LEARNING

1. Student Learning Outcome: Model professional and ethical behavior.								
Objectives	Indicator/Measure	Current Value	Target	Data Source	Frequency	Responsible	Reporting Results **Met/Not Met/NA Actions if Not Met**	Goals – **Purple 2024-2026**
a. Students will demonstrate professional and ethical standards of conduct.	Preceptors evaluate students' professional and ethical behavior at the completion of each clinical course.	100%	All students will achieve a minimum rating of 80%.	Preceptor evaluation of student (Abilities Section: #11-13) for 515, 516, 517, 518 and 519	End of each semester (3-6)	CCE	**Met**	**AT Study Buddy Domain Task Exams for Domains 1-3 – ATH 614 Students should achieve 70% or better on each exam**

2. Student Learning Outcome: Demonstrate the ability to examine, diagnose, and intervene when formulating a plan of care for patients.								
Objectives	Indicator/Measure	Current Value	Target	Data Source	Frequency	Responsible	Reporting Results **Met/Not Met/NA Actions if Not Met**	Goals – **Purple 2024-2026**
a. Students will examine, diagnose and formulate a plan of care for patients.	Curricular Content Assessments (CCAs).	100%	All students minimum rating of 75% - 518 All students minimum rating of 80% - 519	ATH 518 ATH 519	Annually in December Annually in June	CCE CCE	**Met** **Met**	**AT Study Buddy Domain 2 Task Exams – ATH 601 Students should achieve 70% or better on each exam**

3. Student Learning Outcome: Design and implement treatment, rehabilitation, and reconditioning programs to provide high-quality care and improve patient outcomes.								
Objectives	Indicator/Measure	Current Value	Target	Data Source	Frequency	Responsible	Reporting Results **Met/Not Met/NA Actions if Not Met**	Goals – **Purple 2024-2026**
a. Students will provide a full rehabilitation plan that improves patient outcomes.	Curricular Content Assessments (CCAs).	100%	All students minimum rating of 75% - ATH 518 All students minimum rating of 80% - ATH 519	ATH 518 ATH 519	Annually in December Annually in June	CCE CCE	**Met** **Met**	**AT Study Buddy Domain 4 Task Exams – ATH 521 Students should achieve 70% of better on each exam**

4. Student Learning Outcome: Incorporate athletic training knowledge and skills required of an athletic trainer in various clinical settings with diverse patient populations.								
Objectives	Indicator/Measure	Current Value	Target	Data Source	Frequency	Responsible	Reporting Results **Met/Not Met/NA Actions if Not Met**	Goals – **Purple 2024-2026**
a. Clinical experiences for students meet or exceed CAATE clinical education standards.	Students have access to a variety of patient populations with a variety of health conditions (clinic, K-12, MD office)	100%	100%	Clinical assignment table (517, 518 and 519) Clinical logs and case study logs	Annually in August	CCE	**Met**	**AT Study Buddy Domain 3 Task Exams – ATH 525 Students should achieve 70% or better on each exam**
5. Student Learning Outcome: 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.								
Objectives	Indicator/Measure	Current Value	Target	Data Source	Frequency	Responsible	Reporting Results **Met/Not Met/NA Actions if Not Met**	Goals – **Purple 2024-2026**
a. Students will demonstrate effective	Students will interact with perspective students and	100%	100%	ATH 610 attendance roster and Power Point	Annually in December	PD	**Met**	**N/A**

communication to diverse populations.	explain the MSAT program (Verbal). Students will communicate with patients, physicians and other healthcare professionals. Students will write a research study on content within the field of athletic training Students will present research study at Academic Excellence Celebration (AEC)	100% 100% 100%	100% 100% 100%	Presentation to PED 157 ATH 517, 518 and 519 - Preceptor evaluation of student ATH 614 and 615 – Research Study Rubric Power Point Presentation and grading rubric	Annually in December and May Annually in December and May Annually in April	CCE PD and CCE PD	**Met** **Met – All students completed chapters 1-3 in ATH 614. Met – All students completed their research in 615.** **Met**	

6. Student Learning Outcome: Demonstrate the ability to utilize evidence-based practice in clinical-decision making.								
Objectives	Indicator/Measure	Current Value	Target	Data Source	Frequency	Responsible	Reporting Results **Met/Not Met/NA Actions if Not Met**	Goals – **Purple 2024-2026**
a. Students will define evidence-based practice.	ATH 500 – Foundations of Evidence-Based Practice	90%	80%	Quiz	Annually in June	PD	**Met**	**N/A**
b. Students will formulate an effective clinical question.	ATH 500	100%	100%	Assignment on writing a PICO question	Annually in July	PD	**Met**	**N/A**
c. Students will utilize EBP in clinical practice.	ATH 517, 518 and 519	100%	100%	Assignment attached to CCA	Annually in August	CCE	**Met**	**N/A**

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

1. Demonstrate an understanding of basic health principles and structural understanding.

ATH 200 Assessment Data: Comprehensive Exam

	Pass /N	Rate
Fall 22 N=33	94%	86 % or above
Spring 23 N=41	92%	90% or above
Fall 23 N=40	94%	84% or above

HPE 214 Assessment Data: NA

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

PED 250 Assessment Data: Project Assignments

	Pass/N (Assignment averages)	Rate (assignment averages)
Fall 22 N=19	89%	90%
Spring 23 N= 24	91%	92%
Fall 23 N= 28	89%	89%

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: Project/Paper

	Pass/N	Rate
Fall 22 N=7	100%	94%

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

PED 410 Assessment Data: Project

	Pass/N	Rate
Fall 22 N=4	100%	93%

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

HPE 214 Assessment Data: NA

HPE 470 Assessment Data: Internship experience and outcomes

	Pass/N	Rate
Fall 22 N=2	100%	96%
Spring 23 N=4	100%	94%
Fall 23 N=1	100%	100%

Use of Data

1. **HPE 214 –** under review for replacement by similar course in Healthcare Administration major. New course enhances community health focus within our health program
2. **HPE 410 –** under review for replacement by similar course in Healthcare Administration major. New course enhances community health focus within our health program

Program Assessment Contact(s)

Katy Gayford

William Moore

Mary McKee

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

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

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

Use of Data (Previous year or this year) NA

General Education Assessment Contact(s) NA

- This program was approved in Fall 2021.
- First Class of Students 2022-2023
- Second Class of Students 2023-2024

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 structures. Include acquisition of general exercise physiology principles and demonstration through creation of exercise prescription.
3. Evaluate, assess, design and implement cardiorespiratory, flexibility, muscular strength and endurance exercise prescriptions and dietary habits 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 both written and oral communication grounded in current evidence-based professional research practices and interpersonal skills
5. Investigate benefits offered through professional memberships and certifications and provide opportunities for achieving professional memberships and certifications.

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 356:** 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 2022 and the second is from fall 2023. We present both of these in order to demonstrate an evolution in the language of the grading criteria and guidance for the paper.

   > PED 403 Assessment Data

   PED 403 Research Paper Rubric Fall 2022

Student Name: **Final Project Grade:**

FORMAT, WRITING, & PRESENTATION **30 points possible**

10 points possible for each of the following	POINTS EARNED:
APA Format	
excellent writing skills exhibited	
professional presentation	

TOTAL POINTS EARNED:
Comments:

SKILL DESCRIPTION:

10 points possible for each of the following
clear thesis statement
relavent primary/secondary sources
synthesis of relevant literature
primary purpose of skill
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**

10 points possible for each of the following	POINTS EARNED:
intro/conclusion paragraphs + Appendix A	
regional anatomy essays	
sport, skill & critical phase identified	
joint motion	
segment moved	
plane & axis	
force producing motion	
contraction type	
prime movers	

TOTAL POINTS EARNED:
Comments:

MECHANICAL ANALYSIS:

10 points possible for each of the following
mechanical analysis intro paragraph
description of motion
linear kinematics
rotary/angular kinematics
kinetics (gravity & muscular)
levers + classifications
torque
COG + Appendix B, Mobility, & Stability
Calculations in Appendix C

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 2023 Rubric for PED 403 Kinesiology Paper – 330 Points*

N = 37 – 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. 11.5%	1 error in paper format and organization or 2 errors in format or organization. 23%	1 error in paper format or organization. 38%	Correct margins (1"), font (11-point Arial or Calibri) and spacing (double). Correct organization (title page, heading and subheading sections, references and appendices). 27%
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. 38%	1 error in citation format and reference format or 2 errors in citation format or reference format. 23%	1 error in citation format or reference format. 23%	Correct citation format within body of paper (direct quotes and paraphrased statements) and correct reference format. 11.5%
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. 19.23% (spelling and grammar errors)	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are two spelling, grammar, or syntax errors. 11.5%	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. 38%	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. 31.27%
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. 0%	Missing Heading and required details and 1 subheading with required details. 15.78%	Missing Heading or required details or 1 subheading with required details. 32.65%	Contains heading with problem, relevant research, hypothesis, thesis statement and all correct subheadings with required details in each subheading. 6.66%

Performance Criteria	Poor	Fair	Satisfactory	Excellent
Methods – 18% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing all requirements for methods. 0%	Missing Heading and 1 subheading and all required details. 0%	Missing Heading or 1 subheading and all required details. 6.12%	Contains Heading and all subheadings and required details. 93.88%

Study Results – 18% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing 3 or more subheadings with details. 7.7%	Missing 2 of the required subheadings with details. 23.07%	Missing 1 of the required subheadings with details. 38.46%	Contains all required subheadings with details for each subheading. 26.92%
Discussion – 9% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing 3 or more items with details. 0%	Missing 2 of the required items with details. 3.84%	Missing 1 of the required items with details. 57.69%	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. 38.46%
Conclusion – 11% Excellent = 33 Satisfactory = 29 Fair = 25 Poor = 0-24	Missing all of the required items with details. 11.5%	Missing 2 of the required items with details. 23%	Missing 1 of the required items with details. 46.15%	Contains prescriptions for improved performance and indicates how the performance should be changed so that the principles are no longer violated. 15.38%

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 2022 – 230 Points

N = 18, 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. 66.67%	Format contains 1 error in APA format. 20.83%	Format contains 2 errors in format. 8.3%	Format contains 3 or more errors in format, 4.16%
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. 91.66%	1 item is missing complete details on health risks and diseases and/or not supported by referenced resources. 8.33%	2 items are missing complete details on health risks and diseases and/or not supported by referenced resources. 0%	3 items or more are missing complete details on health risks and diseases and/or not supported by referenced resources. 0%
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. 91.66%	1 item missing from risks associated with age of client/patient and/or not supported by referenced resources. 8.33%	2 items missing from risks associated with age of client/patient and/or not supported by referenced resources. 0%	3 or more items missing from risks associated with age of client/patient and/or not supported by referenced resources. 0%
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. 75%	1 test is missing correct pounds but results of points according to gender is correct and/or supported by referenced resources. 12.5%	2 tests missing correct pounds or correct results of points is not provided according to gender and/or supported by referenced resources. 12.5%	2 or more tests missing correct pounds and correct results of points is not provided according to gender and/or supported by referenced resources. 0%
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. 62.5%	Age and gender norms not provided but percentile for each test based on gender is provided and/or supported by referenced resources. 16.66%	Age and gender norms and percentile for each test based on gender not provided and/or supported by referenced resources. 12.5%	Missing age and gender norms and percentile for each test and supported by referenced resources. 0%

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. 75%	1 item is missing from the required items and/or supported by referenced resources. 12.5%	2 items missing from the required items and/or supported by referenced resources. 8.33%	3 items or more are missing from the required items and/or supported by referenced resources. 4.16%

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. 66.67%	1 correct flexibility test missing and/or supported by referenced resources. 12.5%	2 flexibility tests missing and/or supported by referenced resources. 20.83%	Missing all correct flexibility tests and not supported by referenced resources. 0%
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. 58.33%	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. 20.83%	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. 20.83%	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. 4.16%
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. 75%	Provided correct direct or indirect VO_2 test and supported by referenced resources. 16.66%	Provided incorrect direct and/or indirect VO_2 test and not supported by referenced resources. 8.33%	Only provides indirect VO_2 and not supported by referenced resources. 0%
Question 9 - 0.86% Optimize = 2 Exceeds = 1.5	Provided average VO_2 based on age and gender and supported by referenced resources.	Provided VO_2 based on age and gender and not supported by referenced resources.	Provided VO_2 but not based on age and gender and not	Didn't provide VO_2 based on age and gender and not supported by referenced resources.

Meet = 1 Doesn't meet = 0	100%	0%	supported by referenced resource. 0%	0%
Question 10 – 8.7% Optimize = 20 Exceeds = 17 Meet = 14 Doesn't meet = 11	Provided appropriate aerobic activities based on age and included days per week, minimum amount of time per session and target heart rate intensity per session using %HRR and supported by referenced resources. 66.66%	Provided appropriate aerobic activities based on age but missing 1 other item and supported by referenced resources. 16.66%	Provided appropriate aerobic activities based on age but missing 2 other items and supported by referenced resources. 16.66%	Missing appropriate aerobic activities and/or any of the other items and/or not supported by referenced resources. 0%
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. 62.5%	Provided balance template missing 1 progressive static or dynamic activity and all other fields correct. 16.66%	Balance template missing progressive static and/or dynamic activities and 1 other field missing. 12.5%	Balance template incomplete for progressive static and dynamic activities and 2 or more other fields missing. 4.16%

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. 91.66%	Missing 1 of the correct tests for each identified area and all tests supported by referenced resources. 8.33%	Missing 2 of the correct tests for each identified area and/or tests not supported by referenced resources. 0%	Missing 3 of the correct tests for each identified area and all tests not supported by referenced resources. 0%
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. 66.66%	Missing detailed explanation of 1 identified area and/or supported by referenced resources. 16.66	Missing detailed information of 2 identified areas and/or not supported by referenced resources. 12.5%	Missing detailed information of 3 identified areas and/or not supported by referenced resources. 4.16%

Assessment Data for Individual Scenarios

Completed HPE 250 Fall 2023 Individual Scenarios – 184 Points

N = 28

Aggregate Percentages for each Number

Include the following in your scenario presentation:

1. Follow APA format including page numbers, headings, citations, etc. A minimum of 6 pages double spaced, typed, margins of 1 inch on the left, right, top and bottom. (20) 2 Point deduction for each item missed. 45% correct and 55% of the students had issues with APA citation format and reference format.
2. Provide the following in order:
    a. Title Page (2) 100% correct
    b. Table of Contents (2) 77.77% correct and 22.23 did not provide a table of contents
    c. Introduction (10) 100% correct
        i. Preliminary information provided to you
        ii. What will be presented in the paper including thesis statement and headings of information
    d. Preliminary Health Screening Analysis (20) 72.22% correct and 27.78% left out information from i and didn't provide additional assessments.
        i. What does the information provided to you in the scenario tell you? (Use the information: Age, gender and other results to consider what disease risks and other problems that the individual may develop)
        ii. Are there assessments missing? (additional assessments that need to be part of the evaluation)
    e. Program Plan (90) 55% correct and 45% left out information from i – iv.
        i. What will you include to improve the health and physical fitness of this individual for the next four months?
        ii. What goals will you set? (use the classifications of good for VO_{2max} and minimum of active for exercise, minimum of 70% for muscular endurance, 1-RM and flexibility, balance is based on age and gender)
        iii. How will you organize the plan?
        iv. Questions to consider as you develop the plan:
            1. Where does your patient/client have issues based on the information that you have been given? (always consider age and gender). What do you currently know, what assessments do you need to do, what evidence will you use to base your goal on and how will you develop the plan
                a. Strength
                b. Body fat and weight
                c. BMI
                d. Blood test results (total cholesterol, triglycerides, LDLs, HDLs,)
                e. Blood pressure
                f. Nutrition

g. Balance
h. Flexibility
i. CR Fitness

2. You should use a combination of narrative and charts to illustrate your program Provide your responses using periodization charts and/or narrative

f. Retest dates and items to be retested (10) 66.66% correct and 33.34% left out time frame and/or items.
g. Expected outcomes (10) 66.66% correct and 33.34% left out some outcomes.
h. References used (10) 100% correct

3. Minimum of 4 references (Juried Sources) (10) 100%
4. A five-point deduction will be taken for EVERY 2 spelling errors 83.33% correct, 16.66% had more 2 or more spelling errors.

3. Evaluate, assess, design and implement cardiorespiratory, flexibility, muscular strength and endurance exercise prescriptions for a diverse spectrum of participants (i.e., athletes, youth, older adults and special populations.

> PED 348 Assessment data – Assignment details in Appendix ___

PED 356 Fall -2023 - Individual Education Plan Data Summary

N = 30

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 70% Cognitive objectives 56%
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.

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

> PED 470 Assessment Data

	Pass	**Fail**	**Incomplete**
Fall 2022 N=2	**100%**		

Spring 2023 N=2	**100%**		
Fall 2023 N=1	**100%**		

5. **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 2023 N = 14	**12 (92.3%)**	**1 (.071%)**
Spring 2024 N = 14	**12 (85.7%)**	**2 (14%)**

> 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 = 14 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 = 14 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.Merge PED 457 professional organization standard into requirements for PED 490 seminar
2.Add fee to PED 490 to cover professional organization registration fee
3. Remove PED 402 Motor Learning
4. Merge material from PED 402 into PED 365 Motor Development and PED 356 LifeTime Instruction

Program Assessment Contact(s)

Katy Gayford
Dawn Hankins
Mary McKee
William Moore

Division of Nursing

Nursing (RN to BSN)

Mission Statement

The mission of the Division of Nursing is to provide students with the knowledge and skills needed to enhance their ethical nursing practice. Students in the Nursing Division are prepared to apply the theories, evidence-based practice, and leadership competencies based on a liberal arts foundation, and the discipline of nursing to practice with a baccalaureate, master's, and doctor of nursing practice degree.

Major Student Learning Outcomes

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

1. Demonstrate critical thinking skills by integrating knowledge from nursing and various disciplines.
2. Utilize assessment to plan person-centered care for individuals, families, groups, and populations.
3. Assess political, social, cultural, economic, and environmental factors that influence population health.
4. Translate evidence from nursing to enhance scholarship for nursing practice.
5. Identify the need to improve quality and safety in the delivery of patient care throughout the lifespan.
6. Demonstrate interprofessional communication and collaboration skills.
7. Interpret the healthcare organizations and systems effects on health status.
8. Examine the impact of information and healthcare technology in the provision of high-quality healthcare.
9. Correlate leadership principles to professional practice.
10. Utilize self-reflection in achieving personal, professional, and leadership development

Curriculum and Program Map

Courses, experiences, or mission-consistent activities	**Student learning outcomes**									
	1	2	3	4	5	6	7	8	9	10
351- Health Assessment & Pathophysiology I	**XX**	**XX**			**XX**	**XX**				**XX**

352- Health Assessment & Pathophysiology II	**XX**	**XX**			**XX**	**XX**				
366 Concepts in Research	**XX**			**XX**		**X**			**X**	**XX**
367 Research Application in Practice	**XX**			**XX**		**X**			**XX**	**XX**
440 Healthcare Organizations and Systems	**XX**		**XX**			**XX**	**XX**		**XX**	
451 Concepts of Population Based Care	**XX**	**XX**	**XX**	**X**	**X**	**X**	**XX**	**XX**		**XX**
452 Practicum in Population Based Care	**XX**	**XX**	**XX**	**XX**	**X**	**XX**	**X**	**X**		**XX**
471 Concepts of Leadership and Management	**XX**		**XX**	**XX**	**XX**	**X**	**XX**	**XX**	**XX**	**XX**
472 Practicum in Leadership and Management	**XX**	**XX**	**XX**	**XX**	**XX**	**XX**	**XX**	**XX**	**XX**	**XX**

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 80% 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 80% 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 2022-2023 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. 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
2021	2016	65	12	52	98%
2022	2017	82	13	68	99%
2023	2018	51	10	37	90%

Completion rates at the baccalaureate 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	2021 – 96% 2022 – 100% 2023 – 92.5%

BSN - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University to a friend?	2020-2021	70% or higher	2021 Grads – 91.30% 1 year Alumni – 100% 3 year Alumni – 100%
	2021-2022		2022 Grads – 94.1% 1 year Alumni – 100% 3 year Alumni – 100%
	2022-2023		2023 Grads-92.5% 1 year Alumni – 100% 3 year Alumni – 100%

Use of Data in Last Two Years

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.

Goals for Next Two Years

1. Assimilate the new American Association of Colleges of Nursing Graduate-level competencies into the RN to BSN coursework by May 2025.
2. The acclimation of newly hired faculty in the RN to BSN Program by May 2025.

Program Assessment Contact(s) Dr. Kendra Taylor

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)**

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 in Last Two years

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).

Goals for Next Two Years

Monitor the enrollment of elective courses to determine ongoing need.

Master of Healthcare Administration (MHA)

10. Engage in experiential learning and practice to promote health administration leadership grounded in ethical and moral decision making.

Curriculum and Program Map

[List required courses or experiences in the first column. List student learning outcomes in the first row. Indicate where objectives are taught with X. Indicate where objectives are assessed with XX.

Courses, experiences, or mission-consistent activities	**Student learning outcomes**									
	1	2	3	4	5	6	7	8	9	10
MHA 500 Health Operations and Economics	**XX**		**XX**	**XX**	**XX**	**X**			**X**	
MHA 501 Health Policy and Legal Aspects in Healthcare			**X**		**XX**	**XX**	**XX**		**XX**	
MHA 502 Ethics, Social Justice, Diversity, and Health Equity		**X**			**X**		**XX**		**XX**	**XX**
MHA 503 Marketing and Management Concepts	**XX**		**XX**	**X**				**X**		
MHA 600 Driving Success and Sustainability with Strategic Planning		**XX**	**XX**	**X**	**X**	**XX**		**X**	**XX**	
MHA 601 Leading and Managing in Organizations and Systems		**XX**	**XX**	**XX**			**X**	**XX**		**XX**
MHA 604 Quality, Safety, and Performance in Healthcare Organizations		**XX**	**X**	**XX**	**XX**	**XX**		**XX**	**X**	**XX**
MHA 630 Financial Management of	**XX**		**XX**			**X**		**X**		

Healthcare Organizations										
MHA 652 Organizational Behavior		**X**	**XX**	**XX**	**X**		**X**	**XX**	**X**	
MHA 660 Health Administration Capstone Project and Practicum	**X**	**XX**	**XX**	**XX**	**XX**	**XX**	**XX**	**XX**	**X**	**XX**

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

There are multiple direct measures of student outcomes:

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. 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.

Employment rates in healthcare associated fields – The employment rate is 80% or higher in healthcare associated fields.

Graduate, One-Year Alumni, and Three-Year Alumni Graduate Surveys – A Survey Monkey link will be distributed to all MHA graduates. 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

MHA Student Retention

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing
2024	2020	18	0	18	100%
2025	2021	11	0	10	90%
2026	2022	6			
2027	2023	7			

Employment Percentage

MHA Program	2022 – 94.7% 2023 – 100%

MHA - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University to a friend?	2021-2022	70% or higher	2022 Grads –100%
	2022-2023		2023 Grads-100% 1 year Alumni – 100%

Use of Data in Last Two Years

Graduate, one-, and three-year graduate (when available) surveys are 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.

Goals for Next Two Years

1. To monitor enrollment of the program and continue recruitment efforts to ensure success of the program. This will be an ongoing process

Program Assessment Contact(s)

Dr. Kendra Taylor

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)
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 in Last Two years

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).

Goals for Next Two Years

Monitor the enrollment of elective courses to determine ongoing need.

Nursing (MSN) – Educator, Manager, Population Health Tracks

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, masters, or DNP degree.

Major Student Learning Outcomes

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

1. Apply critical thinking into practice by utilizing knowledge from nursing and interprofessional disciplines.
2. Demonstrate cultural-responsive care to individuals, families, aggregates, and populations throughout the health-illness continuum.
3. Analyze the effects of policy, economics, and societal influences on healthcare systems impacting population health.
4. Utilize advanced skills according to standards of practice.
5. Facilitate effective interprofessional communication and collaboration in practice.
6. Appraise the effects of systems and organizational leadership on healthcare outcomes.
7. Utilize research, informatics, and technologies to provide safe high-quality healthcare, initiate change, and improve healthcare outcomes.
8. Analyze the impact of ethical issues on professional practice.
9. Engage in scholarly activities to foster lifelong learning in professional practice by integrating the behaviors and functions of a masters prepared nurse into professional roles.

Curriculum and Program Map

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES								
PROGRAM COURSES	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**

(M) - Manager Track (E) - Educator Track (P) - Population Health Track									
NSG 500 – Evidenced-Based Practice in Healthcare	XX	XX		XX		XX	XX	XX	XX
NSG 501 - Health Policy and Advocacy	XX	XX	XX	XX	XX	XX	XX		XX
NSG 502 - Ethical Issues in Healthcare Populations	XX	XX	XX	XX	XX		XX	XX	XX
NSG 650 - Population Health and Epidemiology	XX	XX	XX	XX	XX		XX	XX	XX
NSG 600 (M) - Theories and Principles of Nursing Management	XX			XX	XX	XX	XX	X	XX
NSG 601 (M) - Nursing Informatics	XX			XX		XX	XX		
NSG 602 (M) - Human Behavior in Organizations	XX		XX	XX	XX	XX	XX	XX	XX
NSG 603 (M) - Management of Fiscal Systems			XX	XX	XX	XX	XX		XX
NSG 604 (M/P) - Quality and Performance in Organizations				XX	XX	XX	XX		XX
NSG 621 (M) - Nurse Manager Clinical Practicum and Scholarly Project	XX			XX	XX	XX	XX	XX	XX
NSG 606 (E) - Advanced Health Assessment through the Lifespan	XX	XX		XX	XX		X	XX	XX

NSG 609 (E) - Philosophical and Theoretical Foundations of Nursing Education	**XX**			**XX**			**XX**	**XX**	**XX**
NSG 615 (E) - Educational Methods and Strategies	**XX**			**XX**					**XX**
NSG 616 (E) - Assessment and Evaluation in Nursing Education	**XX**			**XX**			**XX**		**XX**
NSG 617 (E) - Advanced Clinical Pathophysiology and Pharmacology	**XX**	**XX**		**XX**	**XX**		**XX**	**XX**	**XX**
NSG 618 (E) - Nurse Educator Clinical Practicum and Scholarly Project	**XX**			**XX**	**XX**		**XX**	**XX**	**XX**
NSG 651 (P) – Impacting Population Health and Wellness Across the Continuum		**XX**	**XX**	**XX**		**XX**		**X**	**XX**
NSG 652 (P) - Foundations of Population Health	**X**	**X**	**X**	**XX**	**X**	**X**	**X**	**X**	**XX**
NSG 653 (P) - Leadership in Population Health	**XX**	**X**	**X**	**X**	**X**	**XX**	**XX**	**X**	**XX**
NSG 654 (P) – Primary, Secondary, and Tertiary Prevention to Promote Individual and Population Outcomes	**XX**		**XX**	**XX**	**XX**	**XX**	**XX**		**XX**
NSG 656 (P) – Advanced Population Health Practicum and Scholarly Project	**XX**			**XX**	**XX**	**XX**	**XX**	**XX**	**XX**

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 80% 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 80% 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 capstone course, all students who receive a passing grade are marked on the master completion tracking document with the respective term of completion. The tracking of completion of the capstone course, specifically 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.

Results from assessment:

MSN Student Issue Results for 2022-2023 did not identify any concerns with the admission process, progression through the program, or application for graduation.

MSN Student Retention

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing
2021	2017	30	11	15	79%
2022	2018	23	4	18	95%
2023	2019	27	9	18	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, benchmark met.

Employment Percentages for Nursing Programs

MSN Program	2021 – 100% 2022 – 92.86% 2023 – 100%

Employment rates at the master's practice level exceeded 80% for the most recent calendar years, benchmark met.

MSN - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University MSN to a friend?	2020-2021	70% or higher	2021 Grads – 100% 1 year Alumni – 100% 3 year Alumni -100%
	2021-2022		2022 Grads – 100% 1 year Alumni – 100% 3 year Alumni -100%

	2022-2023		2023 Grads – 100% 1 year Alumni – 100% 3 year Alumni -100%

Use of Data in Last Two Years

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.

Goals for Next Two Years

[Outline specific goals for assessment and the use of data. Provide a timetable for implementation plans.]

1. Assimilate the new American Association of Colleges of Nursing Graduate-level competencies into the MSN coursework by May 2025.

Program Assessment Contact(s)

Jill Parsons

Doctor of Nursing Practice (DNP) – Ethical Leadership

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. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences to translate best evidence for application to improve nursing practice.
2. 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.
3. Advocate for interprofessional collaborative initiatives to examine complex systems and develop effective methods to create positive change for improving patient and population health outcomes.
4. Engage in experiential learning and research to promote advanced level nursing scholarship grounded in ethical and moral decision making.
5. Advance the effective use of health care information technologies and systems to ensure safe high-quality outcomes with the generation of data-driven decisions.
6. Integrate clinical change through organizational and systems leadership for quality improvement and systems thinking to achieve excellence in practice.
7. Translate knowledge into personal, professional, and leadership practice to improve patient outcomes and synthesize best practice for improving the nation's health.

Curriculum and Program Map

Student Learning Outcomes							
PROGRAM COURSES	**Advanced Knowledge for Nursing Practice**	**Person-Centered Care**	**Population Health**	**Scholarship for Nursing Practice**	**Information Technologies Based on Quality and Safety**	**Systems-Based Practice**	**Personal, Professional, and Leadership Development**
NSG 700 Ethical, Legal, & Social Justice in Leadership		**XX**	**X**	**XX**			
NSG 710 Quality, Safety Improvement, and Risk Management with Information Technology	**X**	**X**	**X**		**XX**	**XX**	**X**
NSG 720 Analytical Methods for Evidence-Based Practice and Research Translation	**XX**	**X**		**XX**			**X**
NSG 730 Applied Organizational Analysis in Systems	**XX**	**X**				**XX**	**X**
NSG 740 Advanced Financial Management of Healthcare Resources	**X**	**X**	**X**	**X**	**X**	**X**	
NSG 750 Strategic Leadership, Innovation, and Entrepreneurship	**X**		**X**	**X**		**XX**	**XX**
NSG 760 Leading Change by Transformi		**XX**	**X**		**X**	**X**	**XX**

ng Policy & Systems							
NSG 770 Population-Focused System Improvement and Design			**XX**	**X**	**X**	**X**	**X**
NSG 790 Advanced Nursing Project I	**XX**	**X**	**X**	**XX**	**X**	**X**	**X**
NSG 791 Advanced Nursing Project II	**XX**	**X**	**X**	**XX**	**X**	**X**	**X**
NSG 792 Advanced Nursing Project III	**XX**	**X**	**X**	**XX**	**X**	**X**	**X**
NSG 793 DNP Advanced Nursing Project Continuum	**XX**	**X**	**X**	**XX**	**X**	**X**	**X**

Program Requirements

Capstone: NSG 792 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 sent at the accomplished time. Per the Commission on Collegiate Nursing Education, retention rates must be 70% or higher and employment rates must be 80% 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 80% 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 completed 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 2022-2023 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
2021	2018	7	1	6	100%
2022	2019	11	0	11	100%
2023	2020	8	1	7	100%

Completion rates at the 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.

DNP - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University DNP to a friend?	2020-2021	70% or higher	2021 Grads – 100% 1 year Alumni – 100% 3 year Alumni – 100%
	2021-2022		2022 Grads – 80% 1 year Alumni – 100% 3 year Alumni – 100%
	2022-2023		2023 Grads – 100% 1 year Alumni – 100% 3 year Alumni – 100%

Employment Percentages for Nursing Programs

DNP Program	2021 – 100% 2022 – 100% 2023 – 100%

Student Affairs data is reported out for each program during the annual Division of Nursing Curriculum Retreat held in May. In May 2023, Student Affair results indicated DNP students were pleased with the admission process that was easy and well explained. DNP students acknowledged Carol Fairlie as being instrumental for a smooth admission process. Students felt nursing faculty were encouraging and voiced appreciation for the DNP immersion process and the DNP interview process. DNP students indicated that they would appreciate more feedback on content of their assignments/discussions not just feedback on their APA. DNP student appreciated the flexibility of the DNP program.

Use of Data in Last Two Years

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.

Based on the 2022-2023 DNP Student Affairs minutes, DNP faculty discussed providing more input regarding assignment and forum content beginning in summer 2023 coursework. Regarding the 2022 DNP Graduate Survey results, the recommendation from the Assessment Committee was to determine Forum/discussion boards relevance and use of VideoNotes/Panopto versus written responses.

Goals for Next Two Years

[Outline specific goals for assessment and the use of data. Provide a timetable for implementation plans.]

1. Assimilate the new American Association of Colleges of Nursing Graduate-level competencies into the DNP coursework by May 2025.

Program Assessment Contact(s)

Dr. Richelle Rennegarbe/Dr. Kendra Taylor

Assessment Evaluation Rubric

The SLATE committee revised this assessment plan evaluation rubric in 2024. The SLATE committee uses this rubric and provided feedback to each program at the May Closing the Loop Workshop. The SLATE committee reviews this rubric biennially.

Program/Major Assessment Plan Evaluation Rubric - SLATE 2024

Program/Major

Assessment Plan Descriptors	Best Practice	Acceptable	Developing
Mission Statement	The mission statement is specific, clear, and meaningful.	A general statement lacks one of the following: specificity, meaning, clarity.	No mission statement.
Learning Outcomes	The number of outcomes is appropriate for the program. 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 program 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.
Curriculum and Program Map	A complete grid includes program learning outcomes along with clear connections to required courses or experiences in the program.	A grid includes program learning outcomes along with some connections to courses or experiences in the program.	The grid is incomplete or missing

Program Requirements: **Capstone** **Research Experience** **Service**	A capstone experience/course is identified. The program includes meaningful research experience. The program includes meaningful service experience.	The program lacks a meaningful capstone, research experience, or service experience.	The program lacks two or more of the following: capstone, research, and service.
Methods of Assessment of 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.**	**There are two to three direct or indirect measures. Measures are valid.** **The measures are generally related to the outcomes.**	There are no measures of outcomes or the measures are not valid. The measures do not relate to the outcomes.
Results of Assessment of 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 in Last Two Years	The assessment plan identifies a person/group with responsibility for improving the program (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 program. Lacking a clear timetable, more use of data is desirable. There is some evidence of data use in making decisions and changes. One or two general examples of changes are included. There is some 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."
Goals for Next Two Years	Timetable for implementation is included. Specific examples of how the data will be 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.	Lacking a clear timetable. One or two general examples of changes are included. There is some evidence of "closing the loop."	There is not a clear timeline. Proposed changes are not based on assessment. There is no evidence of "closing the loop."

General Education

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 Use of Data in Last Two Years	The assessment plan identifies a person/group with responsibility for improving the general education program (e.g., a committee, specific faculty).	The assessment plan identifies a plan to improve the program. Lacking a clear timetable, more use of data still desirable.	The assessment plan lacks an improvement plan and an identified person.

	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.	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."	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."

Goals for Next Two Years	Timetable for implementation is included. Specific examples of how the data will be 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.	Lacking a clear timetable. One or two general examples of changes are included. There is some evidence of "closing the loop."	There is not a clear timeline. Proposed changes are not based on assessment. There is no evidence of "closing the loop."

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

McKendree University Fall 2022	**All Courses 2022/F1 n = 260**	**All Courses 2022/F2 n = 540**	**All Courses 2022/FF n = 3089**
This course ...			
1. was a positive experience.	**4.63 ± 0.73**	**4.56 ± 0.84**	**4.55 ± 0.89**
2. helped me gain an appreciation for the material covered.	**4.61 ± 0.76**	**4.53 ± 0.88**	**4.43 ± 0.99**
3. improved my critical thinking.	**4.58 ± 0.77**	**4.53 ± 0.87**	**4.43 ± 0.98**
4. was intellectually engaging.	**4.57 ± 0.81**	**4.50 ± 0.91**	**4.40 ± 1.02**
5. enhanced my research and information literacy skills.	**4.55 ± 0.80**	**4.45 ± 0.93**	**4.31 ± 1.08**
6. promoted development of my writing skills.	**4.55 ± 0.84**	**4.38 ± 1.04**	**4.25 ± 1.15**
7. was well organized.	**4.62 ± 0.74**	**4.56 ± 0.89**	**4.50 ± 0.92**
8. was challenging.	**4.59 ± 0.79**	**4.54 ± 0.86**	**4.31 ± 1.11**
9. had a clear and comprehensive syllabus.	**4.64 ± 0.74**	**4.61 ± 0.81**	**4.58 ± 0.84**
10. was of high quality overall.	**4.60 ± 0.80**	**4.53 ± 0.89**	**4.49 ± 0.94**
This instructor ...			
11. was knowledgeable about the subject.	**4.78 ± 0.57**	**4.68 ± 0.74**	**4.78 ± 0.62**

12. used a variety of teaching methods and activities.	**4.52 ± 0.91**	**4.44 ± 1.01**	**4.43 ± 1.03**
13. was well prepared for class.	**4.72 ± 0.69**	**4.64 ± 0.82**	**4.67 ± 0.76**
14. was respectful to students.	**4.80 ± 0.58**	**4.69 ± 0.73**	**4.71 ± 0.75**
15. provided useful feedback.	**4.62 ± 0.87**	**4.51 ± 1.00**	**4.59 ± 0.89**
16. used fair grading procedures.	**4.71 ± 0.72**	**4.60 ± 0.85**	**4.67 ± 0.77**
17. presented course material effectively.	**4.65 ± 0.78**	**4.56 ± 0.92**	**4.57 ± 0.91**
18. provided an atmosphere where students could ask questions and express ideas.	**4.74 ± 0.68**	**4.61 ± 0.84**	**4.69 ± 0.78**
19. was accessible (in person, by phone, or by e-mail) to students outside of class.	**4.75 ± 0.65**	**4.60 ± 0.90**	**4.67 ± 0.77**
20. responded effectively to comments and questions.	**4.67 ± 0.81**	**4.57 ± 0.91**	**4.68 ± 0.77**
21. used technology effectively where appropriate.	**4.75 ± 0.63**	**4.67 ± 0.80**	**4.67 ± 0.78**
22. was effective overall.	**4.67 ± 0.77**	**4.59 ± 0.89**	**4.61 ± 0.86**

McKendree University Fall 2023	**All Courses 2023/F1 n = 491**	**All Courses 2023/F2 n = 590**	**All Courses 2023/FF n = 3322**
This course ...			
1. was a positive experience.	**4.60 ± 0.80**	**4.61 ± 0.77**	**4.58 ± 0.84**
2. helped me gain an appreciation for the material covered.	**4.58 ± 0.82**	**4.60 ± 0.77**	**4.48 ± 0.94**
3. improved my critical thinking.	**4.55 ± 0.83**	**4.58 ± 0.81**	**4.45 ± 0.96**
4. was intellectually engaging.	**4.55 ± 0.85**	**4.59 ± 0.82**	**4.45 ± 0.97**
5. encouraged mutual respect among students of diverse backgrounds and identities.	**4.66 ± 0.72**	**4.65 ± 0.74**	**4.63 ± 0.78**
6. enhanced my research and information literacy skills.	**4.56 ± 0.84**	**4.56 ± 0.83**	**4.37 ± 1.02**
7. promoted development of my writing skills.	**4.50 ± 0.93**	**4.52 ± 0.88**	**4.27 ± 1.11**
8. was well organized.	**4.60 ± 0.79**	**4.62 ± 0.80**	**4.51 ± 0.91**

9. was challenging.	**4.52 ± 0.87**	**4.59 ± 0.84**	**4.33 ± 1.07**
10. had a clear and comprehensive syllabus.	**4.67 ± 0.72**	**4.67 ± 0.76**	**4.59 ± 0.85**
11. was of high quality overall.	**4.59 ± 0.84**	**4.65 ± 0.76**	**4.54 ± 0.89**
This instructor ...			
12. was knowledgeable about the subject.	**4.75 ± 0.62**	**4.73 ± 0.65**	**4.77 ± 0.63**
13. used a variety of teaching methods and activities.	**4.55 ± 0.86**	**4.56 ± 0.87**	**4.43 ± 0.99**
14. was well prepared for class.	**4.69 ± 0.74**	**4.69 ± 0.73**	**4.67 ± 0.74**
15. was respectful to students.	**4.78 ± 0.59**	**4.72 ± 0.69**	**4.72 ± 0.71**
16. established an inclusive environment for students of diverse backgrounds and identities.	**4.76 ± 0.59**	**4.72 ± 0.70**	**4.73 ± 0.69**
17. provided useful feedback.	**4.66 ± 0.82**	**4.61 ± 0.90**	**4.60 ± 0.85**
18. used fair grading procedures.	**4.68 ± 0.72**	**4.64 ± 0.83**	**4.67 ± 0.78**
19. presented course material effectively.	**4.66 ± 0.75**	**4.67 ± 0.76**	**4.58 ± 0.88**
20. provided an atmosphere where students could ask questions and express ideas.	**4.71 ± 0.69**	**4.70 ± 0.73**	**4.68 ± 0.77**
21. was accessible (in person, by phone, or by email) to students outside of class.	**4.73 ± 0.68**	**4.69 ± 0.76**	**4.67 ± 0.75**
22. responded effectively to comments and questions.	**4.71 ± 0.71**	**4.68 ± 0.80**	**4.67 ± 0.76**
23. used technology effectively where appropriate.	**4.72 ± 0.70**	**4.71 ± 0.72**	**4.67 ± 0.74**
24. was effective overall.	**4.68 ± 0.74**	**4.65 ± 0.81**	**4.62 ± 0.83**

Use of Data

Overall means were near the top of the scale, indicating high satisfaction among students who completed the course evaluations. The new diversity items added in 2023 (items 5 and 16) appear to be functioning similarly to the other items. The SLATE committee reviews and discusses course evaluation results annually in regular meetings and at the Closing the Loop Workshop. 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.

Assessment Outcomes

[Reports pending completion by Institutional Research.]