
McKendree University

Biennial Assessment Report

2024-2026



MCKENDREE UNIVERSITY
Office of Academic Affairs

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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
2024-2025	Diverse Perspectives	Personal and Social Responsibility
2025-2026	Effective Communication	Diverse Perspectives

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

During the Planning and Development year, a subcommittee of the Student Learning, Assessment, and Teaching Effectiveness (SLATE) Committee develops workable, reasonable, meaningful, and useful performance indicators and assessment tools to evaluate student mastery of the identified learning outcome.

During the Implementation year, there is an institution-wide focus on the identified learning outcome, which may include such things as: Hett programming, University 101 activities, inclusion in President and Provost speeches, teaching workshops, Brown Bag lunches, student activities, university communications, and other initiatives. In addition, the assessment tools are implemented and the data is shared, reviewed, and used.

As part of our Assessment 2.1 at McKendree University, we clearly define assessment activities that occur at the institution/campus level, the program/major level, and the course level. We originally required programs/majors to submit an assessment report annually, but found this did not allow time for meaningful feedback and significant change. Therefore, we now require assessment reports from the programs/majors every two years and require a brief action plan in the off years.

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 2024-2025

- SLATE reviewed and updated the University syllabus templates, as well as the syllabus ancillary materials.
- SLATE reviewed and approved the Diverse Perspectives Subcommittee final assessment report.
- SLATE evaluated and proposed content for the fall T4E workshop, spring T4E workshop, and Closing the Loop Workshop.
- SLATE reviewed the AI survey of faculty completed by the Provost's Office. The committee recommended revisions to the survey.
- SLATE reviewed and made suggestions for revision to the faculty syllabus self-evaluation checklist that is posted on the Virtual Center for the Advancement of Teaching.
- SLATE reviewed and provided feedback on all submitted Biennial Assessment reports from University Programs.

Summary of Notable SLATE Activities 2025-2026

- SLATE reviewed and updated the University syllabus templates, as well as the syllabus ancillary materials.
- SLATE reviewed and updated the Academic Advising Guide.
- SLATE reviewed and approved the Personal and Social Responsibility final assessment report.
- SLATE evaluated and proposed content for the fall T4E workshop, spring T4E workshop, and Closing the Loop Workshop.
- SLATE reviewed and updated the content of the Faculty Advising Guide.
- SLATE conducted a full review and revision of the Student Survey, which is used for assessment of indirect measures of University learning outcomes. The committee examined the existing

items and checked with constituents who might use the results to create a final version of the survey. The committee also consulted with the survey administrator to recommend a method for administration.

- SLATE reviewed and approved a revised version of the internship syllabus template. The template is available on the Virtual Center for the Advancement of Teaching.
- The committee assisted in the implementation of a new student survey website. SLATE reviewed pilot study results from fall 2025 to check for consistency with previous student evaluation results. SLATE also made recommendations for the dates of survey administration, as well as the content of email reminders.

SLATE Diversity Subcommittee

2024-2026

Diversity SLATE Subcommittee

CHAIR: MARY MCKEE

SUBCOMMITTEE MEMBERS: TIM ROS, SHELLY LEMONS, KAREE NASSER, AND MADDY KUPER

1

Subcommittee Planning and Development Activities

1

Choose or reconfirm one or two performance indicator(s).

2

Choose, develop, or reconfirm the assessment tool(s) that will be used to systematically assess the chosen indicator(s).

3

Identify or reconfirm who will be assessed, when they will be assessed, and how they will be assessed.

4

Identify or reconfirm who will be responsible for conducting the assessment(s) and reporting the results.

2

1. Choose or reconfirm one or two performance indicator(s).

3

- ▶ Leave Objective 1 the same:
 - ▶ Objective 1: Students will understand human and cultural differences and acknowledge a variety of viewpoints in order to foster empathy and interpersonal understanding.
- ▶ Objective 2 changed from "Students will engage with diverse individuals" to "Students will value perspectives of diverse individuals".
 - ▶ The committee thought this change of wording was better aligned with the first line of the Graduation Exit Survey which states "My McKendree experience has helped me value others from these backgrounds...."

3

2. Choose, develop, or reconfirm the assessment tool(s) that will be used to systematically assess the chosen indicator(s).

4

- ▶ Objective 1 is currently measured with the Diverse Perspectives Course Rubric (updated 4/10/2019)
 - ▶ Decided to remove the last two indicators (#4 and 5) of the current rubric
 - ▶ This decision was guided by the fact that indicators 4 and 5 are more language-based and currently used the least (according to previous data).
 - ▶ The committee felt it would be best to focus on the first three indicators of the current rubric. No wording changes/updates.
- ▶ The current assessment tool for Objective 2 is the Graduation Exit Survey. This will be left the same except for one wording change: changing 'Physical Disabilities' to 'Disabilities'.

4

McKendree University Diverse Perspectives Course Rubric

5

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

5

McKendree University Diverse Perspectives Course Rubric – Removed Indicators (#4 & 5)

6

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

6

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Graduation Exit Survey

- ▶ Graduation Exit Survey item – “My McKendree experience has helped me value others from these backgrounds:
 - ▶ Social class
 - ▶ Race/ethnicity
 - ▶ Gender
 - ▶ Sexual orientation
 - ▶ Physical disabilities (this will be changed to 'Disabilities')
 - ▶ Language
 - ▶ Religion
- ▶ Scale: 1-5 where 1 = “strongly disagree” and 5 = “strongly agree”
- ▶ Target goal: Mean score of 4.0 or higher

7

8

3. Identify or reconfirm who will be assessed, when they will be assessed, and how they will be assessed.

Diverse Perspectives Course Rubric

- ▶ Who will be assessed?
 - ▶ This rubric is used by all courses currently listed as Diverse courses that use the rubric. Students in these courses will be assessed. (The following course is no longer offered at McKendree and needs removed: PHI 245)
- ▶ When will they be assessed?
 - ▶ Assessed every semester the course is taught
- ▶ How will they be assessed?
 - ▶ Assessed using the first three indicators of the current Diverse Perspectives Course Rubric

8

3. Identify or reconfirm who will be assessed, when they will be assessed, and how they will be assessed.

9

- ▶ Current Courses listed as Diverse courses that use the rubric
 - ▶ COM 353, EDU 205, GLS 101, MGT 340, MKT 340, MUS 265, NSG 404, PSI 210 , PSI 220, PSY 304, REL 210, REL 211, REL 335
 - ▶ SOC 240, SOC 261, SPA 101, SPA 102
 - ▶ PHI 201, PHI 204, PHI 206, PHI 208, PHI 245, PHI 280, PHI 325
 - ▶ PHI 245 (needs to be removed – no longer offered)
 - ▶ ENG 201, ENG 250, ENG 203/303, ENG 204/304, ENG 232/332, ENG 233/333, ENG 235, ENG 237, ENG 238, ENG 254/354, ENG 255, ENG 261, ENG 274/374, ENG 273, ENG 280-289, ENG 304, ENG 313, ENG 319, ENG 280-289, ENG 380-389
 - ▶ HIS 161, HIS 162, HIS 261, HIS 262, HIS 271/371, HIS 276/376, HIS 277/377, HIS 311

9

3. Identify or reconfirm who will be assessed, when they will be assessed, and how they will be assessed.

10

Graduation Exit Survey

- ▶ Who will be assessed?
 - ▶ Only undergraduate graduating students (seniors) will be assessed
- ▶ When will they be assessed?
 - ▶ The Graduation Exit Survey is sent out by the Office of Institutional Research after seniors apply for graduation (last semester of undergrad)
- ▶ How will they be assessed?
 - ▶ With the Graduation Exit Survey

10

4. Identify or reconfirm who will be responsible for conducting the assessment(s) and reporting the results. 11

- ▶ Diverse Perspectives Rubric is conducted by individual instructors of the diverse perspective courses. This rubric is uploaded and completed through Brightspace by the instructors on each student in the course.
 - ▶ Office of Institutional Research collects assessments and reports results
 - ▶ Instructors must use Institutional Level Rubric that is downloaded directly under Rubrics in Brightspace for the Diverse Perspectives
 - ▶ It cannot be a copy of the rubric. If the original rubric is not used, the data does not get pulled from the system.
- ▶ Graduation Exit Survey
 - ▶ Survey conducted (sent out via email) and reported through the Office of Institutional Research

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Moving Forward



Education: Create detailed directions for all faculty on how the Diverse Perspectives rubric should be used



Instructors must use Institutional Level Rubric downloaded directly under Rubrics in Brightspace



Many adjuncts and part-time faculty are not given any training or told to use the rubrics.



Graduation Exit Survey previously completed by both graduate and undergraduate students. Only need undergraduate to complete.



Can Exit Survey somehow be uploaded to the McK App so more students might complete it? (instead of just sent out in email)

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SLATE Effective Communication Subcommittee

2025-2026

Communication SLATE Subcommittee

CHAIR: RICH MURPHY
SUBCOMMITTEE MEMBERS: ANASTASIA BIERMAN; MISTY DICKEY; AMANDA DOWNARD
HILARY HARRIS; JULIA HUNT; DONNA MATANANE; ROBERT ITRI

5/19

1

Subcommittee Planning and Development Activities

1

Choose or reconfirm one or two performance indicator(s).

2

Choose, develop, or reconfirm the assessment tool(s) that will be used to systematically assess the chosen indicator(s).

3

Identify or reconfirm who will be assessed, when they will be assessed, and how they will be assessed.

4

Identify or reconfirm who will be responsible for conducting the assessment(s) and reporting the results.

2

1. Choose or reconfirm one or two performance indicator(s).

3

- ▶ Leave all performance indicators the same:
 - ▶ Objective 1: Students will communicate effectively in oral forms.
 - ▶ Objective 2: Students will communicate effectively in written forms.
 - ▶ Objective 3: Students will communicate effectively through creative forms and processes.

3

2. Choose, develop, or reconfirm the assessment tool(s) that will be used to systematically assess the chosen indicator(s).

4

- ▶ Leave all assessment tools the Same
 - ▶ Objective 1 is currently measured with the Oral Communication Rubric.
 - ▶ Objective 2 is currently measured with the Written Communication Rubric.
 - ▶ Objective 3 is currently measured with the Aesthetic Expression Rubric
- ▶ The committee feels that these assessments should still be used going forward with no changes to the current format.

4

3. Identify or reconfirm who will be assessed, when they will be assessed, and how they will be assessed.

5

Currently, our concern is:

- ▶ What courses are designated as writing intensive?
 - ▶ Why are only 33% of the courses listed as WI completing the assessment? (27/81)
 - ▶ How and when are instructors assessing the assignments?*

5

3. Identify or reconfirm who will be assessed, when they will be assessed, and how they will be assessed.

6

*** How and when are they assessing the assignments?**

For example:

- ▶ Are their standards based on graduation expectations or course expectations?
- ▶ Are the assessments connected to a major assignment, a small assignment, or overall performance?
 - ▶ Do they assess early in the semester or at the end?

6

For Example...

- ▶ WC1.1 – Advanced Purpose – Demonstrates skillful mastery of the purpose of the paper.

7

4. Identify or reconfirm who will be responsible for conducting the assessment(s) and reporting the results.

- ▶ Individual Instructors are still responsible for conducting the assessment.
- ▶ Office of Institutional Research collects assessments and reports results (?).

8

9

Moving Forward

DISCUSS STRATEGIES TO INCREASE EVALUATIONS FOR:

- RESEARCH AND SUPPORT
 - WC1.3 – 3.15
 - OC1.3 2.99
 - AES1.3 3.37
- VISUAL AIDS & DELIVERY
 - OC1.6 - 2.64
 - OC1.7 – 2.93

9

10

Moving Forward

► Research and Support

- Work with Chloe Miller, Research Librarian, to discuss strategies to improve research at Faculty trainings.
 - [SIFT test \(Closing the Loop\)](#)
 - [ALA – Framework for Information Literacy](#)
- Highlight model assignments and best practices that encourage support and research.
- Revisit Media Literacy curriculum in WI, ENG 111/112, and COM 100.



10



11

VISUAL AIDS & DELIVERY

- Reading on how to design better slides.
- Campus discussions on:
 - Social Anxiety
 - Networking
- Highlight model assignments and best practices that encourage public speaking and PowerPoint design.

11



12

NORMING ACTIVITIES

- A possible t4E or Assessment day activity, discussing how to use the rubric to evaluate papers and speeches.

12

Moving Forward

INCREASE RUBRIC PARTICIPATION

- Discover why many WI courses are not using the writing intensive or aesthetic rubrics.

13

Summary

- ▶ No Changes to objectives or Rubric, focus on what, how, and when.
- ▶ Engage in Norming activities and increase rubric participation.
- ▶ In the 2026-2027 year, focus on strategies to improve **information literacy**, **support**, delivery, and visual aids.
- ▶ Questions?

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McKendree University

Closing the Loop Workshop

McKendree University 2025 Assessment Workshop Agenda

Tuesday, May 19th, PAC 222: 9:00-2:00

9:00 AM – 9:10 AM	Welcome and Overview
9:10 AM – 9:50 AM	Results from Campus AI Surveys of Students and Faculty Allie Helfrich and Guy Boysen
10:00 AM – 10:40 AM	Personal and Social Responsibility SLATE Subcommittee Report Robyn Swink and committee members
	Diverse Perspectives SLATE Subcommittee Report Mary McKee and committee members
10:45 AM – 11:25 AM	Analysis of Communication Rubric Results and Implications Guy Boysen
11:30 AM – 11:50 PM	Program Assessment Best Practices: Communication Sara Frank and Rich Murphy
11:55 AM – 12:10 PM	Continuous Improvement for Students, McKendree, and HLC 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 action plans to Guy Boysen by May 31st

CLOSING THE LOOP | 2025

"To provide a high quality educational experience..."

MK

closing the loop

Annual Workshop on University and Program Assessment

McKendree University

05.20.2025



9:00 AM – 9:10 AM

9:10 AM – 9:50 AM

10:00 AM – 10:40 AM

10:45 AM – 11:25 AM

11:30 AM – 11:50 PM

11:55 AM – 12:10 PM

12:15 PM – 1:00 PM

1:00 PM – 2:00 PM

Welcome and Overview

Results from Campus AI Surveys of Students and Faculty

Allie Helfrich and Guy Boysen

Personal and Social Responsibility SLATE Subcommittee Report

Robyn Swink and committee members

Diverse Perspectives SLATE Subcommittee Report

Mary McKee and committee members

Analysis of Communication Rubric Results and Implications

Guy Boysen

Program Assessment Best Practices: Communication

Sara Frank and Rich Murphy

Continuous Improvement for Students, McKendree, and HLC

Guy Boysen

Lunch in Ames Dining Hall

Collaboration Time for Programs



<https://tinyurl.com/mrxzvewh>

1

CLOSING THE LOOP | 2025

"To provide a high quality educational experience..."

MK

McKendree University Mission

To provide a high quality educational experience to outstanding students

Responsible Citizenship

Engagement

Academic Excellence

Lifelong Learning

Diverse Perspectives

Personal and Social Responsibility

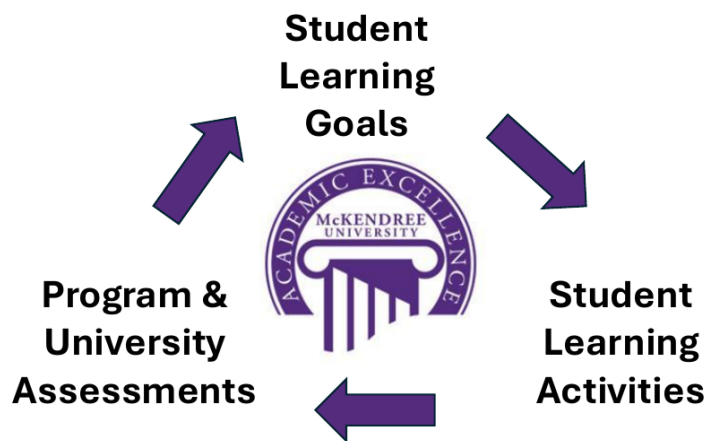
Effective Communication

Inquiry and Problem Solving

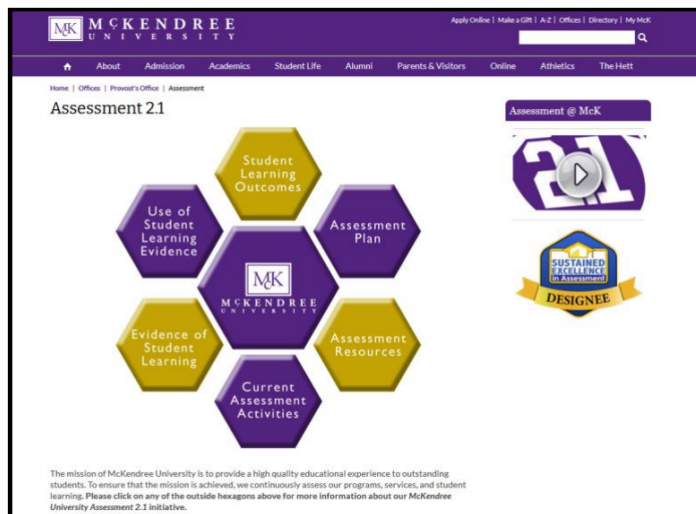
Discipline-Specific Competence

2

24



3



www.mckendree.edu/offices/provost/assessment

4

McKendree Assessment Cycle

Year	Institution-level	Program-level
2019-2020	Effective Communication	[COVID]
2020-2021	Inquiry and Problem Solving	SLATE Feedback and Action Plans
2021-2022	Lifelong Learning	Assessment Reports
2022-2023	Engagement	SLATE Feedback and Action Plans
2023-2024	Personal and Social Responsibility	Assessment Reports
2024-2025	Diversity	SLATE Feedback and Action Plans
2025-2026 (repeat cycle)	Effective Communication	Assessment Reports

5

Results from Campus AI Surveys of Students and Faculty

Allie Helfrich and Guy Boysen



6

Faculty Survey Method

Survey

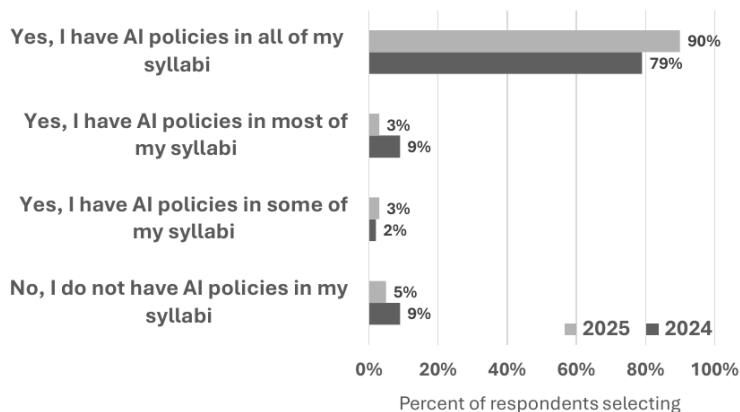
- Anonymous online survey
- The 2024 survey emphasized faculty AI policy
- The 2025 survey included policy and AI professional development

Participants

- Survey link sent to full-time faculty via email
- 2024 = 43 respondents
- 2025 = 39 respondents

7

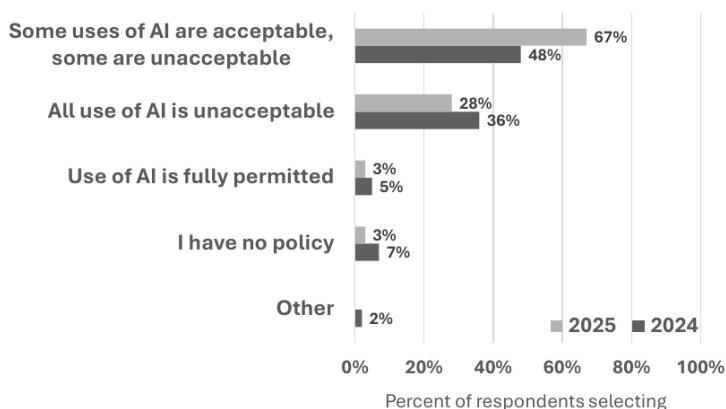
"Do you currently have AI policies in your syllabi?"



*Faculty have
instituted AI policies
in their courses.*

8

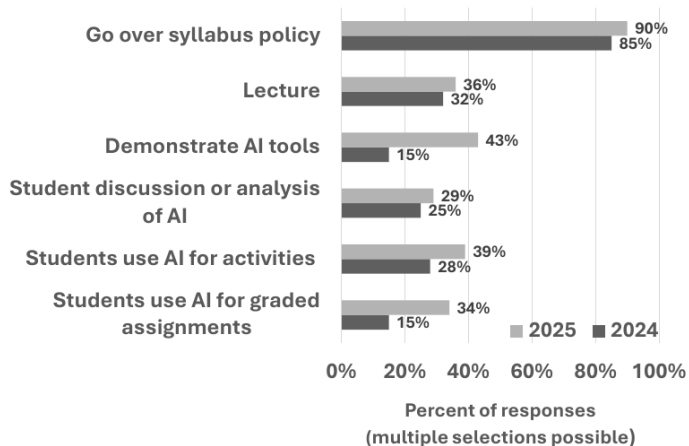
"What best describes the typical policy on AI use?"



Syllabus policies ban some uses of AI but acceptable uses are increasing.

9

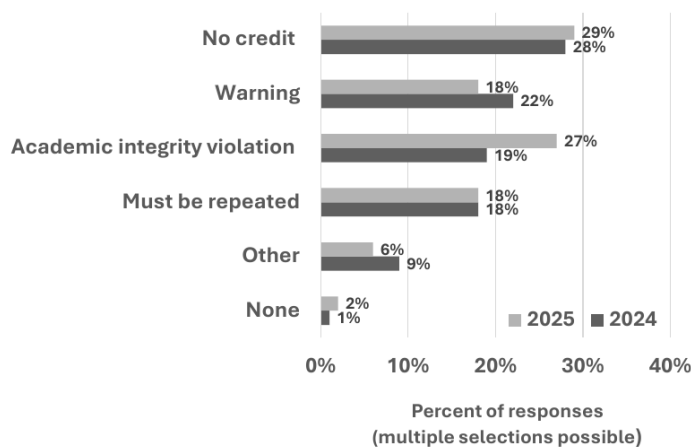
"Do you explicitly address AI in your courses?"



Syllabus policies are the main way faculty address AI but active use is increasing.

10

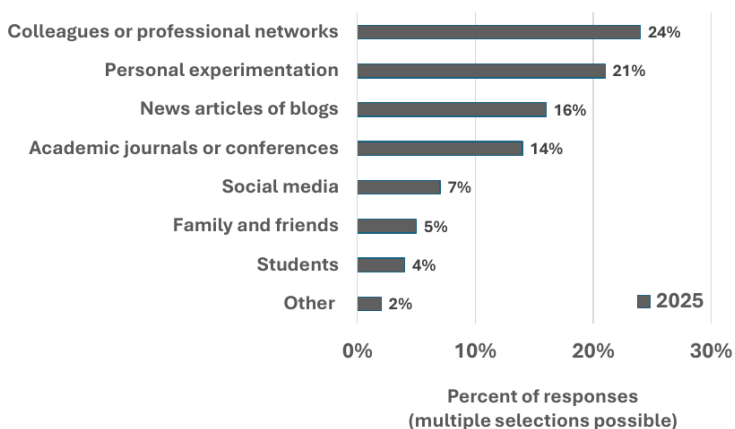
“What best describes the typical policy you have regarding violations of AI policy in your courses?”



Violations of AI policies have consequences for students.

11

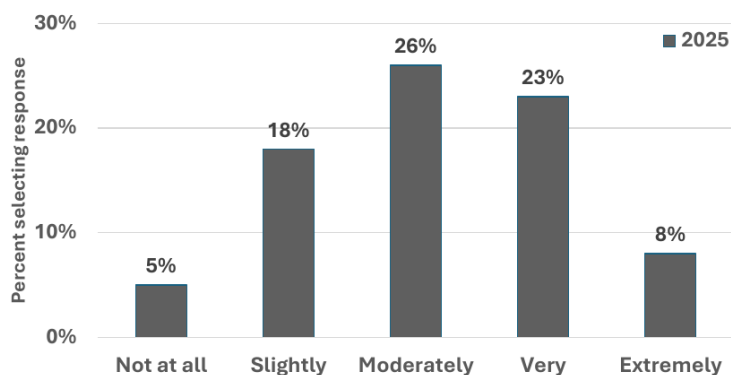
“Through which of the following sources have you primarily learned about generative AI?”



Faculty learn about AI from a variety of formal and informal sources.

12

"How would you describe your current level of familiarity with generative AI technologies?"

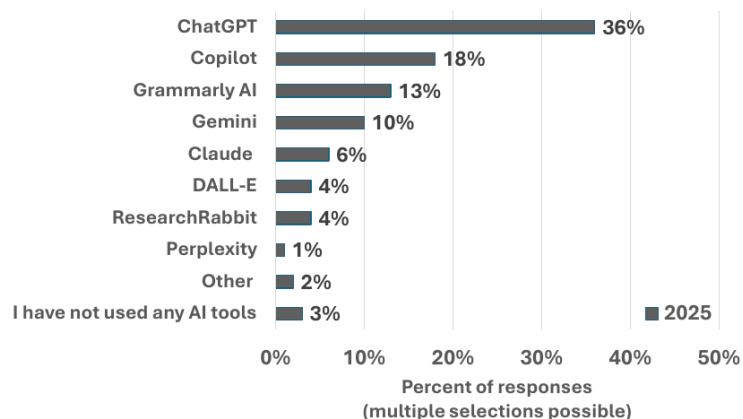


Mean = 3.10 (SD = 0.97)

Faculty are moderately familiar with AI on average.

13

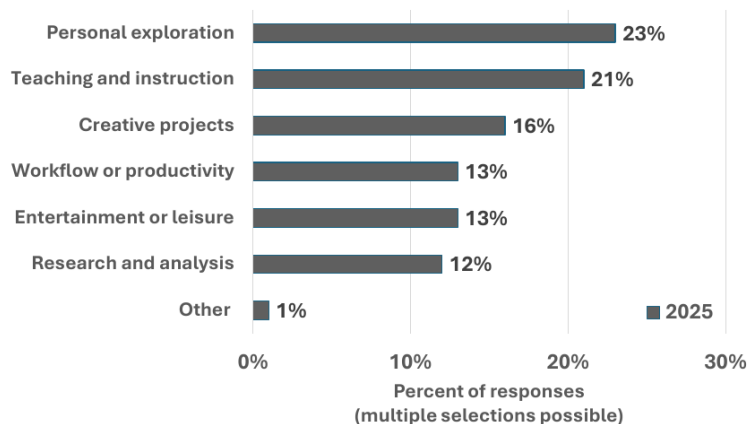
"Which generative AI tools, if any, have you engaged with?"



Faculty use of AI is mostly limited to prominent chatbots.

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"What purposes have you used generative AI for?"



Faculty use AI for a variety of professional activities.

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"What types of resources or support would be most beneficial to you?"

Resource/Item	Response % 2025
Educational workshops or seminars on generative AI applications and ethics	26%
Guides or toolkits for integrating generative AI into teaching and creative work	21%
Access to generative AI tools and software for experimentation	18%
Forums or discussion groups to exchange ideas and strategies with peers	15%
Policy guidelines on the use of generative AI in academic work	12%
Research and articles on the impact of generative AI in art and design	5%
Other	3%

Faculty would benefit from formal training and access to AI tools.

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What implications do these survey results have for these areas?

1. Achievement of the McKendree academic learning outcomes (diverse perspectives, personal and social responsibility, effective communication, inquiry and problem solving).
2. Achievement of program-specific learning outcomes?
3. Faculty training, evaluation, and teaching effectiveness?
4. University administration, staffing, and resource management?

Faculty Survey
<https://tinyurl.com/mrdcm4ka>



Student Survey



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SLATE Subcommittee Reports

Robyn Swink: Personal and Social Responsibility
Mary McKee: Diverse Perspectives



19

Analysis of Communication Rubric Results and Implications

Guy Boysen



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Effective Communication

Learning Outcome

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

SLATE Subcommittees

- 2013-2015: Joy Santee
- 2019-2021: Jessica Campbell
- 2025-2027: Rich Murphy

Assessment

- Written communication rubric
- Oral communication rubric
- Aesthetic expression rubric

Target Goals (?)

- Mean ratings of *low intermediate* (2.00) in lower-level courses
- Mean ratings of *high intermediate* (3.00) in upper-level courses

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Written Com Rubric

Indicator	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Purpose	4	3	2	1
	Demonstrates skillful mastery of the purpose of the paper/project.	Demonstrates thorough understanding of the purpose of the paper/project.	Demonstrates basic awareness of the purpose of the paper/project.	Demonstrates minimal or no attention to the purpose of the paper/project.
Content	4	3	2	1
	Uses appropriate, relevant, compelling, and original content.	Uses appropriate and relevant content.	Uses somewhat appropriate and relevant content.	Uses content that is only minimally appropriate.
Use of Evidence	4	3	2	1
	Demonstrates skillful use of high-quality, credible, relevant evidence to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates some use of credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates minimal or no use of credible, relevant evidence. Evidence may be inappropriate for the discipline and genre of the writing.

22

Written Com Rubric

Indicator	4	3	2	1
	Advanced	High intermediate	Low intermediate	Beginning
Organization	4	3	2	1
	Organizational pattern is consistently clear.	Organizational pattern is generally clear with few exceptions.	Organizational pattern is intermittently clear.	Organizational pattern is not clear.
Syntax and Mechanics	4	3	2	1
	Uses language that communicates meaning to readers with clarity and fluency. The writing is virtually error free.	Uses straightforward language that conveys meaning to readers. The writing includes few errors.	Uses language that generally conveys meaning to readers. The writing includes some errors.	Uses language that sometimes impedes meaning because of the high number of errors.
Discipline-specific conventions	4	3	2	1
	Demonstrates detailed attention to and successful execution of formatting and stylistic conventions particular to the discipline.	Demonstrates consistent use of formatting and stylistic conventions particular to the discipline.	Demonstrates some use of formatting and stylistic conventions particular to the discipline.	Demonstrates limited attention to formatting and stylistic conventions particular to the discipline.

23

Oral Com Rubric

Indicator	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Purpose	4 Demonstrates skillful mastery of the assigned purpose of the presentation.	3 Demonstrates thorough understanding of the assigned purpose of the presentation.	2 Demonstrates basic understanding of the assigned purpose of the presentation.	1 Demonstrates minimal or no attention to the assigned purpose of the presentation.
Content	4 Uses appropriate, relevant, compelling, and original content.	3 Uses appropriate and relevant content.	2 Uses somewhat appropriate and relevant content.	1 Uses content that is only minimally appropriate.
Use of Evidence	4 Demonstrates skillful use of high-quality, credible, relevant evidence to develop ideas that are appropriate for the discipline and genre of the presentation.	3 Demonstrates consistent use of credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the presentation.	2 Demonstrates some use of credible, relevant evidence to support ideas that are appropriate for the discipline and genre of the presentation.	1 Demonstrates minimal or no use of credible, relevant evidence. Evidence may be inappropriate for the discipline and genre of the presentation.
Organization	4 Organizational pattern is clearly and consistently observable throughout the presentation. The presentation is entirely cohesive.	3 Organizational pattern is often clearly and consistently observable. The presentation is mostly cohesive.	2 Organizational pattern is intermittently observable. The presentation is somewhat cohesive.	1 Organizational pattern is not observable. The presentation is not cohesive.

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Oral Com Rubric

Indicator	4	3	2	1
	Language	Language	Language	Language
Language	4 Language choices are clear, concise, and compelling, enhancing the presentation's effectiveness. Language in the presentation is appropriate to audience.	3 Language choices are thoughtful and generally support the presentation's effectiveness. Language in the presentation is mostly appropriate to audience.	2 Language choices are generic and intermittently support the presentation's effectiveness. Language in the presentation is somewhat appropriate to audience.	1 Language choices do not support the presentation's effectiveness. Language in the presentation is not appropriate to audience.
Delivery	4 Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling. Speaker appears polished, professional and confident.	3 Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) often make the presentation compelling. Speaker appears mostly polished, professional and confident.	2 Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) intermittently make the presentation compelling. Speaker appears somewhat polished, professional and confident.	1 Delivery techniques (i.e., posture, gesture, eye contact, and vocal expressiveness) do not make the presentation compelling. Speaker does not appear polished, professional and confident.
Presentation Aids	4 Aids make the presentation compelling. They are supportive to oral delivery, polished, professional, appropriate, and engaging.	3 Aids often make the presentation compelling. They are mostly supportive to oral delivery, polished, professional, appropriate, and engaging.	2 Aids intermittently make the presentation compelling. They are somewhat supportive to oral delivery, polished, professional, appropriate, and engaging.	1 Aids do not make the presentation compelling. They are not supportive to oral delivery, polished, professional, appropriate, and engaging.

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Aesthetic Expression Rubric

Skill	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Concepts and Principles	4 Project demonstrates a strong application of fundamental concepts and principles within a discipline exploring aesthetic expression.	3 Project demonstrates competent application of fundamental concepts and principles within a discipline exploring aesthetic expression.	2 Project demonstrates partial application of fundamental concepts and principles within a discipline exploring aesthetic expression.	1 Project demonstrates limited application of fundamental concepts and principles within a discipline exploring aesthetic expression.
Skill	4 Project demonstrates accomplishment of skill (materials, techniques, methods)	3 Project demonstrates competency of skill (materials, techniques, methods)	2 Project demonstrates partial development of skill (materials, techniques, methods)	1 Project demonstrates limited development of skill (materials, techniques, methods)
Research	4 Project shows extensive use of research, gathering of information, and/or source materials.	3 Project shows adequate use of research, gathering of information, and/or source materials.	2 Project shows some use of research, gathering of information, and/or source materials.	1 Project shows little to no use of research, gathering of information, and/or source materials.

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Aesthetic Expression Rubric

Historical Context	4 Project demonstrates an in-depth understand of historical contexts and their relationship to current history.	3 Project demonstrates a competent understanding of historical contexts and their relationship to current history.	2 Project demonstrates an exposure to historical contexts and their relationship to current history. Project is lacking depth.	1 Project demonstrates little to no awareness of historical contexts and their relationship to current history.
Feedback	4 Student welcomes feedback and enacts eager and thoughtful changes to improve through the creative process.	3 Student is receptive to feedback and engages in changes through the creative process.	2 Student tolerates feedback but does not engage in effective changes through the creative process.	1 Student rejects or resists feedback, resulting in little to no changes through the creative process.

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Review the tables.

<https://tinyurl.com/mtcb39p7>



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Effective Communication Gen Ed Data: 2021-2024

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

1. Written communication means for (a) all overall columns, (b) lower-level courses, and (c) upper-level courses (Table 1)
2. Written communication means for (a) overall total, (b) online courses, (c) in-person courses, and ENG courses (Table 1)
3. Oral communication means (Table 3)
4. Aesthetic expression means (Table 4)
5. Number of ratings and rubrics submitted (a) overall, (b) in lower-level courses, (c) upper-level courses, (d) online, and (e) in-person (Tables 1-4)

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.

29

Program Assessment Best Practices: Communication

Sara Frank and Rich Murphy



30

Continuous Improvement for Students, McKendree, and HLC

Guy Boysen



31

Criterion 3. Teaching and Learning for Student Success

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

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Continuous Improvement

1. What are specific examples of assessment-based improvements in programs or General Education? (Previous assessment reports and plans are on McK assessment page.)
2. What changes does your area need to make to show continuous improvement to major programs?
3. What changes does your area need to make to show continuous improvement in General Education or major programs?

www.mckendree.edu/offices/provost/assessment

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Program Action Plan

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)			
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report			
Assessment-based improvements to curriculum or instruction.			
Other			

34

General Education Action Plan

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)			
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report			
Assessment-based improvements to curriculum or instruction.			
Other			

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- Action plans are due May 31st
- Action Plan Template is on McK [assessment webpage](#)
- Email Word document to gaboysen@mckendree.edu
- See McK assessment webpage for additional resources
 - Full assessment reports
 - Past program reports
 - Past program action plans



Committee
Members

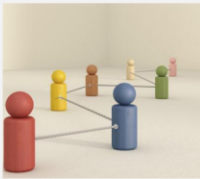
Rob Itri	Amanda McCubbins	Claire Reinert
Jane Rix	Payear Sangiumvibool- Howell	Julie Smirt
Robyn Swink- Chair	Beverly Wilkes- Null	Kevin Zanelotti

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.

Changes to Objective Language



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

Proposed revision: 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

Proposed revision: Students will exhibit social responsibility as global citizens.

Proposed changes to assessment instruments

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

1. **NO CHANGE:**

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

- Clarifying personal values
- Developing capacity for making value judgments” (GES)

2. **McK no longer using NSSE—so no longer using to assess this objective, and this question is very similar to above, so no need to add to another instrument.:**

NSSE: “How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following area?

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

Proposed changes to assessment instruments

For Objective 2: **Students will exhibit social responsibility as global citizens.**

1. **NO CHANGE:**

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

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

2. **NO CHANGE:**

Graduation Exit Survey: “Have you participated in your country's state, federal and/or municipal elections during your educational experience at McKendree?” (GES)

3. **MOVING TO FALL SURVEY (formally on NSSE):**

“About how many hours do you spend in a typical 7-day week doing community service or volunteer work?”

Rubric Proposal

GERC app info	INDICATOR	Beginning	Low Intermediate	High Intermediate	Advanced
1.1a	Students will clarify personal values and develop a personal code of values and ethics.	Student demonstrates a beginning level of competency	Student demonstrates an intermediate level of abilities and understanding	Student demonstrates a high intermediate level of mastery	Student demonstrates a high level of abilities and understanding
1.1b	Students will develop capacity for making value judgments.	Student demonstrates a beginning level of competency	Student demonstrates an intermediate level of abilities and understanding	Student demonstrates a high intermediate level of mastery	Student demonstrates a high level of abilities and understanding
1.1c	Students will build awareness of how they influence and are influenced by individuals and society.	Student demonstrates a beginning level of competency	Student demonstrates an intermediate level of abilities and understanding	Student demonstrates a high intermediate level of mastery	Student demonstrates a high level of abilities and understanding
1.1d	Students will develop skills to critically analyze themselves and society.	Student demonstrates a beginning level of competency	Student demonstrates an intermediate level of abilities and understanding	Student demonstrates a high intermediate level of mastery	Student demonstrates a high level of abilities and understanding
1.1e	Students will develop responsibility for personal health and wellness.	Student demonstrates a beginning level of competency	Student demonstrates an intermediate level of abilities and understanding	Student demonstrates a high intermediate level of mastery	Student demonstrates a high level of abilities and understanding
1.2a	Students will build awareness of local, national, and international issues.	Student demonstrates a beginning level of competency	Student demonstrates an intermediate level of abilities and understanding	Student demonstrates a high intermediate level of mastery	Student demonstrates a high level of abilities and understanding
1.2c	Students will contribute to the welfare of their community.	Student demonstrates a beginning level of competency	Student demonstrates an intermediate level of abilities and understanding	Student demonstrates a high intermediate level of mastery	Student demonstrates a high level of abilities and understanding
1.2d	Students will vote in local, state, or national elections.	Student demonstrates a beginning level of competency	Student demonstrates an intermediate level of abilities and understanding	Student demonstrates a high intermediate level of mastery	Student demonstrates a high level of abilities and understanding

Effective Communication Gen Ed Data: Closing the Loop 2025

Office of Academic Affairs

At the Closing the Loop Workshop on May 20, 2025, 40 faculty and staff examined data from the three communication General Education rubrics: Written Communication, Oral Communication, and Aesthetic Expression. The data included rubric results from spring 2021 through fall 2024. 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, ENG 111/112, and the first vs. last semesters of data.

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?

Areas Identified by Groups as Most Important

- The course list needs to be updated (note – the list of courses is from the current Undergraduate Catalog).
- Training is needed in the use of rubrics.
- Discipline-specific convention ratings are low.
- Missing rubrics should be tracked so that the faculty who are not submitting them can be contacted. The people who expressed this also said that concerns about faculty privacy should not override the responsibility to complete rubrics.

General Comments

- Rubrics are arbitrary.
- Faculty usage needs to increase.
- Mentors should train new faculty on rubrics.
- Alignment between the performance indicators and descriptions needs to be improved.

Written Communication Rubric

Interpretations of Means

- Benchmarks are being met.
- Means are increasing.
- Overall means should not be interpreted because ENG 111/112 are part of those numbers.
- Purpose is highest.
- Use of evidence is lowest.
- Discipline-specific numbers are lower because faculty know the standards for their discipline and other categories are arbitrary to them.
- Upper-level means are higher than lower-level means.

- Some W courses are no longer offered.
- Performance in ENG 111/112 seems to translate to higher-level courses.
- ENG 111/112 means are not that different.

Administration

- People do not know how to fill out discipline-specific conventions (Note: The original intention of that performance indicator was that each discipline would create its own rubric that it applied to assess writing in that discipline. Psychology may be the only example of a discipline that created a rubric.).
- Faculty are taking different approaches to using the rubric for assessment (e.g., some have higher standards on the rubrics than when assigning grades, others lower).
- There is variation in when the rubric is used in the class (e.g., assignment timing, assignment).
- Perhaps there should be an overall evaluation rather than tying it to one assignment.
- The list of W courses includes some that are not offered and that list should be updated (Note: The list of courses is from the current Undergraduate Catalog.).

Oral Communication Rubric

- The difference between online and in-person means is concerning.
- Online student numbers have dropped.
- Delivery is lowest.

Aesthetic Expression Rubric

- No specific comments.

Artificial Intelligence Surveys of Students and Faculty: Closing the Loop 2025

Office of Academic Affairs

At the Closing the Loop Workshop on May 20, 2025, 40 faculty and staff received reports on the findings from spring 2025 surveys of students and faculty about AI policies and use. After receiving the reports, participants considered the following issues in small groups, recording their consensus answers. Each group also flagged the items they viewed as most important.

What implications do these survey results have for these areas?

1. Achievement of the McKendree academic learning outcomes (diverse perspectives, personal and social responsibility, effective communication, inquiry and problem solving).
2. Achievement of program-specific learning outcomes?
3. Faculty training, evaluation, and teaching effectiveness?
4. University administration, staffing, and resource management?
- * Items flagged by groups as most important.

Achievement of the McKendree Academic Learning Outcomes

Effect on Specific Learning Objectives

- AI is replacing Google, which has implications for inquiry and problem solving.
- AI has implications for diversity due to bias in systems.
- AI will affect students having access to diverse perspectives.
- Using AI to cheat is related to personal and social responsibility.

Revision of Objectives

- There should be more learning outcomes.
- Change objectives to include AI.

Student Use

- Intent of use is key.*
- AI use could limit achievement of objectives.
- Students are responsible for whether they use it or not.

Achievement of Program-specific Learning Outcomes

Learning Outcomes

- Include AI in outcomes.*
- Disciplines need AI learning outcomes.
- AI has implications for critical thinking.
- Oral communication skills are important because people need to speak without relying on AI.

Instructional Design

- Faculty need paid accounts so that they can stay ahead of the students.*
- AI can be used to refine lesson plans.
- Disciplines could create bots for their majors.
- Disciplines need to add lessons that guide students' use of AI for appropriate use.
- Faculty need to teach more about AI in the classroom.
- AI should be taught in UNI 101.
-

Assessment and Evaluation

- There needs to be consideration of AI use in grading.
- It is not clear how to assess students to ensure that they are learning.
- Assignments need to change to adapt to AI use.
- Assignments are changing to verbal presentations in class to ensure student learning.
- AI can be used to evaluate trends in student outcomes during assessment.

Faculty Training, Evaluation, and Teaching Effectiveness

Training Needs

- More training is needed on ways to use it.*
- Training needs be specific to disciplines.*
- We need training on how to use AI, not just discussions about it.
- More T4E sessions are needed.
- Annual training updates are needed on new resources.
- Workshops are needed on what AI tools are available.
- Training is needed on what AI assignments look like.

Faculty Evaluation

- As part of lifelong learning, faculty need to learn AI.
- Include AI in the Faculty Manual.

University Administration, Staffing, and Resource Management

Resource Management

- University accounts with full access are needed*
- Faculty need to know if the University will pay for access.
- Institutional accounts are needed.
- The University could apply for an AI-related grant.

Staffing

- A staff specialist is needed.
- An AI administrative role could be a Provost Fellow or librarian.
- Job advertisements should include AI skills.
- AI-based tutors should be explored.

Administration

- An institutional approach is needed to address AI in courses.

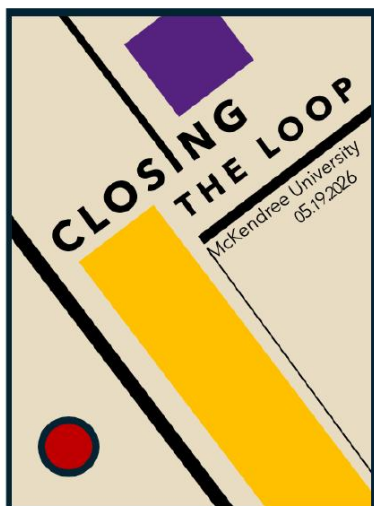
McKendree University

Closing the Loop Workshop

McKendree University 2026 Assessment Workshop Agenda

Tuesday, May 19th, Voigt Science 220: 9:00-2:00

9:00 – 9:10	Welcome and Assessment Overview
9:10 – 9:30	Watermark Reporting Features Melissa Meeker
9:30 – 9:55	Review of Watermark Student Evaluation Survey Results Melissa Meeker and Guy Boysen
10:00 – 10:30	Communication SLATE Subcommittee Report Rich Murphy and subcommittee members
10:30 – 11:25	Inquiry and Problem-Solving Results and Implications Guy Boysen
11:30 – 11:50	Assessment Best Practices Checklist Guy Boysen
11:50 – 12:00	Biennial Assessment Reports: Resources, Evaluation, and Next Steps
12:00 – 1:00	Lunch in Ames Dining Hall
1:00 – 2:00	Collaboration Time for Programs (PAC 120)

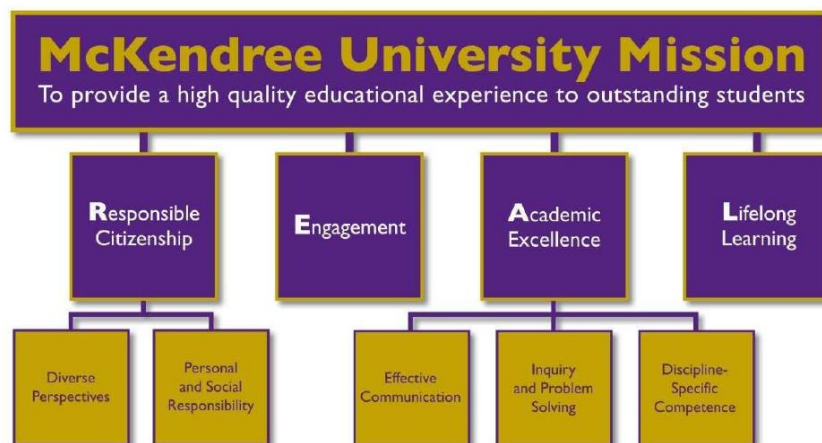


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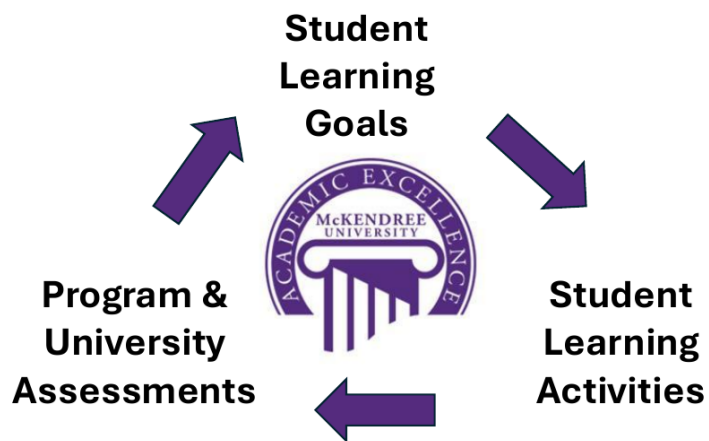


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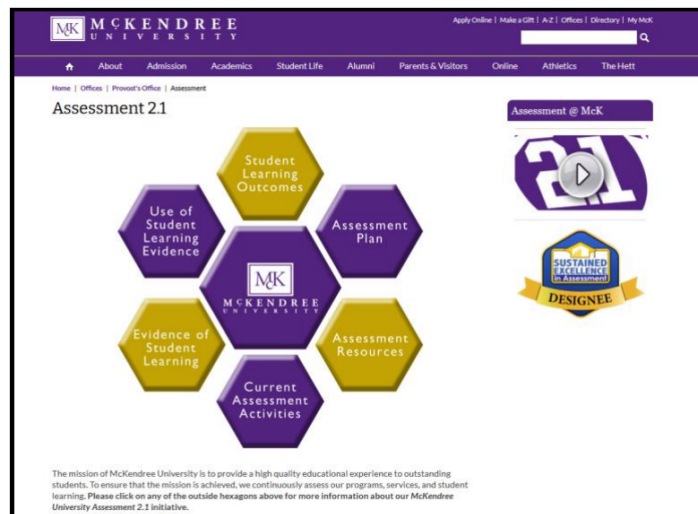
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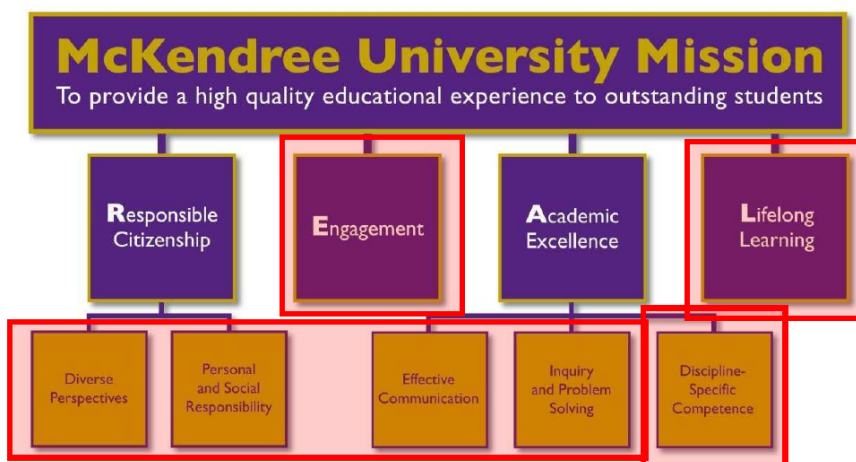


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4



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McKendree Assessment Cycle

Year	Institution-level	Program-level
2020-2021	Inquiry and Problem Solving	SLATE Feedback and Action Plans
2021-2022	Lifelong Learning	Assessment Reports
2022-2023	Engagement	SLATE Feedback and Action Plans
2023-2024	Personal and Social Responsibility	Assessment Reports
2024-2025	Diversity	SLATE Feedback and Action Plans
2025-2026	Effective Communication	Assessment Reports
2026-2027	Inquiry and Problem Solving	SLATE Feedback and Action Plans
2028	Higer Learning Commission Report and Site Visit	

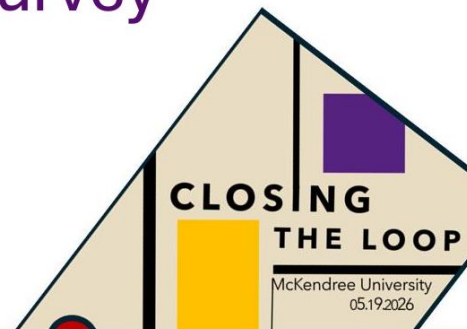
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7

Review of Watermark Student Evaluation Survey Results

Melissa Meeker and Guy Boysen



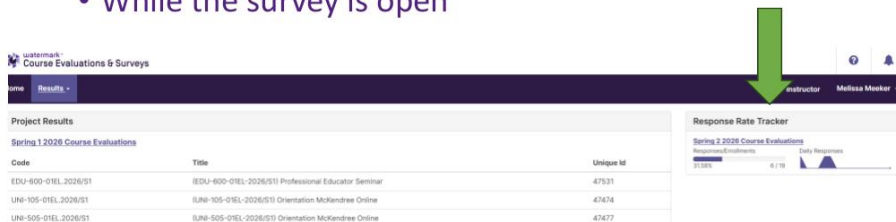
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1

Respondents

- While the survey is open



2

Respondents

Course Response Rates Spring 2026 Course Evaluations

Q Search

Course Code Course Title Course Unique ID

Search

Export

Courses

LEVEL	CODE	TITLE	UNIQUE ID	INSTRUCTOR	ENROLLMENTS	RESPONDED	RESPONSE RATE	OPTED-OUT	% OF ENROLLMENTS OPTED-OUT	RESPONSE RATE WITH OPTED-OUT RESPONSES	RESPONSE RATE WITH OPTED-OUT RESPONSES	VIEW
University Courses E1	UNP-100-0161-2026/52	UNP-100-0161-2026/52 Orientation (McKendree Online) Master Melissa	47832	Melissa Mosier	10	8	80%	0	0%	80%	80%	PLAY Respondents Non-Respondents
Total 1												

Records per page: 10

Page 1 of 1

3

Exported Report

	A	B	C	D	E	F	G	H	I
1	UserType	CourseUn	FirstName	LastName	Email	Username	SubmitDa	Optout	
2	4	47832	Terra	Williams	terra.williams	tw0365625	4/27/2026	0	
3	4	47832	Danielle	Skinner	danielle.s	ds0377351	4/28/2026	0	
4	4	47832	Ginger	Miller	ginger.mil	gm037809	4/23/2026	0	
5	4	47832	Mindi	Knebel	mindie.kne	mk037737	4/27/2026	0	
6	4	47832	Donnie	Dill	donnie.dil	dd037856	4/23/2026	0	
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8									
9									

4

Summary Reports – After Grading



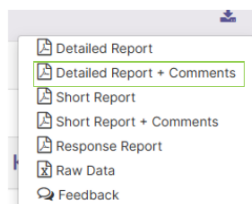
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Spring 1 2026 Course Evaluations		
Code	Title	Unique Id
EDU-600-01EL-2026/S1	EDU-600-01EL-2026/S1 Professional Educator Seminar	47531
UNH-105-01EL-2026/S1	UNH-105-01EL-2026/S1 Orientation McKendree Online	47474
UNH-505-01EL-2026/S1	UNH-505-01EL-2026/S1 Orientation McKendree Online	47477

5

Individual Course Reports



Project Results Spring 1 2026 Course Evaluations			
Batch Report			
Project Results			
☐ course code	title	unique id	REPORT
☐ EDU-600-01EL-2026/S1	EDU-600-01EL-2026/S1 Professional Educator Seminar	47531	Report
☐ UNH-105-01EL-2026/S1	UNH-105-01EL-2026/S1 Orientation McKendree Online	47474	Report
☐ UNH-505-01EL-2026/S1	UNH-505-01EL-2026/S1 Orientation McKendree Online	47477	Report
Total 3		Records per page: 1000	Page: 1 of 1



6



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Questions?



Student Evaluation Survey Review

- Average standard deviation (*SD*) is about 0.80
- Interpreting mean differences
 - < 0.20 = trivial
 - 0.20-0.50 = small
 - 0.50-0.80 = moderate
 - > 0.80 = large

Instructions for Review

- Examine the response numbers, means, and standard deviations.
- Identify meaningful trends.
- Note any other issues that arose with the student surveys or Watermark.

9

Communication SLATE Subcommittee Report

Rich Murphy and the Effective Communication Subcommittee



10

Inquiry and Problem-Solving Results and Implications

Guy Boysen



11



MCKENDREE UNIVERSITY

2025-2026 UNDERGRADUATE CATALOG | GENERAL EDUCATION PROGRAM

MAKE YOUR MARK



INQUIRY

IV. INQUIRY AND PROBLEM SOLVING

a. Mathematical Reasoning: Three credit hours of Mathematics
Students will gain quantitative literacy by solving quantitative problems based on plausible numerical data and communicating effective arguments in a variety of formats.

Approved Courses

MTH 150 QUANTITATIVE LITERACY
MTH 170 STATISTICS
MTH 210 CALCULUS I

b. Computer Competency: Two credit hours
Students will gain familiarity with the basics of computer terminology and operation.

Approved Courses

BUS 350 BASIC PROGRAMMING FOR BUSINESS AND CYBER DEFENSE
CSI 120 COMPUTER CONCEPTS AND APPLICATIONS
CSI 131 COMPUTATIONAL THINKING
CSI 205 DATA VISUALIZATION

c. Science and Nature
Seven credit hours of Science (preferably from two different departments), including

Approved Courses

Lab Sciences
BIO 161 BIOLOGY FOR LIFE
BIO 110 PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY*
PHY 211 GENERAL PHYSICS: MECHANICS, HEAT, SOUND*
PHY 212 GENERAL PHYSICS: ELECTRICITY, MAGNETISM, OPTICS*

Non-Lab Sciences
BIO 250 INTRODUCTION TO ENVIRONMENTAL SCIENCE
CHE 190 GENERAL CHEMISTRY FUNDAMENTALS
ES 110 EARTH AND ASTRONOMICAL SCIENCE

* Students considering these courses towards fulfillment of the general education requirement are cautioned that these courses are intended for students majoring in science and are therefore more comprehensive.

Writing-Intensive Courses (designated with a "W"): Two courses required
Students take at least two writing-intensive courses after successfully completing ENG 111 and 112. Each writing-intensive course provides the opportunity for students to practice the writing, reading, and critical thinking skills they learned in ENG 111 and 112, and to develop these skills by learning and demonstrating adherence to the conventions of written discourse in a specific academic discipline.

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

- One of the course objectives must be the development of writing skills.

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Inquiry and Problem-Solving

McK Learning Outcome

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

Learning Objective 1

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

Direct Assessment

- Inquiry and Problem-Solving rubric
- Embedded in Gen Ed courses in Mathematical Reasoning and Computer Competency

Target Goal

- Mean ratings of 2.50 on a scale from 1 (*novice*) to 4 (*advanced*).

13

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

14

Inquiry and Problem-Solving

McK Learning Outcome

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

Learning Objective 2

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

Direct Assessment

- Science and Nature rubric
- Embedded in Gen Ed courses in Science and Nature

Target Goal

- Mean ratings of 2.50 on a scale from 1 (*novice*) to 4 (*advanced*).

15

Criteria	Advanced 4 points	Proficient 3 points	Basic 2 points	Novice 1 point
SCI1.1-Distinguish science from other disciplines	A student can successfully evaluate whether a topic qualifies as scientific using all 6 of the following criteria: 1. Focuses on the natural world. 2. Aims to explain the natural world. 3. Uses testable ideas. 4. Relies on evidence. 5. Involves peer review. 6. Shows scientific integrity.	A student can successfully evaluate whether a topic qualifies as scientific using 5 out of the 6 criteria.	A student can successfully evaluate whether a topic qualifies as scientific using 3-4 out of the 6 criteria.	A student can successfully evaluate whether a topic qualifies as scientific using 1-2 out of the 6 criteria.
SCI1.2-Apply the process of scientific inquiry	Able to apply the process of scientific inquiry (steps of the scientific method) and can evaluate the outcome.	Able to apply the process of scientific inquiry (steps of the scientific method)	Able to identify the steps involved in the process of scientific inquiry	Unable to identify the steps involved in the process of scientific inquiry
SCI1.3-Accurately communicate (oral/written) scientific theories, concepts, and terminology	•Shows ability to synthesize and make connections among concepts. •Rhetoric shows logical and clear organization of scientific concepts, theories, and terminology. •Can accurately explain concepts, theories, and terminology using their own words while avoiding common misconceptions.	•Rhetoric shows logical and clear organization of scientific concepts, theories, and terminology. •Can accurately explain concepts, theories, and terminology using their own words while avoiding common misconceptions.	•Can accurately explain concepts, theories, and terminology using their own words while avoiding common misconceptions.	•Cannot accurately explain concepts, theories, and terminology using their own words while avoiding common misconceptions.
SCI1.4-Discriminate between scientific and societal controversy	•Can successfully distinguish between scientific and societal controversy. •Identifies the arguments behind societal controversies on scientific issues. •Is able to evaluate the basis for the controversy (ethical/ misunderstanding of science).	•Can successfully distinguish between scientific and societal controversy. •Identifies the arguments behind societal controversies on scientific issues.	•Can successfully distinguish between scientific and societal controversy.	•Cannot successfully distinguish between scientific and societal controversy.
SCI1.5-Interpret the validity of science as reported from a variety of sources	•Successfully distinguishes between primary and secondary scientific sources. •Evaluates the credibility of sources (author/topic/ conflict of interest /pseudoscience/currency/supported statements/cited evidence) •Is able to identify what background information being reported is scientific. •Discusses the degree to which scientific background reported is accurate.	•Successfully distinguishes between primary and secondary scientific sources. •Evaluates the credibility of sources (author/topic/ conflict of interest /pseudoscience/ currency/ supported statements/ cited evidence) •Is able to identify what background information being reported is scientific.	•Successfully distinguishes between primary and secondary scientific sources. •Evaluates the credibility of sources (author/topic/ conflict of interest /pseudoscience/currency/ supported statements/ cited evidence).	•Successfully distinguishes between primary and secondary scientific sources.

16

Inquiry and Problem-Solving

McK Learning Outcome

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

Indirect Assessment

- Self-report survey sent to all McKendree students
 - Higher-order Learning (4 items)
 - Reflective and Integrative Learning (5 items)
 - Quantitative reasoning (3 items)

Target Goal

- Mean of 2.50 on 4-point rating scales.

17

Review the tables.

Rubrics and survey items



<https://tinyurl.com/5srfsact>

Data tables



<https://tinyurl.com/2um2xj9e>

18

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

1. Inquiry and Problem-Solving rubric: Means (Table 1)
2. Inquiry and Problem-Solving rubric: Number of students rated and number of courses assessed (Tables 1, 2, 4)
3. Science and Nature rubric: Means (Table 3)
4. Science and Nature rubric: Number of students rated and number of courses assessed (Tables 2, 3, 4)
5. Self-report survey results (Table 5)

Join breakout groups. Answer these questions.

- What do the numbers mean? What trends are present?
- 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 to core groups. Record the main points for SLATE.

19

Assessment Best Practices Knowledge Checklist

Guy Boysen



20

Best Practices

- Read through the best practices and rate each one based on your understanding.
- Check understanding with those around you and identify questions for the large group.

21

1. Write observable, measurable outcomes that define students' learning.

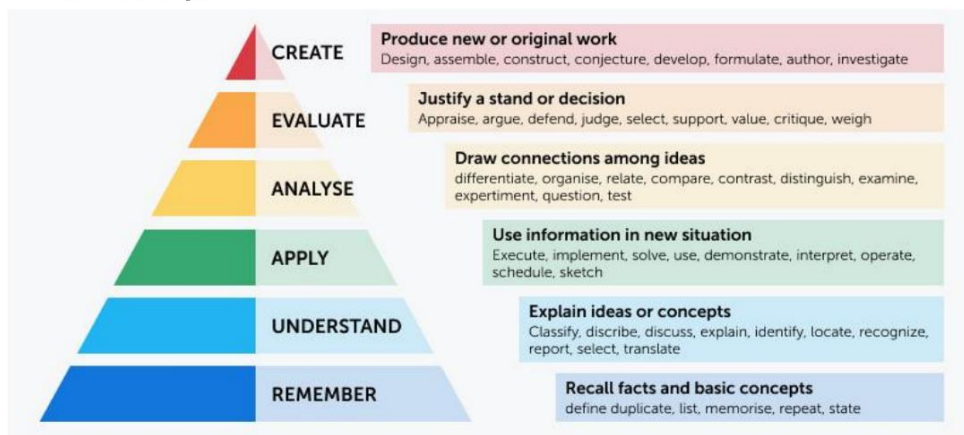
Translate content to objectives in A, B, C, D format.

- **A**udience – Who will be learning?
- **B**ehavior – What will they learn?
- **C**ondition – In what situations will they demonstrate learning?
 - Information provided, available tools
- **D**egree – How much/well will they learn?
 - Number of items produced, time, accuracy

"Participants in the learning objective presentation will be able to create two assessable learning objectives for a course that they teach."

22

2. Match learning outcomes to an expected level of Bloom's taxonomy.



23

3. Align learning outcomes with learning assessments.

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

Outcome	Assess what?	How?
Oral	Speech	Rubric
Written	Writing	Rubric
Creative	Creative product	Rubric

24

4. Create curriculum maps.

Curriculum Map

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

25

5. Identify direct versus indirect measures/evidence of learning outcomes.

Criteria	Advanced 4 points	Proficient 3 points	Basic 2 points	Novice 1 point
IPS1.5 Analyzing	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem and provide accurate and insightful conclusions regarding the quality and appropriateness of the solution or artifact.	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem and provide accurate conclusions regarding the quality and appropriateness of the solution or artifact.	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem and provide relevant conclusions regarding the quality of the solution or artifact.	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem but does not provide a conclusion regarding the correctness or appropriateness of the artifact.

During the current school year, about how often have you used numerical information to examine a real-world problem or issue?

☐ Never ☐ Sometimes ☐ Often ☐ Very often

26

6. Embed assessments into learning experiences.

Outcome	Assess what?	How?	Where/when?
Oral	Speech	Rubric	
Written	Writing	Rubric	
Creative	Creative product	Rubric	

Engagement

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

27

7. Set performance benchmarks.

Criteria	Advanced 4 points	Proficient 3 points	Basic 2 points	Novice 1 point
IPS1.5 Analyzing	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem and provide accurate and insightful conclusions regarding the quality and appropriateness of the solution or artifact.	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem and provide accurate conclusions regarding the quality and appropriateness of the solution or artifact.	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem and provide relevant conclusions regarding the quality of the solution or artifact.	Uses aesthetic, mathematical, pragmatic, or other criteria to evaluate the solution to a problem but does not provide a conclusion regarding the correctness or appropriateness of the artifact.

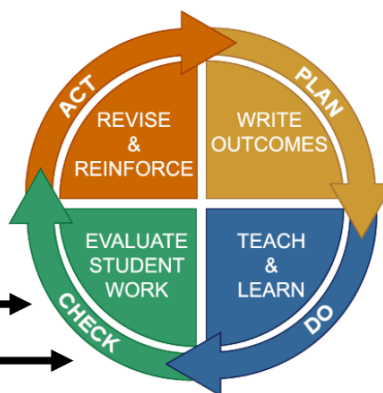
During the current school year, about how often have you used numerical information to examine a real-world problem or issue?

☐ Never ☐ Sometimes ☐ Often ☐ Very often

28

8. Schedule the assessment of student learning outcomes.

- Embed assessment →
- Tie into grade submission →
- Connect to semester endings →



29

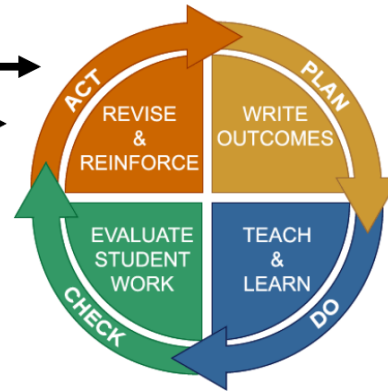
9. Use appropriate methods to analyze evidence of student learning.

- Compare means to benchmarks.
- Examine the percentage of students at various performance levels.
- Only interpret meaningful variations in performance.
- Employ rigorous examination of qualitative information.
- Examine representative samples of students.

30

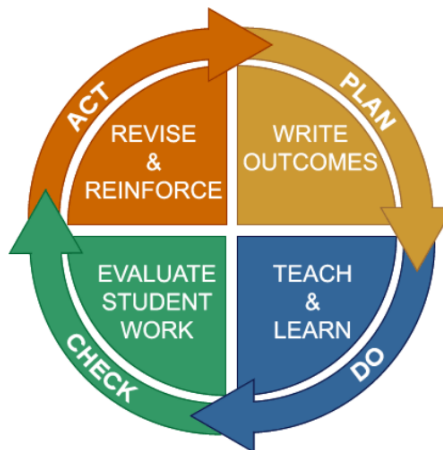
10. Use assessment results to set goals and a timeline for improvement.

- Connect to semester endings →
- Tie to semester beginnings →
- Set external reminders →



31

11. Engage in continuous improvement.



32

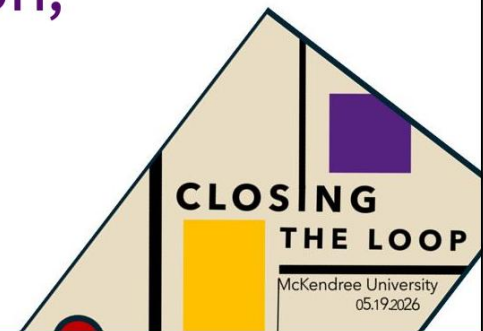
12. Identify my assessment roles and responsibilities at McKendree.

- Catalog
- Past assessment reports
- Chair
- SLATE representative

33

Biennial Assessment Reports: Resources, Evaluation, and Next Steps

Guy Boysen



34

Resources

Provost's Office Webpage

- Past reports
- Past action plans
- Report template

General Education

- Chairs
- M Drive GERC files



35

Evaluation

Provost's Office Webpage

- Assessment plan rubric

Assessment Plan Descriptors	Best Practice	Acceptable	
Mission Statement	The mission statement is specific, clear, and meaningful.	A general statement lacks one of the following: specificity, meaning, clarity.	No
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.	The Mo to r con Mo ped tha Mo obs
Curriculum and Program Map	A complete grid includes program learning outcomes along with clear connections	A grid includes program learning outcomes along with some connections to courses	The mis

36

Next Steps



- Assessment reports are due May 31st
- Email document to gaboysen@mckendree.edu
- Templates are on the McK [assessment webpage](#)
- Collaboration time for programs (PAC 120)

Closing the Loop 2026: Outcomes Report

Office of Academic Affairs

5/19/26

Closing the Loop, the McKendree University annual assessment workshop, occurred on Tuesday, May 19, 2026. There were 48 faculty and staff in attendance for the 3-hour morning sessions. During the workshop, attendees reviewed assessment reports and provided feedback. In addition, they discussed assessment best practices and received instructions for Biennial Assessment Reports.

Watermark Student Evaluations

Melissa Meeker and Guy Boysen made presentations about the functionality of the new Watermark student evaluation survey platform and University-wide results from the old and new systems. Discussion of student evaluations included the following points.

- Means are high, above 4.00 on a 5-point scale, suggesting widespread satisfaction among students with instruction and courses.
- There was some confusion about the dates that results are available to faculty. Dates will be corrected through the adjustment of settings within Watermark.
- The number of students completing the survey and means both declined with the new survey platform. However, changes to the survey design and problems with email access among students during the spring 2026 semester may explain these trends. Longitudinal trends should be continually examined as data accumulates.
- The most extensive discussion occurred about students who withdraw from courses being able to complete student evaluation surveys. The arguments for including students who withdraw are that (a) a W appears as a grade on students' transcripts, so they are still affected by the course and (b) it is useful to have feedback from students about their withdrawal. The majority of attendees did not believe that students who withdraw should be included in standard course evaluations. Attendees pointed out that (a) students who withdrew were not included in previous evaluations; (b) students who withdraw are not identifiable, so there is no way to systematically examine their responses; and (c) there are more direct ways to gather data from students who withdraw, such as asking them to complete a form when they withdraw. An informal show of hands indicated that most attendees believed that students who withdraw from courses should not be included in student evaluation reports.

SLATE Effective Communication Subcommittee Report

Rich Murphy presented the summary report from the SLATE Effective Communication Subcommittee. The Subcommittee decided to make no changes to the Effective Communication learning objective or rubrics. Rather than focus on the assessment framework, the Subcommittee suggested that more attention be paid to what courses are designated as writing-intensive and the implementation of the General Education Writing Rubric in writing-intensive courses. Their goals are to increase campus resources for instruction of communication skills such as background research and delivery of visual aids. They would also like to engage in rubric norming sessions.

Some discussion occurred during the presentation. An informal show of hands indicated that most attendees believed that rubrics should be applied to final writing products rather than drafts. However, there were mixed opinions about whether performance should be evaluated using the same standards at every course level (e.g., a score of “advanced” on the writing rubric has the same meaning in lower-level and upper-level courses) or if evaluations were course-specific (e.g., a score of “advanced” has a different meaning in an introductory course compared to a capstone course).

Inquiry and Problem-Solving Assessment Results and Implications

Guy Boysen presented assessment results related to McKendree’s Inquiry and Problem-Solving learning objective. Results consisted of five tables. Two tables outlined means for the two General Education rubrics (Inquiry and Problem-Solving, Science and Nature). An additional two tables outlined the number of rubrics submitted from each General Education course. The fifth table outlined self-report survey results from a student survey administered in spring 2026, broken down into the areas of Higher-order Learning, Reflective and Integrative Learning, and Quantitative Reasoning. Attendees considered the data and discussed its implications. Attendees made the following points.

Rubric Data

- Rubric scores are generally high and increasing. The benchmark of 2.5 could be increased to more accurately reflect student performance.
- There are parts of the Science and Nature rubric (SCI 1.1 and SCI 1.3) that are not being implemented in online courses. This could mean that in-person courses are being assessed in ways they should not be or that online courses are missing required assessments.
- There is inconsistency in completion of the rubrics across courses. Some courses have rubric scores for each semester and others have no rubric scores.
- There are some courses that are not in the General Education program that have rubric scores. Instructors of those courses need to be contacted so that rubrics can be removed.
- There needs to be better training on the use of rubrics, especially for part-time faculty. Part-time faculty may not be aware of the rubrics or may have no incentive for using them.
- Norming sessions and training would be useful for the rubrics.

Student Survey Data

- Self-report scores tend to be significantly higher among upper-level students compared to lower-level students, as well as among online students compared to in-person students.
- The response rate among online and in-person students should be compared for the self-report survey.
- The lowest scores are for quantitative reasoning. They are the only ones consistently below the benchmark.

Assessment Goals

Goal	Tasks: Responsibilities	Completion date
1. Update General Education rubrics and faculty training for rubric use in Brightspace.	Updating diversity rubric in Brightspace: Educational technology	8/1/26
	Create training materials: Educational technology, Provost Fellow for Assessment	9/1/26
	Distribute training materials: Provost Fellow for Assessment	10/1/26
2. Update assessment practices in writing-intensive classes.	Contact instructors of courses with missing writing rubrics: SLATE	11/1/26
	Evaluate the fit of current writing-intensive courses with the designation: Provost Fellow, Chairs	12/1/26
3. Create materials and a mechanism for rubric norming.	Set basic instructions and standards for implementation of the writing rubric: SLATE, Provost Fellow, Writing Center	12/1/26
	Consider format for rubric training session: SLATE, Provost Fellow for Assessment, Writing Center	12/1/26
	Plan rubric norming session: SLATE, Provost Fellow for Assessment, Writing Center	2/1/26
	Complete pilot norming session(s): SLATE, Provost Fellow for Assessment, Writing Center	5/31/26
4. Finalize student survey procedures.	Evaluate Student Survey results and response rates: SLATE	10/1/26

	Set a policy on survey administration timing and procedures: SLATE, Institutional Research	10/1/26
5. Determine appropriate actions in response to the Student Survey means that were below the benchmark for Quantitative Reasoning.	Evaluate survey results and possible implications: SLATE	4/1/26

Faculty AI Survey

Academic Affairs | 2026



Full-time Faculty Survey on Artificial Intelligence 2.0

McKendree University

Compiled by Guy A. Boysen, Professor of Psychology
7/6/2026

1

Method

Survey

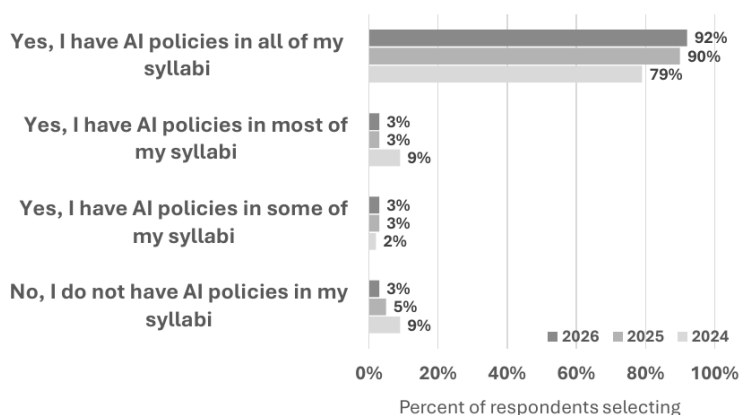
- Anonymous online survey
- The 2024 survey emphasized faculty AI policy
- The 2025 survey included policy and AI professional development (adapted from Maryland Institute College of Art Faculty Survey)
- The 2026 survey replicated the 2025 survey.

Participants

- Survey link sent to full-time faculty via email
- 2024 = 43 respondents
- 2025 = 39 respondents
- 2026 = 39 respondents

2

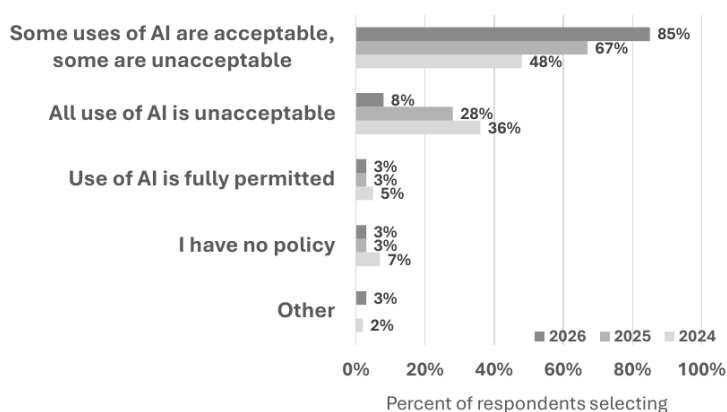
“Do you currently have AI policies in your syllabi?”



Faculty have instituted AI policies in their courses.

3

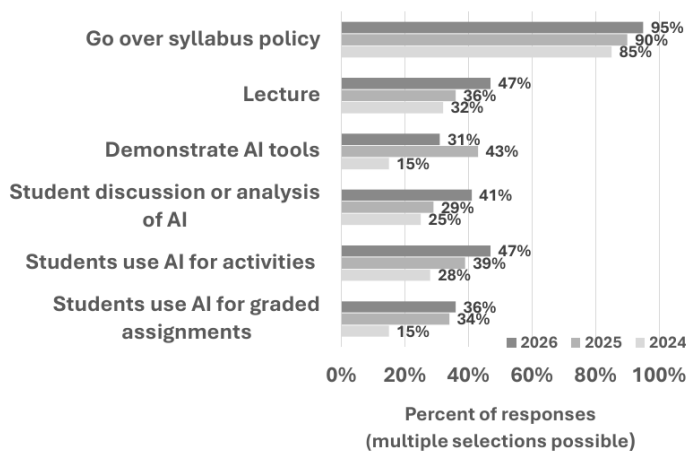
“What best describes the typical policy on AI use?”



Syllabus policies ban some uses of AI but acceptable uses are increasing.

4

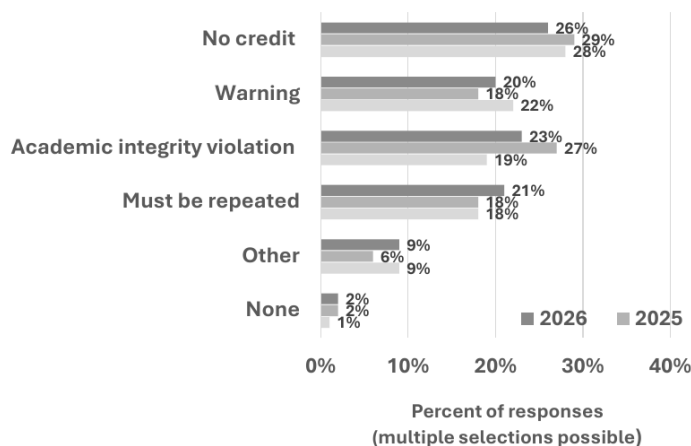
“Do you explicitly address AI in your courses?”



Syllabus policies are the main way faculty address AI but active use is increasing.

5

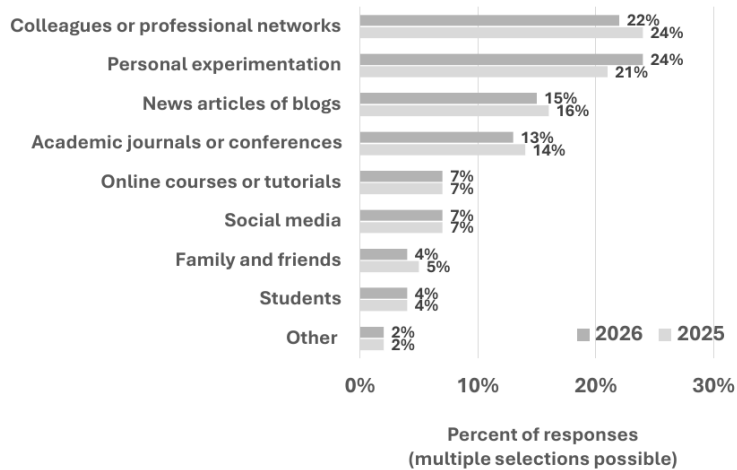
“What best describes the typical policy you have regarding violations of AI policy in your courses?”



Violations of AI policies have consequences for students.

6

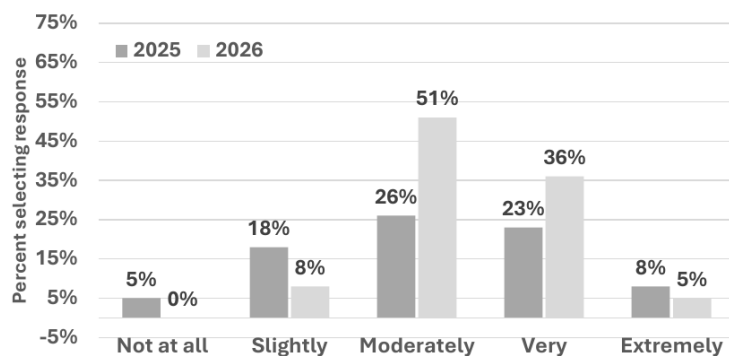
“Through which of the following sources have you primarily learned about generative AI?”



Faculty learn about AI from a variety of formal and informal sources.

7

“How would you describe your current level of familiarity with generative AI technologies?”

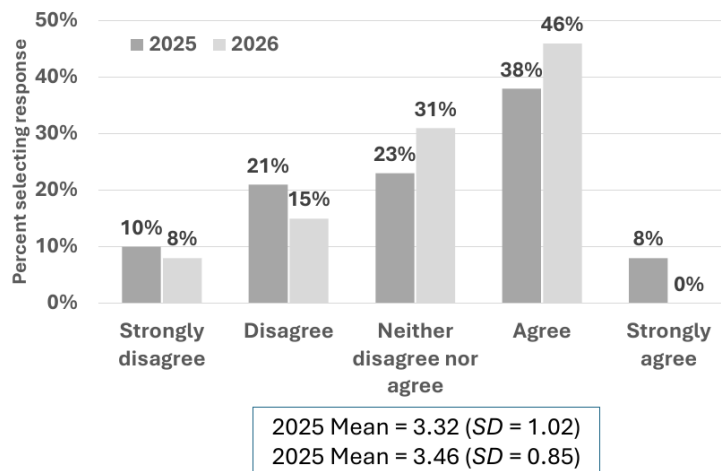


Faculty are moderately familiar with AI on average.

2025 Mean = 3.10 (SD = 0.97)
2026 Mean = 3.38 (SD = 0.71)

8

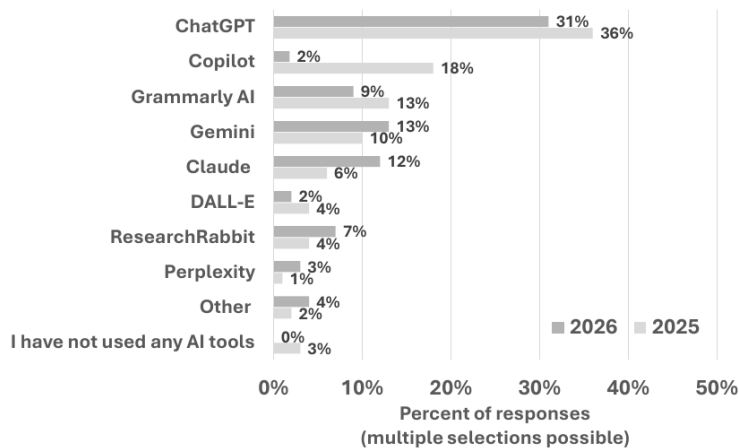
“I have a comprehensive understanding of how generative AI currently operates.”



About half of faculty report a strong understanding of AI.

9

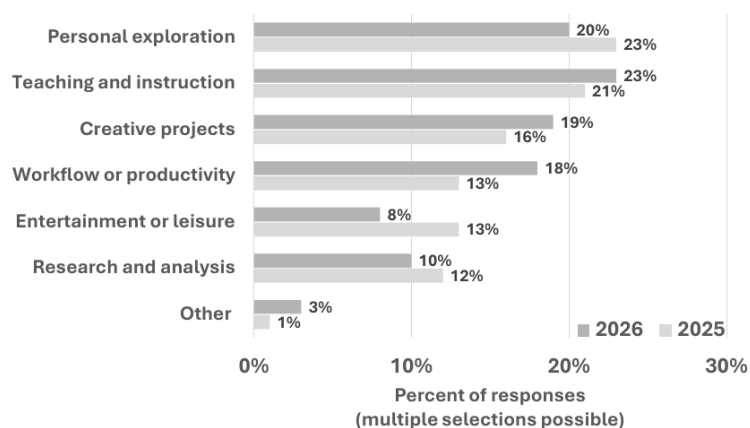
“Which generative AI tools, if any, have you engaged with?”



Faculty use of AI is mostly limited to prominent chatbots.

10

“What purposes have you used generative AI for?”



Faculty use AI for a variety of professional activities.

11

“What types of resources or support would be most beneficial to you?”

Resource/Item	2026	2025
Educational workshops or seminars on generative AI applications and ethics	24%	26%
Guides or toolkits for integrating generative AI into teaching and creative work	22%	21%
Access to generative AI tools and software for experimentation	16%	18%
Forums or discussion groups to exchange ideas and strategies with peers	12%	15%
Policy guidelines on the use of generative AI in academic work	17%	12%
Research and articles on the impact of generative AI in art and design	3%	5%
Other	5%	3%

Faculty would benefit from formal training and access to AI tools.

12



Questions?

Contact gaboysen@mckendree.edu

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

Art

Description

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

Mission Statement

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

Major Student Learning Outcomes (3-5)

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

a coherent set of artistic and intellectual goals.

Curriculum Map

DEPARTMENT OF ART: STUDENT LEARNING OUTCOMES						
PROGRAM COURSES		1	2	3	4	5
ART 101	Drawing I	X	XX		X	
ART 102	Two-Dimensional Design & Layout	X	XX		X	
ART 103	Three-Dimensional Design	X	XX		X	
ART199	Visual Arts Gateway	X				
ART 210	Western Art History I (Prehistoric - High Gothic)	XX		XX		
ART 211	Western Art History II (Renaissance - Modern)	XX		XX		
ART 290	Gallery Practicum I					X
ART 299	Sophomore Review	XX	XX	XX	XX	
ART 310	20th and 21st Century Art: After Modern Art	XX		X		
ART 312	Aesthetics of Film	XX		X		
ART 314	American Art	XX		X		
ART 390	Gallery Practicum II					X
ART 498	Senior Studio I	XX	XX	X	XX	XX
ART 499	Senior Studio II	XX	XX	X	XX	XX

Program Requirements

Formative:

ART199 Visual Arts Gateway – This added point of assessment acts as an introduction point for the incoming art major and the faculty. The primary objective of this initial review is to provide the faculty with an understanding of the students’ level of skill and knowledge coming into the program. This will enable faculty to make recommendations to the student upon entry, and to provide faculty with a starting point for each individual art student. This review will also assist in determining if a student changing their declared major to visual art is doing so with sincere intentions and not merely changing it with the preconceived idea that studying art is an easier avenue, as it most certainly is not.

ART 299 Sophomore Review – This gate course acts as an examination, interview, and portfolio review of students that have completed the core sequence, typically at the end of their sophomore year. Students should exhibit an understanding of the elements and principles of

art, significant artworks, genres, trends across art history, and awareness of their interests as an artist.

Engagement:

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

Beginning Fall semester 2026, a studio practices component has been added. Key to any visual artist's professional career is to maintain a studio space and develop personal practices which promote their evolution as an artist. The studio often acts as an office, a place to meet with potential clients, buyers, a gallery space, in addition to being a place where creative work is pursued. By starting this practice during ART290/390, the student will have good studio habits in place by the time they begin their ART498/499 Senior Studio work, and should contribute to a higher level of craftsmanship and aesthetics.

Research:

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

A component added to ART498 is the discipline of developing good studio practices, carried over from ART290/390 Gallery Practicum. This addition continues the students' personal development of their studio practices, becoming a valuable tool in the completion of their capstone work.

Adjustments have been made for the timeline of ART498/499. Work for their proposed exhibition will begin during ART498. The final deadline for proposals and research is approximately midterm of the semester, with the understanding that continual modifications to the proposed body of work is a part of the creative process. All student work should be well underway by the end of this first half of Senior Studio and continue to be advanced in ART499. The students Artist Statement (which effectively functions as the abstract) is to be completed during ART499.

Capstone:

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

Methods of Assessment

Art Program Assessment Rubrics

Key Major Courses with individual rubrics: ART199, 299, 498, 499

Along with assessment rubrics for ART 299, 498, & 499 since the last report, an additional and formative point of assessment has been added with ART199 Visual Art Gateway. These courses are specifically selected due to the nature of the course. ART 299 Sophomore Review is a gate designed to assess many of our major learning outcomes (specifically 1, 2, 3, & 4) through a presentation of a portfolio, exam, and interview. ART 498 Senior Studio I is a research course that asks students to prepare and create a body of work in preparation for their capstone, ART 499 Senior Studio II, which is the culminating course that asks students to successfully mount an exhibition and deliver a public presentation of their work. Both ART 498 & 499 use rubrics alongside informal methods of assessment to evaluate students' multiple projects such as written statements, public presentation, senior reviews with an established faculty committee, weekly studio critiques, application to juried exhibitions, and exit interviews. Not all methods are directly measurable, but our program rubric does attempt to capture the majority of our learning outcomes. These new rubrics are course specific, although they share common indicators. They do differ from the aesthetic expression rubric, using a three-point scale rather than a four-point to simplify majors' development through the program.

ART199: Visual Arts Gateway

Description

Implemented in Spring of 2026, the Visual Arts Gateway functions as the initial point of formative assessment for all incoming or transferring art majors. This is a zero-credit course which is in essence an interview with the art faculty, portfolio review, and to provide the student with a roadmap for their academics. The objective is to provide faculty with a picture of the student's current level of competency, preferred mediums and genres, and subject interests.

For students who switch their current declared major to visual art the process is much the same however there is also the additional task of understanding the student's decision to declare visual art as the major. The intention is not to dissuade a student from studying visual art, but to verify students are sincere and sound in their reasoning. It is not unusual for students to discover that studying visual arts is far more rigorous than they have initially been led to believe.

Ideally, ART199 Visual Arts Gateway is to occur immediately upon entry into the program but must be completed by the end of the students' first academic year. This is done for the benefit of students who may have had little to no exposure in formal arts education prior and therefore lack a cohesive portfolio, providing them with the opportunity to do so. A strategy is in place to assist students in fulfilling this responsibility.

Assessment Methods

- Portfolio Review
- Interview

ART299: Sophomore Review

Description

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

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

Sophomore Review Requirements

Students will be asked to present a series of works (portfolio) for consideration of Sophomore Review. Students should expect to know and recognize the foundational concepts of visual art covered in the courses listed above. Such concepts include:

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

Student Learning Outcomes

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

Assessment Methods

- Interview and Portfolio Critique: Key questions to be asked at this stage are
 - Does the students' work exhibit signs of growth?
 - Is the student absorbing criticism positively?
 - Is the student on track academically in all subject areas, not just art courses?
- Course Completion: Did the student complete Foundation Art Courses: ART 101, 102, 103? Did the student complete Art History Surveys Courses: ART 210, 211? Has the student completed any Studio Art Electives?

English

Mission Statement

The English major at McKendree University cultivates critical thinking, effective communication, creative engagement and cultural awareness through the study of literature, language, and writing. Whether pursuing the study of literature or creative or professional writing, students in the English major graduate as thoughtful readers, skilled writers, and ethical communicators ready to lead, teach, and contribute in a rapidly evolving world.

Student Learning Outcomes (3-5)

1. Textual Analysis and Interpretation Students will demonstrate the ability to interpret and analyze a wide range of literary and visual texts, employing appropriate critical theories and historical and cultural contexts to support their readings.
2. Critical Thinking and Theoretical Application Students will apply literary and rhetorical theory to evaluate texts and arguments, assess cultural and ideological assumptions, and construct original critical insights with intellectual rigor and complexity.
3. Research and Information Literacy Students will locate, evaluate, and integrate scholarly and credible sources into their writing and research projects, demonstrating ethical use of information and proper documentation using MLA or other appropriate citation styles.
4. Integrated Writing and Editing Skills Students will craft effective writing across creative and professional genres, demonstrating adaptability in style, tone, and purpose for diverse audiences and platforms. They will also apply strong editing and revision skills to develop original content, able to evaluate the ethical use of AI. 3
5. Cultural Awareness and Empathetic Engagement Students will engage critically with texts from diverse voices and perspectives, demonstrating an understanding of how literature and language shape and reflect experiences of race, gender, class, sexuality, and culture. Through analysis and discussion, students will cultivate empathy, ethical reasoning, and an appreciation for multiple viewpoints.

Curriculum and Program Map

(These numbers correspond to the Student Learning Outcomes on the previous page.)

Courses, experiences, or mission-consistent activities	Student learning outcomes				
	1	2	3	4	5
ENG 290	XX	XX	XX	XX	
ENG 303	XX	XX			XX
ENG 304	XX	XX			XX
ENG 307				XX	
ENG 313	XX	XX			XX
ENG 333	XX	XX			XX
ENG 334	XX	XX			XX
ENG 374	XX	XX			XX
ENG 470			XX	XX	
ENG 490	XX	XX	XX	XX	XX

Program Requirements

Capstone: ENG 490

Research: ENG 290, ENG 303, ENG 304, ENG 313, ENG 333, ENG 334, ENG 490

Service: ENG 470

Methods of Assessment

1. Textual Analysis and Interpretation Students will demonstrate the ability to interpret and analyze a wide range of literary and visual texts, employing appropriate critical theories and historical and cultural contexts to support their readings.

2. Critical Thinking and Theoretical Application Students will apply literary and rhetorical theory to evaluate texts and arguments, assess cultural and ideological assumptions, and construct original critical insights with intellectual rigor and complexity.

3. Research and Information Literacy Students will locate, evaluate, and integrate scholarly and credible sources into their writing and research projects, demonstrating ethical use of information and proper documentation using MLA or other appropriate citation styles.

4. Integrated Writing and Editing Skills Students will craft effective writing across creative and professional genres, demonstrating adaptability in style, tone, and purpose for diverse audiences and platforms. They will also apply strong editing and revision skills to develop original content, able to evaluate the ethical use of AI.

5. Cultural Awareness and Empathetic Engagement Students will engage critically with texts from diverse voices and perspectives, demonstrating an understanding of how literature and language shape and reflect experiences of race, gender, class, sexuality, and culture. Through analysis and discussion, students will cultivate empathy, ethical reasoning, and an appreciation for multiple viewpoints.

Learning Outcome Result Relationship to Benchmark

Benchmark: Students will earn a grade of 75% for each outcome.

1. Textual Analysis and

Interpretation

Students will demonstrate the ability to interpret and analyze a wide range of literary and visual texts, employing appropriate critical theories and historical and cultural contexts to support their readings.

Students demonstrated strong proficiency in literary interpretation and analysis through essays, exams, and class discussions. Most students were able to connect textual evidence to broader historical, cultural, and theoretical frameworks.

Results met or exceeded the program benchmark, indicating that students are developing the analytical and interpretive skills expected of English majors. Faculty noted particular strength in contextual analysis and the integration of literary theory.

2. Critical Thinking and Theoretical

Application

Students will apply literary and rhetorical theory to evaluate texts and arguments, assess cultural and ideological assumptions, and construct

Students successfully applied multiple theoretical approaches in upper-level coursework and capstone assignments. Many students demonstrated the ability to move beyond summary toward more original

Results generally met the benchmark. While students showed strong engagement with theory, assessment data suggests some students would benefit from additional practice applying theoretical

original critical insights with intellectual rigor and complexity.

and nuanced critical arguments.

terminology with greater precision and consistency.

3. Research and Information

Literacy Students will locate, evaluate, and integrate scholarly and credible sources into their writing and research projects, demonstrating ethical use of information and proper documentation using MLA or other appropriate citation styles.

Students effectively incorporated scholarly research into major writing assignments and demonstrated competency in MLA documentation and source integration. Most students used credible academic sources appropriately and ethically.

Results exceeded the benchmark in source evaluation and research integration. Minor weaknesses remain in citation formatting and consistency, suggesting the need for continued reinforcement of documentation practices across the curriculum.

4. Integrated Writing and Editing

Skills Students will craft effective writing across creative and professional genres, demonstrating adaptability in style, tone, and purpose for diverse audiences and platforms. They will also apply strong editing and revision skills to develop original content, able to evaluate the ethical use of AI.

Students demonstrated adaptability across analytical, creative, and professional writing contexts. Revision practices improved overall clarity and organization, and students showed increasing awareness of ethical considerations related to AI-assisted writing.

Results met the benchmark overall. Faculty assessment indicated strong writing development and revision practices, though continued attention to audience awareness, stylistic flexibility, and ethical AI use will remain important areas of emphasis.

5. Cultural Awareness and Empathetic

Engagement Students will engage critically with texts from diverse voices and perspectives, demonstrating an understanding of how literature and language shape and reflect experiences of race, gender, class, sexuality, and culture. Through analysis and discussion, students will cultivate empathy, ethical reasoning, and an appreciation for multiple viewpoints.

Students demonstrated thoughtful engagement with diverse texts and perspectives through discussion, reflective writing, and literary analysis. Many students showed increased awareness of how literature reflects social and cultural experiences.

Results exceeded the benchmark, particularly in students' ability to engage respectfully and critically with diverse viewpoints. Faculty observed strong growth in empathetic reading practices and ethical reasoning across the curriculum.

Use of Data in Last Two Years

We have been using the data for the Diversity and Written Communication Rubrics.

Goals for Next Two Years

- 1) We have created the following rubric to assess the five learning outcomes for the English major:
 - Review course offerings to make sure they align with program outcomes and are sustainable given current staffing levels.
 - Emphasize reading comprehension in our composition and English classes in concert with writing instruction.
 - Review scaffolding of literary theory and research instruction across the major.
 - Develop shared departmental guidelines for ethical AI use in student writing.
 - Continue expanding course offerings and texts representing diverse voices and global perspectives. We plan to add a World Literature course.
 - Because so many courses are taught by adjuncts, we need to create norming sessions for faculty using the assessment rubric to improve scoring consistency.
 - For the first time this year, we created and distributed a Senior Exit Survey to outgoing majors. We plan to emphasize how important this assessment is to graduating seniors. This will give us more qualitative assessment data.

Program Assessment Contact(s): Brenda Boudreau, Nichole DeWall, Jenny Mueller, Martha Patterson

General Education Courses

Approved Courses

ENG 201	SHAKESPEARE
ENG	
203/303	AMERICAN LITERATURE TO 1900
ENG	AMERICAN LITERATURE
204/304	FROM 1900 TO PRESENT
ENG	BRITISH LITERATURE I
232/332	MONSTERS AND MIRACLES
ENG	BRITISH LITERATURE II
233/333	ROMANTICISM, REVOLUTION, AND THE NOVEL
ENG 235	EXPLORING GENDER AND SEXUALITY IN LITERATURE AND FILM
ENG 237	COMING-OF-AGE LITERATURE
ENG 238	AMERICAN DREAMS/AMERICAN REALITIES IN LITERATURE
ENG 250	DRAMATIC WORLD LITERATURE
ENG	
254/354	AFRICAN AMERICAN LITERATURE
ENG 255	LITERATURE AND THE ENVIRONMENT
ENG 261	POETRY
ENG 272	FICTION
ENG 273	FILM AND LITERATURE
ENG	AMERICAN CRIME
274/374	AND DETECTIVE FICTION
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT
ENG 313	TOPICS IN SHAKESPEARE

Methods of Assessment

We use the Diversity Rubric to assess literature courses and the Written Communication Rubric to assess ENG 111 and ENG 112. We use the Aesthetic Expression Rubric for creative writing classes. Both ENG 111 and ENG 112 courses showed a high number of instructors completed the rubrics.

The English Department is in the process of completing the Self-Study for our program review. We are discussing how to revise our gen ed course listings so they are more relevant to today's students.

Use of Data in Last Two years

None

Goals for Next Two Years

Integrate AI literacy instruction in ENG 111 and 112. Because these serve as gateway classes for incoming students, we believe that this is extremely important.

The English program will continue using these assessment measures to monitor student achievement across the major while identifying opportunities for curricular refinement, increased research support, expanded diversity initiatives, and stronger integration of ethical AI literacy.

Strengthen students' close reading and analytical writing skills in general education English courses by increasing emphasis on textual interpretation, argument development, and evidence-based analysis.

Continue integrating diverse voices, perspectives, and global texts into the curriculum to help students better understand issues of race, gender, class, sexuality, culture, and identity.

Develop clearer instructional practices and assignments that help students evaluate ethical and effective uses of artificial intelligence and digital writing technologies in academic work.

General Education 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.

Curriculum And Program Map

	PROGRAM STUDENT LEARNING OUTCOMES				<i>Students will:</i> B = demonstrate beginning knowledge and skills G = demonstrate growth M = demonstrate Mastery
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	

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 Course Level-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 2024: 3.5 Spring 2025: 3.4 Fall 2025: 3.3 Spring 2026: 3.4
	PHI 206	Fall 2024: 3.4 Spring 2025: 3.4 Fall 2025: 3.4 Spring 2026: 3.3
SLO #2: Inquiry, argument, and reasoning	PHI 204	Spring 2025: 3.6 Spring 2026: 3.4
	PHI 363	Fall 2024: 3.4 Spring 2025: 3.6

		Fall 2025: 3.6 Spring 2026: 3.7
SLO #3: Ethics, Society, and Diversity	PHI 206	Fall 2024: 3.7 Spring 2025: 3.6 Fall 2025: 3.3 Spring 2026: 3.5
	PHI 208	Spring 2025: 3.6 Spring 2026: 3.5
	PHI 331	Fall 2023: 3.4
SLO #4: Philosophy across the disciplines	PHI 208	Fall 2024: 3.5 Spring 2025: 3.4 Fall 2025: 3.6 Spring 2026: 3.4
	PHI 333	Fall 2024: 3.6

Use Of Data In Last Two Years

The Personal Values Inventory Questionnaire rubric used in PHI 206 was revised again to substantially improve assessment of how student belief systems and reasoning have changed as a result of 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 201 and 204 to better assess student skills in argument and reasoning, relative to topics covered by the course. Previous assignments varied were too narrowly focused on a range of analytical skills. The new standardized assignments addressed this problem.

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 OF GEN ED ASSESSMENT	
GEN ED STUDENT LEARNING OUTCOME	ASSESSMENT RESULTS (BASED ON THE Diversity Gen Ed Rubric with questions assessed noted below per course and

	assignment; multiple sections of courses have been averaged	
DIVERSITY	PHI 201	Fall 2024: 3.6 Assignment One: questions 1, 2 Assignment Two: questions 3, 5 Spring 2025: 3.7 Assignment One: questions 1, 2 Assignment Two: questions 3, 5 Fall 2025: 3.5 Assignment One: questions 1, 2 Assignment Two: questions 3, 5 Spring 2026: 3.7 Assignment One: questions 1, 2 Assignment Two: questions 3, 5
	PHI 204	Spring 2025: 3.6 Assignment One: questions 2,3 Assignment Two: questions 4, 5 Spring 2026: 3.4 Assignment One: questions 2,3 Assignment Two: questions 4, 5

	PHI 236/336	Spring 2025 Assignment One: questions 2,3 Assignment Two: questions 4, 5

Use Of Data In Last Two Years

Assignments were created as targets for GEN ED rubrics, whereas in the past existing assignments were utilized. This change was necessary since existing assignments did not provide students with enough flexibility and focus in order to assess the SLO performance indicators assigned for each assignment.

Made efforts to increase student understanding of the purpose of these assessed assignments given what probably was a less focused experience, on the part of students, in the past.

Attempted to increase adjunct gen ed assessment through more dedicated meetings and guides to help them understand the process and function of assessment.

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 (3-5)

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 skills)	XX (lab skills)	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	X				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	Course implementation • MFAT- Biology program test (BIO 455)
Practice and Inquiry	Course implementation • Field skills assessment (BIO 303) • Laboratory skills assessment (BIO 313)
Communication	Course implementation • University Oral and Written Communication Rubric (BIO 202 and BIO 455)
Professional Development	Course implementation • Action plan and Exit survey (BIO 455)

Results from Assessment

Program level SLO	Course	Assessment	Benchmark	Results
Content Knowledge	455	MFAT	70% pass rate	SP 2026 (n=9) 67% of students passed
Practice and inquiry	313	Laboratory Skills Assessment	70% score at "proficient" or above	SP 2026 (n=15) 93% scored at "proficient" level of above
Practice and Inquiry	303	Field Ecology Skills Assessment	Average score of "B" on quiz/voucher and average score of "3/5" on rubric item	FA 2025 (n=7) Students reaching the benchmark level on assessment: floral identification = 43%, faunal identification = 71%, Indicator species identification = 71%, specimen preservation = 71%. Students reaching the level on field skills rubric criteria:

				survey techniques, 86%, safety hazards = 100%, legislative knowledge = 86%, ecological ethics = 100
Communication (written and oral)	455	Research project (written) Mock Grant Proposal (oral)	70% will score at the proficient level.	SP25 (n=4) Written 75% proficient or higher SP26 (n=6) Oral 100% proficient or higher; written 100% proficient or higher
Professional Development	455	Action plan	100% completion rate	100% completion rate

Use of Data

Biology Program 2025 Action Plan Results

1. Create the Major Field Aptitude Test (MFAT) to assess content knowledge of core biology courses.

This was developed and deployed for the first time in BIO 455, Spring 2026.

2. Create the lab and field skills assessments.

For BIO 303, Mickey researched suitable assessments for field skills. Following the American Association for the Advancement of Science report *Vision and Change in Undergraduate Biology Education* (2011) and the National Research Council's Next Generation Science Standards (2012), the Ecological Society of America developed the Four-Dimensional Ecology Education (4DEE) Framework (2018). The 4DEE Framework builds on the core concepts and competencies put forth by AAAS and the NRC and presents four key dimensions of ecological literacy to provide direction for both curricula and assessment. The elements of Dimension II. Ecological Practices include natural history, fieldwork, quantitative reasoning and computational thinking, designing and critiquing investigations, working collaboratively, and communicating and applying ecology. Clearly many of these practices reflect general approaches of inquiry. However, the natural history and fieldwork components are unique to ecology. The 4DEE Framework states that "Fieldwork involves collecting data in the field (i.e., environments where organisms live and interact with one another and their surroundings). Fieldwork often intersects with natural history and includes practices such as field identification of organisms and habitat assessment. In many ecological studies, fieldwork is combined with lab work, through which analysis of field-collected samples takes place." These two dimensions also align with the framework set forth in the 'Field Ecology Skills Guide' published by the Institute of Ecology and Environmental Management (2007). This framework was the product of consultation with a range of employers and is linked to the development of field ecology skills that align with education and career progression. The Field Ecology Skills Guide associates a National Qualification Framework Level 5 with the level of a Bachelor of Science Degree. Students completing BIO 303 should therefore be able to 1) identify common plants (dominants or constants, including where relevant, grasses & sedges) in order to map habitats and identify standard habitat types, 2) identify

common species from one or more taxonomic groups, 3) identify the characteristic or indicator species from one or more taxonomic groups and be familiar with some of the less familiar species or 'critical' genera, 4) independently carry out surveys of a range of simple habitats, 5) properly preserve specimens from at least one large taxon, and 6) possess practical field skills associated with a) identification of potential safety hazards, b) knowledge of relevant laws and regulations, and c) adherence to ethical guidelines.

Field Skill	Assessment Method	Benchmark
Floral identification	Identification quiz	Average score of "B"
Faunal identification	Identification quiz	Average score of "B"
Indicator species identification	Identification quiz	Average score of "B"
Survey techniques	Field Skill Rubric items	Average score of 3 on 5pt scale for criteria
Specimen preservation	Voucher specimen	Average score of "B"
Practical Field Skills	Field Skill Rubric items	Average score of 3 on 5pt scale for each of 3 criteria

- Students were assessed in 2025.

Robb created a laboratory skills assessment based on the **AAAS Vision and Change in Undergraduate Biology Education** core competencies. It is structured to evaluate undergraduate biology majors across multiple distinct performance levels including independent execution, rigorous analytical validation, professional laboratory autonomy, and proper record keeping.

Performance Indicator	Novice (1)	Developing (2)	Proficient (3)	Advanced (4)
Experimental Design <i>(Process of Science)</i>	Formulates a standard hypothesis. Relies entirely on provided	Modifies existing protocols. Identifies major variables	Designs robust experiments independently. Includes technical and	Formulates novel, multi-tiered hypotheses. Designs parallel control tracks.

	protocols. Struggles to scale sample sizes for statistical power.	but overlooks biological replicates or sample size justification.	biological replicates. Justifies sample sizes based on literature.	Proposes alternative methodologies to overcome technical bottlenecks.
Quantitative Reasoning <i>(Data Analysis)</i>	Performs standard calculations with guidance. Selects basic statistical tests (e.g., t-test) without verifying data assumptions.	Executes correct statistical tests (e.g., ANOVA). Graph format is correct but lacks clear annotation of statistical significance.	Selects and executes advanced statistical tests. Verifies normalcy assumptions. Annotates graphs clearly with p-values or asterisks.	Codes statistical analyses independently (e.g., R, Python). Integrates modeling. Interprets multi-variable datasets with high fidelity.
Scientific Communication <i>(Dissemination)</i>	Writes standard lab reports using mechanical language. Regurgitates introduction facts without linking them to current data.	Structure mimics a peer-reviewed paper. Integrates external references but relies on superficial summaries rather than synthesis.	Writes a cohesive, structured scientific manuscript. Critically analyzes data against 3–5 peer-reviewed sources. Uses precise nomenclature.	Prepares a publication-quality manuscript. Contextualizes findings within broad field paradigms. Explicitly proposes specific future research directions.
Bench Skills <i>(Technical Competence)</i>	Requires constant supervision. Demonstrates poor manual dexterity. Frequently introduces contamination into sterile workflows.	Performs techniques with minimal error but works slowly. Lacks workflow efficiency. Struggles to troubleshoot minor equipment hitches.	Demonstrates precise, reproducible pipetting and tool mastery. Maintains sterile fields independently. Optimizes bench space for efficiency.	Executes complex workflows flawlessly. Diagnoses and recalibrates drifting equipment. Mentors peers on advanced procedural nuances.

Lab Safety <i>(Risk Management)</i>	Reactive to safety rules. Needs reminders about PPE, waste disposal streams, and basic safety data sheet (SDS) location.	Follows standard PPE rules consistently. Disposes of regular waste correctly but hesitates when handling biohazards or chemical hazards.	Proactively manages risks. Correctly segregates chemical, biological, and sharp waste streams.	Models exemplary safety leadership. Recognizes and actively mitigates latent bench hazards. Leads emergency protocol responses if needed.
Record Keeping <i>(Data Integrity & Reproducibility)</i>	Entries are fragmented, out of chronological order, or missing entirely. Raw data is unorganized. An outside researcher could not replicate the work.	Records major protocol steps and raw data but omits calculations, lot numbers, or deviations. Notebook organization is difficult to follow.	Maintains a chronological, detailed notebook (digital or physical). Documents all calculations, deviations, and raw data. A peer could replicate the work exactly.	Exceeds standard entry rules. Includes comprehensive metadata, data dictionaries, and version control for code/datasets. Entries are auditable and publication-ready.

Benchmark: 70% of students evaluated will score at the proficient level or higher. Determined from total score obtained (e.g., minimum score 18).

3. Use the written and oral communication rubrics in BIO 202 and 455.

These were deployed for some students in BIO 455 in Spring 2026.

4. Create a rubric to assess the professional action plan for content/items - demonstrate what is being done to accomplish goal.

Plans for Next Two Years

1. Content Knowledge

- Goal: Exam will be used to collect data from multiple years.

2. Scientific Inquiry

- Goal: Continue implementation of Field Ecology Skills assessment in BIO 303 so that we will have three years of data (2025, 2026, 2027) to analyze for patterns to determine instructional modifications that may be needed.
- Responsible: Mickey
- Deadline: Spring 2028

- Goal: Exam will be used to collect data from multiple years in BIO 313 so that we will have three years of data (2025, 2026, 2027) to analyze for patterns to determine instructional modifications that may be needed.
- Responsible: Robb
- Deadline: Spring 2028

3. Communication: Since students meet the target, we will continue with no changes.

4. Professional Development: Since students meet the target, we will continue with no changes.

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 110	Inquiry and Problem Solving	Science and Nature
BIO 101	Inquiry and Problem Solving	Science and Nature
BIO 250	Inquiry and Problem Solving	Science and Nature

Methods of Assessment

- 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 101 Biology for Life
 - Instructors evaluate the results of a laboratory assignment using item 1.2 (Apply the process of scientific inquiry) on the General Education science and nature rubric.
 - Instructors evaluate the results of 'Evaluating Science' assignment using item 1.5 (Interpret the validity of science as reported from a variety of sources) on the General Education science and nature rubric.
 - Instructors evaluate 'Evaluating Science' assignment using a standardized rubric.
- BIO 250 Introduction to Environmental Science
 - Instructors evaluate the results of 'Evaluating Science' assignment using item 1.5 (Interpret the validity of science as reported from a variety of sources) on the General Education science and nature rubric.
 - Instructors evaluate the results of an assignment using item 1.3 (Accurately communicate oral/written scientific theories, concepts, and terminology) on the General Education science and nature rubric.

Results from Assessment

Course	General Education SLO	Assignment	Target
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) FA26: 72.3% had avg rubric score greater than 3 (n=68)		

- BIO 101 Biology for Life
Results suggest for the 1.2 criterion, more than half of students are scoring at the highest level. For the 1.5 criterion, performance is lower, with less than half of the students scoring at the highest level.

General Education Rubric Results

Criterion	Summer 2025 N=56	Fall 1 2025 N=55	Fall 2 2025 N=52	Spring 1 2026 N=73	Spring 2 2026 N=49
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1.2 Apply the process of scientific inquiry	M=3.54 68% level 4 21% level 3 7% level 2 4% level 1 N= 56	M= 3.73 78% level 4 18% level 3 2% level 2 2% level 1 N= 51	M= 3.68 74% level 4 22% level 3 2% level 2 2% level 1 N=47	M= 3.86 86% level 4 14% level 3 N=71	M=3.94 94% level 4 6% level 3 N=47
1.5 Interpret the validity of science as reported from a variety of sources	M=3.25 43% level 4 49% level 3 6% level 2 2% level 1 N=49	M=2.72 45% level 4 13% level 3 13% level 2 30% level 1 N=47	M= 2.98 45% level 4 18% level 3 20% level 2 15% level 1 N=40	M=2.89 44% level 4 22% level 3 11% level 2 22% level 1 N=55	M=3.27 46% level 4 38% level 3 14% level 2 3% level 1 N=37

- BIO 250 Introduction to Environmental Science
Results suggest for the 1.3 criterion, performance stayed relatively consistent, with the majority of students scoring at the highest level. For the 1.5 criterion, performance remains spread across multiple levels, but from 2025 to 2006, a change was present with no students scoring at the lowest level of performance.

General Education Rubric Results

Criterion	Spring 2025 N=35	Spring 2026 N=38
1.3 Accurately communicate oral/written scientific theories, concepts, and terminology	M= 3.914 89% achieving level 4 9% level 3 N=35	M=3.79 86% achieving level 4 7% level 3 7% level 2 N=29
1.5 Interpret the validity of science as reported from a variety of sources	M=2.888 44% achieving level 4 22% level 3 11% level 2 22% level 1 N=27	M=3.24 46% achieving level 4 32% level 3 22% level 2 N=37

Use of Data

Biology Program 2025 Action Plan Results

5. For gen ed, utilize specific Bio101/250 rubrics tied to assignments to collect data to have more specific information; these assignment rubrics currently inform assessors on how to score gen ed rubric. Specific standardized assignment rubrics will allow for more reflection on how to make change to increase progress on benchmarks.

- Mickey developed a standardized rubric for the Evaluating Science assignment. This will be utilized moving forward and discussed within the Inquiry and Problem Solving SLATE subcommittee work in FA2026.

6. For gen ed, ensure data is collected each term: Bio101, 110, 250 → Each instructor sends rubric data directly to contact and we can determine differences among instructors. These courses have 2 assignments each – assessing validity of scientific information and scientific inquiry.

- Mickey accessed her own results for BIO 101 and 250 (includes all offerings) from summer 2025-spring 2026. Better coordination for BIO 101 is needed going forward as we go back to face to face offerings with multiple instructors now that Voigt building renovations are complete.
- I am not sure who is coordinating 110 data, but an additional responsible party/contact will be added to the general education assessment for this course.

Plan for Next Two Years

- Goal: Coordinate collection of rubric data directly from course instructors for BIO 101 data.
- Responsible: Mickey Schutzenhofer
- Deadline: Fall 2026

- Goal: Work with the SLATE subcommittee to discuss utilization of a standardized rubric for Evaluating Science assignment.
- Responsible: Mickey Schutzenhofer
- Deadline: Spring 207

- Goal: Create standardized rubric to better assess performance on “Accurately communicate oral/written scientific theories, concepts, and terminology” goal in BIO 250.
- Responsible: Mickey Schutzenhofer
Deadline: Spring 2027

General Education Assessment Contact(s)

Mickey Schutzenhofer

Biopsychology

Mission Statement

The biopsychology program promotes the following values, skills, and outcomes for undergraduate students:

- Students will possess a strong foundational knowledge of biopsychology and know how to apply this knowledge to everyday problems and situations upon completion of the program.
- Students will demonstrate written, oral, science, and interpersonal communication skills.
- Students will develop critical thinking and scientific literacy skills.
- Students will hold a deep appreciation for human diversity and will learn how to work collaboratively with others from different backgrounds.
- Students will develop the materials and skills necessary for graduate studies and the workforce.

Student Learning Outcomes (3-5)

Students will:

- Synthesize the content areas of psychology and biology.
- Conduct independent research in psychology or biology.
- Prepare for a career in the helping professions or graduate programs.

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				
	Synthesize content	Conduct research- Sci inquiry or critical thinking	Prepare for career-communication skills	Prepare for career- resumes and applications	
Psy153: Intro Psy	X				
Psy201: Cornerstone Psy				X	

Psy275: Biopsychology	X				
Psy315: Abnormal Psy	X				
Psy498: Professional Seminar				X	
Bio110: Cell and Molecular Biology	X	X			
Bio308/309: Human Anatomy and Physiology I and II	X	X			
MTh170: Statistics	X				
Bio/Psy492: Capstone			X	X	
Bio202: Scientific Communication		X	X		
Bio211: Genetics	X	X			
Bio300: BioStatistics	X	X			
Bio455: Biology Research Methods	XX	X, XX	X, XX	X, XX	

Program Requirements

Capstone: Bio/Psy492 Biopsychology Capstone (1)

Research: Bio455: Biology Research Methods (2)

Service: Bio455: Biology Research Methods (2)

Methods of Assessment

Learning Outcome	Method of assessment	Benchmark
Synthesize content	Biology Content Assessment at end of Bio455	Students will achieve a 70% or higher on this examination

Conduct research- Sci inquiry or critical thinking	Written research proposal or community outreach project in Bio455	Students will score at 70% or higher on these assignments
Prepare for career-communication skills	Presented presentation at Bio455 poster forum	Students will score as proficient on the university communications rubric
Prepare for career- resumes and applications	Collected at Bio455	All students will prepare resume and application materials

Results From Assessment

Learning Outcome	Result	Comparison to Benchmark
Synthesize content	Biology Content Assessment: for the Bio455 2026 cohort: of 6 students, 2 scored higher than 70% on this assessment	33% of students met the benchmark of scoring 70% or higher on this examination
Conduct research- Sci inquiry or critical thinking	Written research proposal or community outreach project in Bio455: 6/6 students scored proficient or advanced on Biology program research rubric and university written expression rubric	100% of students scored 70% or higher on these assignments
Prepare for career-communication skills	Presented presentation at Bio455 poster forum: 6/6 students scored proficient or advance on oral communication rubric	100% of students scored 70% or higher on university oral communication rubric
Prepare for career- resumes and applications	Collected at Bio455: 6/6 students submitted and received feedback on resumes	100% of students prepared resume and application materials

Use of Data in Last Two Years

2 years of data has not yet been collected.

Goals for Next Two Years

Collect data from 2 more cohorts of students to look for trends. Due to the small sample size of graduates, it is pertinent to collect data from multiple years before making changes to the curriculum.

Program Assessment Contact(s) Angie LaMora

General Education Courses

See Biology Program Assessment for Gen Ed data

Course number and name	General education outcome (e.g., personal/social responsibility, communication)	General education distribution requirement (e.g., history, literature, cross cultural)
Bio110	Inquiry and problem solving	Science with a lab

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.

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
MTH 210 Calculus I	X			
MTH 211 Calculus II	X			
MTH 212 Calculus III	X		X	
MTH 300 Transition to Advanced Mathematics	X	X		X
MTH 340 Probability	X	X		

MTH 341 Applied Statistics			XX	
MTH 360 Linear Algebra	X		X	
MTH 490 Seminar in Mathematics	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

In-class exam 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

In-class proof exam 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 formulating 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: 3.5/4. Met benchmark.

SLO 2. Proof

- a. Direct proof mean: 4/4. Above benchmark.
- b. Contradiction mean: 3.9/4. Above benchmark.
- c. Induction mean: 3.8/4. Above benchmark.

SLO 3. Technology

- a. Using appropriate technology tool mean: 4/4. Above benchmark.
- b. Using the tool to produce calculations/output mean: 3.9/4. Above benchmark.
- c. Interpreting the calculations/output from the tools and formulating a solution to the original problem mean: 3.5/4. Met benchmark.

SLO 4. Communication

Oral communication

Oral communication mean: 3.8/4. Above benchmark.

Written communication

Written communication mean: 3.9/4. 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. However, over the next two years, we will begin assessing the technology SLO in Excel I and not in Applied Statistics.

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 proof by induction mean is higher than it was two years ago. Students understood the two primary steps of induction: the base case and the inductive step. They all performed the base case correctly. Most demonstrated how to use the induction hypothesis to conclude the inductive step (which is the hardest part).

SLO 3. Technology

The sub-SLO Interpretation has a lower 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.

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. Students find the course “different” and “interesting,” praising the presentation portion of the

course the most. They respond positively to being provided agency. 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: 3.5/4. Above benchmark.
- b. Creating objective: 3.4/4 Slightly below benchmark.
- c. Calculating objective: 3.55. Slightly above benchmark.
- d. Abstracting objective: 3.38/4. Below benchmark.
- e. Analyzing objective: 3.38/4. Below benchmark.
- f. Communicating objective: 3.28/4. Below benchmark.

Use of Data in Last Two Years

Two years ago, I wrote, "Our recent hiring of a full-time mathematics professor has added the stability necessary to improve scores." She spearheaded an initiative to obtain more data from our part-time instructors, which we achieved. And, best of all, every score in a-f above improved! We are on the right track.

Goal for Next Two Years

Increase the number of data points.

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 (3-5)

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

Curriculum 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			
HIS 265		X	XX	X	
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

Part A: Review of HIS 110: Historical Methods

This section of our Department report is based just on information gathered from the HIS 110 course. This 1-credit course introduces students to the basic components of research, source materials, and the use of the historical method. The course is designed to prepare students for projects within the major content courses and set them up for success in the HIS 310 and HIS 410 sequence courses.

In our previous reports, we determined that we could assess the following SLO for the Department in HIS 110, but had not been:

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.

For this report, we have included the preliminary findings from the use of the Department SLO Rubric. This data will continue to be collected and compared as we move forward. A similar set of data is to be collected in both HIS 310 and HIS 410.

In our previous reports, we determined that we did assess the following SLO for the Department in HIS 110:

4. Create historical arguments and narratives to answer research questions.

For this report, we have compiled data from HIS 110 offerings in Fall 2023, Fall 2024, and Fall 2025 as a longitudinal measure of this objective. We have used comparisons of midterm and final grades as well as scores from portfolio/final bibliographies and final projects to see our students' progress.

Data from HIS 110 offerings in Fall 23, Fall 24, and Fall 25

Table 1: Fall 2023

Fall 2023 N=10	Midterm Grade	Final Grade	Portfolio/Final Bibliography 50 points	Final Project 200 points
	B+	B+	39	162
	B+	A	49	188
	A	A	50	197
	D	B+	43	165
	B-	A	49	193
	A-	A	47	187
	A-	B-	41	161
	A	A	49	190
	A	A	43	170

Table 2: Fall 2024

Fall 2024 N=8	Midterm Grade	Final Grade	Portfolio/Final Bibliography	Final Project
	A	B-	48	148
	A	A	40	185
	C+	A	47	193
	A-	A	39	177
	A-	B	38	147
	F	F	0	13
	B-	A	49	195
	A	B	45	185

Table 3: Fall 2025

Fall 2025	N=7	Midterm Grade	Final Grade	Portfolio/Final Bibliography 50 points	Final Project 200 points
		A-	A	50	188
		B-	C+	44	118
		F	F	0	0
		A	A	49	190
		F	D	28	118
		B+	C+	0	124
		B+	B+	45	167

Part B: Review of HIS 310: Seminar in Historical Methods

Table 4: Spring 2025

Fall 2025	N=5	Midterm Grade	Final Grade	Final Thesis Proposal 100 points
		A	A	98
		B+	C+	83
		C	B	84
		A-	A	96
		C	B	70

Table 5: Spring 2026

Fall 2025	N=2	Midterm Grade	Final Grade	Final Thesis Proposal 100 points
		A	A-	90
		A	A	95

Part C: Review of HIS 410: Senior Thesis in History

Table 6: Fall 2025

Fall 2025	N=3	Midterm Grade	Final Grade	Rough Draft	Final Thesis
				100 points	200 points
		A	A	100	200
		B	A	85	182
		D	W	0	N/A
		B+	A	82	198

Part D: History Program Student Learning Outcome (SLO) Rubric

For Fall 2025, we also used the recently designed “History Program Student Learning Outcomes (SLO) Rubric” in the course. Students completed the rubric as a pre/post reflection, and the instructor also completed a final assessment of each student in the course using the same rubric. This data set, while of the same student population as Table 3, was independent of grades earned for the course.

Students were asked to self-reflect on the four Department SLO and categorize themselves as: Emerging, Intermediate, or Advanced. See the sample rubric below for the criteria for each level.

Benchmarks:

100% of Students completing HIS 110 should reach Emerging, with a goal of 75% reaching Intermediate.

100% of Students completing HIS 410 should reach Intermediate, with a goal of 90% reaching Advanced.

The table below reflects how each student self-assessed as well as the final instructor evaluation and assessment for the same student.

Table 7: SLO Department Rubric (HIS 110)

Fall 2025 N=7	Self Pre-Reflection	Self Post-Reflection	Instructor Final Assessment
	Emerging	Intermediate	Emerging
	Intermediate	Advanced	Intermediate
	Intermediate	Intermediate	Intermediate
	Intermediate	Emerging	Intermediate
	Emerging	Emerging/Intermediate	Emerging
	Intermediate	Emerging	Emerging
	Emerging	Intermediate	Intermediate

The tables below reflect the mid-term and final instructor assessment.

Table 8: SLO Department Rubric (HIS 310)

Spring 2025 N=5	Mid-term	Final Assessment
	Intermediate	Advanced
	Emerging	Intermediate
	Emerging	Intermediate
	Intermediate	Intermediate
	Emerging	Intermediate

Table 9: SLO Department Rubric (HIS 310)

Spring 2026 N=2	Mid-term	Final Assessment
	Intermediate	Intermediate
	Intermediate	Intermediate

Table 10: SLO Department Rubric (HIS 410)

Fall 2025 N=4	Mid-term	Final Assessment
	Advanced	Advanced
	Intermediate	Advanced
	Intermediate	Dropped Course
	Intermediate	Advanced

Results From Assessment

Part A:

- For Fall 2023, most students did well in the course, with few large jumps between the midterm and final course grade.
- For Fall 2024, while some students stayed the same, more students than usual saw lower final grades than midterm. When they miss class, they often fall behind. Some are able to recover by the end of the term, others are not.
- For Fall 2025, there were larger gaps in the measured grades. What changed? More students in the course missed one or more class periods. For a one-credit course, missing just one class resulted in a cascading impact on grades. Even with a generous makeup work policy (students had one full week after the due date to submit assignments without penalty), students who missed one or more class meetings fell behind quickly and were not well prepared to maximize the opportunities for points on the next assignments.

Part B:

- For Spring 2025, most students took to the skills of historiography quite well. They were able to craft original research projects, develop research questions, and identify & annotate the leading scholarship in the field. A few students did not take to the “lack of content” and were resistant to learning the methods and thereby did not meet deadlines or demonstrate the skillset needed to produce original research. I used this data to make two adjustments: firstly, to incorporate more historiographical discussions in my content courses, namely through course readings and quiz questions in HIS 372. Secondly, I spent more time at the beginning of 310 outlining the expectations for the course.
- For Spring 2026, this cohort was ready and well-prepared to begin working on their own projects. They had 110 the prior semester, so even with it being one credit, it was fresh. They adapted well to the “lack of content” and took to the skills of historiography and methodology beautifully. The students collected first-rate scholarship on their topics and were self-starters in understanding historiographical trends, finding gaps in the literature, and crafting research questions for 410 this fall.

Part C:

- The three students who remained in the course produced excellent theses. Their oral presentations and final papers are solid representations of an undergraduate capstone

project. Dr. Lemons and I reflected after their campus presentations this past December. We agreed they were the strongest cohort and each year, the students' projects, and their confidence to conduct original research, continuously sets a new bar. The only caveat is the attrition rate. The course, occasionally, seems to be the "make or break" test for students who may have otherwise done well in content courses, but struggle with working independently. Because of this, I do daily meetings, goals, and check-ins for each student as well as break up assignments into smaller, more manageable tasks. I may consider, however, developing a remediation assignment embedded within 410.

Part D:

- For 110, Many students overestimated their abilities coming into the course. Often they misaligned a good grasp of historical content with a mastery of historical methodology. Those who regularly participated in class discussions and completed ungraded assessment measures of their understanding of historical methods showed greater progress through the semester.
- For 410, the students that completed the course exceeded their benchmarks and 100% of students achieved the advanced level across all four SLOs. We changed our 310 from one credit to three credits a few years ago. These results are indicative of that change.

Use of Data in Last Two Years

We developed a program-level assessment strategy that follows our majors through HIS 110 to HIS 310 to HIS 410.

Our greatest finding was the gap between 110 and 310. So, we changed HIS 110 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.

Goals for Next Two Years

- 1) Continue to use the Department Rubric.** While we are not currently meeting our benchmark goals for HIS 110 on the Department Rubric, this is just one set of data. We will need to continue to use the rubric to collect data. In addition, we can seek improvement in how students perceive their progress. (i.e. do students' self-post assessments more closely align with professor assessments for their overall course performance?) We will also be able

to compare the HIS 110 data sets with those of HIS 310 and HIS 410. Dr. Thompson will ensure to utilize the students pre and post-reflection in HIS 410 this fall 2026.

- 2) Implement the three-credit HIS 110 course.** We plan to assess and monitor the new HIS 110 three-credit structure, that is set to begin Fall of 2026. We predict that the increased time in class and in contact with the professor for direct instruction will improve the overall performance for students in the course.

Program Assessment Contact(s)

Shelly Lemons, PhD, Professor of History

Lauren Thompson, PhD, Associate Professor of History

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 #4 – Civil War & Reconstruction	85% at low intermediate level or above (average higher than 2.0)	2.826 of 259 students assessed
HIS 261	Diverse Perspectives 2	Exam #4 – Civil War & Reconstruction	85% at low intermediate level or above (average higher than 2.0)	3.062 of 259 students assessed
HIS 262	Diverse Perspectives 2	Dialogues project	85% of students at low intermediate level or above (average higher than 2.0)	1.62 of 29 students assessed

HIS 271/371	Diverse Perspectives 2	Seeing Everything in the Picture	90% of students at low intermediate level or above	Spring 2025 – 65% of students at low intermediate level or above
HIS 276/376	Diverse Perspectives 1	Exam #4 – Minorities Since 1965	93% at low intermediate level or above	Fall 2024 – 95% at low intermediate level or above (44 students) Fall 2025 – 93% at low intermediate level or above (57 students)
HIS 276/376	Diverse Perspectives 2	Exam #4 – Minorities Since 1965	93% at low intermediate level or above	Fall 2024 – 100% at low intermediate level or above (44 students) Fall 2025 – 96% at low intermediate level or above (57 students)
HIS 277/377	Diverse Perspectives 1	Exam #4 – Civil Rights, Black Power, & New Jim Crow	93% at low intermediate level or above	Spring 2025 – 93% at low intermediate level or above (43 students) Spring 2026 – 100% at low intermediate level or above (58 students)
HIS 277/377	Diverse Perspectives 2	Exam #4 – Civil Rights, Black Power, & New Jim Crow	93% at low intermediate level or above	Spring 2025 – 98% at low intermediate level or above (43 students) Spring 2026 – 100% at low intermediate level or above (58 students)

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	100% at advanced or high intermediate
HIS 410	Written Communication 3: Evidence	Senior Thesis: Evidence	100% at advanced or high intermediate	100% at advanced or high intermediate
HIS 410	Written Communication 4: Organization	Senior Thesis: Analysis	100% at advanced or high intermediate	100% at advanced or high intermediate
HIS 410	Written Communication 5: Syntax and Mechanics	Senior Thesis: Grammar	100% at advanced or high intermediate	100% at advanced or high intermediate
HIS 410	Written Communication	Senior Thesis: Chicago Style	100% at advanced or high intermediate	100% at advanced or high intermediate

	6: Discipline Specific			
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Results From Assessment

Results are indicated in the table above.

Use of Data in Last Two years

- Dr. Lemons added the cross-cultural designation to HIS 316. Therefore, assessing student learning and analyzing the data for this new course is underway.
- For all other courses, we continue to measure student learning using our aligned assignments. Our results indicate that we are holding steady and meeting our benchmarks.

Goals for Next Two Years

- 1) For Diverse Perspectives 1 in HIS 261, students met the benchmark, but the assignment needs restructured. As it stands now, I am teaching it and students are evaluated on the elements of race and social class, but there needs to be an inclusion of gender.
- 2) For HIS 271/371, changing the major text reading to a selection that more closely aligns to course SLOs. Adjusting the assessment tool to make sure the prompts align with the learning objectives. Provide additional support to students in the first half of the course to create additional opportunities to practice the skills needed for the assessment, which generally happens in the last four weeks of the course.
- 3) Work with our part-time faculty member who is 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.
- 4) Continue to assess our courses, analyze data, and develop new and/or tinker with our teaching methods & assignments to better serve our students.

General Education Assessment Contact(s)

Shelly Lemons, PhD, Professor of History

Lauren Thompson, PhD, Associate Professor of History

History Education

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 (3-5)

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

*The History (BA) major and the History Education (BS) major share many of the same required courses. As a result, the Biennial Assessment Reports for each have many similarities and replicated data sets.

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				
	1 Build content knowledge	2 Interpret primary and secondary sources	3 Apply historical method and research process	4 Create historical arguments to answer research questions
HIS 110		X	X	XX
HIS 161	XX	XX		
HIS 162	XX	XX		
HIS 265		X	XX	XX
HIS 331	x	xx	xx	
HIS 371	XX	XX	X	XX
HIS 372	XX	XX	X	
HIS 376	XX	XX	X	
HIS 377	XX	XX	X	

Program Requirements

Capstone: BS in History Education – EDU 496: Student Teaching

Research: HIS 110: Historical Methods

Service: n/a

Methods of Assessment

Part A: Review of HIS 110: Historical Methods

Assessing HIS 110 was a major goal for us as a department during this assessment report cycle.

This section of our Department report is based just on information gathered from the HIS 110 course. This 1-credit course introduces students to the basic components of research, source materials, and the use of the historical method. The course is designed to prepare History Education students for projects within the major content courses.

In our previous reports, we determined that we could assess the following SLO for the Department in HIS 110, but had not been:

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.

For this report, we have included the preliminary findings from the use of the Department SLO Rubric. This data will continue to be collected and compared as we move forward.

In our previous reports, we determined that we did assess the following SLO for the Department in HIS 110:

4. Create historical arguments and narratives to answer research questions.

For this report, we have compiled data from HIS 110 offerings in Fall 2023, Fall 2024, and Fall 2025 as a longitudinal measure of this objective. We have used comparisons of midterm and final grades as well as scores from portfolio/final bibliographies and final projects to see our students' progress.

Data from HIS 110 offerings in Fall 23, Fall 24, and Fall 25

Table 1: Fall 2023

Fall 2023 N=10	Midterm Grade	Final Grade	Portfolio/Final Bibliography 50 points	Final Project 200 points
	B+	B+	39	162
	B+	A	49	188

	A	A	50	197
	D	B+	43	165
	B-	A	49	193
	A-	A	47	187
	A-	B-	41	161
	A	A	49	190
	A	A	43	170

Summary: For Fall 2023, most students did well in the course, with few large jumps between the midterm and final course grade.

Table 2: Fall 2024

Fall 2024 N=8	Midterm Grade	Final Grade	Portfolio/Final Bibliography	Final Project
	A	B-	48	148
	A	A	40	185
	C+	A	47	193
	A-	A	39	177
	A-	B	38	147
	F	F	0	13
	B-	A	49	195
	A	B	45	185

Summary: For Fall 2024, while some students stayed the same, more students than usual saw lower final grades than midterm. When they miss class, they often fall behind. Some are able to recover by the end of the term, others are not.

Table 3: Fall 2025

Fall 2025	N=7	Midterm Grade	Final Grade	Portfolio/Final Bibliography 50 points	Final Project 200 points
		A-	A	50	188
		B-	C+	44	118
		F	F	0	0
		A	A	49	190
		F	D	28	118
		B+	C+	0	124
		B+	B+	45	167

Summary: For Fall 2025, there were larger gaps in the measured grades. What changed? More students in the course missed one or more class periods. For a one-credit course, missing just one class resulted in a cascading impact on grades. Even with a generous makeup work policy (students had one full week after the due date to submit assignments without penalty), students who missed one or more class meetings fell behind quickly and were not well prepared to maximize the opportunities for points on the next assignments.

Part B: History Program Student Learning Outcome (SLO) Rubric

For Fall 2025, we also used the recently designed “History Program Student Learning Outcomes (SLO) Rubric” in the course. Students completed the rubric as a pre/post reflection, and the instructor also completed a final assessment of each student in the course using the same rubric. This data set, while of the same student population as Table 3, was independent of grades earned for the course.

Students were asked to self-reflect on the four Department SLO and categorize themselves as: Emerging, Intermediate, or Advanced. See the sample rubric below for the criteria for each level.

Benchmarks:

100% of Students completing HIS 110 should reach Emerging, with a goal of 75% reaching Intermediate.

The table below reflects how each student self-assessed as well as the final instructor evaluation and assessment for the same student.

Table 4: SLO Department Rubric (HIS 110)

Fall 2025 N=7	Self Pre-Reflection	Self Post-Reflection	Instructor Final Assessment
	Emerging	Intermediate	Emerging
	Intermediate	Advanced	Intermediate
	Intermediate	Intermediate	Intermediate
	Intermediate	Emerging	Intermediate
	Emerging	Emerging/Intermediate	Emerging
	Intermediate	Emerging	Emerging
	Emerging	Intermediate	Intermediate

Summary: Many students overestimated their abilities coming into the course. Often they misaligned a good grasp of historical content with a mastery of historical methodology. Those who regularly participated in class discussions and completed ungraded assessment measures of their understanding of historical methods showed greater progress through the semester.

Results From Assessment

- For Fall 2023, most students did well in the course, with few large jumps between the midterm and final course grade.

- For Fall 2024, while some students stayed the same, more students than usual saw lower final grades than midterm. When they miss class, they often fall behind. Some are able to recover by the end of the term, others are not.
- For Fall 2025, there were larger gaps in the measured grades. What changed? More students in the course missed one or more class periods. For a one-credit course, missing just one class resulted in a cascading impact on grades. Even with a generous makeup work policy (students had one full week after the due date to submit assignments without penalty), students who missed one or more class meetings fell behind quickly and were not well prepared to maximize the opportunities for points on the next assignments.
- We will continue to collect data using the Department SLO rubric to make informed decisions regarding our content courses in addition to our methods courses.

Use of Data in Last Two Years

We developed a program-level assessment strategy that follows our majors through their History Education major content courses.

For 110, many students overestimated their abilities coming into the course. Often they misaligned a good grasp of historical content with a mastery of historical methodology. Those who regularly participated in class discussions and completed ungraded assessment measures of their understanding of historical methods showed greater progress through the semester. As a result, we have changed HIS 110 from a 1-credit course to a 3-credit course. This will be offered in the increased credit-hour format for the first time in Fall 2026.

We removed HIS 261 and 262 from the required courses for the History Ed major program. Instead, students will take HIS 371, 376, and 377* as their core courses. This will cover the content from HIS 261 and 262 with enhanced depth and breadth. *All three of these upper-level courses are already part of the general education program, too!

Both HIS 261 and HIS 262 will continue to be offered for other students interested in those courses for the General Education program.

We also changed the list of recommended electives to reflect the History electives we encourage students in History and History Education to consider as they complete the required elective hours for the majors. This will help History Education majors to cultivate content they are most excited to teach in their future positions.

After discussions within our department, with our current students, with our colleagues in the School of Education, and with our alumni who are currently teaching in the field, we strongly believe that our majors are better served with these changes.

Summary of Changes to History Education major:

Remove these courses from the requirements for the major:

HIS 261

HIS 262

Remove these courses from the recommended electives list:

SSC 105

SOC 150

ECO 212

PSI 101

PSI 102

PSY 158

PSY 210

Add these courses to the requirements for the major:

HIS 265

HIS 377

Add these courses to the recommended electives list:

HIS 316

HIS 323

HIS 345

HIS 375

Goals for Next Two Years

- 3) Continue to use the Department Rubric.** While we are not currently meeting our benchmark goals for HIS 110 on the Department Rubric, this is just one set of data. We will need to continue to use the rubric to collect data. In addition, we can seek improvement in how students perceive their progress. (i.e. do students' self-post assessments more closely align with professor assessments for their overall course performance?)
- 4) Implement the three-credit HIS 110 course.** We plan to assess and monitor the new HIS 110 three-credit structure that is set to begin Fall of 2026. We predict that the increased time in class and in contact with the professor for direct instruction will improve the overall performance for students in the course.
- 5) Utilize the Department Rubric to collect data from required content courses.** Benchmarks for content courses will be set at 80% at Advanced for SLOs 1 and 2 and 75% at Emerging for SLOS 3 and 4 in the major content area courses.

Program Assessment Contact(s)

Shelly Lemons, PhD, Professor of History

Lauren Thompson, PhD, Associate Professor of History

General Education Courses required in this program*

(*all HIS general education courses are included in the HISTORY (BA) Major Biennial Assessment report)

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 371	Diverse Perspectives	History
HIS 376	Diverse Perspectives	History
HIS 377	Diverse Perspectives	History

Methods of Assessment and Results

Course	Student Learning Outcome	Assessment Method	Benchmark	Result
HIS 271/371	Diverse Perspectives 2	Seeing Everything in the Picture	90% of students at low intermediate level or above	Spring 2025 – 65% of students at low intermediate level or above

HIS 276/376	Diverse Perspectives 1	Exam #4 – Minorities Since 1965	93% at low intermediate level or above	Fall 2024 – 95% at low intermediate level or above (44 students) Fall 2025 – 93% at low intermediate level or above (57 students)
HIS 276/376	Diverse Perspectives 2	Exam #4 – Minorities Since 1965	93% at low intermediate level or above	Fall 2024 – 100% at low intermediate level or above (44 students) Fall 2025 – 96% at low intermediate level or above (57 students)
HIS 277/377	Diverse Perspectives 1	Exam #4 – Civil Rights, Black Power, & New Jim Crow	93% at low intermediate level or above	Spring 2025 – 93% at low intermediate level or above (43 students) Spring 2026 – 100% at low intermediate level or above (58 students)
HIS 277/377	Diverse Perspectives 2	Exam #4 – Civil Rights, Black Power, & New Jim Crow	93% at low intermediate level or above	Spring 2025 – 98% at low intermediate level or above (43 students) Spring 2026 – 100% at low intermediate level or above (58 students)

Results From Assessment

Results are indicated in the table above.

Use of Data in Last Two years

- We continue to measure student learning using our aligned assignments. Our results indicate that we are holding steady and meeting our benchmarks.

Goals for Next Two Years

- 5) For HIS 271/371, we will be changing the major text reading to a selection that more closely aligns to course SLOs; adjusting the assessment tool to make sure the prompts align with the learning objectives; providing additional support to students in the first half of the course to create additional opportunities to practice the skills needed for the assessment, which generally happens in the last four weeks of the course.

Success for these initiatives in this course can then be replicated in the other courses in the major.

- 6) Continue to assess our courses, analyze data, and respond with our teaching methods & assignments to better serve our students.

General Education Assessment Contact(s)

Shelly Lemons, PhD, Professor of History

Lauren Thompson, PhD, Associate Professor of History

Political Science and International Relations

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.]

Political Science Curricular Map

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)

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.	Class as a whole will have more correct answers on the post-test than the pre-test.	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,	At least 50% score above the 70th percentile.		At least a 4.0 out of the 5.0 Likert scale.	

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.			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 six post-COVID years, the scores have been around the national averages. Around 30% of the students are over the 70th percentile, and half of the students are over the 50th percentile.

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

We have used this assessment tool in the American Politics course (PSI-101) since Fall 2023. In the nine sections assessed between Fall 2024 and Spring 2026, every class met our goal by scoring better on the post-test than the pre-test.

<u>Fall 2024</u>	<u>Pre-test correct answers</u>	<u>Post-test correct answers</u>
PSI-101-01CA	42.12%	53%
PSI-101-02CA	46.33%	51.48%
PSI-210-01CA	54.2%	71.4%
PSI-101-01EL(F2)	49.4%	67.8%
<u>Spring 2025</u>		
PSI-101-01CA	52.8%	67.37%
PSI-101-02CA	42.22%	62.22%
PSI-101-03CA	52.8%	69.3%
PSI-101-01EL(F2)	54.7%	71.2%

Fall 2025

PSI-101-01CA	51.56%	55%
PSI-101-02CA	52.42%	61.07%
PSI-101-03CA	52.06%	53.89%
PSI-210-01CA	57.3%	72.6%
PSI-101-01EL(F2)	54.8%	69.7%

Spring 2026

PSI-101-01CA	49.17%	70.59%
PSI-101-02CA	47.6%	67.39%
PSI-101-03CA	47.9%	66.9%
PSI-101-EL(F2)	54.6%	73.8%

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

We have used this assessment tool since Fall 2023. Eighteen students have now taken the exit survey. The four Likert scale questions regarding each student learning outcome were all over 4.0. The open-ended questions included multiple references to the changes we made after the program prioritization process. First, they stated the difficulty of combining the introduction of research methods and writing the senior thesis in the senior seminar course. Second, we did not routinely offer the courses on gender and international political economy, which we changed to “as needed” in the catalog to reduce the number of low-enrolled courses that we offered.

Senior thesis (SLO #4)

Students write a research paper in our capstone Senior Seminar course. Since the spring 2020 semester, only 57% 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 in the last two years

Given the results of the senior theses and senior exit survey, we have gone back to teaching a research methods course in the sophomore year the focusing entirely on the senior thesis in the senior seminar course. While this reverses the changes made during the recent program prioritization process where we consolidated courses due to low enrollment, we are confident this will improve the quality of student research throughout the program.

Goals for the next two years

We will pull out pre-test/post-test data for our majors in the American Politics courses.

We will offer the international political economy course on a regular basis and move the international organizations course to “as needed.”

Program Assessment Contacts:

Dr. Ann Collins

Dr. Brian Frederking

General Education Courses

<u>Course</u>	<u>General education outcome</u>	<u>Distribution requirement</u>
PSI 101 American Politics	Personal and social responsibility	Political science
PSI 110 State/Local Govt.	Personal and social responsibility	Political science
PSI 210 Intro World Politics	Diverse Perspectives	Cross-cultural
PSI 220 Intro Comp. Politics	Diverse Perspectives	Cross-cultural

Student Learning Outcomes

Personal and social responsibility

- Students will exhibit social responsibility by participating actively in a community and a democracy.

Diverse Perspectives

- Students will understand cultural differences and acknowledge variety in viewpoints to foster empathy and interpersonal understanding

Methods of Assessment

Pre-tests/post-tests.

Results of Assessment

We have thus far included only content questions on our pre-tests/post-tests in the general education courses. We have not yet tried to assess general education learning outcomes.

Goals for Next Two Years

We will add additional pre-test/post-test questions to assess the general education objectives.

For the personal and social responsibility learning outcome in PSI 101 and PSI 110, we will add:

Do you read the political news regularly?

Do you plan on voting in upcoming elections?

For the diverse perspectives learning outcome in PSI 210, we will add:

[Do you agree that:] Countries that understand and consider the perspectives of other countries will be more likely to protect their national interests.

For the diverse perspectives learning outcome in PSI 220, we will add:

[Do you agree that:] Countries that understand the political systems of others are more likely to improve their own political system.

Psychology, Biopsychology, Pre-counseling

Mission Statement

- It is the mission of the psychology department to accomplish the following.
 - Ensure that students in psychology courses make progress toward
 - knowledge of psychology;
 - application of psychology to the real world;
 - development of critical thinking skills;
 - appreciation for individual differences and diversity;
 - development of collaborative skills that allow them to work people of diverse perspectives and backgrounds;
 - development of effective written and oral communication skills; and
 - development of professional skills.
 - Ensure that psychology majors receive
 - training that prepares them for postgraduate success in the workforce or graduate studies;
 - advising that is accurate, timely, and empathetic;
 - opportunities to engage in research;
 - opportunities for engagement with students and faculty through curricular and cocurricular activities (e.g., research, Psychology Club, honor societies); and
 - a supportive but intellectually challenging experience.
 - Ensure that the psychology faculty and broader program are
 - committed to providing an education based on scientifically sound educational practices;
 - intellectually engaged as scientists and/or practitioners;
 - committed to improvement through implementation of the assessment process;
 - exemplars of ethical behavior, collegiality, and community engagement; and
 - socioculturally and philosophically diverse.

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

Major Student Learning Outcomes (3-5)

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

1: Knowledge Base

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

Pre-counseling Only

1: Develop appropriate knowledge and skills to affect wellness and facilitate change.

Curriculum Map

Psychology, Biopsychology BA, Pre-counseling

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	

Pre-counseling Only

	Knowledge	Scientific inquiry	Social, diversity, ethics	Communication	Professional
PSY 375	XX		XX		
PSY 450	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 498)
- Statistics test (PSY 301, PSY 396, PSY 496)
- Psychological Assessment content essay (Pre-counseling: PSY 375)
- Clinical and Counseling content essay (Pre-counseling: PSY 450)

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)
- Psychological Assessment ethics essay (Pre-counseling: PSY 375)
- Clinical and Counseling ethics essay (Pre-counseling: PSY 450)

4: Communication

Method (Course implementation)

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

5: Professional Development

Method (Course implementation)

- Major/career planning rubric (PSY 201)
- Résumé/CV Rubric (PSY 498)
- Cover Letter Rubric (PSY 498)
- Personal Statement Rubric (PSY 498)
- Diversity Statement Rubric (PSY 498)

Biopsychology BA Only

1: Knowledge Base

Method (Course implementation)

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

Pre-counseling Only

1: Knowledge Base

Method (Course implementation)

- Psychological Assessment content essay (PSY 375)
- Clinical and Counseling content essay (PSY 450)

3: Ethical and Social Responsibility in a Diverse World

Method (Course implementation)

- Psychological Assessment ethics essay (PSY 375)
- Clinical and Counseling ethics essay (PSY 450)

Results

Green = Benchmark met

Red = Benchmark no met

Yellow = Benchmark or revisions needed

Program goal	Assessment method	Course	Benchmark	Results: Fall 24	Results Spring 25	Results Fall 25	Result Spring 2026
1: Knowledge Base							
	Introductory Psychology Knowledge Test	PSY 498	At least 60% correct	Students averaged 55.63% on the knowledge test.	Students averaged 60% on the knowledge test.	Students averaged 57.87% on the knowledge test.	Students averaged 48% on the knowledge test.
	Statistics test	PSY 301		Students averaged 2.75 out of 7 on the statistics pretest.		Students averaged 2.67 out of 7 on the statistics pretest.	Students averaged 2.8 out of 7 on the statistics pretest.
		PSY 396					
		PSY 496	At least 60% correct	Pre-course mean was 51% (M = 3.56). Post-course mean was 73% (M = 5.11).		Post-course mean was 76% (M = 5.35).	Pre-course mean was 41% (M = 2.86). Post-course mean was 57% (M = 4.0).

	Podcast rubric (Biopsych)	PSY 275	TBD				
	Debate rubric (Biopsych)	PSY 492	TBD				
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, 89%, problem statement = 89%, literature review = 77%, hypothesis = 89%. Online: Students reaching the high intermediate level on final thesis rubric sections: design, 100%, problem statement = 33%, literature review = 66%, hypothesis = 33%. Only 3 of 5 students completed	In person: Students reaching the high intermediate level on final thesis rubric sections: design, 92%, problem statement = 83%, literature review = 100%, hypothesis = 83%. Online: Students reaching the high intermediate level on final thesis rubric sections: design, 100%, problem statement = 33%, literature review = 33%, hypothesis = 100%. Only 3 of 5 students completed	In person: Students reaching the high intermediate level on final thesis rubric sections: design, 88%, problem statement = 100%, literature review = 76%, hypothesis = 94%. One student did not complete the thesis.	In person: Students reaching the high intermediate level on final thesis rubric sections: design, 100%, problem statement = 100%, literature review = 88%, hypothesis = 88%. Two students did not complete a thesis project. Online: Students reaching the high intermediate level on final thesis rubric sections: design, 100%, problem

				a thesis project in the online section.	a thesis project in the online section.		statement = 71%, literature review = 57%, hypothesis = 79%. Two students did not complete a thesis project.
	Research self-efficacy scale: research skills	PSY 496	Average score of "moderately confident"		For in-person students, the mean score across all 42 items was 4.82 (SD = 0.80). For individual items, the mean, median, and mode was above 4.00, with two exceptions: "decide when to quit searching for related research" (3.90) and "intepret and understand statistical output" (3.81).		For in-person students, the mean score across all 42 items was 4.12 (SD = 0.97). For individual items, the mean, median, and mode was at 4.00, with the exceptions of "use SPSS for statistical analyses", which had a mean of 3.8.

	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 2.5 (above intermediate), online average was 1.7 (below intermediate). Enrollment was low in the online course, and only three of six students attempted to complete the final thesis. Only one students in the course passed. This resulted in an incompletet being offered for one student and a special summer directed study being offered for two others that had failed the course two times.	In person average rating was 2.4 (above intermediate)	In person average rating was 2.2 (above intermediate), online average was 2.4 (above intermediate). Four students (two in each class) did not complete a thesis project.
3: Ethical and Social Responsibility in a Diverse World	Diversity assignment	PSY 201	TBD		Diversity criterion scores for final poster presentation connecting a study to diversity were 67% at the advanced level, 33% at the intermediate	Diversity criterion scores for final poster presentation connecting a study to diversity were 65% at the advanced level, 29% at the

				level, and 0% at the beginning level. intermediate level, and 6% at the beginning level.			
	Mental Illness stigma measure	PSY 315	Average score of at least "slightly disagree"	All six subscales on the measure had scores below 3 (slightly disagree).		All six subscales on the measure had scores at or below 3 (slightly disagree). Hygiene was the highest at 3.04.	All six subscales on the measure had scores at or below 3 (slightly disagree). Recovery was the highest at 2.5.
	Ethical approval for senior thesis project	PSY 496	100% of students approved by instructor	9 of 9 received approval in the in-person section	12 of 12 received approval in the in-person section	17 of 17 received approval in the in-person section	Six of seven students who submitted projects received approval in the in-person course. The one student who did not receive approval was due to writing, not ethical flaws in the proposal.

	Research self-efficacy scale: ethics	PSY 496	Average score of "moderately confident"		Post-course mean for "follow ethical principles" was 5.81 (extremely confident) and "obtain IRB approval" was 5.63 (extremely confident).		Post-course mean for "follow ethical principles" was 6.7 (extremely confident) and "obtain IRB approval" was 5.3 (very 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 2.7 (above intermediate), online average was 1.7 (below intermediate). Two of the three students who completed a thesis submitted plagiarized work during the semester and one falsified results.	In person average rating was 2.7 (above intermediate)	In person average rating was 3.0 (above intermediate), online average was 2.9 (above intermediate).
	Diversity Statement Rubric	PSY 498	Average score above "intermediate"	Discontinued	Discontinued	Discontinued	Discontinued

4: Communication	Psychology Writing Rubric	PSY 315		Percent of final paper scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 89%, APA style = 73%.	Percent of final paper scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 91%, APA style = 64%.	Percent of final paper scores reaching high intermediate level: scholarly sources = 86%, use of evidence = 93%, APA style = 65%.	Percent of final paper scores reaching high intermediate level: scholarly sources = 94%, use of evidence = 83%, APA style = 77%.
		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 = 89%, APA style = 77%. Online: Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 67%, APA style = 66%. Only 3 of 5 students completed a thesis project in the online section.	In person: Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 89%, APA style = 88%. Online: Percent of final thesis scores reaching high intermediate level: scholarly sources = 66%, use of evidence = 66%, APA style = 66%. Only 3 of 6 students completed a thesis project in the online section.	In person: 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 = 83%, APA style = 67%. Online: Percent of final thesis scores reaching high intermediate level: scholarly sources = 100%, use of evidence = 76%, APA style = 71%.

	McKendree University Written Communication Rubric	PSY 315		Percent of final paper scores reaching high intermediate level: organization = 89%, syntax = 94%.		Percent of final paper scores reaching high intermediate level: organization = 100%, syntax = 100%.	Percent of final paper scores reaching high intermediate level: organization = 100%, syntax = 88%.
		PSY 396					
		PSY 496	Average score of "high intermediate"	In person: Percent of final thesis scores reaching high intermediate level: purpose = 78%, content = 77%, evidence = 78%, organization = 100%, syntax = 100%. Online: Percent of final thesis scores reaching high intermediate level: purpose = 100%, content = 88%, evidence = 100%,		In person: Percent of final thesis scores reaching high intermediate level: purpose = 94%, content = 88%, evidence = 100%, organization = 100%, syntax = 100%. Online: Percent of final thesis scores reaching high intermediate	In person: Percent of final thesis scores reaching high intermediate level: purpose = 100%, content = 100%, evidence = 100%, organization = 100%, syntax = 88%. Online: Percent of final thesis scores reaching high intermediate

			organization = 100%, syntax = 100%.			level: purpose = 100%, content = 57%, 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 4.00 (moderately confident).		Post-course means for writing each section of an APA Style empirical report were above 4.0 (moderately 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 2.6 (intermediate), online was 2.00 (intermediate).	Average in person rating was 2.6 (intermediate)	Average in person rating was 2.6 (above intermediate), online was 2.35 (intermediate).

5: Professional Development	Major/career planning materials rubric	PSY 201	TBD	93% at or above the intermediate level on resume quality.	100% at or above the intermediate level on resume quality.	100% at or above the intermediate level on resume quality.	100% at or above the intermediate level on resume quality.
	Personal Statement Rubric	PSY 498	Average score above "intermediate"	100% at or above the intermediate level on personal statement quality.	100% at or above the intermediate level on personal statement quality.	100% at or above the intermediate level for personal statement quality.	100% at or above the intermediate level for personal statement quality.
	Diversity Statement Rubric	PSY 498	Average score above "intermediate"	Discontinued	Discontinued	Discontinued	Discontinued

	Résumé Rubric	PSY 498	Average score above "intermediate"	100% at or above the intermediate level on resume quality.	100% at or above the intermediate level on CV quality.	100% at or above the intermediate level for resume quality.	100% at or above the intermediate level for resume quality.
	CV Rubric	PSY 498	Average score above "intermediate"	100% at or above the intermediate level on CV quality.	100% at or above the intermediate level on CV quality.	100% at or above the intermediate level for CV quality.	100% at or above the intermediate level for CV quality.
	Cover Letter Rubric	PSY 498	Average score above "intermediate"	86% at or above the intermediate level on cover letter quality.	100% at or above the intermediate level for cover letter quality.	100% at or above the intermediate level for cover letter quality.	100% at or above the intermediate level for cover letter quality.

Use of Data in Last Two Years

1: Knowledge Base

- To ensure student access to materials and reduce costs for students, we revised the PSY 153 Introductory Psychology course to include the new shared open educational resource (OER) textbook.
- Based on student difficulties with assignments, we restructured the order of topics in PSY 201 Psychology Cornerstone so that the research, writing, and diversity assignments connect and build on each other.
- We implemented new rubrics in the Biopsychology courses (PSY 275, PSY 492) to assess knowledge in that major.
- Scores on the Introductory Psychology Knowledge Test have been consistently low, and we believe it is because of the lack of alignment between the content of that test and the courses taught in our department. As an alternative, we explored AP Psychology Exam essay questions that could be implemented in our regular course tests. Not all faculty found questions they would use, so we will need to continue to explore assessment options for assessment of students' knowledge of psychology content areas.

2: Scientific Inquiry and Critical Thinking

- We have continued to revise the online and in-person PSY 496 Senior Thesis courses to ensure better alignment. Assessment results for the online course are now similar to those in the in-person course.

3: Ethical and Social Responsibility in a Diverse World

- We have redesigned the diversity assignment in PSY 201 Psychology Cornerstone. Students now present a poster as a final assignment in the course. In addition to diversity goals, the poster helps students achieve knowledge and communication goals.
- We redesigned the rubric for the diversity assignment in PSY 201 Psychology Cornerstone so that it only measured diversity awareness and so that it aligned better with the learning goal on diversity.
- During a pilot test, students completed a public, anti-stigma intervention in the in-person section of PSY 315 Abnormal Psychology. The assignment was discontinued because the quality of student work on this public-facing assignment greatly varied and it was difficult to implement in the online section of the course.

4: Communication

- Students in all sections of PSY 496 Senior Thesis now use artificial intelligence to evaluate drafts of their papers.

5: Professional Development

- We implemented rubrics to assess professional development related to resumes, CVs, and cover letters in PSY 498 Senior Seminar.

Pre-counseling Only

- Pre-counseling officially entered the Undergraduate Catalog in the 2025-2026. Only two students thus far have declared it as a major.

Plans for Next Two Years

1: Knowledge Base

- Goal: Locate and implement a psychology knowledge assessment to better align with the curriculum.
- Responsible: All psych faculty.
- Deadline: Spring 2027

2: Scientific Inquiry and Critical Thinking

3: Ethical and Social Responsibility in a Diverse World

- Goal: Set a benchmark for performance on the PSY 201 Psychology Cornerstone diversity assignment rubric.
- Responsible: All psych faculty.
- Deadline: Fall 2026

4: Communication

5: Professional Development

- Goal: Set a benchmark for performance on the PSY 201 Psychology Cornerstone diversity assignment rubric. Consider the implications of nearly all students meeting expectations at both the 200- and 400-level.
- Responsible: Dr. Hahn.
- Deadline: Spring 2027.

Plans for Next Two Years: Biopsychology BA Only

1: Knowledge Base

- Goal: Revise existing rubrics for PSY 275 and PSY 492 to assess individual biopsychology knowledge; set benchmarks.
- Responsible: Dr. Hahn
- Deadline: Fall 2026

Plans for Next Two Years: Pre-counseling Only

1: Knowledge Base

- Goal: Pilot test the Pre-counseling essays in PSY 375 and PSY 450; set a benchmark.
- Responsible: Dr. Engele, Dr. Boysen
- Deadline: Spring 2027

3: Ethical and Social Responsibility in a Diverse World

- Goal: Pilot test the Pre-counseling essays in PSY 375 and PSY 450; set a benchmark.
- Responsible: Dr. Engele, Dr. Boysen
- Deadline: Spring 2027

Contact(s): Guy Boysen

General Education Assessment

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.
- 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* on the assignment rubric. A clear trend emerged for spring scores to be higher than fall scores. This trend was also present in the previous assessment report and likely reflects the number of first-year, first-semester students who enroll in the course in the fall.

Percent Meeting Expectations on Behavior Modification Rubric Results Fall 2024-Spring 2026

Criterion	FA 24 %	SP 25 %	FA 25 %	SP 26 %
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Finding and defining a psychology-related goal	98	96	86	97
Behavior-change plan	72	82	68	89
Application of psychology to behavior	72	94	82	83
Health-related responsibility	83	95	78	82

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.

Percent Meeting Expectations on Critical Analysis Rubric Results Fall 2024-Spring 2026

Criterion	FA 24 %	SP 25 %	FA 25 %	SP 26 %
Accuracy	89	100	95	95
Critical analysis	74	95	81	86
Relation to themes	64	98	75	85
Future use	60	75	81	69

- PSY 304 Cross Cultural Psychology

Data submitted for PSY 304 suggests that students are receiving inconsistent scores on the General Education Diversity rubric. Ratings of student performance in the online sections of the course are near the *advanced* (4.00) level on the rubric and ratings in the in-person sections of the course are near the *low intermediate* (2.00) level on the rubric. This difference is likely attributable to instructors’ application of the rubric. The two general education assignments currently use different indicators on the rubric – one uses all of the indicators and the other only uses one. If instructors use the rubric for grading, they may be concerned about the number of points that result from completing five versus two indicators. To solve this problem, the rubric should be used for assessment of learning but not for grading.

Diversity Rubric Means Fall 2024-Spring 2026

Rubric criteria	FA 24	SP 25	FA 25	SP 26	In-person total (n = 46)	Online total (n = 57)	Overall total (n = 103)
DIV 1.1	4.00	2.85	3.65	2.43	2.00	3.75	2.97

DIV 1.2	4.00	2.75	3.76	2.61	2.16	3.81	3.03
DIV 1.3	4.00	2.90	3.76	2.52	2.32	3.84	3.02
DIV 1.4	4.00	2.64	3.76	2.86	2.33	3.86	3.04
DIV 1.5	4.00	2.70	3.88	2.16	1.59	3.88	2.85

- PSY 398 Ethics in Research and Therapy

Students are consistently meeting expectations based on rubric assessments in the Ethics in Research and Therapy course that is offered online.

Percent Meeting Expectations Ethics Assessment Results Fall 2024-Spring 2026

Assessment	SP 25	SU 25	FA 25	SP 26
Case study	100%	100%	100%	100%
Self-reflection	100%	100%	94%	100%

Use of Data in the Last Two Years

- Based on low scores in the previous assessment report, we provided extra resources to instructors and students to improve connections between psychology beliefs and themes on the PSY 153 Introduction to Psychology Critical Analysis Assignment.
- Based on inconsistent data, we provided better assessment instructions to the PSY 304 Cross Cultural Psychology instructors.
- We collected and analyzed data from PSY 398 Ethics in Research and Therapy for the first time.

Plan for Next Two Years

- Goal: Implement the revised Diversity General Education rubric in Cross Cultural Psychology. Revise the course so that there are separate rubrics for grading and General Education assessment. Update the assessment of Cross Cultural Psychology to standardize application of the rubric.
- Responsible: Dr. Engele, Dr. Boysen
- Deadline: Spring 2027
- Goal: Reevaluate the PSY 153 Introductory Psychology assignments, which have not been updated in about four years. Reengage part-time instructors in assessment by meeting to discuss changes.
- Responsible: All faculty.
- Deadline: Fall 2027.

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

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.

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
SOC 150	XX	XX	X	X
SOC 300 (W)	XX	XX	X	XX
SOC 400(W)	XX	X	X	
SOC 499	XX	XX	XX	X

Major Requirements

Research: Social Research Methods (W) SOC 300

Theory: Social Theory (W) SOC 400

Capstone: Senior Seminar in Sociology SOC 499 and senior thesis

Assessment Changes

After revising and overhauling the major in 2023-2024 (removing Children and Families track, revising our senior experience, and more), we are now reviewing and plan to make changes to our Major Student Learning Outcomes to better reflect our goals for students. We have removed SLO 5: “Engage in applied and experiential learning,” and we are revisiting the intensive focus on research in our SLOs. We are in the process of discussing more appropriate SLOs for our students, and then will be revising and adding assessment measures to assesses these.

Methods of Assessment

Course	Student Learning Outcomes (SLO)	Assessment Tool	Target
SOC 150	2. Evaluate and assess empirical data	Knowledge based 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	Knowledge based 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	Rubric Developed (see Appendix A)	To be implemented in 26-27
SOC 499	1. Integrate social theory, research methods, and analysis	Developing Rubric	In the process of being created
SOC 499	2. Evaluate and assess empirical data	Developing Rubric	In the process of being created

SOC 499	3. Evaluate current social issues, conditions, power issues, and problems facing diverse populations	Advocacy Project-Poster presentations at AEC	100% of students complete this assignment and present at AEC
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Results from Assessment

Course	Student Learning Outcomes (SLO)	2016-2017 Results	2017-2018 Results	2018-2019 Results	2021-2022 Results	2023-2024 Results	2024-2025	2025-2026
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)	Fall: pre-test 4.87; post-test 6.9 Spring pre-test 4.65; post-test 6.45	Fall: pre-test 6.44; post-test 7.08	[no data]	Fall: pre-test 5.78; post-test 7.71 Spring pre-test 6.78; post-test 7.35
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)	Fall: pre-test 4.87; post-test 6.9 Spring pre-test 4.65; post-test 6.45	Fall: pre-test 6.44; post-test 7.08	[no data]	Fall: pre-test 5.78; post-test 7.71 Spring pre-test 6.78; post-test 7.35
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	100% completed the HHS training and written research proposal	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	1.Integrate social theory, research methods, and analysis	[COURSE NOT OFFERED]	[COURSE NOT OFFERED]	[COURSE NOT OFFERED]	[COURSE NOT OFFERED]	Developing rubric	Developing rubric	Will be reassessing SLOs
SOC 499	2. Evaluate and assess empirical data	[COURSE NOT OFFERED]	[COURSE NOT OFFERED]	[COURSE NOT OFFERED]	[COURSE NOT OFFERED]	Developing rubric	Developing rubric	Will be reassessing SLOs
SOC 499	3. Evaluate current social issues, conditions, power issues, and problems facing diverse populations	[COURSE NOT OFFERED]	[COURSE NOT OFFERED]	[COURSE NOT OFFERED]	[COURSE NOT OFFERED]	100% completed Advocacy Projects and presented posters at AEC	100% completed Advocacy Projects and presented posters at AEC	100% completed Advocacy Projects and presented posters at AEC

*The test given in 2016-2019 was revised with a pre-test/post-test starting in 2021

Results from Assessment Notes

- SOC 150: SOC 150 is included in the “personal and social responsibility” university outcome. We removed the “engage in applied and experiential learning” SLO, and instead will be implementing a new assessment to demonstrate development of personal and social responsibility. The rubric is in development.
- SOC 150: Since switching to a pre-test, post-test method and then revising this common assessment to reflect all intro sections taught, we have seen improvements in the pre-test to post-test means in all courses.
- SOC 400: This class was first offered in the spring of 2024. The rubric mentioned above has been developed and is in the Appendix A.
- SOC 499: This is also a new class that was first offered in the spring of 2024. As a part of this course all students must complete an advocacy project and present the project at AEC. This project specifically is used to assess SLO 3. Since we will be revisiting and revising SLOs 1, 2, and 4, we will wait to develop these assessments and rubrics to better reflect the new SLOs.

Use of Data

- The revised assessment tool and implementation of the pre-test and post-test in SOC 150 has reflected improvement in meeting the targets for SLO 2 and 3.
- For SOC 300, we will continue to use the HSS training and the research proposal grading rubric for assessment purposes.
- For SOC 400, the attached rubric will be implemented beginning in Spring 2027.

- For SOC 499, 100% of students have been completing the Advocacy Project and presenting posters at AEC to meet the goals for SLO 3.

Goals for Next Two Years

- Our primary goal is to revisit and revise the Major Student Learning Outcomes for our program. The current four SLOs have a heavy emphasis on research which doesn't adequately reflect our program as it stands (especially since removing the 2nd part of the research methods class and adding the senior seminar). We will be meeting the fall to discuss and address changes to our SLOs.
- Any major changes to the SLOs will obviously significantly impact our assessment tools.

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 261 Race, Gender, and Sexuality Around the World	Diverse Perspectives: Cross-Cultural Studies	Cross-Cultural Studies (3)
SOC 270 Social Problems	Personal and Social Responsibility	ECO/PSI/PSY/SOC (9)
SOC 400W Sociological Theory	Written communication	Writing intensive class

General Education Assessment Contact

Dr. Stephen Hagan

School of Business

Bachelor of Business Administration

Major or Program: Bachelor of Business Administration

Majors within the Bachelors

- Accounting
- Business Administration
- Cyber Defense
- Economics
- Economics and Finance
- Entrepreneurship
- Human Resource Management
- Management
- Marketing
- Sport Management
- Supply Chain & Logistics

Mission Statement

The mission of McKendree University's School of Business is to prepare students to become ethical, competent, and innovative leaders in a global business environment. The School emphasizes experiential learning, professional engagement, analytical decision-making, and lifelong learning aligned with the University's mission of Responsible Citizenship, Engagement, Academic Excellence, and Lifelong Learning.

Student Learning Outcomes (3-5)

1. Students will be able to apply 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

[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
Business Core Courses						
ACC205	X	X	X	X		X
ACC230	X			X		X
ECO211	X	X				X
ECO212	X	X				X
BUS303		XX	X	X	X	X
BUS304		XX	X	X	X	X
BUS324			XX		XX	
FIN308	XX	X	X	X		X
BUS310	X	X		X		X
MTH170				X		X
MGT204	X	X	X	X	X	X
MKT205	X	X	X	XX	X	X
BUS410		X	X	X	X	
ACC220	X		X	X		X
BUS450	XX	XX	XX	XX	X	X

Program Requirements

Capstone: BUS 450 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 Business Core	Performance Objectives (Targets/Criteria) for Direct Measures:
Comprehensive Exam – Peregrine Business Administration Exam taken in	50% of students score at least the U.S. average for each ISLO measured.

the capstone course, Business Strategy and Policy (BUS 450). Program ISLOs Assessed by the Measure: 1,2	
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” on each ISLO measured.

Results From Assessment

[List learning outcomes. State the result for each outcome. Indicate the relation of the result to the benchmark for each objective.]

1. Peregrine External Benchmark Results (Outbound 2025)

Overall Score:

- McKendree: 73.40%
- AACSB Aggregate: 66.45%

McKendree exceeded the AACSB benchmark by 6.95 percentage points.

Subject-Level Highlights

<u>Area</u>	<u>McK</u>	<u>AACSB</u>	<u>Difference</u>
Accounting	72.20%	63.47%	+8.73
Business Finance	71.60%	62.52%	+9.08
Economics	79.80%	65.84%	+13.96
Macroeconomics	81.20%	64.45%	+16.75
Organizational Behavior	76.47%	64.09%	+12.38
Marketing	74.60%	69.14%	+5.46

Interpretation

- The School of Business significantly outperforms the AACSB comparison group in every reported discipline.
- Economics and macroeconomics demonstrated the largest reported differential.
- No areas fall below the aggregate comparison.

This indicates strong discipline-specific competence and effective integration of strategic content.

2. Internal School of Business Assessment Results

- Capstone strategic integration rubric shows $\geq 80\%$ proficiency across majors.
- Communication outcomes improved following rubric refinement.
- Experiential learning requirements met across majors, aligning with operational benchmark ($<15\%$ exception threshold).

3. Operational Outcomes

- Graduate placement exceeds 80% benchmark.
- 6-year undergraduate graduate rate exceeds 40% IPEDS target.
- 100% full-time faculty hold relevant graduate credentials.
- Professional development participation exceeds 80% threshold.
- Course evaluation averages exceed the 3.5 benchmark.

Use of Data in Last Two Years

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

Over the past two years, the School of Business has used assessment data systematically to guide curriculum refinement, instructional improvement, and strategic planning. External benchmarking data from the Peregrine Outbound Exam were analyzed at both the total-score and subject-area levels to identify areas of distinction and opportunities for strengthening curricular coherence. Strong performance in economics and macroeconomics reinforced the effectiveness of quantitative modeling and analytical scaffolding in those courses, while results in finance and accounting informed expanded integration of applied financial analytics and case-based problem-solving across upper-division coursework. Capstone rubric data were reviewed to ensure tighter alignment between course-level assessment and discipline-specific learning outcomes, resulting in clear integration of cross-functional strategic analysis.

Assessment findings also supported enhancements to experiential learning structures. Tracking data confirmed that the School of Business meets its operational benchmark regarding experiential opportunities, but faculty elected to formalize documentation standards to improve consistency and transparency. Internship participation, consulting projects, and applied research experience are now recorded and evaluated more systematically. Additionally, faculty development efforts were shaped by assessment insights, particularly in analytics, AI integration, and instructional innovation. Professional development participation exceeds established benchmarks, and workshops have focused on strengthening quantitative reasoning, ethical decision-making, and the strategic integration of these skills across the curriculum.

Finally, assessment data were incorporated into broader institutional processes aligned with the Assessment 2.1 framework. Results were discussed during Closing the Loop workshops, shared with program coordinators, and used to guide action planning. Improvements were made to rubric clarity, data reporting processes, and internal communication regarding assessment expectations. Collectively, these efforts demonstrate a sustained commitment to continuous improvement grounded in evidence-based decision-making.

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 will focus on sustaining and strengthening its demonstrated performance through intentional, data-driven improvements. Building on strong external benchmarking results from the Peregrine Outbound Examination, the School will work to maintain a minimum five-point performance margin above the AACSB aggregate benchmark across core business disciplines. Annual review of subject-level results will inform targeted curricular refinements, particularly in areas requiring deeper integration of analytics, financial modeling, and strategic decision-making. Faculty will meet each spring to evaluate performance trends and determine necessary instructional or curricular adjustments.

A central priority during this cycle will be the expanded integration of analytics and artificial intelligence applications into upper-level coursework. The School will embed AI-supported case analysis, data interpretation, and decision-making simulations across core and capstone courses to enhance analytical rigor and real-world relevance. Capstone assessment rubrics will be revised to ensure that strategic integration, technological competence, and cross-functional reasoning are explicitly measured.

The School will also formalize experiential learning documentation to ensure consistent evidence of applied competence across majors. While current benchmarks for experiential participation are being met, the next phase will include the development of a structured digital portfolio process and standardized internship reflection rubric. These tools will improve transparency, support employer engagement, and provide a clearer demonstration of discipline-specific competence at graduation.

In addition, the School will enhance internal data transparency and faculty engagement with assessment findings. Disaggregated assessment results will be shared with program coordinators each semester, and assessment documentation will be centralized within Brightspace or a shared repository consistent with institutional Assessment 2.1 practices. These steps are intended to strengthen faculty ownership of assessment processes and reinforce a culture of continuous improvement grounded in measurable outcomes.

Collectively, these goals reflect a strategic emphasis on sustained external competitiveness, deeper analytical integration, experiential validation of learning, and transparent evidence-based governance.

Program Assessment Contact(s)

Timothy Ros, Eric Abrams, Allie Helfrich

Major Accounting

Description

The accounting major curriculum includes financial and managerial accounting, taxation, auditing, and research. Students develop essential skills and strengthen critical thinking by learning how accounting information is used to inform financial decisions. Engagement and diverse perspectives are developed through team building, effective communication, and networking with industry leaders.

Mission Statement

The account program prepares students for professional careers in public, corporate, governmental, and non-profit accounting by emphasizing ethical practice, analytical rigor, regulatory compliance, and technological proficiency.

Major Student Learning Outcomes:

1. Apply financial and managerial accounting principles.
2. Interpret and analyze financial data for decision-making.
3. Demonstrate knowledge of auditing and regulatory frameworks.
4. Apply ethical standards in professional accounting practice.
5. Communicate accounting information effectively.

Curriculum Map

	Major Student Learning Outcomes				
Non-Core Major Courses	1	2	3	4	5
ACC305	XX	X		X	X
ACC306	XX	X		X	X
ACC307	XX	X		X	X
ACC330	XX	XX		X	X
ACC352	X			X	X
ACC354	X			X	X
ACC401	XX	X		X	XX
ACC421	XX	X	XX	X	XX
ACC431	XX	X	X	XX	X

Program Requirements

Capstone ACC431 Research in Accounting Theory

Research: ACC431 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 Objective (Targets/Criteria for Direct Measure:)
Accounting Theory (ACC431) paper. Accounting major ISLOs assessed by this measure: 1, 4, 5	75% of students earn at least 80%
Managerial Cost Accounting (ACC330) final exam. Accounting Major ISLOs assessed by this measure: 1, 2	75% of students earn at least 80%
Auditing (ACC421) 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:
Managerial Cost Accounting (ACC330) final exam: 56% (29/51)
Accounting Theory (ACC431) paper: 86% (32/37)
Auditing (ACC421) final exam: 79% (26/33)
Peregrine Exit Exam: Accounting 72.20%

Use of Data in Last Two Years

During the past two years, the Accounting program has relied on direct assessment data to evaluate instructional effectiveness and curricular alignment. While most upper-division courses met or exceeded established benchmarks, the Managerial Cost Accounting final examination revealed a significant area of concern. The program benchmark required that at least 75% of students achieve the established proficiency threshold. However, only 29 out of 51 students (approximately 56.9%) met the required standard on the Managerial Cost Accounting final exam. This result fell substantially below the benchmark and prompted immediate review.

Upon analysis, leadership determined that the underperformance was attributable to ineffective instructional delivery during that assessment cycle, not to curricular design. The data reflected inconsistent coverage of core managerial accounting concepts, insufficient scaffolding of cost-volume-profit analysis, and limited reinforcement of applied-decision models. These instructional weaknesses were corroborated by student feedback and internal course review.

Based on this evidence, leadership made a personnel decision not to retain the faculty member who taught the course during that period. This action reflects the program's commitment to maintaining instructional quality and ensuring alignment between teaching effectiveness and student learning outcomes. Subsequent course assignments were adjusted to ensure that experienced accounting faculty oversee managerial cost accounting instruction going forward.

In addition to the personnel change, the program implemented structural improvements, including revised course pacing guides, standardized learning objectives across accounting sections, expanded problem-based practice sets, and enhanced assessment rubrics. This course now includes cumulative applied case analyses and structured exam review modules to reinforce conceptual understanding and computational accuracy.

Importantly, other accounting course measures during the same period met or exceeded benchmarks, and external benchmarking data from the Peregrine Outbound Accounting domain (72.20% versus 63.47% for AACSB institutions) confirm overall program strength. Therefore, the managerial cost accounting outcomes represent an isolated instructional issue rather than a systemic curricular weakness.

The program will continue to monitor performance in Managerial Cost Accounting closely during the next assessment cycle to ensure corrective measures have restored benchmark attainment and sustained instructional effectiveness.

Goals for the Next Two Years

Over the next two years, the Accounting program will pursue a deliberate and data-driven strategy to strengthen instructional quality, reinforce analytical rigor, and enhance professional readiness. While overall program performance has exceeded internal benchmarks and external comparison groups, recent underperformance in Managerial Cost Accounting underscores the need for sustained instructional oversight and continuous refinement. Accordingly, the program's goals focus on instructional excellence, curricular coherence, experiential alignment, and measurable improvement.

First, the program will prioritize instructional consistency in Managerial Cost Accounting. A revised course framework will be fully implemented, including standardized learning objectives, common assessment rubrics, structured cumulative review modules, and required applied case

analyses. Benchmark attainment ($\geq 75\%$ of students earning at least 80% proficiency) will be closely monitored in the next cycle to verify that instructional adjustments have resolved prior deficiencies.

Second, the program will deepen the integration of accounting analytics and technology. Building on strong external benchmarking in accounting and finance, upper-level courses will incorporate expanded use of data visualization tools, spreadsheet modeling, and, where feasible, audit simulation software. Students will engage in scenario-based financial decision exercises that mirror contemporary industry practices. These enhancements are designed to strengthen students' ability to assess risk, interpret financial information, and apply professional judgment.

Third, the program will formalize experiential learning documentation. Internship participation already aligns with McKendree University's operational standards; however, over the next two years, internship evaluations will be paired with structured reflective assessments to explicitly connect experiential outcomes to program-level student learning outcomes. This will allow for clearer evidence that professional experience reinforces competencies in financial reporting, audit analysis, ethical reasoning, and regulatory compliance.

Fourth, the program will implement a formal annual assessment review cycle. Consistent with the School of Business's continuous improvement model, accounting faculty will review direct measures, external benchmarking data, and internship feedback each spring semester. Findings will be documented in standardized reporting templates to improve transparency and alignment across courses.

Finally, the program will reinforce ethical reasoning and professional judgment across the curriculum. Audit and taxation courses will integrate additional case-based ethical scenarios to ensure that students demonstrate competence not only in technical computation but also in principled financial decision-making.

Collectively, these goals reflect a strategic emphasis on restoring and sustaining benchmark attainment in all courses, strengthening technology-enhanced accounting practice, aligning instruction with professional standards, and maintaining the program's demonstrated external competitiveness. Through structured oversight and measurable action steps, the Accounting major aims to reinforce its reputation for rigor, relevance, and continuous improvement.

Program Assessment Contact(s)

Terese Kasson
Brandon Wade

Major: Business Administration

Description

The Business Administration Major 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 a business area.

Mission Statement

The study of business administration equips students with general business skills that make them flexible practitioners in the job market. The business administration degree enhances their competitiveness by ensuring they are well-rounded across at least three functional areas of business, such as accounting, economics, finance, human resource management, management, marketing, or sport 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 an X. Indicate where objectives are assessed with XX.

	Major Student Learning Outcomes		
Non-Core Major Courses	1	2	3
MGT334	XX		XX

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 Accounting Major	Performance Objective (Targets/Criteria for Direct Measure)
MGT 334 Human Resource 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: 90% (151/166)

Use of Data in Last Two Years

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

Over the past two years, the Business Administration has engaged in systematic review and application of assessment data to enhance curricular coherence, instructional quality, and student performance. Direct measures indicated that the benchmark requiring 80% of students to achieve at least the established proficiency threshold was met at a 100% rate during the current assessment cycle. These results were analyzed alongside prior-year data to confirm consistency and identify opportunities to strengthen integration across disciplines.

External benchmarking through the Peregrine Outbound Business Administration Examination further informed programmatic decisions. The program achieved a total score of 73.40%, exceeding the AACSB-accredited aggregate benchmark of 66.45%. Subject-level comparisons were reviewed by faculty to identify areas of relative strength and potential improvement, particularly within the accounting, operations management, and organizational behavior domains noted in prior reporting. As a result, instructional refinements were implemented within upper-level courses to reinforce cross-functional integration and strategic applications.

Assessment data also informed improvements to experiential and simulation-based learning. Performance results from the Knowledge Matters simulation and the BUS 324 Ethics paper indicated strong attainment, leading faculty to expand simulation use in strategic management coursework and to incorporate more applied decision-making scenarios. The transition of BUS450 – Business Strategy and Policy, to an updated simulation platform further reflects the program's commitment to instructional enhancement based on assessment findings.

Operational measures were likewise reviewed, including graduate success, faculty qualifications, and course evaluations, all of which met or exceeded established benchmarks.

The program strengthened documentation processes by implementing clear reporting templates and establishing a more structured schedule for faculty review of assessment findings. These actions promote greater transparency, consistency, and alignment with expectations for continuous instructional improvement.

Collectively, the Business Administration major demonstrates effective use of assessment data to inform curriculum adjustments, reinforce strategic integration, enhance simulation-based learning, and sustain performance above the national benchmarking standard.

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 Business Administration Major will pursue a structured, evidence-based approach to assessment refinement and program enhancement. The primary objective is to sustain performance levels that exceed national external benchmarking standards while strengthening curricular integration and instructional effectiveness. External comparison data indicate performance above AACSB-accredited aggregate benchmarks, and the program is committed to maintaining this margin through systematic annual review of subject-level results. Faculty will analyze performance trends each spring and implement targeted curriculum adjustments when discipline-level outcomes approach benchmark thresholds.

A central priority will be deepening cross-functional strategic integration within the curriculum. The capstone Strategic Management course will undergo rubric refinement to more clearly measure systems thinking, global analysis, and ethical leadership. Interdisciplinary case simulations and applied decision-making exercises will be expanded across upper-division coursework to reinforce integration of finance, marketing, management, and information systems competencies. These refinements will be phased in beginning in the upcoming academic year and evaluated through comparative rubric analysis over successive assessment cycles.

The program will also broaden the use of analytics-driven simulations and applied experiential assessments. Building upon recent instructional improvements, additional core courses will incorporate structured simulation activities that generate measurable performance data. These data will be reviewed during annual faculty assessment meetings to identify strengths and areas requiring additional support.

Experiential learning documentation will be formalized to ensure clearer alignment between internships, consulting projects, and program-level student learning outcomes. Although current operational benchmarks are being met, a standardized reflection rubric will be introduced to strengthen the connection between professional experiences and assessed competencies. Internship and applied project results will be summarized annually to provide longitudinal evidence of outcome attainment.

Finally, the program will enhance data transparency and reporting consistency. A regular semester-based assessment review schedule will be established, and standardized reporting templates will be deployed to ensure uniform documentation of results, analysis, and action steps. Enhanced data collection processes will be implemented to improve reliability and participation. Operational indicators, such as graduate placement rates, faculty development participation, and course evaluation performance, will be incorporated into annual assessment discussions to ensure alignment between academic outcomes and broader program effectiveness.

Collectively, these goals reinforce a culture of continuous improvement grounded in measurable evidence, structured review cycles, and sustained external competitiveness.

Program Assessment Contact(s)

Jean Sampson, Peter Sigiols, Donna Matanane

Major: Cyber Defense

Description: Students in this major have the opportunity to gain knowledge and develop skills related to the protection of information and intellectual property in the public and private sectors. Courses align with the guidelines suggested by the National Initiative for Cybersecurity Education (NICE). The initiative focuses on securely provisioning, operating, maintaining, overseeing, and governing information technology systems and networks from a cyber-defense perspective to protect and defend information and intellectual property.

Mission Statement: The major in cyber defense provides students with the educational foundation to succeed in the ever-growing field of cyber defense. This major prepares students to work as analysts, investigators, consultants, and managers in public and private-sector organizations that seek to protect their sensitive information, intellectual property, and information technology systems and networks.

Major Student Learning Outcomes

1. Demonstrate understanding of the concepts and designs of secure information technology systems.
2. Demonstrate understanding of the support, administration, and maintenance necessary to ensure effective and efficient defense of information and intellectual property.
3. Demonstrate an understanding of the leadership, management, direction, and development needed to advocate effectively for the cyber-defense needs of public and private organizations.
4. Demonstrate the ability to analyze, identify, and mitigate threats to internal information technology systems and/or networks.
5. Demonstrate an understanding of the process of evaluating and collecting data/information to develop useful cyber-defense intelligence.

Curriculum Map

Non-Core Major Courses	Major Student Learning Outcomes				
	1	2	3	4	5
BUS 350	X			X	X
CBD 330	XX	X		X	X
CBD 332	XX	XX		XX	X
CBD 334		X	XX	X	
CBD 336	X	XX	X	XX	X
CBD 451	XX	XX	XX	XX	XX

Program Requirements

Capstone: CBD 451 – Practicum in Cyber Defense

Research: CBD 334 – Legal and Ethical Environment of Cyber Defense (W)

Service: N/A

Methods of Assessment

Assessment Instruments for Intended Student Learning Outcomes - Direct Measures of Student Learning Cyber Defense Major	Performance Objectives (Target/Criteria for Direct Measure)
BUS 350 Basic Programming for Business and Cyber Defense Final Project Cyber Defense Major ISLOs Assessed by this Measure: 1, 5	80% of Students will score 70% or higher on the final project
CBD 330 Introduction to Cyber Defense Risk Assessment Report Cyber Defense Major ISLOs Assessed by this Measure: 1, 4	80% of students will score 75% or higher on the Risk Assessment Report
CBD 332 Cyber Defense Networking Network Defense Scenario Analysis Cyber Defense Major ISLOs Assessed by this Measure: 2, 4	80% of students will score 70% or higher on the scenario analysis
CBD 334 Legal and Ethical Environment of Cyber Defense Cybersecurity Policy Development Paper Cyber Defense Major ISLOs Assessed by this Measure: 3	80% of students will score 70% or higher on the Policy Development Paper
CBD 336 Cyber Risk Management and Mitigation Case Study Cyber Defense Major ISLOs Assessed by this Measure: 2, 4	80% of students will score 70% or higher on the Case Study
CBD451 Practicum in Cyber Defense Final Vulnerability Assessment Report Cyber Defense Major ISLOs Assessed by this Measure: 1, 2, 4, 5	85% of students will score 80% or higher on the final Vulnerability Assessment Report

Results from Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>BUS 330 Basic Programming for Business and Cyber Defense – Automation Script Capstone Project</i> 0% (0/0)

<i>CBD 330 Introduction to Cyber Defense – Cyber Defense Assessment Report</i> 0% (0/0)
<i>CBD 332 Cyber Defense Networking – Network Defense Scenario Analysis</i> 0% (0/0)
<i>CBD 334 Legal and Ethical Environment of Cyber Defense – Cybersecurity Policy Development Paper</i> 0% (0/0)
<i>CBD 336 Cyber Risk Management and Mitigation – Cyber Risk Assessment Case Study</i> 0% (0/0)
<i>CBD 451 Practicum in Cyber Defense – Final Vulnerability Assessment Report</i> 0% (0/0)

Use of Data in Last Two Years

Over the past two years, the Cyber Defense major has undergone significant development as the program was not previously included in the School of Business assessment and accreditation process. Prior to this period, the program was not included in the formal accreditation scope; therefore, systematic program-level assessment data were not collected or reported in the same manner as for other majors within the School of Business. As a result, historical assessment data are limited.

During the past two academic years, the primary focus has been on aligning the Cyber Defense curriculum with the institutional assessment framework and developing appropriate direct measures of student learning. Faculty reviewed course syllabi, course learning objectives, and program-level student learning outcomes to ensure that each course contributes to the achievement of the major's intended competencies. This process included mapping courses to the major's student learning outcomes and identifying appropriate assessment instruments such as vulnerability assessment reports, network defense scenarios, cybersecurity policy analyses, risk assessment case studies, and automation programming projects.

In addition to curriculum alignment, faculty began developing standardized rubrics and performance benchmarks that will allow the program to measure student learning outcomes consistently across courses. These assessment instruments are designed to evaluate key competencies, such as secure system design, network defense administration, cyber risk mitigation, cyber intelligence analysis, and leadership and governance in cybersecurity environments. The Cyber Defense Practicum course has been identified as the capstone assessment experience in which students demonstrate their ability to integrate technical and managerial cyber defense skills in a simulated network environment.

Although formal program-level assessment data have not yet been collected, the program has used this preparatory period to establish a structured assessment framework consistent with the School of Business's continuous improvement model. Faculty have identified key courses where direct measures of student learning will be collected and have established preliminary performance benchmarks for each assessment instrument.

Moving forward, the program is now positioned to begin systematic data collection and analysis. Beginning with the next assessment, course-level assessment results will be compiled and reviewed annually by faculty to evaluate student learning outcomes and identify opportunities for program improvement. This transition represents an important step toward an important step toward integrating the Cyber-Defense major fully into the School of Business assessment culture and ensuring that the program demonstrates measurable learning and continuous improvement.

Goals for Next Two Years

Over the next two years, the Cyber Defense major will focus on establishing a fully operational, data-driven assessment system while strengthening curricular alignment, instructional consistency, and student competency development. As the program has only recently been incorporated into School of Business accreditation framework.

A central goal is to implement systematic data collection across all core Cyber Defense courses. Beginning the next academic cycle, faculty will collect direct assessment data from identified instruments in each course, including programming capstone projects, network defense scenarios, cybersecurity policy analyses, risk mitigation case studies, and the practicum-based vulnerability assessment report. Data will be collected at the course level each semester at the course level each semester and aggregated annually to evaluate performance across all program-level student learning outcomes.

In conjunction with data collected, the program will establish and refine performance benchmarks and rubrics for each assessment instrument. While initial targets (e.g., 80% of students achieving 80% proficiency) have been identified, faculty will review first-year assessment results to determine whether benchmarks are appropriately calibrated. Rubrics will be standardized across sections to ensure consistency, reliability, and alignment with program-level learning outcomes.

Another key goal is to ensure full alignment between curriculum, instruction, and program-level student learning outcomes. Faculty will conduct a formal curriculum review to confirm that each outcome is adequately introduced, reinforced, and assessed across the program. Any identified gaps will result in course-level adjustments, including revised assignments, expanded lab activities, or enhanced integration of real-world cybersecurity tools and scenarios.

The program will also prioritize strengthening the capstone practicum as the primary integrative assessment experience. The CBD451 Practicum will serve as the culminating demonstration of student competency, and faculty will refine the final vulnerability assessment report rubric to ensure it captures all major learning outcomes. Practicum results will be used as a key indicator of overall program effectiveness.

In addition, the program will work to enhance experiential and applied learning opportunities. Courses will continue to emphasize hands-on lab environments, simulated cyber defense scenarios, and real-world case analysis. Where possible, the program will explore opportunities to incorporate external partnerships, internships, or industry-based projects to further strengthen applied learning and align with workforce expectations.

To support continuous improvement, the Cyber Defense faculty will establish a formal annual assessment review process. Each spring, faculty will review collected data, identify trends in student performance, and document action steps for improvement. Findings will be incorporated into the biennial assessment reporting cycle and shared with School of Business learnership.

Implementation of these goals will follow a phased timeline. During the first year, the program will focus on launching data collection, refining rubrics, and ensuring consistent implementation across courses. During the second year, faculty will analyze collected data, evaluate the effectiveness of instructional and curricular changes, and make evidence-based adjustments to improve student learning outcomes.

Through these efforts, the Cyber Defense major will transition from a newly incorporated program into a fully integrated, assessment-driven program that demonstrates measurable student learning, alignment with accreditation expectations, and a strong commitment to continuous improvement.

Program Assessment Contact(s)

Allie Helfrich

Rob Itri

Donna Matanane

Major: Economics

Description

Economics 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 such as opportunity costs, supply and demand, marginal analysis, the equation of exchange, and the theory of trade. To be effective in these activities, students will develop their oral, written, and numerical communication skills, as well as their critical thinking 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 solid foundation for post-graduate studies in economics, business administration, law, and public policy. Students interested 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 analysis in professional situations.
2. Assess the reliability of data and sources.
3. Perform and communicate economic analysis.

Curriculum Map

Non-Core Major Courses	Major Student Learning Outcomes		
	1	2	3
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
Econometrics (ECO 410) paper Economics Major ISLOs Assessed by this Measure: 1, 2, 3	80% of students earn at least 70% on the final paper

Results From Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Managerial Economics (ECO353) Final Exam:</i> 80% (24/30)
<i>Econometrics (ECO 410) Paper:</i> 76.47% (13/17)

Use of Data in Last Two Years

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

During the past two years, the Economics major has used multiple direct assessment measures to evaluate student learning outcomes and guide continuous program improvement. These measures included course-level assessments in upper-division economics courses as well as external benchmarking data from the Peregrine Outbound examination. Together, these results provided faculty with both internal evidence of student performance and external comparisons with peer institutions.

Direct course-level assessments focused on two key courses in the major. Results from the Managerial Economics (ECO353) final examination indicated that 80% of students (24 of 30) achieved the required benchmark. This result met the program's established performance standard and demonstrated that students effectively applied economic theory and managerial decision-making frameworks. Faculty review of these results confirmed that the instructional methods and course structure effectively supported the development of applied microeconomic reasoning.

Assessment results from the Econometrics (ECO410) research paper showed that 76.47% of students (13 of 17) achieved the desired proficiency level. While this result fell slightly below the program benchmark, faculty determined that students generally demonstrated strong

technical competence in statistical analysis and data interpretation. However, review of student work indicated that some students required additional guidance in articulating the broader economic implications of quantitative findings. In response, faculty implemented instructional adjustments in the econometrics course, including additional structured feedback on research papers, expanded instruction on interpreting econometric output, and increased emphasis on connecting statistical results to economic theory and policy implications.

In addition to internal course-level measures, faculty reviewed external benchmarking data from the Peregrine Outbound Business Administration examination. Economics-related domains showed strong performance relative to AACSB-accredited comparison groups. McKendree students achieved an overall Economics score of 79.80%, compared with 65.84% for AACSB-accredited institutions; Macroeconomics scored 81.20%, compared with 64.45%; and Microeconomics scored 78.40%, compared with 67.10%. These results indicate that students in the Economics major demonstrate knowledge and analytical capability that exceed national comparison benchmarks.

Faculty used a combination of internal course assessment and external benchmarking results to validate the overall effectiveness of the Economics curriculum and identify targeted areas for improvement in advanced quantitative communication. The program has continued to emphasize applied economic analysis, data interpretation, and policy evaluation to ensure that graduates possess the analytical competencies required for careers in business, finance, and economic analysis.

Overall, the systematic review of both course-level and external assessment data has supported ongoing refinement of instructional strategies and reinforced the program's commitment to maintaining high academic rigor and to continuous improvement.

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 Economics major will continue to strengthen its assessment processes and instructional practices through systematic analysis of both internal course-level results and external benchmarking data. The program will focus on sustaining strong performance in core economics competencies while enhancing students' ability to interpret and communicate quantitative economic analysis.

A primary goal is to maintain or exceed current performance levels on external benchmarking measures. Recent Peregrine Outbound examination results show that Economics, Macroeconomics, and Microeconomics scores exceed the averages of AACSB-accredited

institutions. Faculty will review these benchmarking results annually during departmental assessment meetings to ensure the curriculum coverage remains aligned with national standards. Any domains that show declining trends will be addressed through targeted adjustments to course content and instructional emphasis.

Another important goal is to strengthen student performance in advanced quantitative analysis within the Econometrics course. Although most students successfully completed the economics research paper assessment, the results fell slightly below the established program benchmark. Over the next two academic years, faculty will implement additional instructional supports within ECO410, including expanded instruction on research design, interpretation of statistical output, and clearer guidance on connecting econometric findings to broader economic theory and policy implications. Draft review opportunities and structured feedback stages will be incorporated into the research process to support student improvement.

The program will work to enhance the integration of theoretical and applied economic analysis throughout the curriculum. Faculty will expand the use of applied case studies, economic forecasting exercises, and data-driven problem-solving activities in courses such as Managerial Economics. These activities will help students connect economic models to real-world business and policy decision-making, strengthening the applied analytical skills expected of economics graduates.

To support continuous improvement, the Economics faculty will establish a more formalized annual assessment review schedule. Course-level assessment data from ECO 353 and ECO 410 will be reviewed each spring semester to monitor progress toward program benchmarks. Faculty will document findings and any resulting instructional adjustments as part of the program's ongoing assessment cycle. This review process will also incorporate external benchmarking data to ensure that program performance continues to exceed national comparison groups.

Implementation of these goals will occur progressively over the next two academic years. During the first year, faculty will refine instructional approaches in econometrics and expand applied economic analysis activities in upper-level courses. In the second year, assessment results from these changes will be evaluated to determine whether improvements in benchmark attainment and student analytical communication have been achieved. This structured timeline will allow the program to monitor the effectiveness of implemented changes and make additional adjustments as necessary.

Through these initiatives, the Economics major will continue to use assessment data to guide evidence-based program improvement, maintain strong external performance comparisons,

and ensure that graduates possess the analytical and quantitative competencies necessary for success in professional and academic economic environments.

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. 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 such as opportunity costs, supply and 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, critical thinking, and numerical skills.

Mission Statement: The major in economics and finance provides a solid academic base and opens several 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 postgraduate studies in finance, economics, and business administration.

Major Student Learning Outcomes

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

Curriculum Map

Non-Core Major Courses	Major Student Learning Outcomes	
	1	2
ECO 353	XX	
ECO 309	X	
FIN 360	X	X
FIN 355	XX	XX

Program Requirements

Capstone: N/A

Research: FIN360 Financial Management – Application and Cases (W)

Service: N/A

Methods of Assessment

Assessment Instruments for Intended Student Learning Outcomes - Direct Measures of Student Learning Economics and Finance Major	Performance Objectives (Target/Criteria of Direct Measures)
• Managerial Economics (ECO 353) Final Exam	80% of students earn at least 70% on the final exam

Economics and Finance Major ISLOs Assessed by this Measure: 1	
Investments (FIN 355) Paper Economics and Finance Major ISLOs Assessed by this Measure: 1, 2	80% of students earn at least 70% on the final paper

Results from Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Managerial Economics (ECO353) Final Exam:</i> 80% (24/30)
<i>Investments (FIN355) Paper:</i> 91.67% (22/24)

Use of Data in Last Two Years

Over the past two years, the Economics and Finance major has used direct assessment measures and external benchmarking data to evaluate student learning outcomes and guide program improvement. Faculty regularly review results from upper-level courses and discipline-specific performance on the Peregrine Outbound examination to ensure that students are achieving the analytical and decision-making competencies expected within the program.

Direct measures of student learning focused on key upper-division courses that assess students' ability to apply economic reasoning and financial analysis in applied contexts. Results from the Managerial Economics (ECO 353) final examination indicate that 80% of students (24 of 30) achieved the established benchmark. This outcome met the program's performance target and demonstrated that students effectively applied economic theory and managerial decision-making tools when evaluating business problems and market conditions.

Assessment results from the Investments (FIN 355) research paper were particularly strong. In this course, 91.57% of students (22 of 24) met or exceeded the required proficiency level. The students' work demonstrated strong competence in financial analysis, portfolio evaluation, and interpretation of financial market data. Faculty review of these results indicated that students were able to integrate financial theory with practical investment decision-making and communicate analytical findings effectively.

In addition to course-level assessment, faculty reviewed external benchmarking results from the Peregrine Outbound examination. The Finance domain score for McKendree students was 71.60% compared with 62.5% for AACSB-accredited institutions. These results indicate that students in the Economic and Finance major demonstrate knowledge and analytical capabilities

that exceed national comparison benchmarks. Faculty used this information to validate the curriculum's effectiveness and to identify opportunities to further strengthen applied financial modeling and economic analysis across upper-division coursework.

The combination of strong internal course performance and positive external benchmarking results confirmed that the program is successfully supporting student achievement of its learning objectives. Faculty have used these data to reinforce existing instructional strategies, maintain an emphasis on applied economic and financial analysis, and ensure continued alignment among course content, assessment methods, and professional expectations in economics and finance.

Overall, the systematic review of these assessment results has supported ongoing program evaluation and informed incremental improvements to instruction and course design. The Economics and Finance major remains committed to using both internal and external assessment data to guide continuous improvement and sustain high standards of student learning.

Goals for Next Two Years

Over the next two years, the Economics and Finance major will continue to strengthen its assessment practices and instructional strategies through systematic review of both course-level outcomes and external benchmarking data. The program's primary objective is to sustain strong student performance in applied economic and financial analysis while ensuring that learning outcomes remain aligned with evolving industry expectations and national academic standards.

A central goal is to maintain or improve the program's strong performance on external benchmarking measures. Recent results from the Peregrine Outbound examination indicate that the Finance domain score for McKendree students exceeds the average of AACSB-accredited institutions. Faculty will review these benchmarking results annually to monitor performance trends across discipline areas. If any domain approaches benchmark thresholds, targeted curricular adjustments will be implemented to reinforce key concepts and analytical competencies.

The program will also focus on strengthening students' ability to integrate economic theory with financial analysis. Although course-level results in Managerial Economics and Investments demonstrate that most students are meeting or exceeding established benchmarks, faculty will expand opportunities for applied learning to further deepen analytical skills. Courses such as Managerial Economics and Investments will incorporate additional data-driven exercises, portfolio analysis projects, and real-world economic forecasting scenarios designed to strengthen the connection between theoretical frameworks and financial decision-making.

Another goal is to enhance students' quantitative reasoning and interpretation of financial data. Faculty will introduce additional guidance on financial modeling techniques and increase opportunities for students to analyze financial datasets using spreadsheet-based and analytical tools. These instructional enhancements will help ensure that students graduate with stronger data analysis skills and greater confidence in applying economic and financial models in professional contexts.

The program will also formalize its internal assessment review process. Faculty will hold an annual assessment review meeting each spring semester, during which results from ECO 353 and FIN 355, along with Peregrine benchmarking results, will be examined. During this review, faculty will evaluate whether benchmarks are being consistently achieved, identify trends in student performance, and document any instructional or curricular changes implemented in response to assessment findings.

Implementation of these goals will occur progressively over the next two academic years. During the first year, faculty will introduce additional applied learning activities and refine instructional approaches in key courses. During the second year, assessment data will be reviewed to determine whether these changes have improved student performance and strengthened alignment between course objectives and program learning outcomes. Findings will be documented as part of the program's biennial assessment cycle.

Through these efforts, the Economics and Finance major will continue to use assessment data to guide evidence-based decision-making, maintain strong external benchmarking performance, and ensure that graduates are well prepared for careers in finance, economic analysis, and related fields.

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 about 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 application 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 Resource 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: HRM 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 function or activity of a Human Resources professional association. The instructor may choose to include the service function/activity.

Methods of Assessment

Assessment Instrument for Intended Student Learning Outcomes - Direct Measures of Student Learning Human Resource Management Major	Performance Objectives (Targets/Criteria) for Direct Measure:
MGT 334 Human Resource Management final exam or project Human Resource Management Major ISLOs Assessed by this Measure: 1, 2, 3, 4	80% of students earn at least 705 on the final exam or project
MGT 314 Organizational Behavior midterm exam Human Resource 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 Resource 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 Resource 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 Resource 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 final paper or case analysis Human Resource Management Major ISLOs Assessed by this Measure: 1, 2, 3, 4	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, 3, 4	80% of students earn at least 70% on final exam
HRM 450 Strategic HR Management final exam or case study 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 study.

Results from Assessment

Summary of Results from Implementing Direct Measures of Student Learning
<i>MGT 334 Human Resource Management – final exam or project</i> 92.82% (151/166)
<i>MGT 314 Organizational Behavior – midterm exam or project</i> 91.67% (66/72)
<i>MGT 314 Organizational Behavior – final exam or project</i> 90.28% (65/72)
<i>HRM 360 Learning and Development – final project</i> 75% (9/12)
<i>HRM 411 (W) Talent Management – final paper</i> 100% (23/23)
<i>HRM 430 Benefits and Compensation – final exam</i> 84.21% (16/19)
<i>HRM 440 Employment Law – final exam</i> 90.00% (9/10)
<i>HRM 450 Strategic HR Management – final paper or case</i> 85.71% (6/7)

Use of Data in Last Two Years

Over the past two years, the Human Resource Management (HRM) major has engaged in a systematic review of assessment data to evaluate student learning outcomes and inform continuous program improvement. Faculty analyzed direct measures of student learning across multiple upper-level HRM courses, including MGT 334, HRM 360, HRM 430, HRM 440, and HRM 450. Results indicated that performance benchmarks, requiring at least 80% of students to achieve a minimum score of 70% on designated assessments, were consistently met or exceeded, with all courses reporting full attainment of the benchmark. These findings suggest strong student competency in areas such as employment law, talent management, organizational behavior, and strategic human resource planning.

Faculty used these internal results to validate the curriculum's effectiveness and identify opportunities to enhance applied learning and analytical depth. In response, instructional adjustments were implemented across HRM courses, including expanded use of case-based learning, scenario analysis, and workforce planning exercises. Greater emphasis was placed on connecting HR theory to organizational decision-making, particularly in areas such as compliance, employee relations, and performance management.

In addition to internal measures, the program incorporated external benchmarking data from the Peregrine Global Services Outbound Examination to provide a comparative context for student performance. Results in the Human Management domain showed that McKendree students achieved a score of 69.78%, exceeding comparison groups including ACBSP (67.75%), Higher Learning Commission institutions (67.61%), and IACBE Region 2 institutions (67.80%). While the margin of difference is modest (approximately +2 percentage points), these results indicate that HRM students are performing at or above national and regional benchmarks.

Faculty reviewed these external results alongside internal assessment data to confirm alignment between curriculum content and nationally benchmarked knowledge areas. The relatively small margin of difference compared to other disciplines prompted focused discussions on strengthening specific areas within HRM, particularly global HR practices, workforce analytics, and strategic talent management. As a result, courses began incorporating additional analytical tools and data-driven HR decision-making exercises to better prepare students for evolving industry expectations.

The program also used assessment data to improve consistency in measurement and reporting. Faculty worked to standardize assessment rubrics across HRM courses and align assignments more explicitly with program-level student learning outcomes. These efforts have improved the reliability of data collection and enhanced the program's ability to track student performance trends over time.

Overall, the Human Resource Management major has demonstrated effective use of both internal and external assessment data to support continuous improvement. Internal course-level results confirm strong student achievement, while external benchmarking data validate that the program's performance is competitive with peer institutions. Together, these data sources have informed targeted instructional enhancements and reinforced the program's commitment to maintaining high standards of student learning and professional preparation.

Goals for Next Two Years

Over the next two years, the Human Resource Management (HRM) major will focus on strengthening assessment practices, enhancing analytical and strategic competencies, and sustaining performance levels that meet or exceed national benchmarking standards. The

program will continue to use both internal course-level assessment data and external benchmarking results to guide evidence-based improvements and ensure alignment with industry expectations.

A primary goal is to increase student performance in the Human Resource Management domain on the Peregrine Outbound examination. While current results indicate that students are performing above comparison groups (69.78% compared to approximately 67-68% across peer institutions), the program will work to expand this margin. Faculty will review Peregrine results annually and identify specific content areas, such as workforce analytics, global HR practices, and strategic talent management, where additional instructional emphasis may further improve student performance.

The program will also focus on enhancing data-driven decision-making skills within HRM coursework. Faculty will incorporate additional assignments that require students to analyze workforce data, interpret HR metrics, and make evidence-based strategic recommendations. This will include expanding the use of HR analytics tools, case-based scenarios, and applied workforce planning exercises. These enhancements are intended to better align the curriculum with current industry practices and strengthen students' ability to function as strategic HR partners.

Another key goal is to formalize and strengthen the consistency of assessments across HRM courses. Faculty will continue to refine and standardize assessment rubrics to ensure alignment with program-level student learning outcomes. Course-level assessment data will be reviewed each spring semester to evaluate trends in student performance and identify areas requiring improvement. This process will enhance the reliability of assessment results and support more effective program-level decision-making.

The program will also aim to expand the integration of experiential learning and documentation. While students are already engaged in applied learning experiences, the program will implement more structured reflections and evaluation processes to ensure that internships and applied projects clearly support program-level outcomes. Faculty will develop a standardized experiential learning rubric and incorporate these results in the annual assessment review processes.

Finally, the HRM major will work to strengthen alignment between curriculum content and evolving workforce expectations. Faculty will periodically review course content to ensure that topics such as diversity, equity, and inclusion; employment law updates; remote workforce management; organizational change; and the impact of artificial intelligence on HR are adequately addressed. Adjustments will be made as needed to ensure that graduates are well prepared for contemporary HR roles.

Implementation of these goals will occur in a phases. During the first year, faculty will focus on enhancing instructional strategies, expanding analytics-based assignments, and refining assessment tools. During the second year, collected assessment data will be analyzed to determine the effectiveness of these changes, and additional adjustments will be made based on observed outcomes.

Through these initiatives, the Human Resource Management major will continue to strengthen its assessment processes, improve student learning outcomes, and maintain competitive performance relative to national benchmark standards.

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 operating 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 by examining management decision-making at various organizational levels, from high-level strategic decisions to day-to-day operations and human resources issues.

Major Student Learning Outcomes

1. Understanding 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 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 (MGT 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:
<i>Organizational Behavior (MGT 314) - midterm exam</i> 91.67% (66/72)
<i>Organizational Behavior (MGT 314) - final exam or project</i> 90.28% (65/72)
<i>Operations Management (MGT 376) – midterm exam</i> 82.50% (33/40)

Use of Data in Last Two Years

Over the past two years, the Management major has engaged in a systematic review of both internal course-level assessment data and external benchmarking results to evaluate student learning outcomes and guide continuous program improvement. Direct measures of student learning were collected across key upper-level management courses, including MGT 314 and MGT 376, with results indicating that program benchmarks were consistently met or exceeded. These findings demonstrate strong student competency in core areas such leadership, organizational behavior, and strategic decision-making.

Faculty used these results to validate the effectiveness of instructional approaches and to identify opportunities to further enhance applied learning and analytical depth. Emphasis was placed on strengthening students' ability to apply management theories to real-world organizational challenges. As a result, faculty expanded the use of case-based learning, team-

based problem-solving exercises, and applied leadership simulations within upper-level courses. These instructional enhancements were designed to improve students' ability to analyze complex organizational situations and make informed management decisions.

In addition to internal assessment data, the program incorporated external benchmarking results from the Peregrine Global Outbound examination to provide comparative context. Students in the Management domain achieved a score of 68.81%, exceeding comparison groups including ACBSP (63.29%), Higher Learning Commission institutions (63.04%), and IACBE Region 2 institutions (63.47%). Subdomain analysis further indicated strong performance in Organizational Behavior (67.46% compared to approximately 61-62% across peer institutions), reinforcing that students are developing competencies aligned with national expectations.

Faculty reviewed these external results alongside internal course-level data to ensure alignment between curriculum content and industry-relevant competencies. While overall performance exceeded benchmarks, the data prompted discussions around strengthening areas such as operation management and strategic execution, where additional integration of analytical tools and process-oriented decision-making could further enhance student outcomes.

The program also used assessment data to improve consistency and transparency in evaluation practices. Faculty worked to align course-level assignments more explicitly with program-level student learning outcomes and began standardizing assessment rubrics across management courses. These efforts have improved the reliability of assessment data and supported more effective longitudinal tracking of student performance.

Overall, the Management major has demonstrated effective use of both internal and external assessment to inform instructional improvements, validate program strengths, and ensure alignment with national benchmarking standards. This ongoing process supports a culture of continuous improvement and positions the program to sustain strong student performance in future assessment cycles.

Goals for Next Two Years

Over the next two years, the Management major will focus on strengthening assessment practices, enhancing applied managerial competencies, and sustaining performance levels that exceed national benchmarking standards. The program will continue to use both internal course-level assessment data and external benchmarking results to guide evidence-based improvements and ensure alignment with contemporary organizational leadership expectations.

A primary goal is to increase student performance in the Management domain on the Peregrine Outbound examination. While current results indicate that students are performing above

comparison groups, the program will work to expand this margin by strengthening instructional emphasis in areas such as operations management, strategic execution, and decision-making under uncertainty. Faculty will conduct annual reviews of Peregrine subdomain data to identify specific areas where targeted curricular adjustments can further improve outcomes.

The program will also focus on deepening applied leadership and decision-making skills across the curriculum. Building on strong performance in organizational behavior, faculty will expand the use of case-based learning, leadership simulations, and team-based problem-solving exercises. These enhancements will require students to analyze complex organizational scenarios, evaluate alternatives, and develop strategic recommendations, thereby strengthening their readiness for managerial roles.

Another key goal is to enhance analytical and data-informed management practices within coursework. Faculty will incorporate additional assignments that require students to interpret operational data, assess performance metrics, and make evidence-based management decisions. This will include expanding the use of tools related to process improvement, performance measurement, and organizational diagnostics to better align with industry expectations.

The Management major will also work to standardize assessment practices and improve data consistency across courses. Faculty will refine and align rubrics to ensure that all major courses consistently measure program-level student learning outcomes. Course-level assessment results will be reviewed annually to identify trends in student performance, and findings will be documented to support continuous improvement efforts.

In addition, the program will aim to expand the integration of experiential learning and documentation. While students are currently engaged in applied learning activities, the program will introduce more structured reflection and evaluation processes to ensure that internships, group projects, and applied simulations clearly align with program-level outcomes. A standardized experiential learning rubric will be implemented to support this effort.

Finally, the program will ensure continued alignment between curriculum content and evolving management practices. Faculty will periodically review course content to incorporate emerging topics such as digital transformation, remote workforce management, organizational agility, and change leadership. These updates will ensure that graduates are prepared to lead effectively in dynamic and complex organizational environments.

These goals will be implemented in a phased manner. During the first year, faculty will focus on enhancing instructional strategies, refining assessment tools, and expanding applied learning activities. During the second year, assessment data will be analyzed to evaluate the

effectiveness of these changes, and additional adjustments will be made based on observed outcomes.

Through these initiatives, the Management major will continue to strengthen its assessment processes, improve student learning outcomes, and maintain competitive performance relative to national benchmarking standards.

Program Assessment Contact(s)

Jean Sampson

Donna Matanane

Major: Marketing

Description

The American Marketing Association defines marketing as “the process of planning and executing the conception, pricing, promotion, and distribution of goods, services, and ideas to create exchanges that satisfy individual and organizational objectives.” The marketing curriculum is based on a customer satisfaction model that is consistent with this definition.

Mission Statement

The marketing program is designed to prepare students for professional careers in marketing, including 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 the many opportunities available in the field.

Major Student Learning Outcomes

1. Develop market 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
MKT 305	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 Instrument for Intended Student Learning Outcomes - Direct Measures of Student Learning Marketing Major	Performance Objectives (Targets/Criteria) for Direct Measures
• Marketing Research (MKT 410) project	80% of students earn at least 70% on project

Marketing Major ISLOs Assessed by this Measure: 1	
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:
<i>Marketing Research (MKT 410) project</i> 100% (46/46)
<i>Consumer Behavior (MKT 305) final exam</i> 100% (80/80)
<i>Advertising and Promotion (MKT 354) final exam</i> 100% (81/81)

Use of Data in Last Two Years

Over the past two years, the Marketing major has engaged in a systematic review of both internal course-level assessment data and external benchmarking results to evaluate student learning outcomes and guide continuous program improvement. Direct measures of student learning were collected across upper-level marketing courses, including MKT 305, MKT 354, and MKT 410. Results indicated that program benchmarks were consistently met, with all assessed courses reporting 100% attainment. These results demonstrate strong student competency in areas such as marketing strategy, consumer behavior, and integrated marketing communications.

Faculty used these internal assessment results to validate the effectiveness of the current curriculum and to identify opportunities to further enhance applied and analytical learning. Emphasis was placed on strengthening students' ability to interpret marketing data and apply insights to strategic decision-making. As a result, courses incorporated additional data-driven assignments, including marketing analytics exercises, campaign performance evaluations, and customer segmentation analysis. These enhancements were designed to ensure that students are not only able to develop marketing strategies but also evaluate their effectiveness using quantitative and qualitative data.

External benchmarking data from the Peregrine Global Services Outbound examination were also reviewed to provide comparative context. Students in the Marketing domain achieved a score of 74.60%, exceeding the AACSB-accredited institutional average of 69.14%. This performance indicates that Marketing students are demonstrating knowledge and competencies that surpass national benchmarks. Faculty used this information to reinforce confidence in the curriculum while continuing to refine areas such as digital marketing, analytics, and global marketing strategy.

In addition to direct and external assessment measures, faculty reviewed indirect indicators such as course evaluations and student engagement in experiential learning opportunities. These data confirmed that students were actively engaged in applied marketing projects, including campaign development and real-world case analysis. The program has continued to emphasize experiential learning to ensure that students can translate theoretical knowledge into practical marketing applications.

Assessment data has also been used to improve consistency and alignment across marketing courses. Faculty worked to standardize assessment rubrics and to ensure that course-level assignments clearly align with program-level student learning outcomes. This has improved the reliability of assessment results and strengthened the program's ability to track performance trends over time.

Overall, the Marketing major has demonstrated effective use of both internal and external assessment data to validate program strengths and instructional practices, and to maintain alignment with national benchmark standards. These efforts support a culture of continuous improvement and ensure that graduates are well prepared for careers in marketing and related fields.

Goals for Next Two Years

Over the next two years, the Marketing major will focus on strengthening data-driven decision-making, expanding digital and analytical competencies, and sustaining performance levels that exceed national benchmarking standards. The program will continue to use both internal course-level assessment data and external benchmarking to guide continuous improvement and ensure alignment with evolving industry expectations.

A primary goal is to maintain and expand the program's performance advantage on external benchmarking measures. Current results indicate that Marketing students outperform national comparison groups on the Peregrine Outbound examination. Faculty will review subject-level performance annually to ensure that this advantage is sustained. Particular attention will be given to emerging areas such as digital marketing, analytics, and global marketing strategy to ensure that students remain competitive in a rapidly evolving marketplace.

The program will also focus on enhancing marketing analytics and data interpretation skills across the curriculum. Faculty will incorporate additional assignments requiring students to analyze customer data, evaluate campaign performance, customer segmentation models, and performance metrics to ensure that students develop strong quantitative and analytical capabilities alongside creative strategy development.

Another key goal is to expand experiential and client-based learning opportunities. While current assessment results indicate strong performance, the program will further integrate real-world marketing projects, including partnerships with local businesses and organizations. Students will engage in campaign development, market research, and digital strategy implementation, with structured reflection and evaluation processes to ensure alignment with program-level student learning outcomes.

The Marketing major will also aim to standardize and enhance assessment practices across courses. Faculty will continue refining rubrics to ensure consistent measurement of student learning outcomes and alignment with program objectives. Course-level data will be reviewed annually to identify trends and inform instructional improvements. This process will strengthen the reliability and usefulness of assessment data in guiding program decisions.

In addition, the program will work to ensure continuous alignment with current and emerging marketing practices. Faculty will review and update course content to incorporate topics such as social media strategy, artificial intelligence in marketing, consumer data privacy, and global digital platforms. These updates will ensure that students are prepared to navigate the complexities of modern marketing environments.

Implementation of these goals will occur in phases. During the first year, the faculty will expand analytics-based learning, enhance experiential learning opportunities, and refine assessment tools. During the second year, assessment data will be analyzed to evaluate the effectiveness of these changes, and further adjustments will be made as needed.

Through these initiatives, the Marketing major will continue to strengthen its assessment practices, enhance student learning outcomes, and maintain a high level of performance relative to national benchmarking standards.

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 Track or the Athletic Equipment Management Track. The General Track provides students with training in key areas important to the sports world. These include the basic economic and social environment of the sport business, the financing and operations of facilities, and the marketing and management 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 sports teams, sports federations, golf courses, sports marketing agencies, nonprofit sports organizations, and community fitness centers.

Mission Statement

The Sport Management Major is designed to prepare students for professional careers in sport. Upon graduation, students will have the skills needed to pursue a higher degree or seek employment in a variety of opportunities 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	
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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 Sport 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:
<i>Principles of Sport Management (SPM 320) final exam</i> 80.43% (37/46)

Use of Data in Last Two Years

Over the past two years, the Sport Management Major has utilized both internal course-level assessment data and external benchmarking results to evaluate student learning outcomes and guide continuous program improvement. Direct measures of student learning were collected in an upper-level sport management course, SPM320, where the assessment focused on students' ability to apply sport marketing, management, and operational concepts. Results indicate that 80.43% of students (37 out of 46) achieved the established benchmark of earning at least 70% on the final assessment, meeting the program's performance standard. These findings demonstrate that the majority of students are successfully developing competencies in sport-related business practices.

Faculty reviewed these internal results to assess instructional effectiveness and identify opportunities for enhanced student learning. Based on this review, greater emphasis was placed on applied learning strategies, including event management simulations, sport marketing case analyses, and operational decision-making exercises. These instructional

enhancements were designed to strengthen students' ability to connect theoretical concepts to real-world applications in the sports industry.

External benchmarking data from the Peregrine Outbound examination were also incorporated into the assessment process. In the Contemporary Issues in Sport Marketing and Management domain, students achieved a score of 72.82%, exceeding comparison groups such as ACBSP (67.50%) and Higher Learning Commission Institutions (68.77%). These results indicate that students in the Sport Management major are performing above national benchmarks in sport-related content areas. Faculty used this external data to validate the curriculum's effectiveness and to identify opportunities to further strengthen areas such as sport analytics, revenue-generation strategies, and facility operations management.

In addition to direct and external measures, faculty considered indirect indicators such as student engagement in experiential learning opportunities. The Sport Management major places strong emphasis on applied experiences, including internships, event coordination, and partnerships with local sport organizations. These experiences were reviewed informally to ensure alignment with program-level student learning outcomes and to confirm that students are gaining practical skills relevant to the sport industry.

Assessment data were also used to improve consistency and alignment across courses. Faculty worked to align course-level assignments more clearly with program-level student learning outcomes and began refining assessment rubrics to ensure more consistent measurement of student performance. These efforts support more reliable data collection and facilitate ongoing program evaluation.

Overall, the Sport Management major has demonstrated effective use of assessment data to validate program strengths, enhance instructional practices, and maintain alignment with national benchmarking standards. The integration of both internal and external data sources supports a culture of continuous improvement and ensures that graduates are well prepared for careers in sport management.

Goals for Next Two Years

Over the next two years, the Sport Management major will focus on strengthening assessment processes, enhancing applied competencies in the sport industry, and sustaining performance levels that exceed national benchmarks. The program will continue to use both internal course-level assessment data and external benchmarking results to guide evidence-based improvements and ensure alignment with current and emerging trends in the sport industry.

A primary goal is to maintain and expand performance data above national benchmarks on external assessment measures. Current Peregrine Outbound results indicate that students in

the Contemporary Issues in Sport Marketing and Management domain outperform peer institutions. Faculty will review these results annually to monitor performance trends and identify specific content areas, such as sport analytics, revenue generation, and facility operations, where additional instructional emphasis may further strengthen outcomes.

The program will also prioritize enhancing analytical and data-driven decision-making skills within sport management coursework. Faculty will incorporate additional assignments that require students to analyze attendance data, evaluate the effectiveness of marketing campaigns, and assess the financial and operational performance of sports organizations. This will include expanding the use of sport analytics tools and performance metrics to ensure students develop competencies aligned with industry expectations.

Another key goal is to expand and formalize experiential learning opportunities. While the program already emphasizes applied learning through internships and event-based experiences, the next phase will include more structured documentation and assessment of these experiences. Faculty will implement a standardized experiential learning rubric and require reflective analysis to ensure that internships, event coordination, and applied projects clearly support program-level student learning outcomes.

The program will also focus on standardizing assessment practices and improving data consistency across courses. Faculty will refine assessment rubrics to ensure alignment with program-level outcomes and consistency in evaluation across sport management courses. Course-level data will be reviewed annually to identify trends in student performance and inform instructional improvements.

In addition, the Sport Management major will aim to strengthen alignment with evolving industry practices. Faculty will review and update content to incorporate emerging topics such as sport analytics, digital fan engagement, and data-driven marketing strategies. These updates will ensure that graduates are prepared to succeed in a rapidly evolving sport industry environment.

Implementation of these goals will occur in phases. During the first year, faculty will focus on expanding analytics-based assignments, refining assessment tools, and formalizing documentation of experiential learning. During the second year, assessment data will be analyzed to evaluate the effectiveness of these changes, and additional adjustments will be made based on observed outcomes.

Through these initiatives, the Sport Management major will continue to strengthen its assessment processes, improving student learning outcomes, and maintain competitive performance relative to national benchmarking standards.

Program Assessment Contact(s)

Robert Itri

Lisa Woodward

Major: Supply Chain Management and Logistics

Description

Supply chain management and logistics consist of a set of methodologies used to integrate and manage efficient systems of people, resources, and information. Supply chain management and logistics enable the effective and efficient flow of materials, finances, and information from suppliers, manufacturers, wholesalers, distributors, and retailers to the end-user and back again. The purpose is to optimize the supply chain and logistics resources in the most cost-effective approach, enabling organizations to create a sustainable competitive edge.

Mission Statement

The Supply Chain Management and Logistics major prepares students to effectively design, manage, and optimize the flow of materials, information, and financial resources across integrated supply networks. The program equips graduates with the analytical, technological, and strategic competencies needed to develop efficient, cost-effective, and sustainable supply chain solutions that give organizations a competitive advantage.

Major Student Learning Outcomes

1. Apply critical thought regarding the environment of business
2. Demonstrate knowledge of the major concepts in the functional area of business
3. Determine the value to customers, markets, and other stakeholders through the application of standard frameworks and models, which encompass supply chain management and logistics process analysis and innovation
4. Assess purchasing, procurement, sourcing, distribution, and warehousing activities effects on the supply chain and logistics management

Curriculum Map

	Major Student Learning Outcomes			
Non-Core Major Courses	1	2	3	4
SCL 316	XX	XX	XX	X
SCL 318	X	X	X	XX
MGT 376	XX	X	X	X
BUS 330	X	X	XX	X

Program Requirements

Capstone: BUS 330

Research: SCL 316

Service: N/A

Methods of Assessment

Assessment Instruments for Intended Student Learning Outcomes - Direct Measures of Student Learning Supply Chain Management and Logistics	Performance Objectives (Targets/Criteria) for Direct Measures
Operations Management Midterm Case Project/Presentation Supply Chain Management and Logistics Major ISLOs Assessed by this Measure: 1, 2, 3, 4	80% of students earn at least 75% on the project
Supply Chain Management Case Study Supply Chain Management and Logistics Major ISLOs Assessed by this Measure: 1, 2, 3, 4	80% of students earn at least 80% on the case study
Project Management Comprehensive Project Plan Supply Chain Management and Logistics Major ISLOs Assessed by this Measure: 1, 2, 3, 4	80% of students earn at least 80% on the project plan
Logistics Network/Distribution Analysis Project Supply Chain Management and Logistics Major ISLOs Assessed by this Measure: 1, 2, 3, 4	80% of students earn at least 80% on the Network/Distribution Analysis Project

Results from Assessment

Summary of Results from Implementing Direct Measures of Student Learning:
<i>Operations Management (MGT 376) Midterm Case Project/Presentation</i> 0.0% (0/0)
<i>Supply Chain Management (SCL 316) Case Study</i> 0.0% (0/0)
<i>Project Management (BUS 330) Comprehensive Project Plan</i> 0.0% (0/0)
<i>Logistics (SCL 318) Network/Distribution Analysis Project</i> 0.0% (0/0)

Use of Data in Last Two Years

Over the past two years, the Supply Chain Management and Logistics major has been in a developmental phase regarding formal assessment practices. During this period, the program was not fully integrated into the School of Business assessment and accreditation framework, and as a result, systematic program-level assessment data were not collected. While individual course assignments and grading practices provided informal indications of student performance, these data were not aggregated, analyzed, or reported at the program level.

Recognizing this gap, faculty have used the past two years to establish a structured foundation for future assessment. This process including reviewing course syllabi, identifying major assignments suitable for direct measurement of student learning, and aligning those assignments with the program's student learning outcomes. Courses such as Supply Chain Management, Logistics, Operations Management, and Project Management were evaluated to ensure that each outcome is introduced, reinforced, and assessed appropriately across the curriculum. Faculty also identified key assessment instruments, including case studies, logistics analysis projects, operations case presentations, and comprehensive project plans, that will serve as direct measures moving forward.

In addition, the program has begun developing standardized rubrics and performance benchmarks to ensure consistency in assessment across courses. These benchmarks are designed to measure students' ability to apply critical thinking, demonstrate functional knowledge, create value through supply chain frameworks, and evaluate logistics and operational decisions. The establishment of these tools reflects a transition from informal evaluation practices to a more systematic and data-driven approach.

Although formal assessment data are not available for this reporting period, the program has made meaningful progress in aligning curriculum, assignments, and student learning outcomes with institutional expectations for continuous improvement. The next assessment cycle will mark the first period of formal data collection, allowing the program to evaluate student performance trends and implement evidence-based improvements.

The preparatory work positions the Supply Chain Management and Logistics major to fully participate in the School of Business assessment process and to demonstrate measurable student learning outcomes in future reporting cycles.

Goals for Next Two Years

Over the next two years, the Supply Chain Management and Logistics major will focus on fully implementing a structured, data-driven assessment system while strengthening curricular

alignment, applied learning, and student competency development. As the program transitions from a developmental phase into a fully assessed program, the primary goal will be to establish a sustainable assessment process that produces meaningful, actionable data to support continuous improvement.

A central priority is to initiate systematic collection of direct assessment data across all core courses. Beginning in the next academic cycle, faculty will collect data from identified assessment instruments, including supply chain case studies, logistics analysis projects, operations case presentations, and comprehensive project plans. These data will be collected each semester and reviewed annually to evaluate student performance across all program-level student learning outcomes.

The program will also focus on refining and standardizing assessment rubrics and performance benchmarks. While initial criteria and targets have been established, faculty will review the first cycle of collected data to ensure that expectations are appropriately calibrated. Rubrics will be assigned across courses to ensure consistency in evaluating critical thinking, functional knowledge, value creation, and supply chain decision-making.

Another key goal is to ensure full alignment between curriculum, student learning outcomes, and assessment practices. Faculty will conduct a formal curriculum review to confirm that each outcome is clearly introduced, reinforced, and assessed across the program. Any gaps identified will result in course-level revisions, including adjustments to assessments, increased emphasis on analytical frameworks, and expanded integration of real-world supply chain tools and practices.

The program will also prioritize enhancing applied and experiential learning opportunities. Faculty will work to incorporate more real-world projects, case analyses, and potentially industry-based assignments into coursework. Where feasible, partnerships with local or regional organizations will be explored to provide students with opportunities to apply supply chain and logistics concepts in practical settings.

In addition, the program will establish a formal annual assessment review process. Faculty will meet each spring to review collected data, identify trends in student performance, and document specific action steps for improvement. These findings will be incorporated into the biennial assessment reporting cycle and used to guide instructional and curricular decisions.

Implementation of these goals will occur in phases. During the first year, the program will focus on launching data collection, refining rubrics, and ensuring consistent implementation across courses. During the second year, faculty will analyze collected data, evaluate the effectiveness of instructional and curricular changes, and make evidence-based decisions to improve student learning outcomes.

Through these initiatives, the Supply Chain Management and Logistics major will establish a strong foundation for continuous improvement, demonstrate measurable student learning, and fully align with the School of Business's assessment expectations and accreditation standards.

Program Assessment Contact(s)

Allie Helfrich

Brittany Dobill

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 score for relevant material above 70%.

General Education Assessment Contact(s)

Allie Helfrich

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 (3-5)

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

Students will:

1. Employ theories, perspectives, principles, and concepts to professional and personal relationships.
2. Engage in communication inquiry through communication scholarship.
3. Apply ethical communication principles to (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		
			<i>a</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>b</i>	<i>c</i>
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. The senior portfolio asks students to select one assignment from two of Dr. (Trask) Frank's courses, one assignment from two of Dr. Murphy's courses, and one assignment from a Communication course of their choosing. Summer 2023 we designed a rubric to standardize the assessments (Appendix A). 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 asking the same questions we use for the Senior Portfolio Rubric, the second is a focus group/exit interview.

Results From Assessment

2026 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 collection. 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, 2025, and 2026 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	2025 n = 12	2026 n = 10
Professional Relationships (1a)					
Student applies communication theories to professional and personal relationships.	3.09/2.91		3.33	3.25	2.92

Student applies communication perspectives to professional and personal relationships.	3.09/2.91		3.45	3.69	3.42
Student applies communication principles to professional and personal relationships.	3.09/2.91		3.61	2.81	3.33
Student applies communication concepts to professional and personal relationships.	3.09/2.91		3.61	3.31	3.42

Goal 2 Rubric (Instructor, Direct Assessment)

Engage in communication inquiry through communication scholarship.

	2022	2023	2024	2025	2026
Student can efficiently read and interpret communication research	3.36		3.67	3.31	3.08
Student can efficiently write an effective literature review	3.36		3.67	3.62	2.50
Student demonstrates an understanding of qualitative research methods	3.18		3.11	3.54	2.92
Student demonstrates an understanding of quantitative research methods	2.36		2.11	2.69	2.83
Student can competently design a communication research study	3.36		3	3.31	3.00
Student can competently conduct a communication research study	3		3	3.54	3.33
Student can efficiently write an effective methods section of a communication article.	3.2		2.89	2.85	2.75
Student can effectively write a results and discussion section of a communication article.	3		2.67	3.15	3.08

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	2025	2026
Embrace Diversity (3a)					
Student embraces cultural plurality	3.18		3.22	3.19	3.42
Student embraces social justice and equality	2.91		2.77	3.19	3.00
Student is self-reflective of cultural influences	3.18		3.44	3.06	3.25
Influence Public Discourse (3b)					
Student can critically analyze and evaluate public communication	3.36		3.44	3.56	2.92
Student uses ethical communication techniques	3.09		3.67	3.62	3.25
Student demonstrates a balanced, fair, and objective approach to public discourse	3.27		3.56	3.13	3.00
Engage in Organizational Leadership (3c)					
Student demonstrates an understanding of leadership and organizational communication	3.45		3.44	3.94	3.00
Student can critically analyze and evaluate ethical leadership strategies and techniques.	3.27		3.22	3.19	3.00
Student demonstrates potential to be an effective and ethical leader.	3.27		3.56	3.44	3.42

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	2025	2026
Efficacy in Writing (4a)					
Student demonstrates competency in writing	3.36		3.44	3.31	3.25
Student demonstrates competency in AP and APA style	2.90		3	2.44	2.42
Student can competently write in a variety of styles and contexts	3.18		3	3.19	3.41
Efficacy in Oral Communication (4b)					
Student demonstrates competency in nonverbal delivery.	2.90		3.67	3.56	2.92
Student demonstrates competency in effective listening.	2.72		3.44	3.13	3.25
Student demonstrates competency in speech writing.	2.82		3.44	3.44	3.17
Efficacy in Critical Thinking (4c)					
Student effectively supports arguments and claims using credible support.	3.18		3.33	2.63	3.00
Student can effectively assess the credibility and overall quality of a source.	3.09		3.33	3.50	3.08
Student engages in thoughtful, well-reasoned, and ethically sound discussion on a variety of subjects.	3.18		3.22	3.31	3.08

2026 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.

In 2024, we set the benchmark at 4.0 for each indicator of the Self-efficacy Survey. We highlighted the goals that did not meet this benchmark.

Professional Relationships (1a)	2022	2024	2025
2026			
I can apply communication theories to professional relationships.	4.1	4.1	4.6
3.9			
I can apply communication perspectives to professional relationships.	4.1	4.3	4.8
4.6			
I can apply communication principles to professional relationships.	4.1	4.3	4.7
4.5			
I can apply communication concepts to professional relationships.	4.1	4.8	4.7
4.8			

Professional Relationships (1b)

I can apply communication theories to personal relationships. 4.3	3.9	4.5	4.6
I can apply communication perspectives to personal relationships. 4.6	3.9	4.9	4.7
I can apply communication principles to personal relationships. 4.8	3.9	4.8	4.6
I can apply communication concepts to personal relationships. 4.8	3.9	4.9	4.7

Goal 2

Communication Research (2)

I can efficiently read and interpret communication research. 4.2	3.1	4.1	4.5
I can efficiently write an effective literature review. 4.0	3.6	4.3	4.3
I understand qualitative research methods. 4.6	3.5	4.3	4.3
I understand quantitative research methods. 4	2.1	3.8	4.4
I can competently design a communication research study. 4.2	2.5	4	4.5
I can competently conduct a communication research study. 4.3	2.5	3.8	4.3
I can efficiently write an effective methods section of a communication article. 4	3.5	4.1	4.2
I can effectively write a results and discussion section of a communication article. 4.3	3.1	4.4	4.5

Goal 3

Embrace Diversity (3a)

I embrace cultural plurality. 4.6	4.5	4.6	4.8
I embrace social justice and equality. 4.8	4.5	4.6	4.7
I am self-reflective of my own cultural influences. 4.8	4.5	4.6	4.8

Influence Public Discourse (3b)

I can critically analyze and evaluate public communication. 4.2	4.1	4.4	4.1
I use ethical communication techniques. 4.2	4.5	4.5	4.3
I can demonstrate a balanced, fair, and objective approach to public discourse. 4.5	4.5	4.5	4.4

Engage in Organizational Leadership (3c)

I understand leadership and organizational communication.	4.2	4.5	4.7
4.8			
I can critically analyze and evaluate ethical leadership strategies and techniques.	3.5	4.1	4.6
4.7			
I have the potential to be an effective and ethical leader.	4.1	4.5	4.7
4.6			

Goal 4

Efficacy in Writing (4a)

I am an effective writer.		4.3	4.3
4.3 4.2			
I understand AP style.	2.4	4	3.6
4.3			
I understand APA style.	3.0	4.3	4
4.5			
I can competently write in a variety of styles and contexts.	3.2	4.4	4.3
4			

Efficacy in Oral Communication (4b)

I can use nonverbal communication to enhance my communication.	4.8	4.9	4.8
4.7			
I am an excellent listener.	4.7	4.6	4.6
4.1			
I am an excellent speech writer.		4.4	4.1
4.3 4.1			

Efficacy in Critical Thinking (4c)

I effectively support my arguments and claims using credible support.	4.3	4.1	4.7
4.4			
I can effectively assess the credibility and overall quality of a source.	4.6	4.1	4.8
4.4			
Engage in thoughtful, well-reasoned, and ethically sound discussion on a variety of subjects.	4.6	3.8	
4.5 4.6			

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. Many students commented on how their skills were refined through different assignments. Students appreciated how many skills they acquired through different learning assessments. Some particular assignments that received recognition were:

Sports Communication - Acting as a Commentator - "I learned that sports commentating takes much more talent than most believe. A commentator needs to be aware of what's happening in the game, be

able to communicate clearly, provide an explanation of the play unfolding, and entertain the audience, all while being under constant pressure of not knowing what will happen next.”

Family Communication – Family Cajitas Assignment - “Having an interview with my parents and grandparents allowed me to get a better understanding of my family's communication style as well as our relationship with each other and how past events can affect the way they communicate.”

Interpersonal Communication – Dear Bogey Assignment – “I learned how to connect deeply with others and write to match how the audience is feeling. I also learned how to condense my writing into smaller sections while still being very descriptive.

Theme #2: Real World Experiences. Many students commented on how communication classes taught them how to better prepare themselves for life after college (or the “real-world” as they called it). A few students mentioned:

“The group projects and discussions especially helped me understand how communication works in real settings.”

“Small Group Communication was honestly top tier for helping me figure out how to work better in groups.”

“I was able to take what we learned about communication in close relationships and apply it to the “Dear Bogey” advice assignments, which involved real-world, personal issues with people. Through these assignments, I realized that communication theories and principles could be applied to better understand and improve real-life relationships.”

“Every class I feel like we compared our lives to concepts.”

“The Family Communication Interview Assignment allowed me to relate the class concepts we have covered in our classroom to real-world family communications.”

Theme #3: Finding Themselves and Their Voices – Confidence and Self- Efficacy. Students found themselves learning more about themselves and how they communicate in the world. Some students mentioned:

“I learned a lot about myself. I learned that I should trust myself and my voice. It also changed my perspective and made me realize that my thoughts and opinions are valuable and deserve to be shared just as much as anyone else’s.” (COM 340 Social Media and Public Relations, Fall 2025, Personal Brand Assignment).

“Even though Gender Communication made me a little uncomfortable at first, I ended up learning so much from it and now I feel way more confident having those harder conversations about gender.” (COM 375 Gender and Communication, Spring 2026, Self-Efficacy Report)

“Interpersonal Communication helped me develop confidence in this goal (1b) due to the fact that the class emphasized understanding of interpersonal communication.” (COM 252 Interpersonal Communication, Self-Efficacy Report)

“Senior Sem and Small Group. Both classes allowed me to be a leader and I feel I have gained more confidence as far as the way I lead people and I also learned where I am more comfortable leading and the way I go about it.” (Spring 2026, Self-Efficacy Report)

Theme #4: Pacing of Course. Students provided feedback on the pacing of a few courses (COM 430, COM 460 in particular), noting that some topics (Literature Review) felt rushed and expressed interest in spending additional time engaging with certain material.

Use of Data in Last Two Years

Based on data collected and goals established in our 2024 bicentennial assessment, we proposed and completed the following changes:

1. **Emphasized AP and APA style.**
 - a. AP was highlighted in COM 315: Strategic Communication. All assignments were required to be written in AP style. They completed a “bootcamp” spending two weeks on this particular writing style and ending with an exam.
 - i. “I learned how to write AP style...a large portion of this class was learning the structure, formatting, and expectations of AP styles, so it was very rewarding when Dr. Murphy told me I did a great job on the assignment.” (Student Portfolio Feedback, Fall 2025, COM 315)
 - b. APA was taught in COM 252: Interpersonal Communication. We utilized outside resources through Holman Library and two assignments were assigned tied to understanding this particular writing style.
2. **Finalized our Direct and Indirect assessment tools.**
3. **Rearranged courses.**
 - a. We moved COM 430: Communication Theory to Fall and COM 460: Research Methods to Spring offerings to offer smoother transition to better achieve Goal 2. The change occurred the current academic year, we do not expect to see improvement in scores until 2026-2027.
4. **Student Research**
 - a. Dr. Frank and Dr. Murphy encouraged students to attend McKendree’s Career Service Networking events and prepared them for the events with assistance in resume writing, interviewing skills, and crafting an elevator pitch (COM 490 Senior Seminar). Dr. Frank and Murphy took two students (three students’ research was accepted, but one was unable to attend due to last minute conflict) to Central States Communication Association convention in April 2025. These students completed their research in both Dr. Murphy and Dr. Frank’s classes.

Based on data collected, we propose the following for the 2026/2027 semester.

Communication Application.

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	2025 n = 12	2026 n = 10
Professional Relationships (1a)					
Student applies communication theories to professional and personal relationships.	3.09/2.91		3.33	3.25	2.92
Student applies communication principles to professional and personal relationships.	3.09/2.91		3.61	2.81	3.33

Professional Relationships (1a) 2026

	2022	2024	2025
I can apply communication theories to professional relationships.	4.1	4.1	4.6
3.9			

Dr. Murphy will discuss ways to offer Organizational Communication in face to face formats (Murphy, Fall 2026).

Goal 2 Rubric (Instructor, Direct Assessment) Engage in communication inquiry through communication scholarship.	2022	2023	2024	2025	2026
Student can efficiently write an effective literature review	3.36		3.67	3.62	2.50
Student demonstrates an understanding of qualitative research methods	3.18		3.11	3.54	2.92
Student demonstrates an understanding of quantitative research methods	2.36		2.11	2.69	2.83
Student can efficiently write an effective methods section of a communication article.	3.2		2.89	2.85	2.75
Student can effectively write a results and discussion section of a communication article.	3		2.67	3.15	3.08

Com 460 will be revised to improve efficacy of quantitative research based on the results from both the direct and indirect assessments (Frank, Spring 2027). Drs. Frank and Murphy will also discuss ways to get students more involved in their own research (Murphy and Frank, Fall 2026/Spring 2027).

Goal 3 Rubric (Instructor Direct Assessment) Apply ethical communication principles in order to embrace diversity, influence public	2022	2023	2024	2025	2026
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discourse, and engage in organizational leadership. a) Diversity b) Public Discourse c) Organizational Leadership					
Influence Public Discourse (3b)					
Student can critically analyze and evaluate public communication	3.36		3.44	3.56	2.92
Student uses ethical communication techniques	3.09		3.67	3.62	3.25
Student demonstrates a balanced, fair, and objective approach to public discourse	3.27		3.56	3.13	3.00

We believe our change in the content collected for our Senior Seminar portfolio will help these scores (Frank/Murphy, 2027).

Writing, Presentations, and Critical Thinking

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	2025	2026
Efficacy in Writing (4a)					
Student demonstrates competency in AP and APA style	2.90		3	2.44	2.42
Student can competently write in a variety of styles and contexts	3.18		3	3.19	3.41
Efficacy in Oral Communication (4b)					
Student demonstrates competency in nonverbal delivery.	2.90		3.67	3.56	2.92
Efficacy in Critical Thinking (4c)					
Student effectively supports arguments and claims using credible support.	3.18		3.33	2.63	3.00

Goal 4

Efficacy in Writing (4a)

I understand AP style.

4.3

2.4 4 3.6

We are interested in developing a more strategic way to encourage students to use APA and AP style. Dr. Murphy will continue to focus on AP style in Com 315 and Dr. Frank will work on APA in COM 252. (Murphy and Frank, Fall 2026)

Course Pacing.

Drs. Frank and Murphy will share their syllabus with each other to review and offer feedback for course pacing, if one is spending too much/not enough time on content, projects, and assignments. (August 2026, January 2027).

Goals for Next Two Years

Standardize the focus group/exit interview questions for Senior Seminar (Frank, Spring 2027).

Change of portfolio content. Dr. Frank will present the above rubrics to the Senior Seminar class. Students will select assignments they believe best demonstrate their abilities within each of the four goals, include the selected assignment, and complete a reflective piece connecting their work to the corresponding criteria (Frank, Spring 2027).

In future years, Dr. (Trask) Frank and Dr. Murphy will each review 60% of the portfolios (with 20% overlap to verify reliability) for direct assessment of the Senior Portfolio.

Pre-test self efficacy. We will give out the self-efficacy instrument in COM 252 (pre-test) (Frank, Fall 2026) and in COM 490 (post-test) (Frank, Spring 2027).

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 2026)

Program Assessment Contact(s)

Dr. Richard Murphy

Dr. Sara Frank

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

2024/SU	μ	3.56	3.31	3.38	3.5	3.75	2.75	3.06
	n	16	16	16	16	16	16	16
2024/FA	μ	3.45	3.23	3.03	3.29	3.26	2.71	3.28
	n	140	140	139	140	140	140	140
2025/SP	μ	3.11	3.02	2.99	3.21	2.92	2.72	3.00
	n	105	105	105	105	105	105	105
2025/SU	μ	3.14	3.21	2.79	3.36	3.07	2.5	2.5
	n	14	14	14	14	14	14	14
2025/FA	μ	3.64	3.46	3.13	3.43	3.72	2.98	3.2
	n	61	61	61	61	61	61	61
Total 2024 Assessment		3.31	3.09	3.08	3.27	3.21	2.58	2.84
Total 2026 Assessment		3.33	3.12	3.10	3.29	3.24	2.63	2.94

Key:

Criterion 1 – Purpose
 Criterion 2 – Content
 Criteria 3 – Evidence
 Criteria 4 - Organization
 Criteria 5 – Language
 Criteria 6 – Delivery
 Criteria 7 – Presentation Aids

Instrument Scale: 1 = Beginning, 2 = Low Intermediate, 3 = High Intermediate, 4 = Advanced

Target Goal: Mean score of 2.00 or higher, all scores highlighted in yellow indicate benchmark achieved.

Use of Data in Last Two years

During our last biennial assessment, we set the following goals:

- Goal #1 – Improve Speech Delivery scores – Our scores increased from 2.58 to 2.63.
- 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. – We selected a new textbook.
- Goal #3 – Our second lowest score is Presentational Aids. We will focus our attention on visual aids, with an emphasis on PowerPoint. Our scores improved from 2.84 to 2.94.

Goals for Next Two Years

1. Continue to work on Speech Delivery and Presentation Aids. (Murphy & Frank, 2026-2027)

2. Collect Data that sorts out face-to-face vs online students. (Murphy 2027)

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
2025/SP	μ	2.79	2.79	2.42	2.58	0
	n	24	24	24	24	0
2026/SP	μ	2.75	2.93	2.44	2.69	2.38
	n	16	15	16	16	16

**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.

Use of Data in Last Two years

In 2024 – We set the following goals for this course:

1. Determine which criterion from the General Education Diversity rubric COM 353 will assess. After discussion with the Diversity Sub-Committee, all five criterion were used starting in 2026.
2. Better align assignments with course objectives. - Completed
3. 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. Bench mark established. – Completed

Goals for next Two Years

1. Research and implement strategies to improve criteria 3 & 4. (Frank, Fall 2027).
2. Review General Education curriculum application and make changes as needed. (Frank, Fall 2027).

General Education Assessment Contact(s)

Dr. Richard Murphy – remurphy@mckendree.edu

Dr. Sara Frank – slfrank@mckendree.edu

Computer Science

Mission Statement

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

Student Learning Outcomes (3-5)

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

Curriculum and Program Map

Courses, experiences, or mission-consistent activities	Student learning outcomes				
	1	2	3		
PROGRAM COURSES					
CSI 131	x		x		
CSI 132	x		x		
CSI 230	xx		xx		
CSI 235	x		x		
CSI 300	x		x		
CSI 330	x		x		
CSI 335	x		x		
CSI 345			x		
CSI 410	x	x	x		
CSI 450		x	x		

CSI 465	x	x	x		
CSI 497	xx	xx	xx		
CSI 498	xx	xx	xx		

Program Requirements

Capstone: CSI 497/498 Senior Seminar

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

Research:

See the above.

Service:

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

Methods of Assessment

The **Division of Computing** assesses its outcomes primarily through the use of course grading, including in-class exams, quizzes, homework, individual and team projects; individual senior seminar projects; internships; discussion with students and colleagues; and regular discussions concerning assessment at division meetings. More specifically the following student work tasks are used in our assessment.

1. Course examinations and quizzes are conducted demonstrating individual student learning. These results are used in conjunction with class assignments to assess a student grade for the course. The course grade provides an indication of the student achievement of the goals of the course. The student's average of course grades provide an indication of overall program success.
2. Student projects are used to demonstrate the student's ability to apply theoretical and practical knowledge. Semester-long projects are required in sophomore and senior level courses. Students also undertake group and individual projects in many of the division's courses at the junior and senior level. Group projects help to

prepare students for career settings. More immediately, the group project demonstrates the student's ability to implement and communicate analytic reasoning skills, critical reasoning skills, and content knowledge.

3. A senior capstone project is completed CSI 497 (1 credit) and CSI 498 (2 credit) which separates the project into two distinct phases. CSI 497 allows the student to develop a project idea in the first semester and CSI 498 allows the student to implement the project in the subsequent semester. The project requires students to apply material from the curriculum to a significant project which may be either theoretical or a practical application.
4. The Division uses several rubrics to assess the MLO's of Problem Solving, Communication, and Content Knowledge. The CSI 230 Project rubric is used to address problem solving skills and content knowledge at the end of first year of the program, and the CSI 498 Project rubric is used to address these at the end of the program. The CSI 497 Proposal rubric addresses written communication and the CSI 498 Oral Presentation rubric addresses oral communication. Finally, the CSI 230 Project rubric and the CSI 498 Project rubric address Content Knowledge. (Rubrics attached at the end of this document)

Assessment of Problem-Solving Skills

Evaluation Instruments

1. Student Projects grades and Rubrics
2. Student Success after graduation

Evaluation Criteria

1. Through course projects students demonstrate the ability to apply theoretical and practical knowledge. The student demonstrates the ability to analyze the problem statement, develop a solution, implement the solution and assess the quality of the solution using critical reasoning.
2. Graduates of the programs are prepared to pursue their individual goals. Most students seek employment in an area of computing, some seek employment outside any area of computing, and some pursue further education.

Standard of Success

1. It is expected that 75% or more of our students to obtain a grade of B- or above on the sophomore level project and 85% or more of our students to obtain a grade of B+ or above on the senior level project.

Results: 78% of the students in CSI 230 achieved a grade of B- or better on the sophomore level project. 100% of the students in CSI 498 achieved a grade of B+ or better on the CSI 498 senior level project.

2. It is expected that 90% or more of our graduates to be employed in a desired position or enrolled in a graduate education program within six months after date of graduation from McKendree University.

Results: 94% of our students graduating in the last 2 years were employed in an area related to their degree or pursuing graduate education six months after graduation.

Assessment of Communication Skills

Evaluation Instruments

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

Evaluation Criteria

1. Specific courses ENG 360, CSI 497, and CSI 498 have curriculum content intended to address the communication of content related material. The courses involve students' communication of technical and researched material in written and oral form.

Standard of Success

1. It is expected that 85% of our students obtain a grade of C- or better in the ENG 360 course.

Results: 100% of our graduates have achieved a grade of C- or better in ENG 360.

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

Results: . 100% of the students in CSI 498 achieved a grade of B+ or better on the CSI 498 senior level project.

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

Results: 100% of the students in CSI 498 gave an oral presentation with a grade of B or above.

Assessment of Content Knowledge

Evaluation Instruments

1. Course Grading
2. Internship reports
3. Senior level projects

Evaluation Criteria

1. Exams, quizzes, homework and in class assignments are graded. Combined, these grades provide an indicator of the student understanding of the course content. Major course grades provide an indicator of student content knowledge for the major. The student's GPA provides an indicator of the level to which the student has been successful in the goals of the degree program.
2. Students enter internship programs with small, medium, and large businesses throughout the geographic region. All graded internships require the student to complete a log of work activities, a report of work activities and the supervisor to complete an assessment of the student's ability.
3. The senior level projects provide an indicator of not only the student understanding of individual topics within the curriculum but also the students' ability to synthesize from this knowledge. The senior project requires students to put information together from throughout the curriculum and produce a significant project.

Standard of Success

1. It is expected that 95% of our students to maintain an overall GPA of 2.5 or higher, and 75% to maintain a GPA of 3.0 or higher in major courses.

Results: Data is not available this year.
2. It is expected that 95% of participating students to average at least a "good" rating on the Supervisor Evaluation of Intern Midterm report.

Results: 100% of the students achieve a "good" or better rating on the supervisor evaluation.
3. It is expected that 75% or more of our students to obtain a grade of B- or above on the sophomore level project and 85% or more of our students to obtain a grade of B or above on the senior level project.

Results: 78% of the students in CSI 230 achieved a grade of B- or above on the sophomore level project. 100% of the students in CSI 498 achieved a grade of B+ or better on the CSI 498 senior level project

Goals for Next Two Years

The Division is currently in the process of reviewing curriculum for updating the Computer Science major. With emerging new trends in the field providing a relevant curriculum is our goal.

In the past year, we updated the program with the elimination of ENG 360, and replacing CSI 465 Compiler Design with CSI 475 Natural Language Processing and Generative AI.

Program Assessment Contact(s)

Kian Pokorny

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)
CSI 131 Computational Thinking	Inquiry and Problem Solving	Computer Competency

Methods of Assessment

CSI 131: LO Students will gain familiarity with the basics of computer terminology and operation.

Assessment: Outcomes are assessed primarily through the use of course grading, including in-class exams, quizzes, homework, individual and team projects. The general education rubric is also used.

Results From Assessment

[List learning outcomes. State the result for each outcome. Indicate the relation of the result to the benchmark for each objective.]

CSI 131: The overall score on the IPS rubric is 3.27 on a scale of 0-4. Based on the overall rubric students in the course, “gain familiarity with the basics of computer terminology and operation”.

Use of Data in Last Two years

Changes in the last two years have been driven largely by developments within the discipline. We have added new courses to the curriculum that address emerging trends in artificial intelligence. Additionally, we have adjusted our classroom approaches not only to reflect the impact of AI on the discipline, but also to address students' attitudes toward and needs related to the use of artificial intelligence in their studies.

Goals for Next Two Years

For the next two years, we plan to continue monitoring and assessing student coursework, employment outcomes, and our curriculum alignment with national and international standards. This will remain an ongoing process. Based on student outcomes in courses, we regularly evaluate instructional strategies and approaches to improve results.

Our greatest challenges involve assessing the impact of artificial intelligence on the discipline, the job market, and students' approaches to their coursework. We are currently witnessing significant shifts in how computer scientists approach their work. Over the next two years, we expect new trends to emerge in the skills required of graduates as well as in the pedagogical approaches needed to prepare them.

General Education Assessment Contact(s)

Ahed Elmsallati, Theodore Massey, Mostafa Mostafa, Kian Pokorny

Cybersecurity

Major or Program:

Cybersecurity

Mission Statement:

The mission of the Cybersecurity program is to prepare students to secure and defend computing systems through a strong foundation in computing, mathematics, and security principles. Students learn to analyze risks, apply ethical and legal considerations, and employ appropriate tools and methodologies to protect information systems. Graduates are prepared for professional practice and advanced study in cybersecurity and related disciplines.

Student Learning Outcomes:

1. **Problem Solving:** Graduates should be able to demonstrate analytic and critical reasoning ability through the analysis, development, and implementation of security solutions to cyber systems.
2. **Communication:** Graduates should be able to communicate effectively utilizing current technology in information systems. This includes the acquisition, summarization, and presentation of existing and synthesized knowledge.
3. **Content Knowledge:** Graduates should be able to demonstrate an understanding of security issues in regards to computer and communication systems. This includes both hardware and software systems, including the design, development, implementation, and integration of security systems into an organization's infrastructure.

Curriculum and Program Map:

Program Courses	Student Learning Outcomes (X being taught, XX being assessed)		
	1. Problem Solving	2. Communication	3. Content Knowledge
CSI 131 Computational Thinking	X	X	
CSI 132 Introduction to Programming	X	X	
CSI 205 Data Visualization	X	X	
CSI 215 Introduction to Databases	X		X
CSI 230 Introduction to Computing	XX		XX
CSI 235 Mathematics of Computing	X		
CSI 300 Computer Organization and Architecture	X		X
CSI 330 Data Structures and Algorithms	X		X
CSI 337 Information Security	X	X	X
CSI 345 The Structure of Operating Systems	X		X
CSI 357 Ethical Hacking	X	X	X
CSI 369 Social, Legal and Ethical Issues of Computing (W)	X	X	X
CSI 410 Software Engineering (W)	X	X	X
CSI 434 Introduction to Cryptography	X		X
CSI 445 Data Mining	X	X	X
CSI 450 Computer Networking and Communications	X	X	X
CSI 467 Digital Forensics	X	X	X

CSI 497 Senior Seminar I	XX	XX	XX
CSI 498 Senior Seminar II	XX	XX	XX

Program Requirements

1. **Capstone:** Senior Seminar I (CSI 497) and Senior Seminar II (CSI 498). This is a full-year capstone experience where students pick a topic of interest related to cybersecurity. They write a proposal during the first term and implement the project in the second term. The project is done independently and involves significant self-directed research to complete the task.
2. **Research:** See above. The capstone project serves as the primary research experience.
3. **Service:** The major does not implement any significant service components into the curriculum. Opportunities exist for service in the form of helping to maintain the computer lab, assist in tutoring fellow students, and participating in field-specific student organizations (UPE and ACM).

Methods of Assessment

The Division of Computing assesses its outcomes primarily through the use of: course grading, including in-class exams, quizzes, homework, individual and team projects; individual senior seminar projects; internships; discussion with students and colleagues; and regular discussions concerning assessment at division meetings. More specifically the following student work tasks are used in our assessment.

1. **Course examinations and quizzes** are conducted demonstrating individual student learning. These results are used in conjunction with class assignments to assess a student grade for the course. The course grade provides an indication of the student achievement of the goals of the course. The student's average of course grades provides an indication of overall program success.
2. **Student projects** are used to demonstrate the student's ability to apply theoretical and practical knowledge. Students undertake group and individual projects in many of the division's courses at the junior and senior level, often with a focus on security. These projects help to prepare students for career settings and demonstrate the student's ability to implement and communicate analytic reasoning skills, critical reasoning skills, and content knowledge.
3. A **senior capstone project** is completed in CSI 497 (1 credit) and CSI 498 (2 credits), which separates the project into two distinct phases. CSI 497 allows the student to develop a project idea in the first semester, and CSI 498 allows the student to implement the project in the subsequent semester. The project requires students to apply material from the curriculum to a significant project, which may be either theoretical or a practical application, with a strong emphasis on security.
4. The Division uses several rubrics to assess the MLOs of Problem Solving, Communication, and Content Knowledge. The CSI 230 Project Rubric is used to address problem-solving skills and content knowledge at the end of first year of the program, and the CSI 498 Project Rubric is used to address these at the end of the program. The CSI 497 Proposal rubric addresses written communication, and the CSI 498 Oral Presentation rubric addresses oral communication. Finally, the CSI 230 Project rubric

and the CSI 498 Project rubric address Content Knowledge. (Rubrics are attached at the end of this document.)

Results From Assessment

Assessment of Problem-solving Skills:

- **Evaluation Instruments:**
 1. Student Projects grades and Rubrics
 2. Student Success after graduation
- **Evaluation Criteria:**
 1. Through course projects, students should demonstrate the ability to apply theoretical and practical knowledge. The student should demonstrate the ability to analyze the problem statement, develop a solution, implement the solution and assess the quality of the solution using critical reasoning.
 2. Graduates of the programs are prepared to pursue their individual goals. Most students seek employment in an area of computing, some seek employment outside any area of computing and some pursue further education.
- **Standard of Success:**
 1. It is expected that 75% or more of our students will obtain a grade of B- or above on the sophomore-level project in CSI 230 and 85% or more of our students will obtain a grade of B or above on the senior-level capstone project.
 - **Results:** 78% of the students in CSI 230 achieved a grade of B- or better on the sophomore-level project. Data from the most recent cycle shows 100% of students achieved a grade of B+ or better on the CSI 498 senior capstone project.
 2. It is expected that 90% or more of our graduates will be employed in a desired position or enrolled in a graduate education program within six months after the date of graduation from McKendree University.
 - **Results:** 94% of our students graduating in the last 2 years were employed in an area related to their degree or pursuing graduate education six months after graduation.

Assessment of Communication Skills:

- **Evaluation Instruments:**
 1. Within specific courses:
 - a. ENG 360 - Successful completion of technical writing.
 - b. CSI 369 - Position papers and case study analyses on social, legal, and ethical issues.
 - c. CSI 497 - Written project proposal.
 - d. CSI 498 - Presentations.
- **Evaluation Criteria:**
 1. Specific courses ENG 360, CSI 369, CSI 497, and CSI 498 have curriculum content intended to address the communication of content-related material. The courses involve students' communication of technical and researched material in written and oral form.

- **Standard of Success:**

1. It is expected that 85% of our students will obtain a grade of C- or better in the ENG 360 course.
 - **Results:** 100% of our students have achieved a grade of C- or better in ENG 360.
2. It is expected that 85% or more of our graduates will obtain a grade of B or above on the senior-level project proposal. This project proposal represents the student's written communications ability.
 - **Results:** 100% of the students in CSI 498 achieved a grade of B+ or better on the CSI 498 senior level project.
3. It is expected that 85% or more of our graduates will have given an oral presentation of material at the senior level with a grade of B or above.
 - **Results:** 100% of the students in CSI 498 achieved a grade of B+ or better on the CSI 498 senior level project.

Assessment of Content Knowledge:

- **Evaluation Instruments:**

1. Course Grading
2. Internship reports
3. Senior-level projects

- **Evaluation Criteria:**

1. Exams, quizzes, homework and in-class assignments are graded. Combined, these grades provide an indicator of the student's understanding of the course content. Major course grades provide an indicator of student content knowledge for the major. The student's GPA provides an indicator of the level to which the student has been successful in the goals of the degree program.
2. Students enter internship programs with small, medium and large businesses throughout the geographic region. All graded internships require the student to complete a log of work activities, a report of work activities, and the supervisor to complete an assessment of the student's ability.
3. The senior-level projects provide an indicator of not only the student's understanding of individual topics within the curriculum but also the student's ability to synthesize from this knowledge. The senior project requires students to put information together from throughout the curriculum and produce a significant project.

- **Standard of Success:**

1. It is expected that 95% of our students will maintain an overall GPA of 2.5 or higher, and 75% will maintain a GPA of 3.0 or higher in major courses.
 - **Results:** Data is not available this year.
2. It is expected that 95% of participating students will average at least a "good" rating on the Supervisor Evaluation of Intern reports.
 - **Results:** 100% of the students achieve a "good" or better rating on the supervisor evaluation.

3. It is expected that 75% or more of our students will obtain a grade of B- or above on sophomore level projects (CSI 230) and 85% or more of our students will obtain a grade of B or above on the senior-level capstone project.
 - **Results:** 78% of the students in CSI 230 achieved a grade of B- or above. 100% of the students in CSI 498 achieved a grade of B+ or better on the CSI 498 senior level project.

Use of Data in Last Two Years

Curriculum Enhancement (CSI 230): Assessment data from the Introduction to Computing course indicated that while students understood theoretical concepts, they struggled with the practical application of some concepts and the use of certain libraries presented in the course. In response, we integrated more hands-on lab time within CSI 230 itself, focusing on foundational programming concepts (e.g., pointers, dynamic allocations, and object-oriented programming) to better prepare them for the advanced content in upper-level classes.

Goals for Next Two Years

The Division is currently in the process of reviewing curriculum for updating the Cybersecurity major. With emerging new trends in the field providing a relevant curriculum is our goal.

In the past years, we have made several significant updates to the program to enhance its relevance and rigor:

- **Eliminated ENG 360** from the required core curriculum.
- **Eliminated CSI 357 - Network Security** and **CSI 337 - Secure Software Development** as standalone courses.
- **Updated the curriculum of CSI 450 - Computer Networks** and **CSI 410 - Software Engineering** to integrate their core topics directly related to cybersecurity, ensuring that security concepts are taught in the context of networking and software development rather than in isolated courses.

Moving forward, our goals for the next two years are as follows:

1. **Curriculum Alignment with Industry Standards:** We will complete a full review of the revised curriculum to ensure it aligns with the latest NICE Cybersecurity Workforce Framework and CAE-CD knowledge units. This review will confirm that the integration of network security into CSI 450 and secure software development into CSI 410 provides sufficient depth and coverage for our graduates.
 - **Timetable:** Review to be completed by the end of Fall 2027, with any necessary adjustments implemented for the Spring 2028 semester.

2. **Develop a Cybersecurity-Specific Internship Database:** To improve internship placement and tracking, we will work with Career Services to create a database of regional companies and organizations that specifically hire for cybersecurity roles.
 - **Timetable:** Initial meetings with Career Services in Fall 2026, database populated by Spring 2027, actively used for student advising starting Fall 2028.
3. **Review and Update Assessment Rubrics:** The division will review the rubrics used to ensure they remain aligned with the updated curriculum and learning outcomes.
 - **Timetable:** Review to be completed during the Fall 2026 and Spring 2027 division meetings, with updated rubrics implemented for the 2027-2028 academic year.

Program Assessment Contacts:

Ahed Elmsallati

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)
CSI 131 Computational Thinking	Inquiry and Problem Solving	Computer Competency

Methods of Assessment

CSI 131: LO Students will gain familiarity with the basics of computer terminology and operation.

Assessment: Outcomes are assessed primarily through the use of course grading, including in-class exams, quizzes, homework, individual and team projects. The general education rubric is also used.

Results From Assessments

CSI 131: The overall score on the IPS rubric is 3.27 on a scale of 0-4. Based on the overall rubric students in the course, “gain familiarity with the basics of computer terminology and operation”.

Use of Data in Last Two years

Changes in the last two years have been driven largely by developments within the discipline. We have added new courses to the curriculum that address emerging trends in artificial intelligence. Additionally, we have adjusted our classroom approaches not only to reflect the impact of AI on the discipline, but also to address students’ attitudes toward and needs related to the use of artificial intelligence in their studies.

Goals for Next Two Years

For the next two years, we plan to continue monitoring and assessing student coursework, employment outcomes, and our curriculum alignment with national and international standards. This will remain an ongoing process. Based on student outcomes in courses, we regularly evaluate instructional strategies and approaches to improve results.

Our greatest challenges involve assessing the impact of artificial intelligence on the discipline, the job market, and students’ approaches to their coursework. We are currently witnessing significant shifts in how computer scientists approach their work. Over the next two years, we expect new trends to emerge in the skills required of graduates as well as in the pedagogical approaches needed to prepare them.

General Education Assessment Contacts

Kian Pokorny, Mostafa Mostafa, Ahed Elmsallati, Theodore Massey.

Management Information Administration

Mission Statement

The Management Information Systems program's mission is to deliver high-quality education to our undergraduate students by preparing them to understand the Information Systems environment as well as lead an IS/IT team. The Management Information System program covers a wide range of fundamental courses to lay the foundation for information systems and business knowledge for its graduates. The Management Information Systems program provides an undergraduate major program in the management of information systems, preparing students for scholarship and applied research.

Student Learning Outcomes (3-5)

1. **Problem Solving:** Graduates should be able to demonstrate analytic and critical reasoning ability through the analysis, development, and implementation of business technology and information systems solutions to meet corporate and organizational needs.
2. **Communication:** Graduates should be able to communicate effectively, utilizing current technology in information systems. This includes the acquisition, clear summarization, and strategic presentation of existing and synthesized business-technical knowledge to cross-functional teams.
3. **Content Knowledge:** Graduates should be able to demonstrate a comprehensive understanding of core database systems, computing architectures, and enterprise infrastructure. This includes understanding software and hardware integration, data lifecycle governance, and aligning technical implementations with corporate strategy.

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.

Courses, experiences, or mission-consistent activities	Student learning outcomes		
	1	2	3
Program Courses			
CSI 131	X		X
CSI 132	X		X
CSI 215	X	X	X
CSI 315	X	X	X
CSI 337	X	X	X
CSI 417	X	X	X
CSI 497	XX	XX	XX

CSI 498	XX	XX	XX
MGT 204			
ACC 205			
BUS 310			
MGT 314			
BUS 410			
MTH 170			

Program Requirements

Capstone: CSI 497/498 Senior Seminar

This is a full-year capstone experience in which students pick an industry-aligned topic of interest at the intersection of enterprise business strategy and computing systems. They research and author a formal project proposal during the first term (CSI 497) and fully implement or prototype the solution in the second term (CSI 498). The project is performed independently and involves significant, self-directed applied research to address a modern technological requirement within a business environment.

Research:

See the capstone criteria above. The Senior Seminar project serves as the primary vehicle for independent research, testing the student's ability to conduct rigorous professional and academic inquiry.

Service:

The major does not include any mandatory service-learning components in the core curriculum. Opportunities exist for voluntary service, including managing and maintaining the campus computer labs, assisting with technical tutoring for fellow students, and actively participating in field-specific professional student organizations such as UPE and ACM.

Methods of Assessment

The Division of Computing assesses its outcomes primarily through embedded course grading metrics, including in-class exams, structured quizzes, assignments, individual and team deliverables, individual senior seminar capstone milestones, business internship evaluations, structured discussions with students and professional colleagues, and regular strategic reviews during scheduled division assessment meetings. More specifically, the following student tasks form the foundation of our program assessment:

1. **Course Examinations and Quizzes: Conducted regularly to measure individual learning** benchmarks. These are tracked alongside class assignments to compute final student grades, providing clear evidence of mastery of specific course goals. The aggregate average of course grades provides an indicator of overall program performance and structural success.
2. **Student Applied Projects:** Utilized across the curriculum to demonstrate the student's capacity to synthesize and apply theoretical and practical knowledge. Semester-long individual or group projects are structured into sophomore-level foundation modules and upper-level senior modules. Group projects specifically mirror enterprise environments, assessing a student's ability to implement critical reasoning, delegate technical tasks, and communicate complex system parameters.
3. **Senior Capstone Project (CSI 497/498):** A major independent project divided into two clear phases: CSI 497 (1 credit) focuses on business problem definition, literature review, and technical architecture specification; CSI 498 (2 credits) commands the actual technical implementation, database testing, and formal oral defense. This sequence requires students to harmonize knowledge across their entire academic lifecycle to resolve a major practical or theoretical challenge.
4. **Standardized Evaluation Rubrics:** The division applies specific assessment rubrics across major milestones: the CSI 230 Project Rubric anchors early-career analytical problem solving and data structures; the CSI 498 Capstone Project Rubric gauges cumulative exit-level technical execution and mastery; the CSI 497 Proposal Rubric evaluates formal technical writing; and the CSI 498 Oral Presentation Rubric benchmarks public presentation skills.

Results From Assessment:

Assessment of Problem-Solving Skills

Evaluation Instruments:

- Student Project Grades and Standardized Rubrics
- Post-Graduation Career Placement and Success Data

Evaluation Criteria: Through integrated course projects, students must demonstrate the ability to analyze complex corporate or technical problem definitions, formulate structured system architectures, implement valid operational prototypes, and critically evaluate the quality and optimization of their solutions. Graduates must be fully prepared to pivot effectively into technical employment or competitive graduate tracks.

Standard of Success & Results:

- **Senior Capstone Benchmark:** Expected that 85% or more of students obtain a grade of B or above on the senior capstone project (CSI 498).

Results: for the last offering of the class, 100% of MIS students (a student) achieved a grade of B or better on the CSI 498 project rubric.

- **Career/Graduate Placement:** Expected that 90% or more of graduates are employed in a desired professional position or enrolled in an advanced graduate degree program within six months of graduation.

Results: 94% of our students who graduated in the last 2 years were employed in a field related to their degree or pursuing graduate education six months after graduation.

Assessment Of Communication Skills

Evaluation Instruments:

- CSI 497 - Formal Written Project Proposal
- CSI 498 - Technical Capstone Oral Presentation and Defense

Evaluation Criteria: Core courses include structured communication benchmarks that test a student's ability to translate technical architecture and business dependencies into precise written specifications and clear, articulate oral presentations suitable for cross-functional stakeholders.

Standard of Success & Results:

Written Proposal Benchmark: Expected that 85% or more of graduates obtain a grade of B or above on the senior project proposal rubric (CSI 497).

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

Oral Presentation Benchmark: Expected that 85% or more of graduates achieve a grade of B or above on their formal senior seminar oral defense (CSI 498).

Results: 100% of MIS students received a grade of B or above on their public presentation.

Assessment Of Content Knowledge

Evaluation Instruments:

- Major Course Grade Aggregations & GPA Metrics
- Formal Industry Internship Evaluations
- Exit-Level Capstone Design Implementation

Evaluation Criteria: Evaluates student grasp of technical principles, system design logic, data flows, and structural management parameters. Graded internship modules require a formal work log, a comprehensive student synthesis report, and an independent employer-supervisor evaluation to check industry alignment.

Standard of Success & Results:

GPA Benchmarks: Expected that 95% of major students maintain an overall institutional GPA of 2.5 or higher, and 75% maintain a major-specific GPA of 3.0 or higher.

Results: 100% of our students (4 students) maintain an overall GPA of 2.5 or higher. 50% of our students (2 students) maintain a GPA of 3.0 or higher. There are three other 3 students who are just starting this coming Fall.

Internship Supervisor Benchmark: Expected that 95% of active interns achieve a 'Good' or better rating on their Supervisor Evaluation Form.

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

Use Of Data In The Last Two Years

Major Specific Curriculum Enhancement: To address current trends in technology and computing pedagogy, the Division of Computing proposes the following curriculum changes.

1. Replace CSI 230 with CSI 141 (Python).
2. Remove CSI 205, CSI 369/BUS 324, ACC 220, BUS 303, and MGT 376.

Goals For The Next Two Years

1. Modernization of the Core Curriculum: The Division is actively reviewing the computing core to capture emerging technical trends. Following the removal of multiple CSI and Business classes from the curriculum, the MIS program will focus on adding new data analytics courses that use cloud computing technologies and AI tools and methods to better equip students with the knowledge needed for the ever-changing job market.

2. Comprehensive Review of Rubrics and Course Frameworks: Collaborating across division lines, the program will audit the specific evaluation criteria applied in CSI 141, CSI 497, and the CSI 498 capstone framework to guarantee strict alignment with modern professional standards.

Timetable: Review to be executed during scheduled Fall 2026 and Spring 2027 division sessions, with deployment finalized for the 2027-2028 academic calendar.

3. Integration of Enterprise Business Technology Trends: Continuing our tracking of industrial artificial intelligence, cloud architecture, and global data privacy standards, the program will iteratively adapt classroom delivery mechanisms to prepare graduates for evolving marketplace expectations.

Program Assessment Contact(s)

Mostafa G. Mostafa

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)
CSI 131 Computational Thinking	Inquiry and Problem Solving	Computer Competency

Methods of Assessment

CSI 131: LO Students will gain familiarity with the basics of computer terminology and operation.

Assessment: Outcomes are assessed primarily through course grading, including in-class exams, quizzes, homework, and individual and team projects. General education rubric is also used.

Results From Assessment

[List learning outcomes. State the result for each outcome. Indicate the relation of the result to the benchmark for each objective.]

CSI 131: The overall score on the IPS rubric is 3.27 on a scale of 0-4. Based on the overall rubric, students in the course “gain familiarity with the basics of computer terminology and operation”.

Use of Data in the Last Two Years

Changes in the last two years have been driven largely by developments within the discipline. We have added new courses to the curriculum that address emerging trends in artificial intelligence. Additionally,

we have adjusted our classroom approaches not only to reflect the impact of AI on discipline but also to address students' attitudes toward and needs related to the use of AI in their studies.

Goals for Next Two Years

For the next two years, we plan to continue monitoring and assessing student coursework, employment outcomes, and the alignment of our curriculum with national and international standards. This will remain an ongoing process. Based on student outcomes in courses, we regularly evaluate instructional strategies and approaches to improve results.

Our greatest challenges involve assessing the impact of artificial intelligence on the discipline, the job market, and students' approaches to their coursework. We are currently witnessing significant shifts in how computer scientists approach their work. Over the next two years, we expect new trends to emerge in the skills required of graduates and in the pedagogical approaches needed to prepare them.

General Education Assessment Contact(s)

Ahed Elmsallati, Theodore Massey, Mostafa G. Mostafa, Kian Pokorny

School of Education

Education (Undergraduate)

McKendree University School of Education 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.

McKendree University School of Education Vision

Supported by this mission, it is the vision of the School of Education at McKendree University that in its preparation of educators who are knowledgeable professionals, caring practitioners, and lifelong learners, the education faculty and staff will provide the leadership to enable graduates to meet the ever-changing diverse demands placed upon the schools in the region it serves.

Major or Program(s)

All initial licensure teacher preparation programs (traditional undergraduate, paraprofessional, and MAT) include comparable coursework and aligned content across programs, although MAT courses may carry different course numbers than their undergraduate counterparts.

The teacher education programs at McKendree University School of Education prepare candidates for teacher licensure in the state of Illinois. Licensure programs are offered in elementary education, special education/elementary education dual licensure, special education, secondary education, and PK–12 education (music and physical education). Grounded in a liberal arts framework, all programs require a broad general education foundation alongside a sequence of professional education coursework focused on educational theory, pedagogy, and instructional practice. Candidates also complete clinical experiences in diverse school settings to support the application of university coursework to authentic teaching practice.

Student Learning Outcomes

SLO #1 Knowledge and Skills for Teaching and Learning

Teacher candidates will have the knowledge and skills to enhance teaching and learning for their students.

SLO #2 Communication

Teacher candidates will demonstrate effective oral and written communication skills.

SLO #3 Professional Dispositions

Teacher candidates will exhibit dispositions appropriate to the profession.

SLO #4 Collaboration and Interpersonal Skills

Teacher candidates will develop interpersonal and collaborative skills to work with all stakeholders in education.

SLO #5 Technology Integration

Teacher candidates will demonstrate proficiency in the use of current technology relevant to teaching.

Curriculum and Program Map

The curriculum and program map identifies where student learning outcomes are taught and assessed throughout the program. An “X” indicates outcomes are taught, while an “XX” indicates outcomes are formally assessed.

Program Courses	Student Learning Outcomes				
	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
EDU 115	X	XX	X	X	XX
EDU 205	X	X		X	
EDU 210	X	X	XX	X	XX
EDU 350	X	X	XX	X	
EDU 409	X	X	XX	X	XX
EDU 420	X	XX	X	XX	XX
EDU 458	X	X	X	X	
EDU 435/412	X	XX	X	X	XX
Method(s) Courses	X	XX	X	X	XX
Field I	XX	X	XX	X	X
Field II	XX	X	XX	X	X
Field III/Practicum (MAT)	XX	X	XX	X	X
Student Teaching	XX	XX	XX	XX	XX
EDU 490	X	X	XX	X	X

Program Requirements

Capstone: EDU 495 Student Teaching (or comparable depending on program)

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

Service: EDU 250 Multicultural Education

Methods of Assessment

SLO	Method of Assessment	Benchmark	Details
SLO #1 Knowledge and Skills for Teaching and Learning	Observation performance assessments in practicum fields and student teaching	Candidates must meet required acceptable ratings for each field experience.	Field 1: 4+ acceptable ratings; Field 2: 6+ acceptable ratings; Field 3: 8+ acceptable ratings; Student Teaching: all ratings acceptable
SLO #2 Communication	Written assignments, recorded assignments, and mid-term and final evaluations for teacher candidates	Teacher candidates must score a "C" or better on courses.	Assessed through oral and written communication across coursework and clinical experiences.
SLO #3 Professional Dispositions	Observation during coursework and clinical experiences, including due date trackers used to support communication among the Program Director (PD), University Supervisor (US), Teacher Candidate (TC), and Cooperating Teacher (CT)	Candidates must earn a grade of "C" or better to maintain program compliance.	Collaboration and communication are monitored throughout coursework and clinical experiences.
SLO #4 Collaboration and Interpersonal Skills	Observation of teacher candidates throughout their experience.	Due date tracker used to establish communication between PD, US, TC, and CT.	Teacher candidates must score a "C" or better to maintain program compliance.
SLO #5 Technology Integration	Technology integration assignments, simulations, digital tools, AI usage activities, technology standards, and instructional technology applications	Candidates must earn a grade of "C" or better to maintain program compliance.	Instructors embed technology integration, AI usage, digital tools, technology standards, and related applications into coursework where appropriate.

Results From Assessment

Currently, the department does not have sufficient longitudinal data to draw meaningful conclusions due to recent changes in program structure and departmental leadership. However, the department

continues to monitor teacher candidate performance on Illinois Licensure Testing System (ILTS) content tests and other program assessment measures. Efforts are underway to establish more consistent data collection and analysis processes moving forward.

Use of Data in Last Two Years

The School of Education utilizes a Student Concern Form to identify and address student needs or challenges. When a concern is submitted, the respective program director is immediately notified and personally contacts the student to determine the issue and develop a plan for support moving forward. This process allows the department to use student concern data to support timely intervention and student success.

The department tracks candidate enrollment, progress, successes, and areas of concern across programs. Faculty and program leadership communicate about candidate performance and program needs to support advising, intervention efforts, and continuous program improvement.

Consistent School of Education master syllabi and master course shells in Brightspace help ensure that full-time and part-time faculty provide high-quality, rigorous, and accessible course content. These structures support consistency in course organization, expectations, and student access across programs.

Goals for Next Two Years

The department will continue exploring consistent methods for collecting and tracking longitudinal data related to candidate performance, program outcomes, and student success. The possible implementation of the Watermark assessment system may support more organized and consistent data collection and analysis practices across programs.

The department will provide additional training and support for faculty members who utilize general education rubrics within their courses. Increased guidance and calibration opportunities will help promote greater consistency in assessment practices and scoring across programs and instructors.

The department will use assessment results to establish more formal goals, action steps, and timelines for program improvement. Dedicated time at the end of each academic year will be intentionally scheduled for faculty review of assessment data, reflection, and collaborative planning.

The department will encourage recent graduates to continue their professional growth through the M.A.Ed. in Curriculum and Instructional Design (CDI) proposed pathways, including ESL, Elementary Mathematics Specialist, Reading Specialist, Special Education, and Teacher Leader licensure options. These pathways provide opportunities for candidates to expand their instructional expertise, meet evolving educational needs, and pursue advanced licensure and leadership opportunities within the field of education.

The department will continue efforts to recruit and retain candidates across all programs through community outreach, professional development opportunities, university-sponsored events, and partnerships with schools and educational organizations. Maintaining a visible and active presence within the educational community will help ensure the department remains responsive and relevant to the evolving needs of past, present, and future educators.

Program Assessment Contact

Dr. Katie Alford
Associate Professor of Education
School of Education Chair

Prepared by:

Dr. Jennie Fowler-Williams

Dr. Niki Owens

Dr. Amanda Downard

Dr. Jen Barr-Starms

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 Educational Technology	Inquiry and Problem Solving	Computer Competency
EDU 205 Multicultural Education	Diverse Perspectives	Cross Cultural

EDU 115 Educational Technology Methods of Assessment

SLO	Method of Assessment	Benchmark	Details
SLO #1 Knowledge and Skills for Teaching and Learning	Selecting Technology Video Response, Teach and Tell Assignment, Technology and Teaching Video Response, Exploring Technology for Teaching and Learning	Teacher candidates must earn a grade of “C” or better in coursework.	Candidates demonstrate knowledge and skills related to integrating educational technology into teaching and learning.
SLO #2 Communication	Digital Literacy and Digital Citizenship Infographic	Teacher candidates must earn a grade of “C” or better in coursework.	Candidates demonstrate effective communication through the use of

			digital tools and technologies.
SLO #3 Professional Dispositions	ISTE-S Standards Presentation, ISTE-S Standards Escape Room, Digital Literacy Skills Video Response	Teacher candidates must earn a grade of "C" or better in coursework.	Candidates demonstrate ethical, responsible, and professional technology use and digital citizenship practices.
SLO #4 Collaboration and Interpersonal Skills	The ChatGPT Debate Video Assignment, Protecting Student Privacy While Using Online Educational Services Video Assignment	Teacher candidates must earn a grade of "C" or better in coursework.	Candidates examine social, ethical, and collaborative issues related to technology and education.
SLO #5 Technology Integration	Code.org Reflection, Sphero Mini Assignment, Sphero Mini Maze	Teacher candidates must earn a grade of "C" or better in coursework.	Candidates demonstrate proficiency in integrating technology into instructional practices and learning experiences.

EDU 205 Multicultural Education

SLO	Method of Assessment	Benchmark	Details
SLO #1 Knowledge and Skills for Teaching and Learning	Reading Responses, So What Charts, Philosophy of Culturally Responsive Teaching, Cultural Plunge Project	Teacher candidates must earn a grade of "C" or better in coursework.	Candidates demonstrate an understanding of how social, economic, cultural, and political factors affect diverse educational environments.

SLO #2 Communication	So What Charts, Philosophy of Culturally Responsive Teaching, Cultural Plunge Project	Teacher candidates must earn a grade of “C” or better in coursework.	Candidates utilize culturally relevant and academically appropriate communication practices across educational settings
SLO #3 Professional Dispositions	Daily In-Class Activities, Story Corps Assignments, Cultural Plunge Project	Teacher candidates must earn a grade of “C” or better in coursework.	Candidates demonstrate reflective and culturally responsive professional dispositions through interactions with diverse populations.
SLO #4 Collaboration and Interpersonal Skills	Daily In-Class Activities, Story Corps Assignments, Cultural Plunge Project	Teacher candidates must earn a grade of “C” or better in coursework.	Candidates develop interpersonal and collaborative skills through participation, reflection, and engagement with diverse communities.
SLO #5 Technology Integration	Technology integration activities embedded throughout coursework where appropriate	Teacher candidates must earn a grade of “C” or better in coursework.	Candidates engage with instructional technologies and digital resources to support teaching and learning when applicable.

Results From Assessment

Students enrolled in initial licensure teacher preparation programs must meet GPA requirements for admission to and retention within the program. Undergraduate teacher candidates must maintain a minimum cumulative GPA of 2.75, while MAT candidates must maintain a minimum GPA of 3.0. Teacher candidates must also meet program requirements in professional education, coursework and clinical experiences. Statistical data related to candidate performance and general education course outcomes will be included in this section as available.

Use of Data in Last Two years

The department will improve the collection, reporting, and dissemination of assessment data related to general education courses within the School of Education. Increased attention will be given to developing more consistent processes for tracking candidate performance and program outcomes across courses and programs.

The department will provide additional training for new faculty members, along with refresher training for current faculty, on the implementation and use of general education rubrics within education coursework. These efforts will support greater consistency and reliability in assessment practices across instructors and courses.

The department will explore and utilize the Watermark assessment system to support assessment collection, data analysis, reporting, and long-term program evaluation. The use of Watermark is intended to strengthen departmental assessment practices and improve access to meaningful program data.

General Education Assessment Contact

Dr. Katie Alford
Associate Professor of Education
School of Education Chair

Prepared by:

Dr. Jennie Fowler-Williams

Dr. Niki Owens

Dr. Amanda Downard

Dr. Jen Barr-Starms

Educational Administration & Leadership – Principal Preparation Program

Description

The Graduate Program in Educational Administration and Leadership is designed for educators seeking Illinois principal licensure and advanced leadership preparation. The program prepares aspiring school leaders to develop instructional leadership capacity, foster school improvement, engage families and communities, and lead schools in an ethical and effective manner. Candidates complete coursework, field experiences, internships, and a culminating portfolio aligned with leadership 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

Demonstrate the knowledge and understanding to develop a vision of learning that promotes success for all students.

2. Monitor and evaluate schools and sustain continuous improvement.
3. Develop procedures that ensure successful teaching and learning in a safe and healthy environment.
4. Provide opportunities for collaboration among schools, families, and communities.
5. Demonstrate a personal and professional code of ethics.
6. Work effectively within educational policy, law, and regulation.

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.	

Results From Assessment

The Principal Preparation Program continues to demonstrate strong alignment with state and national expectations for educational leadership preparation.

During the 2024–2026 assessment cycle, the program completed a comprehensive alignment of curriculum, field experiences, internship requirements, and assessments with the National Educational Leadership Preparation (NELP) Standards. This alignment strengthened the coherence of the program and ensured that candidates demonstrate leadership competencies recognized at the national level.

The program also experienced significant success in external funding opportunities. Principal Preparation candidates secured participation in two major state-supported leadership initiatives: the Rural Leaders Grant and the Future Leaders Grant. A majority of eligible candidates were supported through these grant programs, reducing financial barriers to program completion while expanding leadership development opportunities.

A substantial improvement initiative was completed through the redesign of the candidate portfolio process. The School of Education successfully transitioned the principal preparation portfolio from LiveText to Brightspace. This transition improved candidate access, streamlined assessment procedures, enhanced faculty feedback opportunities, and increased program-level data collection capabilities.

Candidate performance continues to remain strong. Candidates successfully complete internship requirements, demonstrate proficiency on program standards, and maintain the academic requirements established by the School of Education.

Use of Data in the Last Two Years

Assessment findings and program review activities have been used to guide several significant improvements:

- NELP alignment was used to review course objectives, internship activities, and candidate assessments to ensure consistency across the program.
- Data from portfolio reviews informed the migration from LiveText to Brightspace, resulting in a more efficient and sustainable assessment system.
- Grant participation data demonstrated the value of external partnerships and led to increased promotion of grant-supported opportunities to prospective candidates.
- Faculty reviewed candidate performance data and internship feedback to refine leadership

experiences and strengthen program outcomes.

- Program leadership continued to monitor candidate progression, completion rates, and internship performance to support continuous improvement.

Goals for the Next Two Years

Continue evaluating and refining NELP standards alignment across all coursework, internships, and assessments.

2. Utilize Brightspace portfolio data to establish longitudinal assessment measures and strengthen program-level reporting.
3. Increase candidate participation in state and federal leadership development grants and scholarship opportunities.
4. Expand partnerships with school districts to provide additional internship and mentoring opportunities.
5. Improve collection and analysis of assessment data to support accreditation, program review, and continuous improvement efforts.
6. Continue monitoring candidate performance and program outcomes to ensure graduates are prepared for leadership positions in Illinois schools.

Program Assessment Contact

Dr. Jay A. Goble

Graduate Educational Leadership Program

Music Education

Mission Statement

In alignment with the liberal arts tradition and mission of McKendree University, the Department of Music and the Music Education major deliver an academically rigorous, hands-on curriculum that seamlessly integrates foundational theory with practical application. Through direct faculty mentorship, we move learning beyond the traditional classroom through interactive performance ensembles and conducting opportunities, and real-world community outreach and teaching opportunities.

Student Learning Outcomes

1. Students will demonstrate knowledge in the areas of music theory, aural skills, music history and literature, world music, music technology, and piano playing.
2. Students will become highly skilled musicians on their primary instrument.
3. Instrumental music education majors will be able to teach and perform on all secondary instruments (woodwind, brass, percussion) at the middle school level. Vocal music education majors will be able to sing and teach English, Italian, French, and German languages.
4. Students will possess conducting and rehearsal technique skills needed to effectively conduct and communicate to an ensemble from the podium.
5. Students will have gained the skill set, knowledge, and tools needed to successfully teach elementary, band, and choral music at the K-12 levels.

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
Performance Lab		X			
Music Theory 1, 2, 3, 4	X				
Aural Skills 1, 2, 3, 4	X				
Music History 1, 2	X				
World Music	X				
Music Classroom Technology	X				
Introduction to Conducting				XX	

Introduction to Music Education					XX
Methods of Teaching General Music					X
Middle School Band and Choir Methods					XX
Choral and Instrumental Secondary Methods				X	XX
Band and Choir Organization					XX
Vocal Diction 1, 2			X		X
Woodwind Methods and Techniques 1, 2; Brass Methods and Techniques, Percussion Methods and Techniques			X		X
Jazz Band Techniques and Jazz Improvisation Techniques					X
Applied Piano	X				
Applied Lessons		X			
Senior Recital		X			

Program Requirements

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

Capstone: The music education major completes three capstone experiences:

1. Choral and Instrumental Secondary Methods (MUED 422) – during this course, students conduct the McKendree University Concert Band (instrumental music education majors) or McKendree University Concert Choir (vocal music education majors).
2. Senior Recital (MUL 498)
3. Student Teaching (EDU 497)

Research: Band and Choir Organization (MUED 410) has a research component. Students are assigned a topic relevant to music education that they prepare and give a debate on in front of their peers. They also write researched based papers centered around topics such as fundraising, dealing with parents and administrators, etc. All music education majors also take EDU 350 – Educational Psychology, which has a research component (see School of Education assessment report for specifics).

Service: While we do not have a specific course that includes service, all music education majors are members of the Illinois Music Education Association collegiate chapter, which does service throughout the year. Our students also consistently perform concerts and recitals in large ensembles and chamber groups on campus and throughout the community. They also volunteer to assist our outreach events with junior high and high school students.

Methods of Assessment

As part of the School of Education (and listed in their assessment report), “The McKendree University School of Education Unit has several benchmarks throughout our 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.” For specifics, please refer to the School of Education.

The Music Department has three major benchmark and methods of assessment as listed below. The first occurs during Introduction to Music Education (MUED 199) to assess and strengthen the student’s (freshmen and sophomores) ability to speak clearly and confidently and with excellent eye contact towards their audience. The next (conducting rubric) is used multiple times in four classes (junior and senior level courses) as students work on their conducting, rehearsal technique, and podium presence skills. The last rubric, used during a researched debate (junior/senior level course), allows our upper-class students the assignment to apply all presentation knowledge and skills learned throughout their education during this debate.

1. Introduction to Music Education (MUED 199)

- Student Learning Outcomes: 5. Students will have gained the skill set, knowledge, and tools needed to successfully teach elementary, band, and choral music at the K-12 levels.

2. Conducting Rubric (MUS 322, MUS 323, MUED 350, and MUED 422)

- Student Learning Outcomes: 4. Students will possess conducting and rehearsal technique skills needed to effectively communicate to an ensemble from the podium and 5. Students will have gained the skill set, knowledge, and tools needed to successfully teach elementary, band, and choral music at the K-12 levels.

3. Classroom Debate Rubric (MUED 410 – Band and Choir Organization)

- Student Learning Outcomes: 5. Students will have gained the skill set, knowledge, and tools needed to successfully teach elementary, band, and choral music at the K-12 levels.

Use of Data in Last Two Years

We will be starting to track this specific assessment data to “close the music education loop” starting Fall, 2026. The following courses will be offered which will kick start our assessment tracking: Introduction to Music Education, Middle School Methods, and Band and Choir Organization. This means all three presented rubrics and methods of assessment will be used this fall and can be tracked every time these courses are offered.

Goals for Next Two Years

We will continue to work with the School of Education and track the Illinois State licensure music test scores (this exam covers aspects of all five of our student learning outcomes) to see trends in which our current curriculum planning, execution, and assessment are strong and where we may have weak areas to improve upon. While we constantly assess in all of our classes, using formal and informal as well as summative and formative assessments, we will start to use the included rubrics and track data so we can “close the music education loop.”

Program Assessment Contact(s)

- Jennifer A. Moder-Bell
- Nancy S. Ypma
- Samuel Speer

School of Nursing and Health Professions

Division of Health Professions

Masters of Science in Athletic Training (MSAT)

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 healthcare 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

Learning outcomes taught are marked with an X. Learning outcomes taught and assessed are marked with XX. Learning outcomes just assessed are marked with XXX. A D for Direct measure is provided, or an ID for Indirect measure is provided where appropriate. Formative assessments are marked with an F, and Summative assessments are marked with an S where appropriate.

Courses	Student learning outcomes					
	1 - Professional and Ethical Behaviors	2 - Diagnose & Intervene – Plan of Care	3 - Design and Implement Treatment, Rehab and Reconditioning – High Quality Care and Patient Outcomes	4 - Incorporate AT Knowledge and Skills in Various Clinical Settings with Diverse Patient Populations	5 - Effective Communication (verbal and written) with Peers, other Healthcare Professionals, Patients, Family Members, Coaches and the Community at Large	6 - Utilize Evidence Based Practice in Clinical Decision Making
ATH 500	XX, D, F, S					
ATH 501		XX, D, F, S				
ATH 510		XX, D, F, S				
ATH 511		XX, D, F, S				
ATH 512		XX, D, F, S				
ATH 513		XX, D, F, S				

Curriculum and Program Map

Learning outcomes taught are marked with an X. Learning outcomes taught and assessed are marked with XX. Learning outcomes just assessed are marked with XXX. A D for Direct measure is provided, or an ID for Indirect measure is provided where appropriate. Formative assessments are marked with an F, and Summative assessments are marked with an S where appropriate.

Courses	Student learning outcomes					
	1 - Professional and Ethical Behaviors	2 - Diagnose & Intervene – Plan of Care	3 - Design and Implement Treatment, Rehab and Reconditioning – High Quality Care and Patient Outcomes	4 - Incorporate AT Knowledge and Skills in Various Clinical Settings with Diverse Patient Populations	5 - Effective Communication (verbal and written) with Peers, other Healthcare Professionals, Patients, Family Members, Coaches and the Community at Large	6 - Utilize Evidence Based Practice in Clinical Decision Making
ATH 514			XX, D, F, S			
ATH 515	XXX, D, F, S	XXX, D, ID, F, S				
ATH 516	XXX, D, F, S	XXX, D, ID, F, S				
ATH 517	XXX, D, F, S	XXX, D, ID, F, S	XXX, D, F, S	XXX, D, F, S	XXX, D, F, S	XXX, D
ATH 518	XXX, D, F, S	XXX, D, ID, F, S	XXX, D, F, S	XXX, D, F, S	XXX, D, F, S	XXX, D
ATH 519	XXX, D, F, S	XXX, D, ID, F, S	XXX, D, F, S	XXX, D, F, S	XXX, D, F, S	XXX, D

Curriculum and Program Map

Learning outcomes taught are marked with an X. Learning outcomes taught and assessed are marked with XX. Learning outcomes just assessed are marked with XXX. A D for Direct measure is provided, or an ID for Indirect measure is provided where appropriate. Formative assessments are marked with an F, and Summative assessments are marked with an S where appropriate.

Courses	Student learning outcomes					
	1 - Professional and Ethical Behaviors	2 - Diagnose & Intervene – Plan of Care	3 - Design and Implement Treatment, Rehab and Reconditioning – High Quality Care and Patient Outcomes	4 - Incorporate AT Knowledge and Skills in Various Clinical Settings with Diverse Patient Populations	5 - Effective Communication (verbal and written) with Peers, other Healthcare Professionals, Patients, Family Members, Coaches and the Community at Large	6 - Utilize Evidence Based Practice in Clinical Decision Making
ATH 520			XX, D			
ATH 521			XXX, D			
ATH 522		XXX, D, S	XXX, D, S			
ATH 525			XX, D		XX, D, ID	
ATH 600		XXX, D, F, S	XXX, D, F, S			
ATH 601		XXX, D, F, S	XXX, D, F, S			

Curriculum and Program Map

Learning outcomes taught are marked with an X. Learning outcomes taught and assessed are marked with XX. Learning outcomes just assessed are marked with XXX. A D for Direct measure is provided, or an ID for Indirect measure is provided where appropriate. Formative assessments are marked with an F, and Summative assessments are marked with an S where appropriate.

Courses	Student learning outcomes					
	1- Professional and Ethical Behaviors	2 - Diagnose & Intervene – Plan of Care	3 - Design and Implement Treatment, Rehab and Reconditioning – High Quality Care and Patient Outcomes	4 - Incorporate AT Knowledge and Skills in Various Clinical Settings with Diverse Patient Populations	5 - Effective Communication (verbal and written) with Peers, other Healthcare Professionals, Patients, Family Members, Coaches and the Community at Large	6 - Utilize Evidence Based Practice in Clinical Decision Making
ATH 602		XXX, D, S	XXX, D, S			
ATH 610	XX, D				XX, D, F, S	
ATH 611					XX, D, F, S	
ATH 614	XX, D				XX, D, F, S	
ATH 615					XX, D, F, S	
ATH 616		XXX, D, S	XXX, D, S			

Program Requirements

Capstone: ATH 602

Research: ATH 614 and 615

Service: Due to the extensive nature of the clinical experiences, students do not participate in required program service.

Methods of Assessment Based on Student Learning Outcomes

Grading scale for all didactic classes in athletic training use the same grading scale, which is provided below.

A	94-100%
A-	91-93
B+	87-90
B	83-86
B-	79-82
C+	75-78
C	71-74
D	66-70
F	0-65

Grading scale for all psychomotor skills assessments use the same grading scale, which is provided below.

0 = NO – Not Observed

1 = Fail, student is unable to perform the skill.

2 = Emergent, student's knowledge is beginning to develop, but they have difficulty performing the task and need intervention from the evaluator.

3 = Competent, student has the ability to perform the task accurately without intervention from the evaluator and provides appropriate justification for the procedure.

1. Model professional and ethical behaviors.

ATH 500 – Didactic Class – Items are taught and assessed. Direct measures include written assignments, discussion boards, written quizzes and comprehensive written exam. Quizzes are formative with a summative exam at the end of the class. Benchmark is a minimum of 70% passing for all items associated with specific curriculum standards tied to CAATE accreditation.

2. Demonstrate the ability to examine, diagnose, and intervene when formulating a plan of care for patients.

ATH 501, 510, 511, 512, 513 and 514 - Didactic classes – Items are taught and assessed. Direct measures include written quizzes, written exams, psychomotor assessments, and a comprehensive written exam. Quizzes and exams are formative with a summative exam at the end of the class. Psychomotor assessments are formative with a summative exam at the end of the class. Benchmark is a minimum of 70% passing for all items associated with specific curriculum standards tied to CAATE accreditation.

ATH 515-519 – Clinical Classes – Items are assessed. Direct measures include psychomotor assessments and evaluation by the clinical preceptor formatively and summatively. The indirect measure involves completion of a reflection by the student at mid-semester and at the end of the semester. Benchmark is a minimum of 70% passing for ATH 515 and 516, 75% for ATH 517 and 518 and 80% for ATH 519 based on specific curriculum standards tied to CAATE accreditation.

ATH 522 – Didactic Class – Items are assessed. Direct measures include a comprehensive written exam and completion of 2 clinical exams which assess psychomotor performance. This is a summative evaluation. Benchmark is a minimum of 70% passing.

ATH 600 and 601 – Didactic Classes – Items are assessed. Direct measures include written exams and comprehensive written exams based on the Board of Certification (BOC) examination by domain and task. Task and Domain written exams are formative. A comprehensive BOC practice exam is summative at the end of each class. Benchmark is a minimum of 70% passing.

ATH 602 – Didactic Class – Items are assessed. The direct measure is a BOC comprehensive practice exam which is a summative assessment. Benchmark is a minimum of 70% passing for each domain (5 domains) on the BOC practice exam.

ATH 616 – Didactic Class – Items are assessed. Direct measures include 2 clinical exams which assess psychomotor performance. This is a summative evaluation. Benchmark is a minimum of 80% passing for each clinical exam.

3. Design and implement treatment, rehabilitation, and reconditioning programs to provide high quality care and improved patient outcomes.

ATH 514 – Didactic Class – Items are taught and assessed. Direct measures include written quizzes, written exams, a comprehensive exam and psychomotor assessments. Formative assessments include written exams and psychomotor assessments throughout the semester. A summative assessment involving a comprehensive exam completed at the end of the semester. Benchmark is a minimum of 70% passing for all items associated with specific curriculum standards tied to CAATE accreditation.

ATH 517, 518 and 519 – Clinical Classes – Items are assessed. Direct measures include psychomotor assessments throughout the semester. Formative assessments are the psychomotor assessments throughout the semester and the clinical preceptor evaluation of the student at mid-semester. The summative assessment involves the clinical preceptor evaluation of the student at the end of the semester. Benchmark is a minimum of 75% for ATH 517 and 518 and 80% for ATH 519 for all items associated with specific curriculum standards tied to CAATE accreditation.

ATH 520 – Didactic Class – Items are taught and assessed. Direct measures include written quizzes and exams throughout the semester as well as case studies. Benchmark is a minimum of 70% for all items associated with specific curriculum standards tied to CAATE accreditation.

ATH 522 – Didactic Class – Items are assessed. Direct measures include a comprehensive written exam and completion of 2 clinical exams which assess psychomotor performance. This is a summative evaluation. Benchmark is a minimum of 70% passing.

ATH 525 – Didactic Class – Items are taught and assessed. Direct measures include written quizzes and written exams. Benchmark is a minimum of 70% for all items associated with specific curriculum standards tied to CAATE accreditation.

ATH 600 and 601 – Didactic Classes - Items are assessed. Direct measures include written exams and comprehensive written exams based on the Board of Certification (BOC) examination by domain and task. Task and Domain written exams are formative. A comprehensive BOC practice exam is summative at the end of each class. Benchmark is a minimum of 70% passing.

ATH 602 – Didactic Class - Items are assessed. The direct measure is a BOC comprehensive practice exam which is a summative assessment. Benchmark is a minimum of 70% passing for each domain (5 domains) on the BOC practice exam.

ATH 616 – Didactic Class – Items are assessed. Direct measures include 2 clinical exams which assess psychomotor performance. This is a summative evaluation. Benchmark is a minimum of 80% passing for each clinical exam.

4. Incorporate athletic training knowledge and skills required of an athletic trainer in various clinical settings with diverse patient populations.

ATH 517, 518 and 519 – Clinical Classes – Items are assessed. Direct measures include psychomotor assessments throughout the semester. Formative assessments are the psychomotor assessments throughout the semester and the clinical preceptor evaluation of the student at mid-semester. The summative assessment involves the clinical preceptor evaluation of the student at the end of the semester. Benchmark is a minimum of 75% for ATH 517 and 518 and 80% for ATH 519 for all items associated with specific curriculum standards tied to CAATE accreditation.

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.

ATH 517, 518 and 519 – Clinical Classes – Items are assessed. Direct measures include psychomotor assessments throughout the semester. Formative assessments are the psychomotor assessments throughout the semester and the clinical preceptor evaluation of the student at mid-semester. The summative assessment involves the clinical preceptor evaluation of the student at the end of the semester. Benchmark is a minimum of 75% for ATH 517 and 518 and 80% for ATH 519 for all items associated with specific curriculum standards tied to CAATE accreditation.

ATH 525 – Didactic Class – Items are taught and assessed. Direct measures include discussion boards, written quizzes and written exams that include patient scenarios where students must provide specific verbal and written communication they would use. Indirect measures include in class practice of communication skills. Benchmark is a minimum of 70% for all items associated with specific curriculum standards tied to CAATE accreditation.

ATH 610 and 611 – Didactic Classes – Items are taught and assessed. Direct measures include written assignments (procedures and policies and presented in class), DEI (written and verbal communication), strategic planning proposal, physician contract, written advocacy for the profession, and written budget proposal (presentation in class). Benchmark is a minimum of 70% for all items associated with specific curriculum standards tied to CAATE accreditation.

6. Demonstrate the ability to utilize evidence-based practice in clinical decision making.

ATH 517, 518, and 519 – Clinical Classes – Items are assessed. Direct measures include psychomotor assessments throughout the semester. Formative assessments are the psychomotor assessment throughout the semester and the clinical preceptor evaluation of the student at mid-semester. The summative assessment involves the clinical preceptor evaluation of the student at the end of the semester. Benchmark is a minimum of 75% for ATH 517 and 518 and 80% for ATH 519 for all items associated with specific curriculum standards tied to CAATE accreditation.

Results From Assessment on Student Learning Outcomes

All benchmark items must be achieved at the minimum specific percentage by each student. If a student doesn't achieve the minimum required percentage, the student must repeat the assessment until they do meet the minimum required percentage.

1. Model professional and ethical behaviors.

ATH 500 – Didactic Class – all students (N = 11) achieved a minimum of 70% passing on the final written exam.

2. Demonstrate the ability to examine, diagnose, and intervene when formulating a plan of care for patients.

ATH 501, 510, 511, 512, 513 and 514 - Didactic Classes – all students achieved (N = 11) a minimum of 70% for all classes except ATH 514. ATH 514 all students (N=11) passed at 70% or better on the direct assessments associated with CAATE accreditation standards. However, 27% of the student had to retake one direct assessment for a second time to achieve a minimum of 70% or better.

ATH 515-519 – Clinical classes – For ATH 515 and 516 all students (N = 11) achieved the minimum benchmark of 70% on all items. For ATH 517 and ATH 518 all students (N = 7) achieved the minimum benchmark of 75% or better. For ATH 519 all students (N = 7) achieved the minimum benchmark of 80% or better.

ATH 522 – Didactic Class – All students (N = 11) achieved the benchmark of a minimum of 70% on the clinical and comprehensive written exam. However, 18% of the students had to take the comprehensive written exam a second time to achieve 70% or better.

ATH 600 and 601 – Didactic Classes – ATH 600 all students (N = 7) achieved a minimum of 70% on the comprehensive BOC practice exam. ATH 601 all students (N = 7) achieved a minimum of 70% on the comprehensive BOC exam.

ATH 602 – Didactic Class – 29% of the students (N = 7) achieved a minimum of 70% for each domain (5 domains) on the BOC practice exam. 71% of the students had to retake the practice exams 3 times to achieve a passing grade of 70% per domain on the BOC practice exam.

ATH 616 – Didactic Class – All students (N = 7) achieved a minimum of 80% for each clinical exam.

3. Design and implement treatment, rehabilitation, and reconditioning programs to provide high quality care and improved patient outcomes.

ATH 514 – Didactic Class – all students (N = 11) achieved a minimum of 70% on all items associated with the CAATE accreditation curriculum standards.

ATH 517, 518 and 519 – Clinical Classes – For ATH 517 all students (N = 7) achieved the minimum benchmark of 75% or better, however, 43% of the students had difficulty with the psychomotor assessment involving rehabilitation techniques. These students had to complete additional rehabilitation techniques psychomotor assessments to achieve the required minimum of 75% or better. For ATH 518 all students (N = 7) achieved the minimum benchmark of 75% or better. For ATH 519 all students (N = 7) achieved the minimum benchmark of 80% or better.

ATH 520 – Didactic Class – All students (N = 7) achieved the minimum of 70% or better on all items associated with curriculum standards for CAATE accreditation.

ATH 522 – Didactic Class – All students (N = 11) achieved the benchmark of a minimum of 70% on the clinical and comprehensive written exam. However, 18% of the students had to take the comprehensive written exam a second time to achieve 70% or better.

ATH 525 – Didactic Class – All students (N = 7) achieved the minimum of 70% or better on all items associated with curriculum standards for CAATE accreditation.

ATH 600 and 601 – Didactic Classes - ATH 600 all students (N = 7) achieved a minimum of 70% on the comprehensive BOC practice exam. ATH 601 all students (N = 7) achieved a minimum of 70% on the comprehensive BOC exam.

ATH 602 – Didactic Class - 29% of the students (N = 7) achieved a minimum of 70% for each domain (5 domains) on the BOC practice exam. 71% of the students had to retake the practice exams 3 times to achieve a passing grade of 70% per domain on the BOC practice exam.

ATH 616 – Didactic Class – All students (N = 7) achieved a minimum of 80% for each clinical exam.

4. Incorporate athletic training knowledge and skills required of an athletic trainer in various clinical settings with diverse patient populations.

ATH 517, 518 and 519 – Clinical Classes – . For ATH 517 and ATH 518 all students (N = 7) achieved the minimum benchmark of 75% or better. For ATH 519 all students (N = 7) achieved the minimum benchmark of 80% or better.

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.

ATH 517, 518 and 519 – Clinical Classes – ATH 517 and ATH 518 all students (N = 7) achieved the minimum benchmark of 75% or better. For ATH 519 all students (N = 7) achieved the minimum benchmark of 80% or better.

ATH 525 – Didactic Class – All students (N = 7) achieved the minimum benchmark of 70% or better.

ATH 610 and 611 – Didactic Classes – All students (N = 7) achieved the minimum benchmark of 70% or better.

6. Demonstrate the ability to utilize evidence-based practice in clinical decision making.

ATH 517, 518 and 519 – Clinical Classes – For ATH 517 and ATH 518 all students (N = 7) achieved the minimum benchmark of 75% or better. For ATH 519 all students (N = 7) achieved the minimum benchmark of 80% or better.

Use of Data in Last Two Years for Student Learning Outcomes

1. The student learning outcomes have all been met for the past two years. What has been tweaked each year based on student evaluations and communication with instructors

and preceptors are didactic and clinical psychomotor assessments. This has included additional instruction in didactic classes and review of all assessments students complete for the CAATE curriculum standards to ensure that assessments are measuring what each standard requires.

2. A curriculum programming change was made in the fall of 2024 based on Board of Certification (BOC) examination results from 2024. Students reported that there was a fair amount of pharmacology on the BOC exam which they had not prepared for. ATH 353 Pharmacology for Athletic Trainers was a pre-requisite course for application to the MSAT program. Students would take this typically during the fall of their third year as an undergraduate student. Because of this, their knowledge retention was poor because it would be 2 years before they would have to review and use this knowledge again for the BOC exam. We also realized that requiring this course as a pre-requisite created challenges for post-baccalaureate students applying from outside the institution. We removed ATH 353 after the fall of 2024 and added this class as ATH 553 to the graduate program. Students now take this class during the fall of their second year so that the information is fresh in their minds before they take the BOC exam.
3. This report doesn't address program outcomes which are required for CAATE accreditation, and this is where we have concentrated our efforts over the past two years. Listed below are the program outcomes for the MSAT program.
 1. Recruit, admit, and retain highly qualified individuals who are committed to a career in athletic training.
 2. Secure and maintain accreditation from the Commission on Accreditation of Athletic Training Education (CAATE).
 3. Promote high levels of professional and ethical conduct.
 4. Prepare students to successfully pass the BOC Certification Examination.
 5. Prepare students for an entry-level position in athletic training.
 6. Provide opportunities for interprofessional collaboration and education.

We have concentrated our efforts on the program outcomes where we have not achieved the benchmark established.

3. Promote high levels of professional and ethical conduct.

Objective b: Core faculty are engaged in developing their abilities as scholars.

Our benchmark is set at 100%. In 2024 and 2025 we only hit 66%. We achieved our benchmark of 100% this year for all three faculty being involved in scholarly activities.

4. Prepare students to successfully pass the BOC Certification Examination.

Our benchmark is set at 70% for a 3 year aggregate passing percentage. The latest 3 year aggregate pass rate ended in 2023-2024 and we were at 64%. Based on this result we added the following items to specific courses.

- a. ATH 600 taken in the fourth semester. Added BOC practice exam. Results are then used to develop an individual study plan for each student.
- b. ATH 601 taken in the fifth semester. Added BOC practice exam to be taken at the end of ATH 602. Students must pass this exam at 70% or better. Study plan for each student is revised based on practice exam results.
- c. The ACES workshop is not required for the program; however, all students are encouraged to take the workshop during ATH 601 (all students N = 7, in the 2025-2026 year attended the workshop). This workshop involves taking two BOC practice exams. Students are then provided results based on task within each domain and overall domain score. The facilitator for the workshop also provides additional instruction for the student on how to break down the questions on the exam. Results of the workshop are used to further refine the individual student's study plan.
- d. ATH 602 taken in the sixth (final) semester. The goal was set for students to take their final BOC practice exam by the middle of February so they could register for the BOC exam in March. 100% of the students achieved the minimum passing point of 70% for each domain and did take the Board exam in March.
- e. We just completed the second year of the next 3 year aggregate cycle. In 2024-2025 we achieved an overall passing percentage of 66% and in 2025-2026 we achieved an overall passing percentage of 71%.

5. Prepare students for an entry-level position in athletic training.

Our benchmark is set at 75%. In 2024-2025, we only achieved 57% (N = 7) and in 2025-2026 we exceeded the benchmark at 86% (N = 7).

Goals for Next Two Years

We have one goal for the next year which involves program outcome #4 Prepare students to successfully pass the BOC Certification Examination. To ensure that we achieve our benchmark of 70% for the new 3 year aggregate cycle, we will need to continue with the current goal we have set on preparing our students to successfully pass the exam.

This goal is already in place (started in 2025-2026) and will finish and be reviewed again in 2026-2027.

1. Use of ATStudy Buddy in ATH 521, ATH 512 – Dr. McKee, ATH 511, ATH 600, ATH 601, and ATH 602 – Dr. Gayford, and ATH 610 and 611 – Dr. Hankins.
2. BOC Practice Exams in ATH 600 and ATH 601 (achieve a minimum passing point of 70% overall on the practice exam) and 602 (achieve a minimum passing point of 70% on each

of the 5 domains) – Dr. Gayford and 611 Domain 5 comprehensive exam (achieve a minimum passing point of 80%) – Dr. Hankins.

3. Students continue to do the following in ATH 600 and 601:
 - a. Write out note cards and summaries of psychomotor skills in therapeutic modalities and rehabilitation.
 - b. Write out definitions of medical conditions and orthopedic conditions where weaknesses have been determined.
 - c. Write out note cards on pharmacology principles and medication indications, contraindications, and interactions.
 - d. Write out position statement summaries.
 - e. Use two different forms of BOC prep guides to take subject matter, task and domain exams.
 - f. Revise note cards based on weaknesses found after taking the above exams
 - g. Take the ACES exams to further define areas of weakness.

Program Assessment Contact(s)

Dr. Dawn Hankins

Clinical Mental Health Counseling

Description

The Masters in Clinical Mental Health Counseling (MA CMHC) program curriculum meets Illinois and Missouri state requirements for counseling licensure and aligns with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. The MA CMHC 60-hour program meets eligibility for licensure in additional states pending approval from each state licensing board and can be pursued following program completion. Clinical Licensure requires two years of post-master's supervised clinical practice. In addition, individuals are required to successfully pass the National Counselor Exam (NCE) and the National Clinical Mental Health Counseling Exam (NCMHCE). Attaining the status as a Licensed Clinical Professional Counselor (LCPC) allows individuals to practice independently and receive third-party payment.

Mission Statement

The Master of Arts in Clinical Mental Health Counseling is designed for individuals interested in pursuing careers in a clinical field, such as providing counseling to individuals, groups, couples, and families. The program offers a practitioner-oriented education to individuals interested in becoming licensed as clinical professional counselors. The program faculty is committed to providing a dynamic education that prepares students to promote health and wellness in an ever-changing world. The program emphasizes both professional and personal development, recognizing that well-prepared professionals are those who possess relevant academic training, as well as the self-understanding and awareness needed to facilitate growth, development, and healing among others. Students in the program commit to clinical mental health counseling based upon lifelong reflection essential for growth in learning, advocacy, and service. Once licensed, graduates will be fully trained to function as therapists in private practice, community mental health settings, social service agencies, healthcare settings, and college counseling centers. Those who desire to do so could also market their skills to organizations as consultants and trainers.

Major Student Learning Outcomes

1. Respect cultures, values, beliefs, and talents of all people.
2. Conceptualize human behavior and the change process through the application of theory.
3. Demonstrate an understanding of a framework for assessing and diagnosing mental disorders.

4. Analyze the usefulness of research to inform evidenced based counseling practice.
5. Develop appropriate knowledge and skills to affect wellness and facilitate change.
6. Demonstrate effective oral and written communication.
7. Adhere to the American Counseling Association's Code of Ethics.

Curriculum 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
CNL 590 Foundations of Professional Counseling	x	x			x,xx	x,xx	x,xx
CNL 600 Counseling Theory	x	x,xx			x	x,xx	x
CNL 601 Social & Cultural Foundations of Counseling	x, xx	x			x	x,xx	x
CNL 602 Professional & Ethical Issues	x,xx				x	x,xx	x,xx
CNL 603 Counseling Skills	x				x,xx	x,xx	x,xx
CNL 620 Psychopathology & Maladaptive Behavior I		x,xx	x,xx	x	x	x,xx	x
CNL 621 Psychopathology & Maladaptive Behavior II		x,xx	x,xx	x	x	x,xx	x
CNL 605 Research & Evaluation				x,xx	x	x,xx	x
CNL 606 Human Growth and Learning		x,xx			x	x,xx	x
CNL 607 Addictions Counseling	x	x,xx	x,xx	x	x	x,xx	x
CNL 608 Individual Assessment	x		x,xx	x	x	x,xx	x
CNL 609 Couples & Family Counseling	x	x,xx			x	x,xx	x
CNL 610 Group Counseling	x	x,xx			x	x,xx	x
CNL 611 Career Development & Counseling	x	x,xx			x	x,xx	x
CNL 614	x	xx			x	x,xx	x

Grief, Loss & Crisis Intervention							
CNL 630 Practicum I	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx
CNL 635 Practicum II	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx
CNL 637 Internship I	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx
CNL 638 Internship II	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx
CNL 697 Comprehensive Examination	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx	x,xx

Program Requirements:

Capstone:

CNL 637 Internship I

CNL 638 Internship II

CNL 697 Comprehensive Examination

Research:

CNL 605 Research and Evaluation

Service:

CNL 610 Group Counseling: Students co-facilitate one of three possible group experiences: Graduate Student Mentor Group or Graduate Process Group with the first year CMHC cohort.

CNL 630 Practicum I & CNL 631 Practicum II: Students provide supervised individual intervention in The Stress Management Clinic, Uni 101 Mental Health Class and community agencies.

Methods of Assessment

Assessment of the learning outcomes is accomplished by examination of students' knowledge of core educational content and quality of performance on individual and group counseling skills.

1) Counseling Skills are assessed through the following means:

b. The Evaluation of the Student Intern was developed as a means for practicum and internship supervisors to evaluate interns across the areas of Relationship Competency, Assessment Competency, Intervention Competency, Professional Conduct Competency, Diversity and Difference Competency, and Communication Competency. Within these competency areas students are evaluated on 31 specific items. Scores range from Unsatisfactory (1) to Excellent (5). Students are expected to perform an average competency (3) or better in each area. Students performing below average competency may be expected to complete the requirements of a remediation plan.

2) Core educational content required by licensure exams are assessed by the following means:

Students in each of the required classes are assessed through various methods including quizzes, examinations, presentations, papers, etc. At the end of the program, students take the Counselor Preparation Comprehensive Examination (CPCE) as an exit requirement. The CPCE is a national examination used by over 300 counseling programs across the country. It assesses students' knowledge of- core content areas that are designated by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These core areas are reflected in the Illinois and Missouri state licensing exams, and additional state requirements across the country. The CPCE is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC). A passing score on the CPCE is at or above one standard deviation below the national mean. Students must achieve a passing score in order to graduate from the program.

Results from Assessments

Evaluation of Practicum and Internship Students (Site Supervisor):

Semester	n	Competency Rating
Spring 2025	9	4.25
Spring 2026	24	4.50

2. McKendree University average scores fell within the cut-off scores designating a passing score (*at or above one standard deviation -below the national mean). This data indicates that students have demonstrated knowledge

of the core educational areas that are designated by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These educational areas are testable material for state clinical licensure examinations.

CPCE Exit Examination Results

McKendree University –

Semester	N	McKendree Mean	National Mean	SD
Fall 2024	13	98.8	94.8	12.7
Fall 2025	14	86.2	85.2	15.1

CPCE Exam Sections:

C1: Professional Counseling Orientation and Ethical Practice

C2: Social & Cultural Diversity

C3: Human Growth and Development

C4: Career Development

C5: Counseling and Helping Relationships

C6: Group Counseling and Group Work

C7: Assessment and Testing

C8: Research and Program Evaluation

CPCE Exit Examination Content Area Results: Mean Scores

McKendree University – (National Average)

Semester	n	C1	C2	C3	C4	C5	C6	C7	C8
Fall 2024	13	11.8 (12.3)	11.4 (10.6)	11.5 (11.6)	13.8 (12.7)	11.0 (11.0)	13.5 (12.6)	12.1 (11.7)	13.8 (12.3)
Fall 2025	14	11.8 (11.0)	9.6 (10.1)	11.9 (11.4)	11.4 (10.6)	9.6 (10.8)	11.9 (11.3)	9.9 (9.7)	10.2 (10.3)

Use of Data

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

2)The CPCE Exit examination results indicate that McKendree Clinical Mental Health Counseling students successfully met the cut-off criteria scores for passing this critical exam which compares counseling students across the country on foundational learning at a MA level. To date, a passing -score is measured at or above one standard deviation below the mean. Further review indicates some variability among the subscale scores compared to the national average. Scores for this subject area will continue to be monitored to ascertain whether a pattern is developing.

Note: The Clinical Health Program will be adding the Counseling Skills Checklist (CSC) and a Client Survey starting in the Fall of 2026. The CSC will be administered in CNL 590, 603 and 630. The Client Survey will be administered in CNL 630.

Health

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 24 N=33	94%	86 % or above
Spring 25 N=41	92%	90% or above
Fall 25 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 24	N=19	89%	90%
Spring 25	N= 24	91%	92%
Fall 25	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 24 N=7	100%	100%

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

PED 410 Assessment Data: Project

	Pass/N	Rate
Fall 24 N=4	100%	100%

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 24 N=2	100%	100%
Spring 25 N=4	100%	100%

Fall 25	N=1	100%	100%
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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, PhD
William Moore, MS
Mary McKee, PhD

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 or 358			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 or 358:** 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 2025

Student Name:

Final Project Grade:

**FORMAT, WRITING, &
PRESENTATION**

30 points possible

SKILL DESCRIPTION:

10 points possible for each of the following	POINTS EARNED:	10 points possible for each of the following
APA Format		clear thesis statement
excellent writing skills exhibited		relevant primary/secondary sources
professional presentation		synthesis of relevant literature
TOTAL POINTS EARNED: Comments:		primary purpose of skill
		movement phases (w/pics)
		classification of motor skill
		methods: participants
		methods: photographic analysis
		methods: video analysis

TOTAL POINTS EARNED:

Comments:

ANATOMICAL ANALYSIS:

90 points possible

MECHANICAL ANALYSIS:

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

TOTAL POINTS EARNED:

Comments:

TOTAL POINTS EARNED:

Comments:

EXTRA CREDIT:

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

A grade: 9-10 points

excellent work
and/or
exhaustive study

B grade: 8 points

substantial work
and/or
thorough study

F grade: 0-5

Failure to include and/or
significantly incomplete

C grade: 7 points

comprehensive work

and/or satisfactory study

D grade: 6 points

work completed
and/or superficial
study

Fall 2025 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. <u>11.5%</u>	1 error in paper format and organization or 2 errors in format or organization. <u>23%</u>	1 error in paper format or organization. <u>38%</u>	Correct margins (1”), font (11-point Arial or Calibri) and spacing (double). Correct organization (title page, heading and subheading sections, references and appendices). <u>27%</u>
APA Format – 9% Excellent = 30 Satisfactory = 27 Fair = 24 Poor = 0-23	2 or more errors in citation format and reference format or 2 errors in citation format or reference format. <u>38%</u>	1 error in citation format and reference format or 2 errors in citation format or reference format. <u>23%</u>	1 error in citation format or reference format. <u>23%</u>	Correct citation format within body of paper (direct quotes and paraphrased statements) and correct reference format. <u>11.5%</u>
Writing Structure – 9% Excellent = 30 Satisfactory = 27 Fair = 24 Poor = 0-23	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are three or more spelling, grammar, or syntax errors. <u>19.23% (spelling and grammar errors)</u>	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are two spelling, grammar, or syntax errors. <u>11.5%</u>	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There is one spelling, grammar, or syntax error. <u>38%</u>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling, grammar, or syntax errors. <u>31.27%</u>
Skill Description – 18% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing Heading and required details and 2 or more subheadings and required details. <u>0%</u>	Missing Heading and required details and 1 subheading with required details. <u>15.78%</u>	Missing Heading or required details or 1 subheading with required details. <u>32.65%</u>	Contains heading with problem, relevant research, hypothesis, thesis statement and all correct subheadings with required details in each subheading. <u>6.66%</u>
Performance Criteria	Poor	Fair	Satisfactory	Excellent
Methods – 18% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing all requirements for methods. <u>0%</u>	Missing Heading and 1 subheading and all required details. <u>0%</u>	Missing Heading or 1 subheading and all required details. <u>6.12%</u>	Contains Heading and all subheadings and required details. <u>93.88%</u>
Study Results – 18% Excellent = 60 Satisfactory = 49	Missing 3 or more subheadings with details. <u>7.7%</u>	Missing 2 of the required subheadings with details. <u>23.07%</u>	Missing 1 of the required subheadings with details. <u>38.46%</u>	Contains all required subheadings with details for each subheading.

Fair = 38 Poor = 0-37				<u>26.92%</u>
Discussion – 9% Excellent = 60 Satisfactory = 49 Fair = 38 Poor = 0-37	Missing 3 or more items with details. <u>0%</u>	Missing 2 of the required items with details. <u>3.84%</u>	Missing 1 of the required items with details. <u>57.69%</u>	Contains further discussion of on the issues/problems exhibited by the participant including correct performance as well as incorrect performance and research evidence to support discussion. <u>38.46%</u>
Conclusion – 11% Excellent = 33 Satisfactory = 29 Fair = 25 Poor = 0-24	Missing all of the required items with details. <u>11.5%</u>	Missing 2 of the required items with details. <u>23%</u>	Missing 1 of the required items with details. <u>46.15%</u>	Contains prescriptions for improved performance and indicates how the performance should be changed so that the principles are no longer violated. <u>15.38%</u>

For details on Skill Description, Methods, Study Results, Discussion and Conclusion see separate document titled “Organization of Research Paper” on Blackboard.

*Individuals who do not turn in required drafts on time lose 60 points for each draft not turn in.

3. Demonstrate knowledge of exercise physiology principles which include muscular, cardiovascular, respiratory and dietary.

➤ **PED 250 Assessment Data**

Completed Rubric for HPE 250 Case Study Fall 2025 – 230 Points

N = 29, Aggregate percentages are provided for each column under each criteria

Performance Factor	Optimize Standards	Exceeds Standards	Meet Standard	Doesn't Meet
APA Format – 13%	Used correct APA style for page numbers, citations and work cited. <u>10%</u>	Format contains 1 error in APA format. <u>10%</u>	Format contains 2 errors in format. <u>62%</u>	Format contains 3 or more errors in format, <u>17%</u>
Question 1 – 9%	All items have complete details on health risks and diseases supported by referenced resources. <u>86%</u>	1 item is missing complete details on health risks and diseases and/or not supported by referenced resources. <u>4%</u>	2 items are missing complete details on health risks and diseases and/or not supported by referenced resources. <u>10%</u>	3 items or more are missing complete details on health risks and diseases and/or not supported by referenced resources. <u>0%</u>
Question 2 – 2%	Explained all risks associated with age of client/patient and supported by referenced resources. <u>83%</u>	1 item missing from risks associated with age of client/patient and/or not supported by referenced resources. <u>10%</u>	2 items missing from risks associated with age of client/patient and/or not supported by referenced resources <u>7%</u>	3 or more items missing from risks associated with age of client/patient and/or not supported by referenced resources. <u>0%</u>
Question 3 – 3.4% Optimize = 8	Translated points into pounds for each test and provides results of points according to gender and supported by referenced resources. <u>52%</u>	1 test is missing correct pounds but results of points according to gender is correct and/or supported by referenced resources. <u>40%</u>	2 tests missing correct pounds or correct results of points is not provided according to gender and/or supported by referenced resources. <u>8%</u>	2 or more tests missing correct pounds and correct results of points is not provided according to gender and/or supported by referenced resources. <u>0%</u>
Question 4 – 2.6%	Age and gender norms for each test provided as well as percentile for each test based on gender and supported by referenced resources. <u>72%</u>	Age and gender norms not provided but percentile for each test based on gender is provided and/or supported by referenced resources. <u>21%</u>	Age and gender norms and percentile for each test based on gender not provided and/or supported by referenced resources. <u>7%</u>	Missing age and gender norms and percentile for each test and supported by referenced resources. <u>0%</u>
Question 5 – 13%	Used strength test results to provide all exercises including days per week, initial % 1RM,	1 item is missing from the required items and/or supported by referenced resources.	2 items missing from the required items and/or supported by referenced resources.	3 items or more are missing from the required items and/or

	sets, reps and rest periods between sets for each exercise and supported by referenced resources. <u>75%</u>	<u>12.5%</u>	<u>8.33%</u>	supported by referenced resources. <u>4.16%</u>
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Performance Factor	Optimize Standards (A)	Exceeds Standards (B)	Meet Standard (C)	Doesn't Meet (F)
Question 6 – 2.6%	Provided correct flexibility tests and supported by referenced resources. <u>72%</u>	1 correct flexibility test missing and/or supported by referenced resources. <u>14%</u>	2 flexibility tests missing and/or supported by referenced resources. <u>7%</u>	Missing all correct flexibility tests and not supported by referenced resources. <u>4%</u>
Question 7 – 13%	Provided correct and specific stretching exercises based on client/patient age for all areas of the body (quad, hamstring, hip flexor, gastroc, IT band, anterior shoulder, low back, and piriformis) and includes correct days per week, static or dynamic, sets, reps and hold time for each rep and supported by referenced resources. <u>41%</u>	Missing 1 correct and specific stretching exercise based on client/patient age but includes correct days per week, static or dynamic, sets, reps and hold time for each rep and/or supported by referenced resources. <u>31%</u>	Missing 2 correct and specific stretching exercises based on client/patient age and/or missing correct days per week, static or dynamic, sets, reps and hold time for each rep and/or supported by referenced resources. <u>14%</u>	Missing 3 or more specific stretching exercises based on client/patient age and/or missing correct days per week, static or dynamic, sets, reps and hold time for each rep and/or missing support by referenced resources. <u>14%</u>
Question 8 – 3.4%	Provided correct direct and indirect VO ₂ tests and supported by referenced resources. <u>90%</u>	Provided correct direct or indirect VO ₂ test and supported by referenced resources. <u>7%</u>	Provided incorrect direct and/or indirect VO ₂ test and not supported by referenced resources. <u>3%</u>	Only provides indirect VO ₂ and not supported by referenced resources. <u>0%</u>

Question 9 - 0.86%	Provided average VO ₂ based on age and gender and supported by referenced resources. <u>93%</u>	Provided VO ₂ based on age and gender and not supported by referenced resources. <u>7%</u>	Provided VO ₂ but not based on age and gender and not supported by referenced resource. <u>0%</u>	Didn't provide VO ₂ based on age and gender and not supported by referenced resources. <u>0%</u>
Question 10 – 8.7%	Provided appropriate aerobic activities based on age and included days per week, minimum amount of time per session and target heart rate intensity per session using %HRR and supported by referenced resources. <u>38%</u>	Provided appropriate aerobic activities based on age but missing 1 other item and supported by referenced resources. <u>24%</u>	Provided appropriate aerobic activities based on age but missing 2 other items and supported by referenced resources. <u>38%</u>	Missing appropriate aerobic activities and/or any of the other items and/or not supported by referenced resources. <u>0%</u>
Question 11 – 10.8%	Provided balance template with progressive static and dynamic activities and all other fields correct. <u>62.5%</u>	Provided balance template missing 1 progressive static or dynamic activity and all other fields correct. <u>4%</u>	Balance template missing progressive static and/or dynamic activities and 1 other field missing. <u>34%</u>	Balance template incomplete for progressive static and dynamic activities and 2 or more other fields missing. <u>0%</u>

Performance Factor	Optimize Standards (A)	Exceeds Standards (B)	Meet Standard (C)	Doesn't Meet (F)
Question 12 – 9%	Describes correct tests for each of the identified areas that would be used for re-testing and supported by referenced resources. <u>59%</u>	Missing 1 of the correct tests for each identified area and all tests supported by referenced resources. <u>24%</u>	Missing 2 of the correct tests for each identified area and/or tests not supported by referenced resources. <u>10%</u>	Missing 3 of the correct tests for each identified area and all tests not supported by referenced resources. <u>7%</u>
Question 13 – 9%	Explains improvements in detail in all identified areas and supported by referenced resources. <u>72%</u>	Missing detailed explanation of 1 identified area and/or supported by referenced resources. <u>21</u>	Missing detailed information of 2 identified areas and/or not supported by referenced resources. <u>7%</u>	Missing detailed information of 3 identified areas and/or not supported by referenced resources. <u>0%</u>

Assessment Data for Individual Scenarios

Completed HPE 250 Fall 2025 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.

4. 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.

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

> PED 470 Assessment Data

	Pass	Fail	Incomplete
Fall 2024 N=2	100%		
Spring 2025 N=2	100%		
Fall 2025 N=1	100%		

6. 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 2025 N = 14	12 (92.3%)	1 (.071%)
Spring 2026 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 2025 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 2026 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. Add PED 358 as the replacement for PED 356-Lifetime Activity for increased focus on client and team based instruction.
2. Keep PED 356 Lifetime instruction for PE majors for increased focus on lifetime activities for a diverse population of students incorporating teaching plans and life long use of fitness activities.
3. Add sections of PED 403, use blended formats and increased online activities in PED 157.

Program Assessment Contact(s)

Katy Gayford PhD

Dawn Hankins PhD

Mary McKee PhD

William Moore MS

Division of Nursing

Nursing (RN to BSN)

Mission Statement

The mission of the Division of Nursing is to provide a high quality educational experience to advance nursing professionals 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.

Aggregate Outcomes (3-5)

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	Aggregate Outcomes									
	1	2	3	4	5	6	7	8	9	10

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

[List learning outcomes. State the result for each outcome. Indicate the relation of the result to the benchmark for each objective.]

Direct Assessment Measures

RN-BSN Course	Aggregate Outcome	Goal	Method of Evaluation	Outcome
NSG 351* (course no longer offered after Fall 2025)				
NSG 353 (new starting Fall 2026)				
NSG 366	(1) Demonstrate critical thinking skills by integrating knowledge from nursing and various disciplines.	80% of students will earn a score of 81% or higher on the final Critical Appraisal assignment	Final Critical Appraisal	Will be added next year as this is a new assessment process/metric
NSG 367	(4) Translate evidence from nursing to enhance scholarship for nursing practice.	Eighty percent of students will score 80% or higher on the Literature Review assignment, assessing the ability to synthesize and translate evidence into nursing practice.	Final Literature Review Paper	Will be added next year as this is a new assessment process/metric
NSG 440	(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.	90% of students will earn a score of 90% or higher on the infographic assignment focused on a state or national healthcare organization. 95% of students will actively participate in and successfully complete a discussion evaluating how telemedicine and related healthcare technologies are expected to influence the future delivery of	Healthcare Organization Infographic Discussion Board in Module 4.	Will be added next year as this is a new assessment process/metric

		healthcare services.		
NSG 352* (course no longer offered after Fall 2025)				
NSG 453 (new course starting Fall 2026)				
NSG 451	(2) Utilize assessment to plan person-centered care for individuals, families, groups, and populations.	80% of students will earn a score of 90% or higher on the Health Promotion Education Tool assignment	Health Promotion Education Tool	Will be added next year as this is a new assessment process/metric
NSG 452	(3) Assess political, social, cultural, economic, and environmental factors that influence population health.	80% of students will earn a score of 90% or higher on the Community Assessment Project Proposal	Community Assessment Project Proposal	Will be added next year as this is a new assessment process/metric
NSG 471	(4) Translate evidence from nursing to enhance scholarship for nursing practice.	80% of students will earn a score of 90% or higher on the Agency for Healthcare Research and Quality Project Improvement Research Paper Final Draft	Agency for Healthcare Research and Quality Project Improvement Research Paper Final Draft	Will be added next year as this is a new assessment process/metric
NSG 472	(6) Demonstrate interprofessional communication and collaboration skills. (9) Correlate leadership principles to professional practice. (10) Utilize self-reflection in achieving personal, professional, and leadership development.	90% of students will earn a score of 80% or higher on the NSG 472 Preceptor Evaluation Form 80% of students will earn a score of 90% or higher on the reflective journal and practicum log. 80% of students will earn a score of 90% or higher on the reflective journal and practicum log.	NSG 472 Preceptor Evaluation Form Reflective Journal and Practicum Log Reflective Journal and Practicum Log	Will be added next year as this is a new assessment process/metric

RN to BSN Student Issue Results for 2025-2026 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
2023	2018	51	10	37	90%
2024	2019	59	7	49	94%
2025	2020	54	10	42	95%

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	2023 - 92.5% 2024- 100% 2025- 100%
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BSN - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University to a friend?	2022-2023	70% or higher	2023 Grads-92.5% 1 year Alumni - 100% 3 year Alumni - 100%
	2023-2024		2024 Grads-98% 1 year Alumni - 87.5% 3 year Alumni - 100%
	2024-2025		2025 Grads-97.1% 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. Implementation of the two new BSN courses to meet assessment and Essentials requirements by May 2027
2. Assimilate the updated American Association of Colleges of Nursing Essentials into the RN to BSN coursework by May 2028.
3. 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

[List learning outcomes. State the method of assessment for each outcome, indicate a benchmark for each objective, and include any other relevant details on the assessment method.]

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)

Mission Statement

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

Major Student Learning Outcomes (3-5)

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

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

[List learning outcomes. State the method of assessment for each outcome, indicate a benchmark for each objective, and include any other relevant details on the assessment method.]

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 goal 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

Direct Assessment Measures

MHA Course	Aggregate Outcome	Goal	Method of Evaluation	Outcome
MHA 500	(5) Integrate safety and quality improvement	80% of students will earn a score of 90%	Economics Paper	Will be added next year as this is a new

	measures to effectively evaluate care within health systems.	or higher on the Economics Paper		assessment process/metric
MHA 501	(9) Examine the impact of policy, legal, and regulatory issues on the health administration's role to improve patient outcomes and the nation's health.	90% of students will achieve a 90% or higher on the policy critique assignment, showing successful understanding of how their chosen policy impacts population health.	Healthcare Policy Critique Presentation	Will be added next year as this is a new assessment process/metric
MHA 502	(7) Advocate for social justice and health equity while engaging in ethical professional practice to impact health delivery at all levels.	Eighty percent of students will achieve a score of 85% or higher across the four rubric criteria used to analyze the impact of an ethical issue on professional practice.	Ethics, Advocacy, and Promotion of Equity Presentation	Will be added next year as this is a new assessment process/metric
MHA 600	(6) Ensure effective use of health information and data to ensure high-quality patient outcomes.	80% of students will earn a score of 90% or higher on the SWOT Analysis assignment	SWOT Analysis	Will be added next year as this is a new assessment process/metric
MHA 601	(3) Master leadership skills to drive health organizations into the future.	80% of students will earn a score of 90% or higher on the Healthcare Leadership Competency Analysis assignment	Healthcare Leadership Competency Analysis	Will be added next year as this is a new assessment process/metric
MHA 604	(2) Integrate evidence-based practice and implementation science within health systems to positively impact patient outcomes at the individual, group, community, or global level.	80% of students will earn a score of 90% or higher on the Quality Implementation Paper	Quality Implementation Paper	Will be added next year as this is a new assessment process/metric
MHA 630	(1) Apply business and financial principles and	80% of students will earn a score of 90%	Final Exam	Will be added next year as this is a new

	theories to the current health environment.	or higher on the Final Exam		assessment process/metric
MHA 660	(4) Engage in effective communication to ensure patient and family-centered engagement. (8) Engage in interprofessional collaborative work to partner in improving patient and population health outcomes	90% of students will earn a score of 80% or higher on the MHA 660 Preceptor Evaluation Form 80% of students will earn a score of 90% or higher on the Capstone Presentation Assignment	MHA 660 Preceptor Evaluation Form Capstone Presentation Assignment	Will be added next year as this is a new assessment process/metric

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	0	6	100%
2027	2023	7	0	7	100%

Employment Percentage

MHA Program	2023 - 100% 2024 - 66.7% 2025- 80%
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MHA - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University to a friend?	2022-2023	70% or higher	2023 Grads-100% 1 year Alumni - 100%
	2023-2024		2024 Grads- 100% 1 year Alumni- 100%
	2024-2025		2025 Grads- 100% 1 year Alumni- 83.3% 3 year Alumni- 100%

Use of Data in Last Two Years

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

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. 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

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

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. Angela Gilbreth

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

Major or Program:

Nursing (MSN) – Educator, Manager, Population Health Tracks (The population health track has been approved for removal from the Division of Nursing Master of Science in Nursing programs. This removal has occurred upon careful consideration of student needs, desires, and market analysis. No additional students will be admitted into the program and any current enrolled students will be completing outstanding course work. A student is scheduled for a summer course and this student along with an additional will complete the final three population health courses to graduate in Spring 2027).

Mission Statement

The mission of the Division of Nursing is to provide a high quality educational experience to advance nursing professionals who will drive the future of healthcare. We empower our students to embody caring and authentic leadership in the pursuit of academic excellence that will prepare them for interprofessional practice. To achieve this end, we inspire broader vision to refine critical thinking, espouse ethical decision making, and integrate evidence-based practice to achieve positive health outcomes in our global community.

Major Student Learning Outcomes (3-5)

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

1. Apply critical thinking into practice by utilizing knowledge from nursing and interprofessional disciplines.
2. Promote person-centered care for individuals, families, groups, and populations.
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

[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.

	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 (removed starting fall 2026/see above statement)									
NSG 500 – Evidenced-Based Practice in Healthcare	X			X		X	XX		
NSG 501 - Health Policy and Advocacy			XX			X	X		
NSG 502 - Ethical Issues in Healthcare Populations	X		X					XX	X
NSG 650 - Population Health and Epidemiology	X	XX	X	X	X		X	X	X
NSG 600 (M) - Theories and Principles of Nursing Management	X			X	X	XX	X	X	X

NSG 601 (M) - Nursing Informatics	X	X		X	X		XX		
NSG 602 (M) - Human Behavior in Organizations	XX		X	X	X	X	X	X	X
NSG 603 (M) - Management of Fiscal Systems			X	X	XX	X	X		X
NSG 604 (M/P) - Quality and Performance in Organizations				XX	X	X	X		X
NSG 621 (M) - Nurse Manager Clinical Practicum and Scholarly Project	X			X	X	X	X	X	XX
NSG 606 (E) - Advanced Health Assessment through the Lifespan	X	XX		X	X		X		X
NSG 609 (E) - Philosophical and Theoretical Foundations of Nursing Education	X			X				XX	X
NSG 615 (E) - Educational Methods and Strategies	X			XX				X	X
NSG 616 (E) - Assessment and Evaluation in Nursing Education	XX			X			X		X
NSG 617 (E) - Advanced Clinical Pathophysiology and Pharmacology	X	X		X	XX		X	X	X
NSG 618 (E) - Nurse Educator Clinical Practicum and Scholarly Project	X			X	X	XX	X	X	XX

NSG 651 (P)* – Impacting Population Health and Wellness Across the Continuum									
NSG 652 (P)* - Foundations of Population Health									
NSG 653 (P)* - Leadership in Population Health									
NSG 654 (P)* – Primary, Secondary, and Tertiary Prevention to Promote Individual and Population Outcomes									
NSG 656 (P)* – Advanced Population Health Practicum and Scholarly Project									

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 (The last offering of this course will be Spring 2027)

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 (The last offering of this course will be Spring 2027)

Methods of Assessment

[List learning outcomes. State the method of assessment for each outcome, indicate a benchmark for each objective, and include any other relevant details on the assessment method.]

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:

Direct Assessment Measures

MSN Course	Aggregate Outcome	Goal	Method of Evaluation	Outcome
NSG 500	(7) Utilize research, informatics, and technologies to provide safe high-quality healthcare, initiate change, and improve healthcare outcomes	80% of students will earn a score of 90% or higher on the Literature Review Executive Summary Assignment	Literature Review Executive Summary Assignment	Will be added next year as this is a new assessment process/metric
NSG 501	(3) Analyze the effects of policy, economics, and societal influences on healthcare systems impacting population health.	90% of students will achieve a 90% or higher on the policy critique assignment, showing successful understanding of how their chosen policy impacts population health.	Healthcare Policy Critique Presentation	Will be added next year as this is a new assessment process/metric
NSG 502	(8) Analyze the impact of ethical issues on professional practice.	Eighty percent of students will achieve a score of 85% or higher across the four rubric criteria used to analyze the impact of an ethical issue on professional practice.	Ethics, Advocacy, and Promotion of Equity Presentation	Will be added next year as this is a new assessment process/metric
NSG 650	(2) Promote person-centered care for individuals, families, groups, and populations.	80% of students will earn a score of 90% or higher on the Putting it All Together Assignment	Putting it All Together Assignment	Will be added next year as this is a new assessment process/metric
NSG 600 (M)	(6) Appraise the effects of systems and organizational leadership on healthcare outcomes.	80% of students will earn a score of 90% or higher on the Bioterrorism Dyad Presentation	Bioterrorism Dyad Presentation	Will be added next year as this is a new assessment process/metric
NSG 601 (M)	(7) Utilize research, informatics, and technologies to provide safe high-quality healthcare,	80% of students will earn a score of 90% or higher on the Nursing Informatics	Nursing Informatics Infographic Assignment	Will be added next year as this is a new assessment process/metric

	initiate change, and improve healthcare outcomes.	Infographic Assignment		
NSG 602 (M)	(1) Apply critical thinking into practice by utilizing knowledge from nursing and interprofessional disciplines	80% of students will earn a score of 90% or higher on the Organizational Culture/Climate Paper	Organizational Culture/Climate Paper	Will be added next year as this is a new assessment process/metric
NSG 603 (M)	(5) Facilitate effective interprofessional communication and collaboration in practice	90% of students will earn a score of 80% or higher on the NSG 603 Preceptor Evaluation Form	NSG 603 Preceptor Evaluation Form	Will be added next year as this is a new assessment process/metric
NSG 604 (M)	(4) Utilize advanced skills according to standards of practice.	80% of students will earn a score of 90% or higher on the Quality Implementation Paper	Quality Implementation Paper	Will be added next year as this is a new assessment process/metric
NSG 621 (M)	(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.	80% of students will earn a score of 90% or higher on the Capstone Poster Presentation Assignment	Capstone Poster Presentation	Will be added next year as this is a new assessment process/metric
NSG 606 (E)	(2) Promote person-centered care for individuals, families, groups, and populations	Eighty percent of students will score 85% or higher on the rubric used to evaluate the comprehensive health assessment assignment demonstrating culturally responsive assessment and care across individuals, families,	Comprehensive Health Assessment	Will be added next year as this is a new assessment process/metric

		aggregates, and populations.		
NSG 609 (E)	(8) Analyze the impact of ethical issues on professional practice	Eighty percent of MSN students will score 85% or higher across the two rubric criteria used to analyze the impact of an ethical issue on professional practice.	Ethical/Legal Challenge Presentation	Will be added next year as this is a new assessment process/metric
NSG 615 (E)	(4) Utilize advanced skills according to standards of practice	Eighty percent of MSN students will score 85% or higher on the Lesson Plan assignment, demonstrating the application of advanced educator skills according to standards of practice.	Lesson Plan	Will be added next year as this is a new assessment process/metric
NSG 616 (E)	(1) Apply critical thinking into practice by utilizing knowledge from nursing and interprofessional disciplines	Eighty percent of students will score 85% or higher on the NCLEX question writing assignment, demonstrating application of critical thinking through the integration of nursing and interprofessional knowledge.	NCLEX Question Writing Assignment	Will be added next year as this is a new assessment process/metric
NSG 617 (E)	(5) Facilitate effective interprofessional communication and collaboration in practice	At least 90% of students will achieve a minimum score of 4 out of 5 on Questions 7 (interacted appropriately with agency personnel), 9 (worked collaboratively with the preceptor and other team members), and 14	Preceptor Evaluation	Will be added next year as this is a new assessment process/metric

		(used effective communication skills) on the Preceptor Evaluation of Student Assignment		
NSG 618 (E)	(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	80% of students will earn a score of 90% or higher on the Capstone Poster Presentation Assignment	Capstone Poster Presentation Assignment	Will be added next year as this is a new assessment process/metric
NSG 651 (P)*				
NSG 652 (P)*				
NSG 653 (P)*				
NSG 654 (P)*				
NSG 656 (P)*				

(M): Management Track; (E): Educator Track;

(P)*: Population Health Track (no longer offered as of Fall 2026/see above statement)

MSN Student Issue Results for 2025-2026 did not identify any concerns with the admission process. There was a comment made about the potential for rolling course progression through the program and one comment felt the application for graduation was hard to locate.

MSN Student Retention

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing
2023	2019	27	9	18	100%
2024	2020	17	5	12	100%
2025	2021	14	2	11	92%

Completion rates at the master's 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	2023 - 100% 2024 - 100% 2025 - 100%
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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?	2022-2023	70% or higher	2023 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%
	2023-2024		2024 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%
	2024-2025		2025 Grads - 90.9% 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 updated American Association of Colleges of Nursing Graduate-level competencies into the MSN coursework by May 2028.

2. 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. Angela Gilbreth

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 (3-5)

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		X	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	X	XX		X			X
NSG 730 Applied Organizational Analysis in Systems	XX	X				X	X
NSG 740 Advanced Financial Management of Healthcare Resources	X	X	XX	X	X	X	
NSG 750 Strategic Leadership, Innovation, and Entrepreneurship	X		X	X		XX	XX
NSG 760 Leading Change by Transforming Policy & Systems		XX	X		X	X	XX
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
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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

Direct Assessment Measures

DNP Course	Aggregate Outcome	Goal	Method of Evaluation	Outcome
NSG 700	(4) Engage in experiential learning and research to promote advanced level nursing scholarship grounded in ethical and moral decision making.	90% of students will earn a score of 90% or higher on the My Ethics Mission, Vision, and Values Synthesis paper.	My Ethics Mission, Vision, and Values Synthesis paper	Will be added next year as this is a new assessment process/metric

NSG 710	(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.	90% of students will earn a score of 90% or higher on the IT Data Mining Analysis PowerPoint assignment 90% of students will earn a score of 90% or higher on the Quality/Safety Proposal Plan assignment	IT Data Mining Analysis PowerPoint Quality/Safety Proposal Plan	Will be added next year as this is a new assessment process/metric
NSG 720	(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.	Eighty percent of students will score 85% or higher on the Chapter 1 writing assignment, demonstrating a critical analysis of the current state of science for specific populations or leadership issues for translation into practice.	Chapter 1 Assignment	Will be added next year as this is a new assessment process/metric

NSG 730	(1) Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences to translate best evidence for application to improve nursing practice.	90% of students will earn a score of 90% or higher on the Organizational Analysis Matrix Strategic Plan assignment.	Organizational Analysis Matrix Strategic Plan	Will be added next year as this is a new assessment process/metric
NSG 740	(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.	90% of students will earn a score of 90% or higher on the Written Business Plan paper	Written Business Plan	Will be added next year as this is a new assessment process/metric

NSG 750	(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.	90% of students will earn a score of 90% or higher on the Leadership Marketing Strategy Assignment 90% of students will earn a score of 90% or higher on the Leadership Marketing Strategy Assignment	Leadership Marketing Strategy Project Leadership Marketing Strategy Project	Will be added next year as this is a new assessment process/metric
NSG 760	(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. (7) Translate knowledge into personal, professional, and	90% of students will earn a score of 90% or higher on the Policy Position Paper 90% of students will earn a score of 90% or higher on the Policy Position Paper	Policy Position Paper Policy Position Paper	Will be added next year as this is a new assessment process/metric

	leadership practice to improve patient outcomes and synthesize best practice for improving the nation's health.			
NSG 770	(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.	90% of students will earn a score of 90% or higher on the Population Focused Design Project	Population Focused Design Project	Will be added next year as this is a new assessment process/metric
NSG 790	(1) Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences to translate best evidence for application to improve nursing practice. (4) Engage in experiential learning and research to promote advanced level nursing scholarship grounded in ethical and moral decision making.	90% of students will earn a score of 90% or higher on their Chapter 1 paper. 90% of students will earn a score of 90% or higher on their Chapter 1 presentation.	Chapter 1 Paper Chapter 1 Presentation	Will be added next year as this is a new assessment process/metric
NSG 791	(1) Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences to translate best evidence for	90% of students will earn a score of 90% or higher on their Chapter 2 paper.	Chapter 2 Paper Chapter 2 Presentation	Will be added next year as this is a new assessment process/metric

	application to improve nursing practice. (4) Engage in experiential learning and research to promote advanced level nursing scholarship grounded in ethical and moral decision making.	90% of students will earn a score of 90% or higher on their Chapter 2 presentation.		
NSG 792	(1) Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences to translate best evidence for application to improve nursing practice. (4) Engage in experiential learning and research to promote advanced level nursing scholarship grounded in ethical and moral decision making.	90% of students will earn a score of 90% or higher on their Chapter 3 paper. 90% of students will earn a score of 90% or higher on their Chapter 3 presentation.	Chapter 3 Paper Chapter 3 Presentation	Will be added next year as this is a new assessment process/metric

DNP - Program Outcome	Timeframe	Expected Level of Achievement	Actual Outcome
Would you recommend McKendree University DNP to a friend?	2022-2023	70% or higher	2023 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%
	2023-2024		2024 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%
	2024-2025		2025 Grads - 100% 1 year Alumni - 100% 3 year Alumni - 100%

DNP Student Issue Results for 2025-2026 indicated that DNP students felt the Admission process was easy. For Progression, DNP students indicated that the DNP program was challenging but encouraged growth. DNP students noted they were unaware they needed to apply for graduation.

DNP Student Retention

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing
2023	2020	8	1	7	100%
2024	2021	23	1	19	83%
2025	2022	15	1	12	86%

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.

Employment Percentages for Nursing Programs

DNP Program	2023 – 100% 2024 – 100% 2025 – 90%
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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.

Goals for Next Two Years

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

1. Assimilate the updated American Association of Colleges of Nursing Graduate-level competencies into the DNP coursework by May 2028.

2. 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

Student Affairs

Career Services

Description

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

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

Mission Statement

The mission of the McKendree University Career Services Office is to:

- Give our students the opportunity to become actively involved in developing their career by providing a variety of training activities, programs, and services that support the goals of our students and McKendree University
- Encourage students to take initiative and be active in developing their career, using Career Services to help guide them towards success in a career and our society as a whole
- Help students understand that developing a career path is truly a life-long process

Major Student Learning Outcomes

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

Curriculum Map

PRIMARY/SELECT ACTIVITIES & EVENTS

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

Methods of Assessment

OUTCOME 1

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

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

Q2: What is the next action step you will take to make progress in your job search or graduate school search?

Q3: After your discussion with Career Services about your job or graduate school search, how has your confidence in your ability to navigate the search process changed?

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

Survey Scoring: For Q1, students will receive one point for each search strategy listed, with three points possible. For Q2, students will receive one point for any appropriate action step listed. For Q3, students will receive two points for an answer of “Significantly More Confident,” one point for “Slightly More Confident,” zero points for “No Change,” one negative point for “Slightly Less Confident,” and two negative points for “Significantly Less Confident.”

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

OUTCOME 2

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

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

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

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

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

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

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

OUTCOME 3

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

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

- Talk with other interns to see what they are working on
- Find ways to look busy while you look for your next assignment
- **Communicate with your supervisor via email or in person to inform him/her of your completed project and ask about what to work on next**

Q2: As an intern, when is it appropriate to ask questions before you make a decision?

- Never. The goal of an internship is to figure it out as you go and learn from your mistakes.
- **Sometimes. You should try to solve problems independently but should ask questions when needed.**
- Always. As an intern you will always need someone else's approval.

Q3: As an intern, when is it appropriate to share new ideas with your supervisor or group?

- Never, because you are an intern.
- Immediately when you begin the internship because you always have great ideas.
- **It depends on the situation. Give yourself some time to become familiar with the organization's processes before sharing all of your ideas.**

Q4: You and a fellow intern disagree on how to move forward in your group project. What should you do?

- **Work together with your fellow intern to discuss alternative ideas**
- Move forward on your own with your idea
- Talk immediately with your supervisor so they can decide how to proceed

Q5: You have been invited by a staff member at your internship site to go out to lunch, but you normally eat with the other interns in the break room. What would you do? Why?

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

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

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

For Q5, students will earn 1 point for the correct answer and 1 point for a reasonable explanation that mentions that going out to lunch provides a networking opportunity and a chance to form a relationship with a professional, for a total possible of 2 points.

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

Assessment Results

#InternReady

Assessment data collected during the 2025–26 academic year for the #InternReady training shows that students achieved the learning outcomes established by the Office of Career Services. Student performance on assessment measures resulted in a mean score of 88%, exceeding the established target goals for the assessed outcomes. The median and highest scores were both 100%, indicating that students demonstrated strong understanding of career development concepts, Career Services resources, and workplace readiness skills. The lowest score recorded was 50%.

The standard deviation of 16% suggests moderate variability in student performance, indicating that while most students demonstrated substantial learning gains, some students may benefit from additional reinforcement or follow-up support related to career readiness concepts and workplace expectations.

Assessment results indicate that students who participated in #InternReady were generally able to:

- Identify key steps in the job or graduate school search process
- Recognize Career Services resources available to them
- Apply workplace professionalism and problem-solving concepts to common internship and employment scenarios

UNI 101 presentations

Assessment data collected during the 2025-26 academic year for the UNI 101 Career Services presentations shows that students achieved the learning outcomes established by the Office of Career Services. Results from our surveys demonstrated positive learning outcomes related to Career Services resources and career development concepts. The average total assessment

score was 85%, indicating that students demonstrated a high level of learning and understanding following the presentation.

When asked to list services that the Office of Career Services provides, student performance on the assessment was distributed as follows:

- 48% of students earned the maximum score of 5 points
- 35% earned 4 points
- 9% earned 3 points
- 3% earned 2 points
- 1% earned 1 point

These results indicate that the majority of students demonstrated a strong understanding of Career Services resources after the UNI 101 presentations.

Student self-reported knowledge gains were also highly positive:

- 58% of students reported being “Significantly More Knowledgeable”
- 38% reported being “Slightly More Knowledgeable”
- 4% reported “No Change” in knowledge after the UNI 101 presentation

Overall, 96% of participating students reported increased knowledge of Career Services resources and career development processes following the UNI 102 presentations. These findings suggest that the presentations effectively introduced students to available services and encouraged early engagement with career planning resources.

Our data supports that:

- Students are learning the material
- The UNI 101 presentations were effective
- Early outreach is working
- A small group may benefit from additional reinforcement or we can find ways to help ensure they are paying attention during the presentations

Use of Data

UNI 101 Presentations

The Office of Career Services will continue utilizing UNI 101 presentations as a primary early outreach strategy for first-year students. Assessment results demonstrate that the presentations are effective in increasing student awareness of Career Services resources and career development processes.

Based on results, Career Services will:

- Continue early engagement programming during students’ first semester at McKendree
- Increase interactive engagement during presentations

- Provide even more follow-up materials to reinforce Career Services resources

#InternReady

The Office of Career Services will use the #InternReady training assessment data to strengthen student preparation for internships and workplace success. Results indicate strong overall performance, with opportunities for continued refinement in scenario-based learning and workplace decision-making skills.

Based on results, Career Services will:

- Enhance interactive scenario-based instruction
- Refine assessment tools to better measure learning gains
- Provide additional reinforcement resources following training

Action Plan

#InternReady Training

- Strengthen scenario-based learning through interactive workplace examples
- Identify and reinforce areas of lower student performance
- Enhance reflection prompts to require deeper workplace reasoning
- Provide a post-training Workplace Readiness Guide
- Offer follow-up support for students below benchmark levels

UNI 101 Presentations

- Maintain UNI 101 as a primary first-year student outreach strategy
- Increase interactive engagement during presentations
- Provide even more follow-up communication reinforcing Career Services resources
- Continue evaluating student learning and engagement trends

CONCLUSION

Assessment results indicate that Career Services programming is effectively supporting student learning in career readiness, workplace preparation, and awareness of available resources. Both UNI 101 and #InternReady training initiatives demonstrate strong student outcomes, with opportunities for continued refinement through increased interactivity, reinforcement materials, and targeted support for students needing additional guidance. The results are attached to this document.

Program Assessment Contact

Please contact Jennifer Pickerell, Director of Career Services

Student Success and Advising

Description

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

Mission Statement

The mission of the Student Success and Advising Center is to support a successful transition for undergraduate students into the intellectual, social, and cultural community of McKendree University.

Student Success and Advising Learning Outcomes

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

Increased confidence in their ability to achieve their educational goals.

Students' ability to identify various campus academic support services.

Students' ability to recognize successful academic behaviors and habits.

2. Students persist from semester to semester.

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

Curriculum Map

EVENT/PROGRAMS					
	Transition (Goal 1)	Confidence (Goal 1)	Support Services (Goal 1)	Successful Behaviors (Goals 1)	Persist (Goal 2)
Academic Tutoring			X	X	X
Academic Exam Proctoring			X		
SMART Mentoring Program	XX	XX	XX	XX	XX

Methods of Assessment

Goal 1: Learning outcome one will be evaluated using one assessment form. The assessment will be given to the students in UNI 102- First Year Student Success. The assessment contains questions specific to students (a) transition in higher education, (b) confidence in themselves, and (c) ability to recognize successful academic behaviors and habits. To evaluate the SMART Mentoring Program, we have identified questions directly related to student transition, confidence, and identification of successful student behaviors. The Assessment will be given twice throughout the semester. The assessment will be taken during the student's initial UNI-102 class session during the first week of the semester and will be given during the students' final UNI-102 class session of the semester, which will occur the week before final exams.

Goal 2: Learning outcome two will be evaluated by providing retention data, specifically, the percentage of Lebanon campus undergraduate students who can persist from Fall to Spring as well as Spring to Fall semesters. Students' ability to persist will be defined as students who participated in the SMART program and were retained with good academic standing from Fall to Spring and from Spring to Fall. Data provided will include both Lebanon campus undergraduate students not participating in mandatory mentoring programs as well as the sub-group of students who participated in SMART.

Assessment Results

Assessment results for the Student Success and Advising Center were last provided in 2019 and included usage numbers for the 2018-2019 academic year. Below are the usage numbers provided to the Board of Trustees for the 2024-2025 and 2025-2026 academic years.

Fall 2024:	Spring 2025:
<i>ARP: 33</i> <i>CONNECT: 26</i> <i>SMART: 63</i> <i>Early Alerts: 691</i> <i>Final Alerts: 29</i> <i>FYI Alerts: 74</i> <i>Suggest to Drop Alerts: 21</i> <i>Student of Concern: 177</i>	<i>ARP: 72</i> <i>CONNECT: 22</i> <i>SMART: 1</i> <i>Early Alerts: 449</i> <i>Final Alerts: 29</i> <i>FYI Alerts: 42</i> <i>Suggest to Drop Alerts: 47</i> <i>Student of Concern: 215</i>

Fall 2025:	Spring 2026:
<i>ARP: 38</i> <i>CONNECT: 16</i> <i>SMART: 48</i> <i>Early Alerts: 908</i> <i>Final Alerts: 79</i> <i>FYI Alerts: 63</i> <i>Suggest to Drop Alerts: 56</i> <i>Student of Concern: 231</i>	<i>ARP: 65</i> <i>CONNECT: 21</i> <i>SMART: 2</i> <i>Early Alerts: 527</i> <i>Final Alerts: 40</i> <i>FYI Alerts: 56</i> <i>Suggest to Drop Alerts: 58</i> <i>Student of Concern: 193</i>

- Students in the SMART program decreased by 23.8% from Fall 2024 to Fall 2025. SMART numbers are low in the spring terms due to low numbers of first-year students. That test into UNI 102, beginning in the spring term.
- Early Alerts increased by 31.4% from Fall 2024 to Fall 2025. Early Alerts do show a decrease from Fall to Spring terms by 35% - 42%.
- Students enrolled in the Academic Recovery Program increased by 15.2% from Fall 2024 to Fall 2025. The number of ARP did increase by 29% from Fall 2024 to Spring 2025 and increased by 71.1% from Fall 2025 to Spring 2026. This could be attributed to students who were in critical developmental grades during the COVID-19 pandemic, entering higher education.
- Final Alerts increased by 172.4% from Fall 2024 to Fall 2025. Suggest to Drop alerts increased by 166.7% from Fall 2024 to Fall 2025. These increased could be attributed to Final Alerts and Suggest to Drop alerts being added in Spring 2024.

Use of Data (Previous year or this year)

1. CONNECT Program referrals continued in the 2024/2025 and 2025/2026 academic years as our department has remained fully staffed. Connect meetings at times of higher alert submission were canceled to ensure early alert meetings were addressed within 48 hours of the alert being submitted
2. Time limits remain on early alert, ARP, and SMART meetings to accommodate the volume of alerts being received. These time limits could potentially impact the effectiveness of these programs.
3. An FYI Report continued to be utilized in the 2024/2025 and 2025/2026 academic years as another option for faculty reporting. The goal of the FYI alert was to decrease the number of Student Success meetings required with a mentor for issues that faculty were resolving on their own.
4. Final Alert continued to be utilized in the 2024/2025 and 2025/2026 academic years after being added as another option for faculty reporting in Spring 2024. The goal of the Final Alert was to decrease the number of repeating alerts from faculty for the same situation, but there has been no change in the student's behavior. This also had the goal of decreasing the number of Student Success meetings required with the mentor when the situation has been addressed multiple times before. The student is provided with the information about the available resources on campus and has the option to schedule an appointment with their student success mentor.
5. Suggest to Drop alert continued to be utilized in the 2024/2025 and 2025/2026 academic years after being added as another option for faculty reporting in Spring 2024. The goal of the Suggest to Drop alert was to decrease the number of Student Success meetings required with a mentor, but still provide the student with the information that it has been reported they cannot mathematically pass the class, and the process to drop a course after the faculty has communicated with them that they cannot pass the course. This alert can also serve as a Final Alert. A meeting is still offered to the students if they wish to schedule one.
6. The Manager of Accessibility Services position reviews and manages all academic, temporary, and housing accommodations and remains a multi-purpose position serving as a Student Success Coach and a Worldwide advisor, working strictly with Exploratory students.

The Student Success and Advising Center have experienced a lot of change and development in the last two years. We continue to be responsible for the advisement of all fully online undergraduate students and all exploratory students. All first-year students are assigned to their faculty advisors once initial registration with the University is complete. Allowing our

Success Coaches to better balance their responsibilities of mentoring and advising and providing the appropriate amount of time to our students so their needs are met.

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

With the change in leadership and staffing over the last 3 years, data from the 2022/2023 to the 2024/2025 school year was not consistent. New data collection will begin this fall with the start of the 2025/2026 academic year, and results from the first year will be available during the Fall of 2026. Please see the attached action plan, which outlines the creation and implementation of the new assessment tools.

Action Plan: Student Success and Advising Center

Task	Date of Implementation	Who?
1. Update description and learning outcomes to reflect new responsibilities	August 2025	Karyn Wilson
2. Development of assessment tools • SMART Program Pre/Post-Assessment	Spring 2025	Karyn Wilson
3. Train staff on the use of new assessments	Summer 2025	Karyn Wilson, Jennifer Miller
4. Begin to Collect Data • Week 1: SMART pre-assessment • Week 15: SMART Post-Assessment	Fall 2025	Student Success Center
5. Assess Data • SMART pre-assessment • SMART post-assessment • Retention of SMART students	Fall 2026	Karyn Wilson

Student Success and Advising Center Narrative

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

Some notable changes include new leadership, approval to fill vacant staff positions, and restructuring of the students we support. The Student Success and Advising center continues to have students assigned to them by majors, and the majors that a Student Success Coach is assigned also align with the majors of the online programs they are assigned as the advisor for. Online undergraduate student advisement and retention initiatives are still the responsibility of the Student Success and Advising Center, but now also with collaboration from the Department of Computer Science, the School of Education, and the School of Nursing, and are divided among the Assistant Dean for Students Success, the Manager of Accessibility Services, and three Student Success Coaches. In July of 2025, Karyn Wilson was promoted to the Assistant Dean for Student Success, Carol Erickson the Manager of Accessibility Services, and the Student Success Mentors had title changes to Student Success Coaches. In Fall 2025, Student Success Coaches began teaching UNI 101 and Karyn Wilson and Carol Erickson continued to teach UNI 102. During the 2025-2026 academic year, the center operated with one Assistant Dean for Student Success, three full-time coaches, the Manager of Accessibility Services, one intern, and two part-time Graduate Assistants.

Notable challenges include:

1. Staff Turnover

- In the 2024/2025 and 2025/2026 academic years, we had staff turnover and multiple replacements take place for the position of Student Success Coach.

2. Disparity between advising and mentoring

- In addition to mentoring the Lebanon campus undergraduate students, Student Success is responsible for the academic advising of all worldwide undergraduate students, except for students who fall into the Department of Computer Science, the School of Education and the School of Nursing. The current number of assigned Worldwide advisees to Student Success and Advising is 247.
- Since McKendree Worldwide offers rolling admission with 5 start points per year, and students take classes every 8 weeks, with select upper-level courses offered in the 16-week format, advising online students is ongoing throughout the academic year.

Positive Changes and Opportunities for Growth:

1. Approval to fill our vacant full-time Coach position(s) was approved for the 2024/2025 and 2025/2026 academic years. Candidate interviews were conducted, and the position was offered to a prospective candidate(s), and we remain fully staffed as of January 2026.
2. All Student Success staff have been trained in the advisement of Worldwide students, and Worldwide students have been more evenly distributed among Student Success staff, thus making the advising caseload more manageable in conjunction with student success meetings and mentor programming.
3. The Student Success and Advising Center, alongside Residence Life, utilized the Student Academic Mentors (SAMs) during the 2024/2025 academic year and continued to utilize the SAMs in the 2025/2026 academic year. Residence Life transitioned out of its collaboration with the role in overseeing the SAM position, and responsibility for the program is not overseen solely by the Student Success and Advising Center. This position is being evaluated and reconfigured for the 2026/2027 academic year.
5. Student Affairs continues to work with IT to explore additional areas of Ellucian Self-Service, such as Retention View, which would improve communication flow between various departments.
6. The Student Success and Advising Center remains fully staffed with one Assistant Dean for Student Success, three full-time Student Success Coaches, the Manager of Accessibility Services, and two part-time Graduate Assistants.

Assessment Contact: Karyn Wilson, Assistant Dean for Student Success

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 lacks a meaningful capstone, research experience, or service experience.	The program lacks two or more of the following: capstone, research, and service.
	The program includes meaningful research experience.		
	The program includes meaningful service experience.		
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.”
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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.”
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Course-Level Evaluations

Survey item	McK survey 2025		Watermark 2026	
	Spring 1	Spring full	Spring 1	Spring full
	N = 800	N = 2,885	N = 1,126	N = 2,625
This course ...				
1. was a positive experience.	4.71 (0.70)	4.67 (0.74)	4.50 (0.84)	4.42 (0.97)
2. helped me gain an appreciation for the material covered.	4.66 (0.73)	4.59 (0.83)	4.50 (0.83)	4.39 (0.98)
3. improved my critical thinking.	4.67 (0.72)	4.58 (0.82)	4.47 (0.84)	4.39 (0.94)
4. was intellectually engaging.	4.65 (0.76)	4.58 (0.84)	4.49 (0.82)	4.39 (0.98)
5. encouraged mutual respect among students of diverse backgrounds and identities.	4.72 (0.66)	4.72 (0.66)	4.54 (0.79)	4.53 (0.83)
6. enhanced my research and information literacy skills.	4.67 (0.69)	4.52 (0.89)	4.49 (0.89)	4.32 (0.99)
7. promoted development of my writing skills.	4.66 (0.73)	4.46 (0.97)	4.46 (0.84)	4.25 (1.05)
8. was well organized.	4.71 (0.71)	4.59 (0.83)	4.55 (0.80)	4.38 (1.00)
9. was challenging.	4.64 (0.80)	4.50 (0.92)	4.40 (0.91)	4.29 (1.01)
10. had a clear and comprehensive syllabus.	4.74 (0.66)	4.67 (0.74)	4.57 (0.78)	4.48 (0.95)
11. was of high quality overall.	4.71 (0.65)	4.64 (0.78)	4.55 (0.80)	4.69 (0.71)

Survey item	McK survey 2025		Watermark 2026	
	Spring 1	Spring full	Spring 1	Spring full
	N = 800	N = 2,885	N = 1,126	N = 2,625
This instructor ...				
12. was knowledgeable about the subject.	4.81 (0.55)	4.82 (0.54)	4.64 (0.72)	4.68 (0.71)
13. used a variety of teaching methods and activities.	4.65 (0.77)	4.56 (0.90)	4.48 (0.87)	4.39(1.01)
14. was well prepared for class.	4.77 (0.63)	4.73 (0.65)	4.61 (0.75)	4.55 (0.84)
15. was respectful to students.	4.82 (0.53)	4.79 (0.59)	4.66 (0.72)	4.63 (0.76)
16. established an inclusive environment for students of diverse backgrounds and identities.	4.79 (0.56)	4.78 (0.60)	4.65 (0.73)	4.63 (0.76)
17. provided useful feedback.	4.74 (0.66)	4.65 (0.80)	4.57 (0.84)	4.48 (0.94)
18. used fair grading procedures.	4.73 (0.67)	4.71 (0.69)	4.60 (0.80)	4.54 (0.86)
19. presented course material effectively.	4.73 (0.67)	4.66 (0.77)	4.58 (0.78)	4.47 (0.96)
20. provided an atmosphere where students could ask questions and express ideas.	4.74 (0.67)	4.76 (0.65)	4.61 (0.77)	4.60 (0.80)
21. was accessible (in person, by phone, or by email) to students outside of class.	4.75 (0.65)	4.73 (0.67)	4.63 (0.76)	4.53 (0.86)
22. responded effectively to comments and questions.	4.74 (0.66)	4.72 (0.68)	4.60 (0.78)	4.55 (0.86)
23. used technology effectively where appropriate.	4.79 (0.56)	4.73 (0.66)	4.64 (0.74)	4.56 (0.81)
24. was effective overall.	4.75 (0.64)	4.70 (0.74)	4.61 (0.77)	4.52 (0.92)

Note. Spring 1 2026 response rate = 45%. Spring full 2026 response rate = 49%.

Evaluation and Use of Data

McKendree University uses a standard student evaluation survey to gather data on student perceptions in all courses. Overall, means are consistently near the top of the scale, indicating high satisfaction among students who completed the course evaluations. The SLATE committee reviews and discusses course evaluation results annually in regular meetings and at the Closing the Loop Workshop. 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.

During the 2025-2026 school year, the University phased out the longstanding home-built student evaluation website and replaced it with software from Watermark Insights. A committee consisting of representatives from the Provost's Office, the Registrar, and Information Technology reviewed and selected Watermark as a student evaluation platform. Watermark has numerous advantages over the old system, including automated email reminders, report building and customization, AI analysis, and custom questions. Based on previous discussions during Closing the Loop, which indicated widespread satisfaction with the student evaluation survey, the survey items remained the same in the new system.

Implementation of the new Watermark survey occurred in two phases, each which included evaluation and feedback from staff and faculty. During the fall 2025 semester, a pilot group of faculty teaching second-semester courses in Business and Nursing implemented the survey. The SLATE committee compared results from the Watermark and old student evaluation system, faculty provided feedback, and staff from the Provost's Office and Information Technology evaluated the functionality of the system. No concerns emerged, so a full launch of the Watermark system for all courses occurred during the spring 2026 semester. Before the full launch, the campus administrator for the Watermark system consulted with the SLATE committee to determine functionalities such as the date the survey is open, the text of emails, and release dates of data.

Faculty and staff examined the spring 2026 Watermark survey data during the Closing the Loop Workshop in May, 2026. Attendees concluded that the means suggest widespread satisfaction among students with instruction and courses. They identified slight reductions in the means and numbers of students completing the forms and recommended continued monitoring to determine if it was a reliable trend. The only major concern that emerged was that the system currently allowed students who withdraw from courses to complete student evaluations, but it does not identify those students in a way that allows their responses to be analyzed. The majority of Closing the Loop attendees believed that students who withdraw from courses should not complete student evaluations.

Assessment Outcomes 2.1 Learning Outcomes

Effective Communication

Table 1

*Written Communication Rubric Completion Across ENG 111, ENG 112, and Writing Intensive Courses:
Spring 2021-Fall 2024*

Course	Terms with rubrics	Course	Terms with rubrics	Course	Terms with rubrics
ACC 431	2	ENG 306		PHI 334	
ART 210		ENG 307		PHI 336	
ART 211		ENG 320-9		PHI 345	
ART 310		ENG 360		PHI 363	
ART 314		ENG 490		PHI 363	
BIO 202		ENT 330		PHI 390	
BIO 303	2	GLS 498		PHI 391	
BUS 324	10	HIS 311		PHI 410	
CBD 334		HIS 312		PSI 300	2
CHE 455		HIS 313	1	PSI 301	1
COM 251	2	HIS 314		PSI 311	
COM 252	3	HIS 321		PSI 313	
COM 315		HIS 410	2	PSI 470	
COM 320		HPE 301		PSI 480	
COM 351		HPE 325	3	PSI 498	1
CSI 320	3	HPE 400		PSY 404	
CSI 369		HPE 420		PSY 470	6

CSI 410	1	HPE 460		PSY 496	5
CSI 435		HRM 411		REL 330	
ECO 450	2	MGT 354	1	REL 332	
EDU 210	2	MKT 325	3	REL 350	
EDU 404	1	MKT 410	4	REL 355	
EDU 445	2	NSG 367	3	REL 490	
ENG 111	7	NSG 471	3	SOC 300	1
ENG 112	6	PED 357		SOC 400	5
ENG 205		PED 403	5	SPM 376	
ENG 206	1	PED 491		THE 350	
ENG 220-9		PHI 325	1	THE 351	
ENG 290		PHI 331			
ENG 305		PHI 333			

Note. All sections of courses in a semester are combined.

Table 2*Oral Communication Rubric Means and Frequencies: Spring 2021-Fall 2024*

Indicator	Overall total	Online	In-person	Overall F21, S22	Overall Sp24, Su24	Upper level
	<i>M (n)</i> <i>f</i> = 12	<i>M (n)</i> <i>f</i> = 7	<i>M (n)</i> <i>f</i> = 8	<i>M (n)</i> <i>f</i> = 3	<i>M (n)</i> <i>f</i> = 2	<i>M (n)</i> <i>f</i> = 0
OC1.1 Purpose	3.20 (635)	3.57 (141)	3.09 (494)	3.13 (186)	3.12 (65)	-
OC1.2 Content	3.05 (635)	3.14 (141)	3.03 (494)	3.04 (186)	2.97 (65)	-
OC1.3 Use of Evidence	2.99 (635)	3.13 (141)	2.95 (494)	2.93 (186)	2.95 (65)	-
OC1.4 Organization	3.17 (635)	3.43 (141)	3.10 (494)	3.20 (186)	3.02 (65)	-
OC1.5 Language	3.14 (635)	3.67 (141)	2.99 (494)	3.07 (186)	2.86 (65)	-
OC1.6 Delivery	2.64 (635)	2.66 (141)	2.63 (494)	2.61 (186)	2.51 (65)	-
OC1.7 Presentation Aids	2.93 (635)	2.42 (141)	3.25 (494)	3.11 (186)	3.11 (65)	-

Note. *M* = Mean. *n* = number of students rated. *f* = number of courses (all course sections in a semester count as one course). Ratings occur on a 4-point scale: *beginning* (1), *low intermediate* (2), *high intermediate* (3), *advanced* (4).

Table 3*Aesthetic Expression Rubric Means and Frequencies: Spring 2021-Spring 2023*

Indicator	Overall total	Online	Overall F21	Overall Sp23	Upper level
	<i>M (n)</i> <i>f</i> = 19	<i>M (n)</i> <i>f</i> = 0	<i>M (n)</i> <i>f</i> = 4	<i>M (n)</i> <i>f</i> = 3	<i>M (n)</i> <i>f</i> = 2
AES1.1 Concepts and Principles	3.28 (160)	-	3.40 (30)	3.12 (25)	4.00 (2)
AES1.2 Skill	3.17 (160)	-	3.27 (30)	3.08 (25)	4.00 (2)
AES1.3 Research	3.37 (160)	-	3.50 (30)	3.24 (25)	3.50 (2)
AES1.4 Historical Context	3.22 (160)	-	2.72 (29)	3.40 (25)	3.50 (2)
AES1.5 Feedback	3.51 (160)	-	3.53 (30)	3.40 (25)	4.00 (2)

Note. *M* = Mean. *n* = number of students rated. *f* = number of classes (all course sections in a semester count as one course). Ratings occur on a 4-point scale: courses (1), *low intermediate* (2), *high intermediate* (3), *advanced* (4). Spring 2023 was the last term the rubric was submitted

Table 4*Written Communication Rubric Means and Frequencies: Spring 2021-Fall 2024*

Indicator	Overall total <i>M (n)</i> <i>f</i> = 102	Overall F21, Sp22 <i>M (n)</i> <i>f</i> = 30	Overall Sp24, F24 <i>M (n)</i> <i>f</i> = 28	Lower- level <i>M (n)</i> <i>f</i> = 24	Upper- level <i>M (n)</i> <i>f</i> = 78	Online <i>M (n)</i> <i>f</i> = 42	In-person <i>M (n)</i> <i>f</i> = 76	ENG 111 <i>M (n)</i> <i>f</i> = 7	ENG 112 <i>M (n)</i> <i>f</i> = 6	Online ENG 111, ENG 112 <i>M (n)</i> <i>f</i> = 8
WC1.1 Purpose	3.47 (3090)	3.20 (576)	3.54 (989)	3.24 (1256)	3.63 (1834)	3.60 (1162)	3.39 (1929)	3.22 (675)	3.22 (400)	3.10 (142)
WC1.2 Content	3.32 (3091)	3.07 (576)	3.43 (989)	3.16 (1257)	3.42 (1833)	3.38 (1162)	3.28 (1926)	3.18 (676)	3.11 (400)	3.09 (142)
WC1.3 Use of Evidence	3.15 (3087)	2.93 (575)	3.28 (988)	2.96 (1254)	3.28 (1833)	3.26 (1161)	3.08 (1929)	2.98 (674)	2.89 (400)	2.80 (142)
WC1.4 Organization	3.45 (3090)	3.18 (576)	3.55 (989)	3.25 (1257)	3.59 (1834)	3.61 (1162)	3.36 (1928)	3.32 (676)	3.25 (400)	3.29 (142)
WC1.5 Syntax and Mechanics	3.27 (3089)	3.10 (575)	3.25 (989)	3.00 (1255)	3.45 (1834)	3.48 (1162)	3.15 (1927)	2.86 (676)	3.06 (400)	2.89 (142)
WC1.6 Discipline-specific conventions	3.28 (3088)	3.12 (576)	3.23 (989)	2.92 (1254)	3.53 (1834)	3.48 (1162)	3.16 (1926)	2.90 (675)	2.90 (399)	2.50 (140)

Note. *M* = Mean. *n* = number of students rated. *f* = number of courses (all course sections in a semester count as one course). Ratings occur on a 4-point scale: *beginning* (1), *low intermediate* (2), *high intermediate* (3), *advanced* (4).

Inquiry and Problem-Solving

Table 1

Inquiry and Problem-solving Rubric Means and Frequencies: Fall 2021-Spring 2026

Indicator	Overall <i>M (n)</i>	Overall F21, SP22 <i>M (n)</i>	Overall F23, SP24 <i>M (n)</i>	Overall F25, SP26 <i>M (n)</i>	In person <i>M (n)</i>	Online <i>M (n)</i>
IPS1.1-Interpreting: Interpret and explain information in the class modality.	3.63 (2,941)	3.23 (328)	3.52 (431)	3.70 (624)	3.66 (2,629)	3.33 (312)
IPS1.2-Creating: Create an appropriate portrayal of information using the class modality.	3.37 (2,686)	3.36 (255)	3.20 (369)	3.56 (621)	3.37 (2,373)	3.40 (312)
IPS1.3-Calculating: Use calculations to successfully solve a problem.	3.42 (1,368)	2.96 (150)	3.34 (268)	3.62 (363)	3.40 (1,056)	3.47 (312)
IPS1.4-Abstracting: Explain how data, information, or knowledge is represented for computational use.	3.21 (2,781)	2.95 (262)	3.11 (407)	3.06 (609)	3.20 (2,469)	3.28 (312)
IPS1.5-Analyzing: Evaluate and justify the appropriateness and correctness of the solution to a problem.	3.51 (2,882)	3.41 (274)	3.33 (439)	3.53 (615)	3.54 (2,570)	3.29 (312)
IPS1.6-Communicating: Express the meaning of a result with accurate language, notations, or visualizations in support of an argument.	3.67 (2,810)	3.67 (273)	3.44 (432)	3.61 (596)	3.70 (2,498)	3.41 (312)

Note. *M* = Mean. *n* = number of students rated. Ratings occur on a 4-point scale: *novice* (1), *basic* (2), *proficient* (3), *advanced* (4). The 2021 Inquiry and Problem-solving SLATE Subcommittee set a target goal of 2.50 for all rubric scores.

Table 2

Number of Courses and Students with Rubrics Submitted Per Semester

Term	F21	SP22	F22	SP23	F23	S24	F24	SP25	F25	SP26
Inquiry and Problem-solving										
Courses	5	2	5	4	7	4	5	5	6	3
Students	221	107	174	281	289	146	865*	235	467	157
Science and Nature										
Courses	3	3	4	3	4	3	4	3	3	1
Students	128	94	127	75	236	132	231	79	167	71

Note. Number of courses combines individual sections of a course in one semester.

*CSI 120 included 657 completed rubrics in fall 2024.

Table 3

Science and Nature Rubric Means and Frequencies: Fall 2021-Spring 2026

Indicator	Overall	Overall	Overall	Overall	In person	Online
	F21, SP22	F23, SP24	F25, SP26			
	<i>M (n)</i>	<i>M (n)</i>	<i>M (n)</i>	<i>M (n)</i>	<i>M (n)</i>	<i>M (n)</i>
SCI1.1-Distinguish science from other disciplines	3.89 (526)	3.54 (41)	3.91 (256)	4.00 (28)	3.91 (426)	--
SCI1.2-Apply the process of scientific inquiry	3.59 (1,235)	3.56 (154)	3.62 (350)	3.70 (172)	3.78 (427)	3.49 (455)
SCI1.3-Accurately communicate (oral/written) scientific theories, concepts, and terminology.	3.39 (961)	2.89 (105)	3.35 (339)	3.61 (94)	3.35 (869)	--
SCI1.4-Discriminate between scientific and societal controversy	3.44 (726)	3.18 (80)	3.42 (273)	3.03 (128)	3.54 (486)	2.86 (149)
SCI1.5-Interpret the validity of science as reported from a variety of sources	3.41 (1,124)	3.26 (187)	3.56 (322)	3.18 (125)	3.51 (656)	3.15 (375)

Note. *M* = Mean. *n* = number of students rated. Ratings occur on a 4-point scale: *novice* (1), *basic* (2), *proficient* (3), advanced (4). Cells without means indicate there were no rubric ratings for that indicator. The 2021 Inquiry and Problem-solving SLATE Subcommittee set a target goal of 2.50 for all rubric scores.

Table 4*Rubric Completion Across Courses: Spring 2021-Spring 2026*

Inquiry/Problem-solving		Science/Nature	
Course	Semesters with rubrics	Course	Semesters with rubrics
BUS 350	0	BIO 101	11
CSI 120	11	BIO 110	5
CSI 130*	1	BIO 250	3
CSI 131	5	CHE 100	7
CSI 132*	4	ES 110	0
CSI 205	0	PHY 211	4
MTH 133*	2	PHY 212	3
MTH 150	3		
MTH 170	7		
MTH 210	6		
EDU 115	8		

Note. All sections of a course within a semester are combined.

* Course is not listed in the undergraduate catalog as a General Education course.

Table 5*Inquiry and Problem-solving Self-report Responses from the 2026 Spring Student Survey*

Survey item	Overall (<i>N</i> = 490) <i>M</i> (<i>SD</i>)	Lower- level (<i>n</i> = 186) <i>M</i>	Upper- level (<i>n</i> = 304) <i>M</i>	In- person (<i>n</i> = 281) <i>M</i>	Online (<i>n</i> = 197) <i>M</i>
Higher-order Learning					
Applying facts, theories, or methods to practical problems or new situations.	2.80 (0.91)	2.55 ^a	2.96 ^a	2.66 ^b	3.00 ^b
Analyzing an idea, experience, or line of reasoning in depth by examining its parts.	2.79 (0.90)	2.56 ^a	2.94 ^a	2.65 ^b	2.99 ^b
Evaluating a point of view, decision, or information source.	2.88 (0.86)	2.68 ^a	3.01 ^a	2.75 ^b	3.07 ^b
Forming a new idea or understanding from various pieces of information.	2.89 (0.87)	2.70 ^a	3.00 ^a	2.78 ^b	3.06 ^b
Reflective and Integrative Learning					
Combined ideas from different courses when completing assignments	2.72 (0.88)	2.51 ^a	2.85 ^a	2.69	2.75
Connected your learning to societal problems or issues	2.69 (0.94)	2.58 ^a	2.76 ^a	2.60 ^b	2.82 ^b
Examined the strengths and weaknesses of your own view on a topic or issue	2.79 (0.88)	2.64 ^a	2.88 ^a	2.70 ^b	2.91 ^b
Learned something that changed the way you understand an issue or concept	2.91 (0.87)	2.80 ^a	2.98 ^a	2.81 ^b	3.04 ^b
Connected ideas from your courses to your prior experiences and knowledge	3.04 (0.84)	2.84 ^a	3.17 ^a	2.94 ^b	3.19 ^b
Quantitative Reasoning					

Reached conclusions based on your own analysis of numerical information	2.40 (0.96)	2.31	2.45	2.35	2.45
Used numerical information to examine a real-world problem or issue	2.29 (0.97)	2.21	2.34	2.19 ^b	2.42 ^b
Evaluated what others have concluded from numerical information	2.25 (0.95)	2.13 ^a	2.32 ^a	2.20	2.32

Note. *M* = Mean. *SD* = standard deviation. *n* = number of students rated. The overall response rate was 30%. The results exclude students who indicated that they were graduate students. Higher-order Learning items are rated on a 4-point scale: (1) *very little*, (2) *some*, (3), *quite a bit*, (4) *very much*. Integrative Learning and Quantitative Reasoning items are rated on a 4-point scale: (1) *never*, (2) *sometimes*, (3) *often*, (4) *very often*. The 2021 Inquiry and Problem-solving SLATE Subcommittee set a target goal of 2.50 for all survey items.

^a = Difference between lower- and upper-level means is significant, $p < .05$.

^b = Difference between in-person and online means is significant, $p < .05$.