

Program Assessment Action Plans
McKendree University
May 2021

Athletic Training

- Item 1. Add statement to description of major to explain how it is in alignment with the university mission.
- Item 2. Review all student learning outcomes 3 and 4 for clarity. Review SLO 2 for ability to measure.
- In 2019 the athletic training program transitioned from an undergraduate program to a master's program as mandated across the profession by the National Athletic Trainers Association. After full accreditation of the program, the program will complete yearly update reports on how continuous data collection is being implemented to guide continuous quality improvement.

Biology

- Rubrics indicated that our Mission Statement lacks clarity. We will clarify this mission statement.
- Within the Major Requirements section, the rubrics indicate that our major lacks a meaningful capstone, research, or service experience. In this section, we list Bio455, but do not define how this provides a meaningful experience. We can describe this capstone experience more clearly.
- We need to continue to gather data and document how we use this data as we make changes in the program. We have the rubrics and know which classes use each rubric (this is all listed in our assessment report) – We need to integrate these rubrics into the BrightSpace for these courses so that we can easily collect this data.

Chemistry

- Work together to better define what our program description should be in harmony with the University mission and American Chemical Society guidelines.
- Define what our Program Learning Outcomes should be more specifically.
- Develop our own and/or adopt University rubrics to assess our Program according to the Outcomes of Goal 2.
- Use the rubric scoring system to produce data to assess our status for the next assessment report.
- Implement American Chemical Society standardized subject tests to be given as end-of-course exams.
- Develop CHE 455, Chemistry Research Methods, our capstone course, to include a service-learning component.

- Coordinate with Associate Faculty to develop and execute a General Education Assessment for CHE100, General Chemistry Fundamentals, Chemistry's sole general education course.
- Develop a follow-up survey system to keep track of graduates and track their progress in finding jobs and graduate programs.

Clinical Mental Health Counseling

- Item 1. Add statement to description of major to explain how it is in alignment with the university mission.
- Item 2. Review ability to assess SLO of respect.
- Item 3. Add rubrics or other assessment measures to clarify the assessment methods of SLOs.
- Item 4. Specify a time table for implementation of information gained from data.
- Item 5. Plan specifics of a 3+2 program with health + mental health counseling.

Communication

- Compile & Review 2020-2021 Communication Senior Assessment Data.
- Revise the curriculum map.
- Revise direct and indirect assessments used for our Capstone Course.
- Revise assessments of COM 100. This year, we will develop a more thorough direct and indirect assessment of our COM 100 course goals, in addition to making sure we use the general education Oral Communication rubric to assess a specific presentation.

Computational Science

- Add reference the ACM in the major description and any other professional organization we used in the major description.
- Add major-based learning outcomes to reflect the major, not the generic outcome of computing in general.
- Service can be added with students working for out IT department.
- Identify measures.
- Data needs to be gathered to give more detailed view of students learning outcomes.

Computer Science

- Rewrite the mission statement.
- Rewrite description of the major and its alignment to the university's mission statement.
- Correct curriculum map.
- Include program rubric and describe its use as an indicator of measuring SLO.

Education, Graduate

- Identify and gather information on service and research experiences students develop and complete during their program. Review the information at the end of the academic year and revise the program, as needed.
- Access and review reports from Livetext on the Educator Disposition Assessment (EDA), completed on students by faculty, at the end of the academic year. Based on results of the report, make necessary changes to the program.
- Review program assessment data from student portfolios at the end of the academic year and make adjustments to the program, as needed.
- Review assessment data from the licensure endorsement tests taken by students (provided by the state) at the end of the academic year and make adjustments to the program, as needed.

Education, Undergraduate Elementary Education

- Identify and gather information on service and research experiences students develop and complete during their program. Review the information at the end of the academic year and revise the program, as needed.
- Access and review reports from Livetext on the Educator Disposition Assessment (EDA), completed on students by faculty, at the end of the academic year. Based on results of the report, make necessary changes to the program.
- Review assessment data from the edTPA (provided by the state) at the end of the academic year and make adjustments to the program, as needed.
- Review assessment data from the licensure content tests taken by students (provided by the state) at the end of the academic year and make adjustments to the program, as needed.

English

- Continue to gather program-level data in relevant courses this academic year (ENG 252, ENG 303, ENG 304, ENG 319, ENG 318) using the English Rubric we developed in 2018.
- Meet in January 2022 to discuss program data gathered up to that point.
- Consider/implement changes to program based on data.
- Throughout the year, use the Diverse Perspectives rubric in Brightspace to assess the courses in our program that fulfill the Diverse Perspectives General Education requirement.
- Finalize course objectives for both semesters of the first-year composition sequence (summer 2021).

Health and Wellness

- Offer in-person and online version of the health major.
- Allow the health major to be completed in 3 years.
- Following the realignment of the health major, begin a new program assessment loop.

History

- Make sure that general education rubrics are added to all sections, both face-to-face and online during the 2021-2022 academic year.
- Create a History Department rubric to track and measure our majors from first-year to senior capstone.
- Create a History Department rubric to track “historical skills” in our major’s student learning outcomes.
- Use the curriculum map we made in our last assessment report to develop a rubric that tracks historical skills linked to our SLOs.
- This rubric will be added to an assignment in all of our courses.
- Use the rubric scoring guides (for all three listed above) to develop targets.

Mathematics

- Add a mission statement to the Undergraduate Catalog for the mathematics major that aligns with the University mission.

Philosophy

- Compare course-level assessment activities with program level assessment to identify best practices for effectively measuring student performance relative to the SLOs.
- Improve the curriculum map, which includes some missing or incomplete components.
- Collect, review and revise, where necessary, the rubrics used in PHI courses.
- Look for trends, areas of improvement and, indeed, for strengths and weaknesses in the assessment measures used in the last few years. Collect this information in a web-based archive that will be the basis for a model of continual improvement.
- Make Gen Ed assessment part of adjuncts’ job duties. Seek “official” data from Institutional Research.

Physical Education and Exercise Science

- Item 1. Add statement to description of major to explain how it is in alignment with the university mission.
- Item 2. Review program mission statement for specificity and meaning, adjust as necessary
- Item 3. Review all student learning outcomes for these programs and make sure they are attached to a class. Also review major classes that do not house SLOs and determine their role in the programs.
- Item 4. Review Method of Assessment of Major Learning Outcomes for alignment between each learning outcome and the assessment
- Item 5. Review how SLOs are enhancing student learning to meet program mission

Political Science

- We will use the rubrics in our departmental assessment plan to gather data on whether students are achieving departmental learning outcomes.
- We will gather data on whether students are achieving general education learning outcomes in every general education course.
- We will make curricular decisions based on the generated assessment data.
- We will encourage more students to do internships and the study abroad program.

Psychology

- Create Biopsychology BA assessment plan.
- Review outcome measures and assessment map; update to represent current courses and practices.
- Revise General Education Assessment for Introduction to Psychology based on the new critical thinking assignment.
- Incorporate assessment rubrics into Brightspace format.

Religious Studies

- Construct and incorporate additions to student assessment portfolios.
- Refine excellence goals for graduates (like academic presentations, publications, and involvement in professional organizations) and be able to quantify excellence so the data can be meaningfully incorporated into students' overall assessment portfolios.
- Apply the new diversity rubric to all Religious Studies General Education courses (attach it to a relevant assignment).

School of Business Majors

- Implement plan developed during previous assessment cycle and compare results year over year to identify strengths, weaknesses, etc.
- Implement plan developed during previous assessment cycle to ensure a closed loop process that identifies a timetable, accountability, how data was used, etc.
- Capture data for business courses that count as general education courses and compare results year over year. In addition, ensure a closed loop process that identifies a timetable, accountability, how data was used, etc.

Sociology

- Rewrite the description of the major more concisely so that it aligns with the university mission and the American Sociological Association.
- Create a rubric to be used in SOC 340, 350 and 360. In these courses, students should be able to, “provide theoretically sound empirically-based explanations for patterns of inequality: race, class, gender, LBGTQ, and religion.”
- Revisit service requirements for SOC 270 and SOC 150.
- Develop a rubric for SOC 400 theory papers. This is a writing intensive course and we currently use the university writing rubric, but we need to develop an additional rubric to assess theoretical knowledge as well.
- Decide on the standard for significant change that will be used to compare attitudinal scores between SOC 270 and 498.
- Revisit questions used to assess the impact the sociology degree program has had on student attitudes as measured between SOC 270 and 498.
- Revisit questions used to assess quantitative literacy and research ethics in SOC 150.
- Be more concise on our standard for success for the senior thesis.
- Discuss developing classroom activities to focus in on SLOs 2, 4, and 5. A pre and post test could then be utilized to assess change.