

Assessment Action Plans

2023-2024

McKendree University, Office of Academic Affairs



Division of Computing

Computer Science

- Better articulate the MLOs. The review identified some previously omitted information. We will better articulate that information in the next report.

Division of Humanities

English

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	<ul style="list-style-type: none">• Revise mission statement to more closely align with university mission statement (ENG dept)• Delete HUM 221, as suggested in Slate's biennial review.
Collect new data	<ul style="list-style-type: none">• Develop an exit survey for graduating majors• Develop an alumni survey of recent graduates to assess their level of preparation for the workforce.
Examine new or existing data	<ul style="list-style-type: none">• Evaluate whether the course offerings in each major track are meeting the needs of majors.• Locate and evaluate general education assessment data for Diverse Perspective rubric for all literature courses. Suggest possible changes. Set departmental benchmarks.
Revise curriculum	<ul style="list-style-type: none">• Brainstorm ways to incorporate service component in courses.• Evaluate courses to see where we can consolidate course offerings to better the needs of our students.• Assess whether streamlined major aligns with School of Education requirements.

General Education Action Plan

Area of action	Planned assessment activities
Collect new data	<ul style="list-style-type: none">• Ask Amanda McCubbins to pull data on each person's classes to compare.• Implement new writing placement exams for incoming students (ENG faculty).• Assess how individual syllabi meeting departmental course objectives (Writing Director).

Examine new or existing data	<ul style="list-style-type: none">• Evaluate data to evaluate whether students are meeting both the Written Communication rubric goals (ENG 111 and ENG 112) .
Revise curriculum	<ul style="list-style-type: none">• Evaluate courses to see where we can consolidate course offerings to better the needs of our students.• Locate and evaluate general education assessment data for ENG 111 and 112 data for all composition courses. Suggest possible changes based on evaluation of data.• Assess standardization across sections.• Consider more uniform assignments and texts (English dept).
Revise instruction	<ul style="list-style-type: none">• assess whether current assignments are appropriate in ENG 111 and 112 to meet the needs of our current student population.• Create and distribute universal objectives for ENG 111 and 112 to include in syllabi.

Division of Science and Mathematics

Biology

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	<i>Here we may reduce the number of courses that are assessing the same objective; potentially only 1 upper level course needs to assess each objective</i>
Collect new data	<i>Continue and more efficiently collect data using Brightspace rubrics.</i>
Examine new or existing data	Continue examining data.
Revise instruction	<ul style="list-style-type: none"> • Bio110 showed lower marks on Practice. To address this we will Identify and focus on skills assessed on rubric which had low scores and concentrate on improving those scores. • Bio303 showed slightly lower marks on Scientific Inquiry. This is because the data was from FA21 (n=10). Goals were not met on building questions, so a focus on building from the current literature will be highlighted in the future. In addition, goals were not met for discussing implications for future research. I will spend more time on linking data back into the body of literature. New assignments will be built into the FA22 course to develop deeper connections with the literature and student questions and generated data. • Bio303 showed slightly lower marks in Communication because the data was from FA21 (n=10). Most students are achieving advanced on the majority of criteria. I am going to focus on the use of evidence (1.3) and content (1.2) moving forward to meet those criteria goals. FA 22 implement activities to increase number of drafts on evidence submission. Furthermore, these rubrics were scored within groups, so I will be breaking them out by individual beginning FA22.

General Education Action Plan

Area of action	Planned assessment activities
Collect new data	<ul style="list-style-type: none">BIO 101. More efficiently use BrightSpace Dashboard to harvest data.BIO 110. More efficiently gather this data using BrightSpace.BIO 250. More efficiently gather data using BrightSpace.
Examine new or existing data	<ul style="list-style-type: none">Continue to compare data to goal; currently we are meeting goals on most items.
Revise instruction	<ul style="list-style-type: none">BIO 250. Spring 2022 was the first time this course was offered since the GERC approval. Initial data indicates that the target was reached for 4.3c with the current news assignment, therefore, we will change the goal to no students scoring below the high intermediate level. 100% of students reached the goal for 4.3e interpreting validity of science with the myth buster assignment. However, this assignment was scored using group work, so the new goal for SP23 will be to utilized individual assignments to really discern whether this goal is being met by all students.

Chemistry

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	<ol style="list-style-type: none">Develop updated Program Learning OutcomesFurther develop Rubrics for analysis of Lab Reports and Notebooks in Organic and Analytical Lab.Continue to expand use of ACS examsWork to track graduate outcomes in an organized way via a survey.Increase student comprehension through more active learning.
Collect new data	<ol style="list-style-type: none">Collaborate with the ACS Education Division, the Science/Math Division, and local employer contacts to make updated Program Learning Outcomes.Rubrics written for Organic and Analytical Reports. Analyze data from results of the 2023 cohort. Continue to utilize these rubrics and collect data.Obtain exams for physical chemistry and have Associate faculty use them in their course assessment. Using exams now in Biochemistry, Organic Chemistry, Analytical Chemistry, and General Chemistry I and II.

	<p>4. Write a survey in collaboration with the Science and Math Division to decide tracking outcomes.</p> <p>5. Started using POGIL-directed learning activities in CHE105 to increase student involvement in Fall 2022 and continuing forward.</p>
Examine new or existing data	<p>1. Set a goal to have Learning Outcomes developed by end of year, Spring 2024.</p> <p>2. Prepare rubric results for Organic and Analytical to develop baseline for comparison to succeeding years.</p> <p>3. Exam results have been generated for two semesters in CHE105, 206, and 303. One cohort of data is available for CHE106 and CHE300. As of this writing, all exams now have national norms for comparison purposes. Percentile averages are desired to be around the 40th percentile, but we have fallen short in all courses.</p> <p>4. Set a goal of writing survey by end of year, Spring 2024.</p> <p>5. Compare ACS data for Fall 2021 (POGIL not used) with Fall 2022 and succeeding years where POGIL is used. Additionally, some exams are given verbatim year-to-year to get a direct comparison of student performance. Initial results show an improvement in exam scores and ACS exam scores.</p>
Revise curriculum	<p>1. Fine tune the order of materials taught and the courses in which they are taught to better line up with Outcomes.</p> <p>2. After examining data for trends, look to revise deficiencies in the lab assignments used.</p> <p>3. Do a thorough analysis of the exam answers to find weak points in content coverage and comprehension. Revisit the 40th average percentile standard as it may be too high of a standard.</p> <p>4. Engage with the alumni office to track down missing graduates and more formally communicate with alumni.</p> <p>5. Make the use of POGIL active learning methods and make it a strong recommendation for anyone teaching a chemistry course, particularly at the first year level.</p>
Revise instruction	<p>1. Depending on Outcomes, course content may need to be reshuffled and revised.</p> <p>2. Lab skill accentuation and laboratory learning methods may need to be deemphasized. Additionally, greater emphasis will be put on preparing formal reports with stairstep assignments to improve the final product.</p> <p>3. Revise the course materials covered and emphasized to better line up with the chemistry community.</p> <p>4. Not a classroom instruction activity.</p> <p>5. Bring POGIL exercises to CHE106 and extend its use in the General Chemistry curriculum.</p>

General Education Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	Coordinate with Associate faculty to utilize the Science and Nature Rubric for assessment assignment in CHE100.
Collect new data	Rubrics have been used for the last two semesters of CHE100 on a pre-determined assignment. Instructors have been directed to use the Science and Nature Rubric through Brightspace.
Examine new or existing data	Data will be collected and analyzed for changes that need to be made to the approved assignment and how students are doing in the chosen tested subject.
Revise curriculum	Depending on results, and in consultation with Associate Faculty, we can change the desired course content in keeping with General Education Guidelines.
Revise instruction	From the results and curriculum changes, I will work with the Associate Faculty on what is working and what needs to change in the instruction to meet criteria.

Mathematics

Program and General Education Action Plan

- We received a “Best practice” rating across the board *except* for Methods and Results. The Methods section received an “Acceptable” rating, and we are satisfied with that. The Results section received a “Developing” rating, but this is in error. The comments section states, “Data given only for Gen Ed courses.” In the assessment document submitted in May 2022, data for each of the four major SLO’s is provided, with three out of four of the SLO’s broken into subcategories of results. Our conclusion is that “Developing” should be changed to at least “Acceptable” for the Results section, which means we are satisfied with the Results section as well.

Division of Social Sciences

Biopsychology

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	- Set up an assessment plan including a mission statement, curriculum map, and assessment methods.
Collect new data	- Implement the assessment plan in the 2022-2023 school year.

History

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	We want to revisit our program-specific Student Learning Outcomes and reconcile that with our program-level assessment. We plan to cross-reference ours with other IPEDS, the American Historical Association (AHA), and feedback on our 2023 Program Review.
Collect new data	HIS 110, 310, 410 – have a conversation about how we as a department teach and scaffold historical skills from freshmen, to junior, to senior level. We plan to identify which skills align and determine which skills we want to assess i.e. approaches, methodology, historiography, Chicago Style, Primary Source Analysis, Contextualization, and Synthesis.
Examine new or existing data	Take a look at our Part-time Faculty Evaluations and based on that data, develop a plan for mentoring their progress.
Revise curriculum	We just made significant changes to our curriculum this academic year. So, coupled with our feedback from our program review, we will use the next cycle to implement these changes & collect data.

Revise instruction	Maintain current methods of using rubric data to revisit our teaching pedagogy.
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General Education Action Plan

Area of action	Planned assessment activities
Collect new data	Reinstitute the service-learning component to HIS 271/371 and collect the data in Spring 2024 semester (this was noted by SLATE on our 2022 Assessment Report Feedback)
Examine new or existing data	<p>Look at the Part-Time Faculty General Education Rubric Data (all of our non-US courses; these are our cross-cultural)</p> <p>Examine the General Education Rubric Data between HIS 261 and HIS 262</p> <p>Examine the General Education Rubric Data between the F2F v. Online HIS 261 and HIS 262</p> <p>Compare the General Education Rubric Data across 271, 276, and 277</p>
Revise curriculum	We just made significant changes to our curriculum this academic year to streamline our General Education course offerings towards the strengths of our full-time faculty. We will use the next cycle to implement these changes & continue to use our rubrics.
Revise instruction	Maintain current methods of using rubric data to revisit our teaching pedagogy.

Psychology

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	<ul style="list-style-type: none"> - Revise curriculum map to include PSY 153. - Revise assessment tools for diversity in PSY 201 Psychology Cornerstone and Professional Development in PSY 498 Senior Survey in Psychology.

Examine new or existing data	- Compare DFW rates and assignment grades in PSY 201 Cornerstone to determine if there have been increases in student success since switching from a 16-week format to an 8-week format.
Revise curriculum	- Revise and align the PSY 396 Research Methods course with PSY 301 Psychological Statistics and PSY 496 Senior Thesis.
Other	- Determine the implications of low scores on the psychology knowledge test to determine if changes need to occur to curriculum or instruction.

General Education Action Plan

Area of action	Planned assessment activities
Examine new or existing data	- Obtain psychology General Education data from Institutional Research.

Political Science / International Relations

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	<ul style="list-style-type: none"> • Continue using pre-test/post-tests in PSI 101 and PSI 210 • Continue using standardized PACAT exams and senior theses in PSI 498
Collect new data	<ul style="list-style-type: none"> • Senior exit surveys asking questions about departmental goals • Pre-tests / post-tests in upper-level courses to measure departmental goals • Begin the process of surveying alumni
Examine new or existing data	<ul style="list-style-type: none"> • An immediate concern is whether combining the research methods class and the senior seminar (due to the program prioritization process) will harm the quality of senior theses.

Other	<ul style="list-style-type: none"> • Encourage more students to do internships and study abroad
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General Education Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	<ul style="list-style-type: none"> • Add questions to pre-tests / post-tests in PSI 101 and PSI 210 to measure general education goals (they currently have content questions only).
Examine new or existing data	<ul style="list-style-type: none"> • We are just beginning this part of the process.

Sociology

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	See collection of new data below.
Collect new data	Beginning with the spring 2023 semester, Neil Quisenberry developed a new pre/post- test for all Introduction to sociology students, The instrument includes ten questions that all introduction to sociology students should know after they complete the course (See attached). Each instructor for SOC 150 administers these tests and Neil Quisenberry enters and analyzes the data.
Examine new or existing data	The pre/post-test data was analyzed and a t-test was conducted to determine if there was a significant difference between the two tests. This turned out to be the case with a mean of 4.87 for the pretest and 6.9 for the posttest. There is a statistically significant difference between the two means. We will continue to collect this data in future semesters

Revise curriculum	<p>Our curriculum has been revised since our 2022 biennial report. Dr. Melissa Barfield left at the end of the spring 2022 semester. Since she created and was responsible for the "Children and Families" track, we had to eliminate that track. We now offer both the general sociology and criminal justice tracks. We also eliminated our sociological analysis course (SOC 498) and replaced it with our senior seminar class (SOC 499). Most of the material that was previously covered over two semesters in SOC 496 and SOC 498 will be combined into a single writing intensive research methods course numbered SOC 300. The university-wide writing rubric is used to grade the research proposal in this class. In addition, we have added a cross-cultural class to fulfill the general education requirement. The course is SOC 160; Race, Gender and Sexuality around the world and is taught by Robyn Swink.</p>
Revise instruction	<p>All of the learning outcomes for Introduction to Sociology have been updated and are now included on the syllabi for each section, both online and face to face. This way, regardless of who teaches the course, the learning outcomes are the same.</p>
Other	<p>Based on the comments from the SLATE reviewers, we will initiate the following revisions to our assessment plan.</p> <ul style="list-style-type: none"> • We will revise the description of the major to include professional organizations that the sociology faculty are involved with and also the options for students, such as the Midwest Sociological Society. • We will continue to collect data from our Introduction to Sociology courses using the aforementioned pre/post-test. We will also continue to collect data from our seniors with the senior thesis rubric (attached) and the university-wide writing rubric. This past spring 2023 semester, our seniors scored an average of 180/200 on their senior theses. • We will also revisit our web page and make the changes so that it matches our program changes.

School of Business

Business Administration

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	Better align SLATE based process with IACBE standards.
Revise curriculum	Keep all majors together WITH business core because the core has the RELEVANT learning outcomes.

General Education Action Plan

Area of action	Planned assessment activities
Collect new data	On August 1 we will get data still in self-study, draft to IACBE in December. Improve Gen Ed Assessment participation
Examine new or existing data	We will work on Business Gen Ed. How do we know if gen ed classes from Bus have a rubric? Will SLATE tell us?

Communication

Program Action Plan

Area of action	Planned assessment activities
Collect new data	Distribute pre-test measure to new majors during initial advising session (Rich and Sara, Fall 2023).
Revise curriculum	Review courses for Communication major and potential inclusion in other majors as electives (Rich and Sara, Fall 2023).

Revise instruction	Create new Sport Communication course (Rich, Summer 2023).
Other	Update mission to include Sport Communication (Rich, Spring 2024).

General Education Action Plan

Area of action	Planned assessment activities
Examine new or existing data	Work with Institutional Researcher to better organize and analyze COM 100 data (separate from others who use the rubric outside of COM 100) (Rich and Sara, Spring 2024).
Revise curriculum	Review curriculum by piloting different types/context of speeches (Rich and Sara, Fall 2023).
Revise instruction	Update COM 100 textbook (OER) (Sara, Summer 2023).

School of Education

Undergraduate Programs

Program Action Plan

Response to feedback from last year's report: SLATE reported all School of Education undergraduate programs as “acceptable” or exhibiting “best practices”. It was noted that EDU 490 was not linked to a Student Learning Outcome (SLO). EDU 490 is the student teaching seminar and could be well-aligned to most SLO's. We are in the process of re-writing this course so alignments will be addressed in the future. Additionally, it was mentioned that our rubrics were not included in our report. This can be easily remedied by providing SLATE with our assessments next year including our lesson plan rubric, performance assessment rubric, and dispositions assessment rubric. As noted in last year's report, the SOE “use of data is a work in progress.” We will address that below.

Revise assessment plan components: When the 2022 report was written, the SOE undergraduate programs were still using LiveText as our primary tool for collecting assessment data. As of fall 2023, LiveText will no longer be used for initial licensure assessment collection. We are streamlining our assessment system into Brightspace. All SOE rubrics have been uploaded to Brightspace and will be embedded into the relevant courses.

Collect new data: Again, new data will be collected using rubrics in Brightspace. The School of Education did revise two rubrics during the 2022-2023 academic year. A performance assessment is used to assess student teaching performance during their fields and student teaching. To assist supervisors with a better understanding of how to score this rubric, a coaching guide was created. As a result, the rubric was also updated. Additionally, the lesson plan rubric was also adjusted to better meet the needs of our students and supervisors.

Examine new or existing data: The School of Education targets data examination in our field sections. We plan to evaluate student progress on the lesson plan, performance assessment, and dispositions rubrics based on review of data from Field I and then compared to the same data collected in Field III/IV.

We also plan to continue informal review of programs based on student performance on the state content exams. In the past, we have evaluated content exam performance and adjusted courses, supports and resources based on the content areas most in need.

Revise curriculum: Curriculum revisions are most likely to occur based on state initiatives (less on our School of Education data). For example, the state is transitioning from the Illinois Professional Teaching Standards (IPTS) to the Illinois Professional Educator Standards (IPES) by 2026. Additionally, the new Culturally Responsive Teaching and Leading (CRTL) standards have been introduced and will drive our curriculum over the next few years.

Graduate Programs

Program Action Plan

Response to feedback from last year's report: SLATE reported all School of Education Graduate programs as “acceptable” or “best practices.” Feedback included the need for the SOE to provide “more

direct data". Additionally, we were asked to provide comparative data from year-to-year and explain how we use that data to make changes for improvement. We appreciate this advice and will work to redesign our assessment plan to address these needs.

Revise assessment plan components: When the 2022 report was written, the SOE undergraduate programs were still using LiveText as our primary tool for collecting assessment data. While the undergraduate and initial licensure programs will transition to Brightspace for assessment collection, the graduate programs will continue to use LiveText. Notably, the Principal Preparation students and the EDS Superintendent students are required to complete a portfolio at the end of their program to demonstrate proficiency on the standards that reflect the McKendree University Framework and the Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors. Data collected from these portfolios each year could be used for comparative analysis.

Students in other graduate programs are required to participate in practica and internships. Assessment data is also collected during this field-based experiences. Again, comparative analysis can be conducted with the data.

Collect new data: The School of Education administration dealt with significant transition during the 2022-2023 academic year. A new director of graduate programs was hired, and an interim chair of the School of Education took on new duties. Because of this, a lot of time was spent learning about current programs and processes while also adjusting important policies. New graduate handbooks and manuals were written, and new online programs were introduced. In July of 2023, a new School of Education chair will come on-board and, along with the director of graduate programs, assessment plans will be investigated, revised, and implemented.

Examine new or existing data: Formal review of existing data has not occurred. We will review/revise/develop an assessment review process for all graduate programs.

Revise curriculum: The Illinois State Board of Education is introducing new administrative standards. These standards will drive changes to the graduate curriculum.

Division of Health Professions

Athletic Training

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	<ol style="list-style-type: none"> 1. ACES exam will be moved back to in person during second semester of program. 2. Comprehensive exam taken during ATH 600 will be removed and replaced with pre and post BOC Exam 1 study mode and exam mode. 3. Move ATH 611 domain 5 task exams taken in the last semester (6th) to the proceeding fall in ATH 610. 4. Add OSCE exams at end of year one and two.
Collect new data	<ol style="list-style-type: none"> 1. Pre-test BOC exam 1 Study Mode in ATH 600. Post test BOC exam mode in ATH 600. 2. Use AT Study Buddy domain 5 tasks exams and comprehensive exam in ATH 610. 3. Use AT Study Buddy domain 1-3 tasks exams and comprehensive exam in ATH 614. 4. Use AT Study Buddy domain 2 and 4 task exams and comprehensive exam in ATH 601.
Examine new or existing data	<ol style="list-style-type: none"> 1. Summer of 2022 exam results for ATH 600 averaged 92.8% for all students. This score is higher than the previous year's average score, however, unable to validate questions and percent of questions per domain to provide true value of this exam as compared to passing rate on actual BOC exam. 2. Fall 2022 ATH 614 used specific BOC practice task exams for domains 1-3, all students scored better than 70% on each task exam. The first BOC practice exam taken in February of 2023 in ATH 602 showed 5 out of 6 students scoring below 70% in domain 1 and 2 and 3 out of 6 students scored below 70% in domain 3.
Revise curriculum	<ol style="list-style-type: none"> 1. Two OSCE exams will be given at the end of ATH 516 clinical and ATH 519 clinical. 2. Use pre-test BOC exam 1 study mode exam to develop study plan for 8 weeks in ATH 600. 3. Move domain task exams for domain 5 from ATH 611 to ATH 610.
Revise instruction	<ol style="list-style-type: none"> 1. ATH 611 curriculum components involving human resources (resume, interviewing, onboarding, etc.) will be moved to ATH 610. 2. All students must pass AT Study Buddy comprehensive exams for domain 1-5 in ATH 614 (domains 1-3), ATH 601 (domains 2 and 4) and ATH 610 (domain 5) at 70% or better in order to qualify for practice BOC exam #2 in ATH 602 January of 2024. This qualifies students to register for the BOC exam for athletic trainers.

Other	<p>Additional Existing Data:</p> <p>1. ATH 601 written study plan for domain 4 for all students is not working. 50% of students consistently score below 70% on BOC practice exams for this domain.</p>
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Clinical Mental Health Counseling

Program Action Plan

Area of action	Planned assessment activities
Revise assessment - plan components	<p>MA CMHC program - Assessment Three: Practicum Experiences (Graduate Catalog description)</p> <p>“CNL 630 (Practicum) I and CNL 631 (Practicum II) are experiential courses where students learn to apply theory with entry-level individual and group counseling skills. Students must successfully complete a minimum of 100 hours during Practicum I and Practicum II courses. Students should allow ample time in their schedules to attend class, facilitate group/individual sessions, and attend weekly supervision”.</p> <p>*Plan Of Study course changes approved to begin in the fall of 2023 will require updates on assignments (measured proficiency of skills) in these courses evaluating student work towards skill building and competency required for beginning level counselors-in-training facilitating both group and individual counseling sessions.</p> <p>**Assessment measure = Student proficiency will be evaluated by licensed counselors/instructors during Practicum I and adding on the site supervisors’ evaluation of skills during Practicum II. These evaluations are uploaded into the LMS as part of required course assignments. Course assignments to be updated will include these Evaluations on counseling skills, in the following areas: relationship competency, assessment competency, intervention competency, professional conduct competency, diversity and difference competency. These competencies are to be calculated on a 5-point Likert scale ranging from unsatisfactory (1) to excellent (5). Students will need a score tabulated as an A or B to be considered a passing score on these evaluations/assignment within the practicum courses.</p>
Revise curriculum -	<p>MA curriculum revision approved and to be implemented in the Fall 2023-Spring 2024 semesters. Curriculum updates guided by changes in the CACREP and State Licensure standards. Some courses moved from 8 wks. to 16 wks. to provide additional time to gain knowledge in specific areas of foundational learning supporting clinical counseling work.</p> <p>**Assessment measure = track scores on the Counselor Preparation Comprehensive Examination (CPCE) to tabulate whether these curriculum changes support overall passing rate (national cut-off score) and elevated scores in the subsections (national cut-off subsection scores) on this exam as compared to previous year students. Subsections of this comprehensive exam align with courses taught in the MA CMHC program guided by the standards. The eight subsections on this exam include: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development,</p>

counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation. A passing score on this exam is a requirement for graduation from the MA CMHC program.

*Note: MA CMHC graduate catalog was updated (2023-2024), changes to be updated on the MA website and Student Handbook to be distributed to all incoming students and current first year students who will be impacted by these changes in curriculum by the start of the fall semester (2023). Students in the program currently have verbally been informed of these upcoming changes. Incoming students have been verbally told during their initial interview.

Other

1.) Introduce an Illicit Bias training into the CNL 590 Foundations in Counseling course to increase awareness on diversity for incoming students in the MA Mental Health Counseling program prior to students providing counseling services.

**Assessment Measure = passing grade (A/B) associated with this newly designed assignment.

2.) Consult CACREP standards and update syllabi to align course objectives and assignments taught by this Professor (7/19 classes) measured by a rubric assessing differing assignment requirements. In the following years (2023-2024 +) a review of the remaining 12 courses in the program will be updated with rubrics working towards aligning rubrics, increasing assessment uniform across assignments in all syllabi.

**Assessment Measure = rubrics to be placed in all syllabi that are uniform to the needs of specific assignments located in courses across the MA CMHC program (assignments examples include: group or individual presentation/s, exam/s, APA paper/s, etc.)

Exercise Science and Sports Performance

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	Clarify DATA USE Point number 5 in the 22-23 assessment is imbedded in PED 470 outcomes.
Examine new or existing data	Examine data collected from the 2023 school year pertaining to the objective listed for the following classes: PED 403, PED 250, PED 348, PED 349, PED 460, PED 470

Health

Program Action Plan

Area of action	Planned assessment activities
Collect new data	Collect data from assessments in the following classes for the 22-23 school year: ATH200, HPE 214, PED 250, HPE420, PED 410, HPE 470

Division of Nursing

Bachelor's in Nursing

Program Action Plan

Mission Statement - Professional organizations are not included with the mission statement as we have accreditation from the Commission on Collegiate Nursing Education (CCNE). In addition, the DNP mission statement is driven by the American Association of Colleges of Nursing (AACN) Essentials (2021) that must be followed for our CCNE accreditation.

Doctorate of Nursing Practice

Program Action Plan

Mission Statement – Professional organizations are not included with the mission statement as we have accreditation from the Commission on Collegiate Nursing Education (CCNE). In addition, the DNP mission statement is driven by the American Association of Colleges of Nursing (AACN) Essentials (2021) that must be followed for our CCNE accreditation.

Learning Outcomes – Ten overarching Essentials from AACN drive our accreditation. While we had eight learning outcomes last year, we did merge two to reduce to seven, but we are unable to reduce any additional learning outcomes.

Methods – The capstone rubric for the DNP program will be submitted with the 2022-2024 Assessment Report. If rubrics from each of the eleven courses are required, they will be submitted. The NSG 792 rubric is included with this plan of action

Results – Student Affairs data is reported out for each program during the annual Division of Nursing Curriculum Retreat held in May. In May 2023, Student Affairs results indicated DNP students were pleased with the admission process that was easy and well explained. DNP students acknowledged Carol Fairlie as being instrumental for a smooth admission process. Students felt nursing faculty were encouraging and voiced appreciation for the DNP immersion process and the DNP interview process. DNP students indicated that they would appreciate more feedback on content of their assignments/discussions not just feedback on their APA. DNP student appreciated the flexibility of the DNP program. The four-member Division of Nursing Assessment Committee meets following the completion of Graduate Surveys, as well as completion of Alumni Surveys. These meetings are held in June and August. The Assessment Committee analyses are provided at the August Division of Nursing. Recommendations and/or changes are made based on this assessment data. The 2022 DNP Graduate Survey Monkey results are included as an attachment as the 2023 data has not been analyzed.

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

Master's in Health Administration

Program Action Plan

Mission Statement – Professional organizations are not included with the mission statement as if accreditation is sought it will be from Commission on Accreditation of Healthcare Education (CAHME). In addition, the MHA mission statement aligns with the Division of Nursing mission statement.

Learning Outcomes – Ten overarching learning outcomes are based on the ten objects for CAHME accreditation.

Rubric – Add language similar to DNP for MHA 660

Master's in Nursing

Program Action Plan

Mission Statement – Professional organizations are not included with the mission statement as we have accreditation from the Commission on Collegiate Nursing Education (CCNE). In addition, the DNP mission statement is driven by the American Association of Colleges of Nursing (AACN) Essentials (2021) that must be followed for our CCNE accreditation.

General Education – General Education requirements are not necessary since this is a graduate degree; however, four of the MSN courses are required by all MSN students focused on ethics, social justice, evidence-based practice, policy, population health, and epidemiology.

Student Affairs

Student Success & Advising Center

Program Action Plan

Area of action	Planned assessment activities
Revise assessment plan components	<p>We received a rating of “acceptable” in two areas of our assessment plan. The first area with an acceptable rating was our learning outcomes. The feedback provided for this area was to continue to demonstrate data-driven assessments. To improve this rating, Student Success will continue to develop and implement our methods of assessment as outlined in our assessment action plan. These measures will be implemented during the 2023/2024 academic year and the results reviewed during the summer of 2024.</p> <p>The second area with an “acceptable” rating was methods. The feedback provided for this area was “work in progress”. To improve this rating, we will continue to collect data during the 2023/2024 academic year and use the data to evaluate our learning outcomes in our next biannual assessment.</p>
Collect new data	<p>We will continue to develop and implement our methods of assessment as outlined in our assessment action plan. These measures will be implemented during to 2023/2024 academic year, so results are available for review summer of 2024.</p>
Examine new or existing data	<p>During the summer of 2023, we will examine data from the pre/post-assessment administered to our SMART and ARP students during the 2022/2023 academic year.</p>