

Assessment Action Plans

2025-2026

McKendree University, Office of Academic Affairs



Table of Contents

Division of Arts and Humanities

English

Philosophy

Division of Science and Mathematics

Biology

Chemistry

Mathematics

Division of Social Sciences

History

Political Science/International Relations

Psychology/Biopsychology

Sociology

School of Business

Business

Communication

School of Education

Undergraduate Education

Graduate Education

Division of Nursing

Bachelor's in Nursing

Doctorate of Nursing Practice

Master's in Health Administration

Master's in Nursing

Division of Arts and Humanities

English Major

Mission statement

SLATE note: Acceptable

SLATE feedback: Could be more specific in the language used; last sentence is unclear.

We decided to change our mission statement to be more modern and streamlined.

New 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.

Learning outcomes

SLATE note: Best practice

Feedback from SLATE: What does "understanding" look like when learned.

Action plan:

We have decided to change our student learning outcomes to align with the mission statement.

We feel these goals will better prepare students across our multiple tracks:

New Student Learning Outcomes for the English Major

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.

Curriculum map

SLATE note: Developing

Feedback from SLATE: Specify where assessment is occurring. Does every course really relate to every outcome?

Action plan:

Regarding SLATE's question in their feedback, we are in the process of changing our curriculum map to define which courses best fulfill each student learning outcome aligning them with new student learning outcomes. There are ten required courses.

Curriculum and Program Map

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
ENG 290	S	S	S	S	S
ENG 303	G	G			G
ENG 304	G	G			G
ENG 307				G	
ENG 313	G	G			G
ENG 333	G	G			G
ENG 334	G	G			G
ENG 374	G	G			G
ENG 470			E	E	
ENG 490	E	E	E	E	E

S – Demonstrate a Beginner's Understanding

G – Demonstrate Growth

E – Demonstrate Expertise

Requirements

SLATE note: Developing

SLATE feedback: Only one required course listed.

Action plan:

Our new curriculum map will include 10 classes.

Methods

SLATE note: Developing.

SLATE feedback: Need to develop English-specific rubrics at appropriate course levels. They need to align with learning outcomes in your program.

Action plan:

Taking the Communications presentation at the 5/20 Closing the Loop as a model, we will develop a discipline-specific rubric, aligning with our program student learning outcomes in classes required for English majors.

Results

SLATE note: Developing

SLATE feedback: No results.

Action plan:

See Methods: We have not been compiling discipline-specific data applicable to all; therefore, we need to work on the Methods action plan (creation of standardized rubric) to achieve measurable results and evaluate them.

Use of Data

SLATE note: Developing

SLATE feedback: No results

Action plan:

We plan to have our discipline specific rubric in place for the fall of 2025 and will compile data across our required courses.

Goals for Next Two Years

SLATE note: Developing

SLATE feedback: Need to make goals based on data. Timeline needed.

Action plan:

Common rubric development is required (see above). The English department feels we need to get a stronger idea of how students' use of AI affects the utility of our current assessment practices and types of assignments used to gather data. We also want to reconsider our student learning goals to better incorporate professional contexts, which we will implement in the fall.

Timeline:

Fall 2025: We are committed to having a general rubric specific to English by Fall 2025.

Spring 2026: By Spring 2026, we would also like to have developed means of student reporting their own self-assessments of how well they have achieved learning outcomes in the program; we are basing this on Communications presentation at the 5/20 Closing the Loop.

2026-27: Will follow from the spring 2026 Biennial Assessment.

Philosophy Major

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	In response to the last action plan, curriculum map and learning outcomes was revised to be simpler and to be in conformity with recent changes to best practices published by the American Philosophical Association (APA).	Fall 2025	Kevin Zanelotti
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	<p>Based on SLATE feedback (from the document “Assessment Report Ratings, 2024”), the following improvements will be made:</p> <ul style="list-style-type: none"> • The curriculum map will be revised to clarify the rating scheme used, and assessment of the “mastery” level of student performance will be clarified. • The standard used to compare data regarding student outcomes will be clarified and will rely less on surveys and more on direct assessment done. • The report notes in reference to assessment data and collection that the “timeline is not clear.” We will work to make the information more precise and clearer in future reports 	Fall 2025	Kevin Zanelotti
Assessment-based improvements to curriculum or instruction.	Improvements made to the curriculum include revisions to the course map and student learning outcomes, which resulted after a survey of comparison and aspirational institutions (within the context of best practices advised by the APA)	Fall 2025	Kevin Zanelotti
Other			

Philosophy General Education

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	Unfortunately, the last action plan was not submitted due to health- and family-related issues that occurred before the May assessment activities and that endured throughout the semester.	Fall 2025	Kevin Zanelotti
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	SLATE rightly indicates that while the overall assessment for Gen Ed was “acceptable” one category earned the lowest rating of “developing.” Specifically, achievement levels on rubrics (e.g., the vagueness of categories such as “low intermediate” on rubrics was noted) will be clarified and made more precise.	Fall 2025	Kevin Zanelotti
Assessment-based improvements to curriculum or instruction.	We returned to examine the original GERC applications and respective assignments and rubrics. Some discrepancies were noted and fixed.	Fall 2025	Kevin Zanelotti
Other			

Division of Science and Mathematics

Biology Major

1. Create the Major Field Aptitude Test (MFAT) to assess content knowledge of core biology courses- to assess Evolution, Bio111/Ecology, molecular biology (genetics- heredity), cellular biology, biostatistics (and scientific method and data interpretation)- Given in Bio455; bonus points if you pass. (Deadline August 1)
2. Create the lab and field practical (Mickey and Robb)
3. Use the written and oral rubrics in Bio202 and Bio455
4. Create a rubric that assesses the professional action plan for content/items- demonstrate what is being done to accomplish goal.
5. For gen ed, utilize specific Bio101/250 rubrics tied to assignments to collect data to have more specific information; these assignment rubrics inform assessors on how to score gen ed rubric. This allows for more reflection on how to make change to increase progress on benchmarks from one course to another.
6. For gen ed, ensure data is collected each term: Bio101, 110, 250 → Each instructor sends rubric data directly to Mickey and we can determine differences among instructors. These courses have 2 assignments each – assessing validity of scientific information and scientific inquiry.

Chemistry Major

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	<ol style="list-style-type: none"> 1. Data is continuing to be collected and enough data has been collected to start drawing inferences from ACS exam results. 2. Greater active learning utilization in lower division courses including POGIL and flipped classroom techniques. 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 	Dunlap and CHE105/106 instructors
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	<ol style="list-style-type: none"> 1. Insufficient data was available with last assessment report, but what data was available regarding ACS exams has been analyzed. It is simply a matter of time to obtain the data to analyze for Gen Ed and other courses new to ACS exams, not a problem needing fixing for now. 		
Assessment-based improvements to curriculum or instruction.	<ol style="list-style-type: none"> 1. Because of the results obtained from the ACS exam, modifications have been made to the CHE206 course structure to include exams rather than just quizzes. The results this Spring were markedly better. 2. Based on underwhelming performance on CHE105 ACS exam, a new course for general chemistry needs to be planned to better suit the needs of non-science majors. This will allow CHE105 to operate more like a preparative science major course and less like a simple general education course. 	<ol style="list-style-type: none"> 1. Spring 2025 2. 25/26 academic year 	<ol style="list-style-type: none"> 1. Dunlap 2. Dunlap and gen chem adjunct instructors
Other			

Chemistry General Education

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	Rubric data have been completed and submitted by physics and CHE100 instructors.	ongoing	Adjunct instructors in CHE100 and PHY211 and 212
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	Sufficient data will soon be available to start making decisions. The Assessment Report feedback indicated no data/results so this should alleviate that concern.	Ongoing	Dunlap; adjunct instructors in CHE100 and PHY 211/212
Assessment-based improvements to curriculum or instruction.	Still too soon to tell. Curriculum adjustments will be made as Dunlap consults with the adjunct faculty based on the upcoming results.	Spring 2026	Dunlap; adjunct instructors
Other			

Mathematics General Education

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	We will make sure all instructors teaching sections of gen ed mathematics courses complete assessments during each term they are offered. We are lacking gen ed data, and this will be our most significant change since the last biennial assessment report.		Alewine/Pace
Assessment-based improvements to curriculum or instruction.			
Other			

Division of Social Sciences

History Major

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	<ul style="list-style-type: none"> We made the program-specific SLO Rubric Used for Fall 2024 HIS 110 	Done	Shelly
		Done	Shelly
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	<ul style="list-style-type: none"> Use the History Program Specific Rubric to provide specific evidence of SLOs Design and implement Indirect Assessment Survey through HIS 410 Senior Capstone 	2025-2026	LT & Shelly
		Dec. 2025	LT
Assessment-based improvements to curriculum or instruction.	<ul style="list-style-type: none"> In HIS 110, we used data to determine that we will no longer allow students to choose their own research topics. We select the topics to ensure they focus on learning the skills. 	Done	Shelly
Other	<ul style="list-style-type: none"> LT will use Program Specific Rubric to assess HIS 310 (Spring 2025) 	Summer 2025	LT
	<ul style="list-style-type: none"> LT will use Program Specific Rubric to assess HIS 410 (Fall 2025) 	Fall 2025	LT
	<ul style="list-style-type: none"> Shelly will use Program Specific Rubric to assess HIS 110 (Fall 2025) 	Fall 2025	Shelly

History General Education

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.	<ul style="list-style-type: none"> Continue to train and mentor Associate Faculty on how to use the Diversity Rubric for General Education Courses Compare data across 271, 276, and 277 	Fall 2025	LT & Shelly
		2025-2026	LT
Other			

Psychology/Biopsychology Majors

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	Psychology		
	- We created an accurate curriculum map that includes PSY 153.	S24	Boysen
	- We have a new diversity assessment in PSY 498, the Transferrable Skills Self-Assessment.	F23	Hahn
	- We have explored other direct assessments of students' psychology knowledge other than the knowledge test.	F23	All faculty
	- We analyzed DFWs in PSY 201. Despite an increase in them after the switch to 8 weeks, we decided to work on improving the course rather than switching back to 16 weeks.	F23	Boysen
	- The PSY 301 online course underwent a revision to update its content and align it with the in-person course.	Fall 23	Hahn
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	Biopsychology		
	- Biopsychology underwent program review in 2025 and revised the learning objectives and curriculum	S25	Hahn
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	- SLATE's feedback included no suggestions for feedback.		
Assessment-based improvements to curriculum or instruction.	- The PSY 496 online and in-person course have been redesigned to have parallel learning activities and objectives.	S24	Boysen
	- We have redesigned the diversity assignment in PSY 201. We have restructured the order of the class based on student difficulties with assignments so that all the major research assignments build on each other.	S24	All faculty

Other	- The rubric for the diversity assignment in PSY 201 needs to be revised so that it only measures diversity awareness and better aligns with the major learning goal on diversity.	F25	All faculty
	- We need to measure professional development using the resume projects in PSY 201 and PSY 498 with benchmarks set at 60% and 80%.	F25	Hahn
	- Revise the psychology knowledge assessment to better align with the curriculum.	F25	All faculty
	- Revise the online PSY 396 Research Methods course to align with PSY 301 and PSY 496, as well as the in-person course.	S26	Boysen, Hahn, Wang
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Biopsychology			
	- Revise learning objectives to align with psychology, plus add at least one biology objective that can be assessed in the required biopsych courses.	F25	Hahn, Boysen
	- Examine existing rubric data for PSY 275 and PSY 492; set a benchmark.	F25	Hahn

Psychology General Education

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	- We obtained and analyzed Gen Ed rubric data.	S24	Boysen
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	- SLATE's feedback included no suggestions for feedback.		
Assessment-based improvements to curriculum or instruction.	- Provide extra resources to instructors and students to improve connections between psychology beliefs and themes on the Critical Analysis Assignment.	F25	Boysen, Hahn, Wang
Other	- Create a shared file for collecting Gen Ed data in PSY 304 and PSY 498.	F25	Boysen
	- Ensure alignment between the PSY 304 assignments and the diversity rubric. Provide better assessment instructions to the PSY 304 instructors.	S26	Boysen, Engele
	- Collect and analyze data from PSY 398. - Identify a rubric for PSY 398.	S26	Boysen, Engele

Political Science/International Relations Majors

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	Using pre-tests/post-tests in PSI 101 and PSI 210.	Ongoing	Both
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	Reword student learning outcomes so that they start with verbs. Improve the curriculum map to include student learning outcomes in every course.	2026	Both
Assessment-based improvements to curriculum or instruction.	Separated the research methods class from the senior seminar class because the research paper in the senior seminar did not meet departmental goals. Moved the research methods course to the students' sophomore year so they will have the skills to conduct research in upper-level courses.	2024	
Other			

Political Science General Education

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	None.		
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	Generate longitudinal assessment data for general education student learning outcomes.	2026	Both
Assessment-based improvements to curriculum or instruction.	Add questions to pre-tests/post-tests in PSI 101 and PSI 210 to measure general education student learning outcomes.	2026	Both
Other			

Sociology Major

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	We implemented a new assessment plan for SOC 150 last year and have seen significant improvement in the initial gathering. We plan to continue to use the new tool and check for potential issues that arise in data gathering.		Soc. Faculty
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	<p>SOC 300 is offered less often, so we are still checking the effectiveness of new measurements there.</p> <p>We are meeting in the fall to discuss the new class assignment for the “personal and social responsibility” general education courses. We are keeping SLO #5, but working on how to assess/implement it across several sections. As noted in the assessment, the old assignment was abandoned due to logistics and the death of the Center for Community Service.</p> <p>SOC 400-el is being redesigned. With this revision, Dr. Hagan is working on a joint rubric to tie both SOC 400 and SOC 400-el classes together.</p>		Dr. Hagan
Assessment-based improvements to curriculum or instruction.	Two cycles of the new SOC 499 (senior seminar) have been taught and experiences seem positive. We are now working on a rubric to assess those experiences now that the ground work has been designed. The SOC 400 rubric is still in progress.		Dr. Swink
Other	Changes to the major seem positive as students seem very invested. We are still observing changes and dealing with minor ramifications of the overhauls. More data is needed before we see if further changes are necessary, but we are always attempting to keep up with the needs of our students.		Soc. Faculty

School of Business

Business Majors

Area of improvement	Actions	Completion date	Person responsible
List improvements made from the previous action plan (2023)			
Alignment with Standards	Assessment plan components have been better aligned to ensure congruence with IACBE's expectations for learning outcomes, curriculum mapping, and evidence of learning. This is essential for sustaining programmatic accreditation and improving consistency in reporting.	Ongoing	Ros
Curriculum Structure Adjustments	A key curricular decision was made to retain the shared business core across all majors, which supports cohesion and integration of relevant learning outcomes.	Ongoing	All Faculty
Insufficient use of direct evidence and updated data to inform assessment practices	A formal collection and analysis cycle has been implemented, with data expected by August 1 to support the next phase of the self-study for IACBE.	Ongoing	Ros
Assessment plan improvements to be made based on SLATE feedback on Biennial			

Assessment Report			
Clarity and sufficiency of student learning outcomes in Accounting and Economics & Finance	Revise programs' SLOs to ensure clarity, measurability, and alignment with disciplinary and institutional goals.	Fall 2025	Ros, Kassen, Abrams
Incomplete curriculum mapping and lack of direct assessment links	Update curriculum maps to include 3-5 distinct SLOs per program. Ensure alignment between courses and SLOs is explicitly documented.	Spring 2026	Ros
Inconsistent application of direct assessment tools	Develop a standardized set of direct assessment tools (e.g., signature assignments, rubrics) and require implementation across all core courses.	Spring 2026	SoB Faculty
Limited evidence of using data to inform curricular decisions	Establish an annual assessment retreat where faculty analyze results and develop responsive action plans and archive all changes and rationale.	Ongoing; First session Late Fall 2025	SoB Faculty
Lack of follow-up on previous assessment results.	Create a tracking system to log prior findings, action steps taken, and subsequent results to ensure follow-through and closure of the assessment loop.	Fall 2025	Ros

Assessment-based improvements to curriculum or instruction.			
Other			
Lack of Course-Level corrective actions for repeated assessment failures	Establish a remediation protocol for any course that fails to meet performance benchmarks in two consecutive cycles. Document corrective actions and track follow-up results.	Fall 2025	SoB Faculty

Business General Education

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)			
General Education Assessment Initiatives	Improve participation in Gen Ed assessment by evaluating whether business-designated Gen Ed classes effectively utilize rubrics and assessment instruments.	Ongoing	SoB Faculty
Assessment plan improvements to be made based on SLATE feedback on Biennial			

Assessment
Report

Assessment-
based
improvements
to curriculum
or instruction.

Other

Communication Major

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	- Added Sport Communication	Fall 2023	Murphy
	- Included Health Com, Sport Com in School of Business majors	Spring 2025	Murphy/Frank
	- Adjusted data collection processes (assess senior presentation)	Spring 2024	Frank
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	<ul style="list-style-type: none"> - Review the wording of Goal 4 in our SLO - Develop a more thorough description of our senior portfolio and add a timetable to the 2026 biennial report 	Spring 2026	Murphy/Frank
Assessment-based improvements to curriculum or instruction.	- Improve AP style in Strat Com and APA in Interpersonal Com	Fall 2025-2026	Murphy/Frank
	- Begin Pre-Assessments for advisees	Fall 2025	Murphy/Frank
	- Continue looking for ways to get students involved in our research	Fall 2025	Murphy/Frank
	- Increase Benchmark for Post-Test Self Assessments	Spring 2025	Murphy/Frank
Other			

Communication General Education

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	- Selected new OER text for COM 100	Fall 2024	Murphy/Frank
	- Determined appropriate rubric and assignment alignment for COM 353.	Fall 2024	Frank
	- Established benchmark of 2.75 for rubric items in COM 353.	Fall 2024	Frank
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	- Develop a more thorough and data driven report for COM 100.	Spring 2026	Murphy/Frank
Assessment-based improvements to curriculum or instruction.	- Explore new techniques for improving visual aids and delivery.	Spring 2026	Murphy/Frank
	- Develop new criteria for ONLINE speech delivery.	Summer 2025	Murphy
	- Review General Education curriculum application and make changes as needed.	Spring 2026	Frank
Other			

School of Education

Undergraduate Education Majors

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	<ul style="list-style-type: none"> • Division of labor. <ul style="list-style-type: none"> ○ New program directors for each program • Implementation of early alert support system <ul style="list-style-type: none"> ○ Academic and disposition ○ Program directors are able to view concerns and support students based on their need • Data collection <ul style="list-style-type: none"> ○ With the addition of Dr. Jen Barr-Starms, we have been moving to a more streamlined and digital means of collecting data • Brightspace utilization <ul style="list-style-type: none"> ○ Use Brightspace as a central hub for all required documents 	2024	MD/KA MD JB-S/KA KA
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	The main theme throughout our review was to utilize more tables rather than a narrative form. However, given how our students are organized (e.g., secondary students are not technically SOE, but they are reported to the state as SOE), it makes it difficult to disaggregate the data. Considering the exponential growth in our programs and the restructuring of faculty responsibilities, a narrative form is most appropriate for this past report. In the future, we will utilize more tables.		
Assessment-based improvements to curriculum or instruction.	The use of our internal early alert system has allowed us to support students on a more 'immediate' level. Directors are notified as soon as an alert is issued and can contact the student to set up a meeting to discuss the issue(s).		
Other			

Education General Education

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	We need a better understanding of who should be assessed. Some paraprofessionals may be taking EDU 205/210/115, but will not take any other general education course. Do we only count the in-person students for these courses? Based on the 2 years of data we have, students are exceeding (above 2.0) on the rubric criteria.		
Assessment-based improvements to curriculum or instruction.	Hold training session for adjuncts who teach these courses on how and when to use the rubrics.		
Other			

Education Graduate Programs

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	<ul style="list-style-type: none"> The use of Live Text has been eliminated from our programs. Full transition to Brightspace for assessment collection, including the licensure portfolios needed for ISBE audits and student licensure data. 	Spring 2025	Jay Goble Mike Downton
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	<ul style="list-style-type: none"> Use of table format in place of paragraph format, per recommendation. Improve program goals for clarity; conduct annual departmental internal review of said goals to ensure we are meeting our goals. 	Ongoing	Jay Goble Mike Downton
Assessment-based improvements to curriculum or instruction.	<ul style="list-style-type: none"> Two courses that are within the MAED and the Principal Licensure programs have been redeveloped to better meet the needs of practicing K-12 educational leaders and instructional leaders. (EDU 641 Educational Research and Statistics and EDU 645 Action Research Planning) All six courses within the EDD Program have been arranged to allow greater effectiveness and success for students when researching and writing their dissertations. 	Fall 2025	Jay Goble, Kelly Stewart, Jennie Winters, Julie Brown
Other			

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	<ul style="list-style-type: none"> • All programs are now fully online, allowing for more aggressive recruitment. • A strategic plan for recruitment in the northeastern part of the state will be developed in the coming months by an ad hoc committee within the School of Education. • The Northern Illinois Recruitment Committee will develop a strategic plan and proposed budget to recruit the seven most populous counties in Illinois, which are all contiguous counties in the northeastern part of the state. 	Summer/Fall 2025	Jay Goble Katie Alford
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	<ul style="list-style-type: none"> • Clean up and make clearer the data and assessment methods used by the department. • Fill in any missing information. 	2025-2026 Academic Year	Jay Goble Katie Alford
Assessment-based improvements to curriculum or instruction.	<ul style="list-style-type: none"> • Purchase and use of a software program that presents simulations to students in our licensure programs. • Complete overhaul and redesign of the principal and superintendent portfolio process and instruments. 	2024-2025 Academic Year	Jay Goble Kelly Stewart Julie Brown
Other			

Division of Nursing

Bachelor's in Nursing

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	The program's mission statement was updated with the same statement being utilized for all nursing programs to support consistency and a clear mission throughout.	5/2024	Kendra Taylor
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	Based on the feedback received from SLATE, the nursing faculty will create a clear alignment with the methods of assessment and the student learning outcomes for the program. The nursing faculty will ensure the methods of assessment also correlate with the Essentials required to be met by the nursing program's accrediting agency, the Commission on Collegiate Nursing Education.	Monthly as part of our Essential mapping process and the division curriculum retreat in May 2026	Kendra Taylor
Assessment-based improvements to curriculum or instruction.			
Other			

Nursing General Education

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	<p>The faculty will ensure the correct general education rubrics are embedded in the courses and faculty are trained on their use. The general education courses offered under this program are not required for the program but offered as electives if needed.</p> <p>The faculty will update the methods of assessment utilized for the general education courses to reflect current assignments within the courses.</p>	5/2026	Kendra Taylor
Assessment-based improvements to curriculum or instruction.			
Other			

Doctorate of Nursing Practice

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	Forum questions have been reviewed and updated. DNP forums are completed by either a written or video response to accommodate student recommendations.	Forums are continually reviewed and updated	Kendra Taylor
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	Based on the feedback received from SLATE, the nursing faculty will create a clear alignment with the methods of assessment and the student learning outcomes for the program. The nursing faculty will ensure the methods of assessment also correlate with the Essentials required to be met by the nursing program's accrediting agency, the Commission on Collegiate Nursing Education.	Monthly as part of our Essential mapping process and the division curriculum retreat in May 2026	Kendra Taylor
Assessment-based improvements to curriculum or instruction.			
Other			

Master's in Health Administration

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	<p>Rubrics are in place for all assignments. The language utilized is consistent with the nursing rubrics.</p> <p>The mission statement is reviewed annually at the curriculum retreat.</p>	5/2024	Kendra Taylor
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	Based on the feedback received from SLATE, the nursing faculty will create a clear alignment with the methods of assessment and the student learning outcomes for the program.	Curriculum retreat in May 2026	Angie Gilbreth
Assessment-based improvements to curriculum or instruction.			
Other			

Master's in Nursing

Area of improvement	Actions	Completion date	Person responsible
List improvements made from previous action plan (2023)	The program's mission statement was updated with the same statement being utilized for all nursing programs to support consistency and a clear mission throughout.	5/2024	Kendra Taylor
Assessment plan improvements to be made based on SLATE feedback on Biennial Assessment Report	Based on the feedback received from SLATE, the nursing faculty will create a clear alignment with the methods of assessment and the student learning outcomes for the program. The nursing faculty will ensure the methods of assessment also correlate with the Essentials required to be met by the nursing program's accrediting agency, the Commission on Collegiate Nursing Education.	Monthly as part of our Essential mapping process and the division curriculum retreat in May 2026	Angie Gilbreth
Assessment-based improvements to curriculum or instruction.			
Other			