July 2020

Appendices for NILOA Occasional Paper 48:

"Program Review and Assessment for Continuous Improvement: Asking the Right Questions"

by Tami Eggleston

Contents:

Appendix A:

McKendree University
Academic Program Review
Self-Study Form

Program:
School/Division:
Self-Study Due Date: **May 31, 2018**
Chair of Internal Review Committee:
Internal Review Committee Members:

Section 1: Mission and History

a. Mission of program: May use or adapt an existing mission or write a new one

b. How mission of program relates to division/school, college, and University missions

c. Brief history of program

d. Review of previous self-studies, evaluation reports, and action plans (if any)

e. Program materials: Provide link to program web page(s) and copy of brochures, handbooks, handouts, flyers, etc.

Section 2: Curriculum

a. Curriculum and course descriptions: Review and update curriculum and course descriptions; provide proposed revisions.

b. Syllabi: Upload at least one year's worth of syllabi (e.g., previous Summer, previous Fall, and current Spring).

c. Course information: The Associate Provost for Curriculum will provide a spreadsheet to the chair of the Self-Study Committee. The spreadsheet will include courses within the program taught by FT and PT faculty over the past two years, location, and enrollment information. Examine the spreadsheet and note trends, anomalies, concerns, and/or opportunities for change.

d. Integration of technology: Describe current uses of technology in the program and future needs.

e. Campus comparisons: Compare curriculum to at least two other institutions from our IPEDS comparison group. If the program does not exist at other IPEDS comparison group campuses, find another comparable program at a similar institution. The IPEDS comparison group may be found in the most recent Factbook within the McKendree Common/Institutional Research folder.

f. What courses are offered at other locations (e.g., Kentucky, AiM, etc.)?

g. What courses are offered as general education classes? Approximately how many sections and how many students are served?

Section 3: Assessment

    a. Program learning outcomes: List overall program outcomes or separate outcomes for tracks or concentrations within the major (approximately 3-5).

    b. Program assessments: Identify tools or measures that are used to assess the program outcomes identified above (e.g., senior thesis, standardized test, portfolio). Try to ensure that at least one assessment tool assesses student learning and all students in the program are assessed (e.g., they all take the same capstone course). Also attach any scoring rubrics.

    c. Use of evaluation and assessment data: Explain how assessment results have been disseminated and describe programmatic changes that have been made based on the data.

Section 4: Faculty

a. Faculty profiles: Complete a profile for each full-time faculty member, as follows:
- Name:
- Rank:
- Years at McKendree:
- Highest degree earned:
- Tenure status (tenured, tenure-track, non-tenure-track):
- Courses taught (number and title) in the last two years (include fall, spring, and summer):
- Other teaching duties in the last two years (Describe duties such as independent study, directed study, honors thesis supervision, internship supervision, field experience or student teaching supervision, portfolio review, etc. Include both credit and non-credit based duties.):
- Release time or other assigned duties in the last two years:

b. Faculty webpages: Update FT faculty webpages on www.mckendree.edu to include publications, presentations, research, service, and awards/honors. Enter links to faculty webpages; there is no need to write a narrative in this section.

Section 5: Resources

    a. Physical resources: List special labs, equipment, or software that are used in support of the program.

    b. Library collection: Identify strengths and needs of physical and/or electronic resources.

Section 6: Students

    a. Number of students enrolled in program over past three years (enter Fall enrollment data per most recent FactBook)

	Fall ####	Fall ####	Fall ####
Number of Students Enrolled			

a. Number of graduates per year for past 10 years (enter graduation data per FactBook)

	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####
# of Graduates										

a. Placement rate for graduates for past two years: Contact Career Services for data, then provide information about students' pursuit of graduate school and employment.

b. Alumni information: Provide quantitative and/or qualitative data.

c. Student research/scholarly activity: Describe opportunities for students to engage in research/scholarly activity within the program and beyond.

d. Student service: Describe opportunities for students to engage in service within the program and beyond.

e. Student awards: Describe opportunities for students to be awarded or honored within the program and beyond.

Section 7: Summary

a. Strengths: Based on the data collected, describe strengths of the program.

b. Challenges and Needs: Based on the data collected, describe challenges and needs of the program.

Appendix B:

**Program/Major Level
Assessment Report Template**

Major:

Description:

Mission Statement:

Major Student Learning Outcomes (3-5)

1.

2.

3.

4.

5.

Curriculum Map

COMPLETE THE GRID WITH YOUR MAJOR STUDENT LEARNING OUTCOMES AND A LISTING OF YOUR COURSES. YOU MAY WANT TO START WITH JUST THE REQUIRED COURSES. PUT AN "X" WHERE THE SLO IS COVERED AND AN "XX" WHERE IT COULD BE ASSESSED.

	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES				
PROGRAM COURSES					

PROGRAM REQUIREMENTS: Please write the NUMBER and TITLE of the REQUIRED course that fulfills these experiences (if any).

CAPSTONE:

RESEARCH:

SERVICE:

Methods of assessment:

Results from assessment:

Use of Data (Previous year or this year):

Contact(s):

Appendix C:

Major Assessment Plan Evaluation Rubric

Program name:

Assessment Plan Descriptors	Best Practice	Acceptable	Developing	Rating/Comments
Description of Major	Complete description of the major is included, and it is aligned with the university's mission statement and relevant professional organizations.	General description of the major is included, and it is aligned with the university's mission statement.	Description of the major is vague with no alignment to the university's mission statement.	
Mission Statement	The mission statement is specific, clear, and meaningful.	A general statement lacks one of the following: specificity, meaning, clarity.	No mission statement.	
Major Learning Outcomes	The number of outcomes is appropriate for the major. 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 major 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 Map	A complete grid includes major learning outcomes along with clear connections to required courses in the major.	A grid includes major learning outcomes along with some connections to courses in the major.	The grid is incomplete or missing	
Major Requirements: **Capstone** **Research Experience** **Service**	A capstone experience/course is identified. The major includes meaningful research experience. The major includes meaningful service experience.	The major lacks a meaningful capstone, research experience, or service experience.	The major lacks two or more of the following: capstone, research, and service.	
Methods of Assessment of Major 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. High-quality rubrics and scoring guides are attached.	There are two to three direct or indirect measures. Measures are valid. The measures are generally related to the outcomes. Rubrics and scoring guides are used but not included, or the quality needs to be improved.	There are no measures of outcomes or the measures are not valid. The measures do not relate to the outcomes. Rubrics and scoring guides are not utilized.	

| Results of Assessment of Major 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 (from year to year) | The assessment plan identifies a person/group with responsibility for improving the major (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 major.

Lacking a clear timetable, more use of data still desirable.

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." | 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." | |

General Comments:

General Education

Assessment Plan Descriptors	Best Practice	Acceptable	Developing	Rating/Comments
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 (from year to year)	The assessment plan identifies a person/group with responsibility for improving the general education program (e.g., a committee, specific faculty). 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.	The assessment plan identifies a plan to improve the program. Lacking a clear timetable, more use of data still desirable. 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."	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."	
General Comments:				

Appendix D:

McKendree University
Academic Program Review

This document provides an overview of the academic program review process at McKendree University.

PURPOSE

The mission of McKendree University is to provide a high-quality educational experience to outstanding students. Thus, the purpose of regular program reviews is to ensure the quality and relevance of courses and programs. The purpose is not to prioritize programs for resource (re)allocation but to examine each program individually. This review process aims to "close the loop" by using data to inform decisions and plan for the future.

The three primary components of the program review process are:
- Step 1: Self-Study
- Step 2: External Review
- Step 3: Action Plan

SCHEDULE

All academic majors will be reviewed every seven years. In addition, "standalone" minors, e.g., biochemistry, will be reviewed every seven years. For majors and minors that are reviewed externally for accreditation purposes, e.g., CAATE, the Provost will determine if the external review may substitute for all or a portion of the program review process. In general, if the accreditation review is focused on the unit, e.g., school or division, it probably will not substitute. If focused on individual programs, it may substitute.

Please note that school or division chairs may request of the Provost a change of the review year due to external accreditation, significant changes in faculty, etc.

PROCESS

Step 1: Self-Study
The Office of Academic Affairs will set deadlines, create forms, and notify school and division chairs about the review process. Chairs will be responsible for appointing a chair of the Self-Study Committee. The school or division chair and the chair of the Self-Study Committee will determine additional committee members, if any.

The Self-Study Committee will seek input from appropriate faculty, gather relevant documents, and write the Self-Study. See the Self-Study Form at the end of this document.

The following categories of information will be included in the Self-Study:
   a. Mission and History
   b. Curriculum
   c. Assessment
   d. Faculty
   e. Resources
   f. Students
   g. Summary

The Self-Study should be reviewed by all full-time members of the program prior to submission electronically to the Office of Academic Affairs. The Self-Study must be submitted to the Associate Provost for Curriculum by May 31. The Associate Provost for Curriculum will post the Self-Study in a shared folder.

Step 2: External Review

The External Review Committee will consist of three individuals: two McKendree University full-time faculty external to the school or division and one full-time faculty member external to McKendree with expertise in the discipline and serving at a similar college or university, preferably within a 350-mile radius. The Associate Provost for Curriculum will request recommendations for committee members from the school or division chair, invite persons to serve on the committee, and appoint one of the McKendree committee members to serve as chair.

Members of the External Review Committee will review the Self-Study. The chair of the External Review Committee will send a copy of the Self-Study to the reviewer external to McKendree. In addition, the chair of the External Review Committee will schedule a one-day review during which the External Review Committee will meet with program faculty, students, the relevant school or division chair, and the Provost. Committee members also will tour the facilities that support the program. Committee members should make an effort to consider all locations where the program is delivered, e.g., Scott, Kentucky, external locations, online.

The External Review Committee will write a report, and the chair of the committee will submit it to the Associate Provost for Curriculum by December 1. The report will include a summary of each of the seven components of the Self-Study highlighting strengths and opportunities for growth or improvement and recommendations for action. Copies of the External Review Committee report will be made available to all full-time members of the program faculty and the relevant school or division chair.

Step 3: Action Plan

The chair of the Self-Study Committee will convene program faculty to review the report from the External Review Committee and develop an Action Plan which should include short- and long-term goals, objectives, timelines, and resources needed. The Action Plan should be reviewed by all full-time members of the program prior to submission to the Associate Provost for Curriculum. The Action Plan must be submitted to the Associate Provost for Curriculum by April 1. Copies of the Action Plan will be made available to all full-time members of the program faculty and the relevant school or division chair.

The Provost and the chair of the school or division will regularly review the Action Plan to monitor progress.

Academic Program Review Process and Schedule

Date/Time Frame	Activity	Responsibility	Access
September	S/D Chair appoints SSC Chair.	S/D Chair	
October	S/D Chair and SSC Chair select SSC members.	S/D and SSC Chairs	
Spring semester	SSC writes Self-Study and all full-time members of the program review it.	SSC Chair	
May 31	Self-Study due to the Associate Provost for Curriculum	SSC Chair	Associate Provost for Curriculum posts Self-Study to the shared folder.
May 31	S/D Chair submits ERC member list to Associate Provost for Curriculum.	S/D Chair	
Summer	Associate Provost for Curriculum invites ERC members and appoints Chair of ERC.	Associate Provost for Curriculum	
September	ERC chair schedules ERC campus visit (for Sept/Oct) and sends copy of Self-Study and other materials to faculty member external to McKendree.	ERC Chair	
December 1	ERC Report due to the Associate Provost for Curriculum	ERC Chair	ERC Chair sends report to Associate Provost for Curriculum and copies all FT faculty in the program and the S/D Chair.
Spring	SSC meets with program faculty to review ERC Report.	SSC Chair	
Spring	All full-time members of the program prepare the Action Plan.	SSC Chair	
April 1	Action Plan due to the Associate Provost for Curriculum	SSC Chair	SSC Chair sends Action Plan to the Associate Provost for Curriculum and copies all FT faculty in the program and the S/D Chair.
May 15	SSC Chair, S/D Chair, and Provost meet to review the Action Plan.	Provost	

S/D Chair: School/Division Chair
SSC: Self-Study Committee
ERC: External Review Committee

Appendix E:

Program Review Samples

Antioch
https://www.antioch.edu/wp-content/uploads/2016/12/AU-Academic-Assessment-System-and-Program-Review-Manual_01-02-17.pdf

Boston University
https://www.bu.edu/provost/planning/apr/standard-timeline/

New Mexico State University
https://adpr.nmsu.edu/

Wright State
https://www.wright.edu/academic-affairs/academic-program-review/program-review-instructions-timeline-and-template

University of Michigan-Dearborn
https://umdearborn.edu/faculty-staff/academic-program-and-course-development/academic-program-review-undergraduate-graduate/best-practices

Appendix F:

McKendree University
Academic Program Review
Self-Study Form

Program: Psychology
School/Division: Social Sciences
Self-Study Due Date: Spring, 2021
Chair of Internal Review Committee: Guy Boysen
Internal Review Committee Members: Tami Eggleston, Michael Hahn, J. L. Kemp

Section 1: Mission and History

f. Mission of program: May use or adapt an existing mission or write a new one

- 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 actives (e.g., research, Psychology Club, honor societies); and
        - a supportive but intellectually challenging experience.
    - Ensure that the psychology faculty and broader program are
        - committed to providing an education based on scientifically sound educational practices;
        - intellectually engaged as scientists and/or practitioners;
        - committed to improvement through implementation of the assessment process;
        - exemplars of ethical behavior, collegiality, and community engagement; and
        - socioculturally and philosophically diverse.

(Based on the **APA Principles for Quality in Undergraduate Education)**

g. **How mission of program relates to division/school, college, and University missions**
   The mission of McKendree University includes responsible citizenship. The psychology mission includes diversity and society as important components. The psychology curriculum is rich with opportunities for cross-cultural assignments and community service. Academic Excellence is infused in the psychology mission and our classes through critical reasoning, theory, and research methods. Engagement is central to the psychology mission statement to prepare engaged practitioners. Finally, lifelong learning is infused in the mission statement as the psychology department prides itself in the ability to prepare knowledgeable professionals and self-aware individuals.

h. **Brief history of program**
   Edited: In summary, we have added to and revised our curriculum but the aim of the psychology program has always been to provide a high-quality major that prepares students well for postgraduate pursuits and careers but that is flexible, compatible with 4-year graduation plans, and transfer friendly.

i. **Review of previous self-studies, evaluation reports, and action plans**
   The conclusions from our previous program review remain relevant (see Tables below). The strengths are still descriptive of the psychology program. In addition, although we have addressed some of the challenges related to specific curricular needs of the department, our staffing challenges have not changed. We are understaffed and over reliant on part-time instructors, especially in the online program, which is staffed almost completely with part-time instructors.

Strengths from previous review	Current status
We have a solid curriculum in psychology with many electives for students to select from.	Still accurate.
We have high student satisfaction with the major.	Unknown, not recently assessed.
We have had historic high numbers in the last two years with over 100 majors.	Still accurate, enrollment is now higher.
We provide a high-quality major that prepares students well for graduate school and careers.	Still accurate.
The psychology major allows students the opportunity to complete the major in three years.	Still accurate.
The psychology major is transfer friendly.	Still accurate.
The four psychology professors are engaged with students outside of class in research, clubs, organizations, internships, and advising.	Still accurate.
The psychology major provides opportunities for research and service.	Still accurate.

Challenges from previous review	Current status

j. Program materials (websites)
- Psychology Webpage
- Online Psychology Webpage
- Biopsychology Webpage

Section 2: Curriculum

h. Curriculum and course descriptions: Review and update curriculum and course descriptions; provide proposed revisions.

The following catalog changes reflect the current practice in the department and clean up the language used to describe courses. The change from 18 to 15 required upper-level hours simply reflects a change we did not make when switching our courses from 4 to 3 credits. Students will be taking the same number of courses. The deletions represent courses that are no longer required by Education or the Gerontology minor, which was previously removed from the catalog.

i. Syllabi: Upload at least one year's worth of syllabi to assessment.mckendree.edu

The faculty have uploaded syllabi.

j. Course information

We analyzed four major trends in enrollment: instructor credits, average enrollment, low-enrolled courses, and high-enrolled courses.

Edited

The Average Enrollment table illustrates that psychology courses tend to make enrollment requirements and are relatively close to capacity. These averages exclude courses with special enrollments such as cross-listed courses, directed studies, internships, and independent studies. Generally, enrollment trends are similar across McKendree locations, as well as for full- and part-time faculty.

The Lowest Enrolled Courses table presents courses that had 10 or fewer students. Courses in bold occur more than once on the list. The list is dominated by electives. The Highest Enrolled Courses include all courses that were at 100% capacity. The list of is dominated by required courses. Few of the courses were over capacity, and this indicates that we are offering enough sections of courses to meet students' needs.

Credits by Instructor Status

Program	Credits taught by full-time faculty	Credits taught by part-time faculty
Total psychology	96	86
Online psychology	21	51

Average Enrollment

Category of course	Average enrollment	Average % filled
All courses	17	70
Online courses	14	72
Lebanon courses	19	71
Full-time faculty	17	68
Part-time faculty	17	73

Lowest Enrolled Courses
EDITED

k. Integration of technology

The psychology department currently uses SPSS and/or PSPP (Statistical Package for the Social Sciences) software in the instruction of 40 to 80 students each academic year. This software package is used by these students for their senior thesis projects in PSY 496. The IT department has also made it possible for students to use SPSS in the cloud. Therefore, students have ready access to statistical software. Currently, individual faculty members have subscriptions to SurveyMonkey and E-Prime for research purposes, and their scholarship will require continued funding for these programs.

All of the faculty in psychology use the basic Microsoft Products (e.g., Power Point). In addition, the psychology department uses the Learning Management System (Blackboard) and will begin to use the new LMS D2L-Brightspace. The psychology department faculty regularly present and attend the teaching workshops on best practices in teaching including technology and have used videos and Screencast-o-matic to assist with online teaching.

As we continue to grow the biopsychology, cognitive, and sport psychology areas, we have a goal to have a research lab with some additional research software. This would allow students the ability to conduct some basic research to help them be successful in graduate school and could also serve as a valuable recruitment tool. A small research lab would be very beneficial to our large major. Other much smaller majors have dedicated labs, equipment, resources for their students (e.g., computing, biology, chemistry, music, art, etc.).

l. Campus comparisons

EDITED

Section 3: Assessment

a. Program learning outcomes

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)**

b. **Program assessments**

- APA Style Test
  - The APA Style Test includes multiple-choice and short-answer items that require students to apply knowledge of APA-style citations and references. It is embedded in our Cornerstone course.
- Archival Data
  - Number of research presentations by psychology students.
  - Number of service hours completed in psychology courses.
  - Number of internships in psychology.
  - Percentage of students who received IRB approval for their senior thesis project.
  - Number of students who study abroad.
- Diversity Rubric
  - The rubric consists of the McKendree University diversity rubric used for cross-cultural courses in the general education program.
- Mental Illness Stigma Scale
  - The stigma scale is a validated survey used to measure stigmatizing attitudes about mental illness.
- Personal Statement Rubric
  - The rubric is used to evaluate drafts of senior students' personal statements for graduate school. The rubric includes performance standards related to content and communication.
- Psychology Major Test
  - The Psychology Major Test is a 9-itme multiple-choice test designed to assess the following core areas of knowledge in the major that are part of our Cornerstone course: research methods, APA style, and major requirements.
- Research Methods Rubric
  - The rubric is used to evaluate the psychology senior thesis and includes assessment of each section of an APA-style empirical research report.
- Statistics Test
  - The statistics test is a 7-item of the basic statistical interpretation and reporting skills that students should possess after completing PSY 396 Research Methods.
- Written Communication Rubric
  - The rubric consists of the McKendree Written Communication rubric and a discipline-specific rubric for psychology.

c. **Use of evaluation and assessment data**

- Assessment-based use of data summary
  - The Use of Data sections from the psychology program's previous four assessment reports (see Table) illustrate that the focus of our improvement efforts has been on the research and writing components of the curriculum. Specifically, we have made numerous attempts to improve our research courses and students' ability to write using APA style. There have been no assessment-based efforts to improve students' achievement of goals related to the knowledge base, ethical and social responsibility, or professional development. In addition, we have not been systematically assessing students' satisfaction with the program

Report year	Use of data
2018-2019	• Based on our 2018 Action Plan, we established performance benchmarks for all of our assessment measures. • Low scores on the APA style test in PSY 201 led to a reconsideration of APA-style instruction in that course. Dr. Boysen conducted a research project examining effective methods for teaching APA style in Spring 2018 and, based on the results, implemented pedagogical techniques that emphasize production of APA-style materials. The revised APA-style section of the course now includes construction of an APA style template paper. We will present assessment data based on this revised approach in the 2021 assessment report. • Based on the continued increase in enrollment of psychology students in internships, we unified the writing requirements across our PSY 480 Internship course and created a psychology internship syllabus template. • Our assessment data is based on face-to-face courses. We plan to enact our assessment plan with online courses in time to have data for the 2021 assessment report. • We will set expectations for basic statistical knowledge standards with the new instructor for Fall 2019.
2016-2017	• Based on relatively low performance on the APA Style Test in the Fall 2016 Psychology Cornerstone and low performance on the APA style sections of our writing rubric, we completely revised the instructional method in that course to include more time on task actually practicing APA style citations and references. The continued low performance on the test in spring 2017 will result in further revisions to instruction of that material. • Based on informal observations that our senior 4-credit PSY 496 Research Methods and Senior Thesis course (PSY 496) contained too much material, we split that course into two separate 3-credit courses: PSY 396 Research Methods and PSY 496 Senior Thesis. The instructors of these courses will be coordinating content and assessment as they are offered for the first time in fall 2017. • Based on relatively low scores on the literature review section of the senior thesis in PSY 496, we will engage in more direct instruction of techniques for reviewing, organizing, and writing a review of previous research. • Based on the continued enrollment of psychology students in internships and the impending requirement to receive approval of the course as writing intensive in the General Education program, we will unify the writing requirements across our PSY 480 Internship course. • PSY 153 has been approved for inclusion in the general education program, and we will begin implementation of the new general education assignments and rubrics in fall 2017.

2014-2015	• In 2015 we implemented PSY 201: Cornerstone in order to address previously identified areas of concern related to APA style writing, advising, and awareness of opportunities for applied learning.
	• We have created learning objectives for writing and a curriculum map specifically for writing.
	• Psychology faculty have begun to use the General Education Writing Rubric and the Psychology-Specific Writing Rubric to unify the curriculum and collect embedded assessment data.
	• Informal observations and results of assessment at the 400-level indicate that students need earlier interventions to meet learning objectives related to research and APA-style writing. This has prompted discussion of (a) curriculum revision related to our 400-level research courses and (b) incorporation of a 200-level research course.
2012-2013	• In the spring of 2013 the faculty department worked on their program review self-study. We started to make some significant changes to the catalog. Based on student feedback, we have created a two-semester research sequence. We also made changes to the senior survey class to help better prepare students for graduate school and careers. In the fall of 2013 we are adding a special topics cognitive psychology class. Next year we will have our external review and we will prepare an action plan for the psychology program.

- Assessment action plans and goals
  - The assessment goals from our Biennial Assessment Reports and action plans illustrate that we follow through with the implications of assessment in the psychology program (see Tables below). We use assessment primarily to make curricular changes at the program level. However, our assessment program would be improved by using assessment to follow up on these changes to determine their effectiveness.

Assessment report goals 2019	Current status
We plan to increase use of the PSY 153 Introductory Psychology rubrics to reach 75% of sections before the 2019 assessment report.	Unaddressed.
In the 2019-2020 school year, we will examine the difficulty of the critical analysis paper to determine if introductory students are sufficiently prepared to complete such a task. In the online section of introduction to psychology, this paper is done as a team-project, and we will examine the equivalency of two approaches.	Unaddressed.
We will revise our data collection to account for students who do not complete the assignments but still pass the courses.	Unaddressed.

In the cross cultural course, scores have been consistently low (below the 75% benchmark) for the past three years not because of students' cultural capacities but because of their writing skills. Additional emphasis on writing and an adjustment to the grading rubric to give more weight on their cultural experience should help students reach the benchmark on the diversity rubric.	Partially complete. Dr. Kemp is implementing the new General Education Diversity rubric and renorming it for her class.

Assessment action plan goals 2018	Current status
Create Biopsychology BA assessment plan.	Incomplete
Plan and execute alumni survey to assess all relevant objectives.	Incomplete
Incorporate oral communication rubric in Senior Thesis to assess oral communication skills.	Complete.
Outline a timetable and benchmarks for the assessment plan.	Complete.
Review General Education Assessment implementation for Introduction to Psychology.	Complete.
Per 2017 assessment report, unify the writing requirements across our PSY 480 Internship course.	Complete.

Assessment report goals 2017	Current status
Based on relatively low performance on the APA Style Test in the Fall 2016 Psychology Cornerstone and low performance on the APA style sections of our writing rubric, we completely revised the instructional method in that course to include more time on task actually practicing APA style citations and references. The continued low performance on the test in spring 2017 will result in further revisions to instruction of that material.	Complete. We revised the instruction and assessment of APA style in cornerstone to emphasize the production of an APA-style template paper that students can save and use in future courses.
Based on informal observations that our senior 4-credit PSY 496 Research Methods and Senior Thesis course (PSY 496) contained too much material, we split that course into two separate 3-credit courses: PSY 396 Research Methods and PSY 496 Senior Thesis. The instructors of these courses will be coordinating content and assessment as they are offered for the first time in fall 2017.	Complete.

Based on relatively low scores on the literature review section of the senior thesis in PSY 496, we will engage in more direct instruction of techniques for reviewing, organizing, and writing a review of previous research.	Complete.
Based on the continued enrollment of psychology students in internships and the impending requirement to receive approval of the course as writing intensive in the General Education program, we will unify the writing requirements across our PSY 480 Internship course.	Complete.
PSY 153 has been approved for inclusion in the general education program, and we will begin implementation of the new general education assignments and rubrics in fall 2017.	Partially complete. We are still attempting to obtain full implementation of general education assignments and rubrics across course sections in the face-to-face and online programs.

Section 4: Faculty
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c. **Faculty profiles**
d. **Faculty webpages**

Guy Boysen: http://www.mckendree.edu/directory/guy-boysen.php
Tami Eggleston: http://www.mckendree.edu/directory/tami-eggleston.php
Michael Hahn: https://www.mckendree.edu/directory/michael-hahn.php
J.L. Kemp: http://www.mckendree.edu/directory/j-l-kemp.php

Section 5: Resources

a. **Physical resources**
- Software
    - SPSS is available on campus computers and through remote access.
    - Freeware for statistics can be installed as needed.
    - Research software (e.g., E-Prime, SurveyMonkey) is available through professional development funds.
- Physical
    - There are no laboratory spaces or research equipment available.
    - Laptops are available for checkout but are insufficiently maintained by IT.
    - There are insufficient computer classrooms available for scheduling one-time uses during the semester.
    - Some classrooms are crowded, dilapidated, and inconducive to collaborative learning.

b. Library collection

- Strengths
  - The library holdings and services are sufficient for instructional purposes in psychology.
  - Key electronic holdings
    - PsycINFO
    - General EBSCO database
    - Alexander Street Press, Counseling and Therapy in Video
  - Key physical holdings
    - Course reserves supplied by faculty
    - *APA Manual*
    - *DSM 5*

- Needs
  - Additional copies of course textbooks would help meet students' needs at the start of semester when they often have not yet purchased or received their textbooks.
  - Some journals are not available through the EBSCO database. It would be beneficial to students if the database linked students directly to online resources such as Google Scholar when items are not available in our databases.

Section 6: Students

a. Number of students enrolled in program over past three years

Program	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Biopsychology	0	0	0	21	47	44
OT	40	41	46	42	28	18
Psychology	98	109	106	127	106	97
Clinical/Counseling Minor	0	9	7	14	10	10
Sport Psych Minor	23	20	21	30	30	23
Psychology Minor	17	12	11	9	18	28
Psychology Online	7	24	36	49	48	46

The number of students interested in OT and Psychology has not decreased. We now encourage students interested in OT to major in the BA or BS biopsychology. The only students who can major and graduate in OT are the students who enter the 3-2 program at Washington University, and only 1 to 2 students a year matriculate into Washington University's OT program. Similarly, some students who would have been psychology majors are now entering the biopsychology program. In fact, the program is more successful placing students in occupational therapy doctoral programs than psychology doctoral programs.

b. Number of graduates per year for past 10 years

Program	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018

Biopsychology									3	14
Psychology	20	24	29	20	22	36	34	31	35	49	43

c. **Placement rate for graduates for past two years**

The Career Services Office conducts a placement survey of seniors on graduation day each Spring. They send follow-up surveys in the Fall and Winter and collect data informally from faculty online. Placement rates for Psychology Majors can be seen below. Placement rates ranged from 91%-94% for graduates completing the survey.

Year	Graduates	Full-time regular	Part-time regular	Continuing education	Seeking	Total
2017	40	12	1	19	1	33
2018	43	13	1	14	1	29

d. **Alumni information**

The Career Services Office collects data on specific employment and graduate school placements immediately after graduation. Placements from the last four years can be seen in the tables below. Several trends emerge in the placements. One, employment settings are varied, indicating that graduates are prepared to enter the workforce in diverse areas. Two, less than half of the students going on immediately to graduate school do so in clinical, counseling, or social work programs. This suggests that students' professional interests are broader than helping professions in psychology-related fields. Three, students are not successfully entering doctoral programs in psychology. In fact, more students entered doctoral programs in occupational therapy than psychology.

e. **Student research/scholarly activity: Describe opportunities for students to engage in research/scholarly activity within the program and beyond.**

Students in psychology have curricular and cocurricular opportunities to engage in scholarship. The psychology and biopsychology BA degrees require completion of PSY 496 Senior Thesis in which students execute and report on a research project. Students in the face-to-face course propose and original project and collect data, and students in the online course analyze a preexisting data set. In addition to this course-based research, students have options for engaging in research under the supervision of faculty. After completing their research, students can present their findings at undergraduate and professional research conferences on campus and off campus. Student Affairs funds students' travel to present research off campus and also offers grants to fund research projects.

- Research-based coursework
  - PSY 299/399/499 Research Practicum
  - PSY 480 Independent Study in Psychology
  - PSY 496 Senior Thesis
  - HON 401/402 Honors Thesis

- Publications and presentations for student research
    - McKendree Scholars
    - Academic Excellence Day Celebration
    - ILLOWA Undergraduate Psychology Research Conference
    - Midwestern Psychological Association Annual Conference
- Funding sources for student research
    - Student Affairs Grants
    - Honors Grants

f. Student service

Psychology students complete service hours as part of several courses. However, students complete most of their service as part of their requirements for scholarships, graduate school, athletics, or Greek organizations.

- Service in courses
    - PSY 201 Psychology Cornerstone
        - One required hour of service
    - PSY 401 Social Psychology
        - One required hour of service
    - PSY 450 Clinical and Counseling Psychology
        - Ten hours of required service in mental health services
        - Representative locations include Call for Help, East St. Louis, IL; Bridge the Divide, Lebanon, IL; Cedar Ridge Health Rehabilitation Center, Lebanon, IL; Cedar Ridge Nursing Home, Lebanon, IL; and Children's Home & Aid Illinois, Granite, City, IL

g. Student awards
- Psychology-specific honors
    - Psychology Honors Student
    - Biopsychology Honors Student
    - Psi Chi Honors Society
- General honors and awards received by psychology students
    - Lincoln Laureate
    - Technos International Prize
    - Pi Gamma Mu Honors Society

Section 7: Summary

c. Strengths
- Enrollment in psychology courses is steady and the number of majors in our programs has been steadily increasing.
- We have a fully online program that provides flexibility in curricular options of online majors and face-to-face majors.
- Our curriculum allows students to graduate in a reasonable number of semesters, even if they are late transfers or transfers from other colleges.

- We provide many advising and professional development opportunities for students.
- Student placement after graduation is strong, especially placement into graduate programs.
- We maintain a profitable program by attracting students to new and traditional components of psychology, systematically cutting costs, and keeping overhead costs low.

d. Challenges and Needs

- The staffing shortage reduces our ability to improve and expand our programs.
- There is a lack of research support and facilities.

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