Central Methodist University

Detailed Assessment Report
2015-2016 Accounting-BACC
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Division of Accounting, Business and Economics offers an accounting program that is consistent with the mission statement of Central Methodist University by providing professional preparation in accounting and business, and promoting lifelong learning and social responsibility. Within the program, students develop technical, interpersonal, and communication skills. An integrated approach to accounting is used at CMU to emphasis the way businesses operate. Students are better prepared to enter, not only accounting, but also related fields. Accounting information is useful in such diverse areas as financial planning, health care, communications, law, engineering, forensics, actuarial science, and the fine arts. The degree in accounting will prepare the student for graduate school in a number of disciplines. Certifications which students may be able to pursue after an approved course of study would include Certified Public Accountant (CPA), Certified Managerial Accountant (CMA), Certified Internal Auditor (CIA), Certified Fraud Examiner (CFE), Certified Financial Planner (CFP) and Actuary. Requirements for these certifications will vary. For detailed information on certification requirements, contact the sponsoring organizations and the Division.

This mission seems more appropriate to the accounting DEPARTMENT tna to the MAJOR. Please check and revise as needed both here and for the Deapartment.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstration of Knowledge
The demonstration of knowledge regarding the accounting major, theories and constructs as well as technical skills and professional competencies

Connected Document
AC480 Assessment Exam

Related Measures

M 2: AC480 Exit Exam
The AC480 exit exam consists of 100 multiple choice questions—20 questions in each of the five core areas. These questions are linked to our course objectives. This allows us to analyze more fully the effectiveness of our courses in achieving our objectives and to evaluate the improvement from students' freshman to senior year.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
AC480 Assessment Exam

Target:
For years until students' tests can be compared from freshman year to senior year, our goal is for 70% of our accounting graduates to correctly answer 70% of the questions in each of the five core areas (14/20).

Finding (2015-2016) - Target: Not Met
Fall 2015: There were 5 accounting students enrolled in the class. Only one of the five core areas (Marketing) had 100% of students achieve 70% or higher on the divisional exam. The other core area percentages of students who were above 70% were as follows: Accounting: 53% , Business Law: 0, Economics: 0, Management: 53%. Spring 2016: AC/BU 480 only had one accounting student enrolled in Spring 2016. That student's scores are as follows: Accounting: 80%, Business Law: 65%, Economics: 55%, Management: 65% and Marketing: 75% Due to the Laissez-faire attitude of students regarding this exam, point value was increased for 50 to 100 points. At this time, the Division noted that the Exit exam was not taken seriously by many students. However, students are still "figuring" the weight of this exam against their other assignments, and are still not taking this exam seriously. We are looking in to how we can change this attitude.

M 3: Major Field Test
Accounting majors take the Business Major Field Tests. This is done because we have not found an exam which fits a four year accounting program. Accounting students are required to take 18 hours of business and six hours of economics courses. The Business majors, taking this exam, have to take an average of 30 hours of business and six hours of economics courses. All seniors who have declared accounting as their program of study take this exam.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Students on the Fayette campus should earn a mean score on the MFT within 10 points of the national mean score.

Finding (2015-2016) - Target: Met
Accounting students on the Fayette campus had a mean score of 147.7, which was 2.6 points lower than the national average. It is well within the standard deviation of 7 points, of the national mean. Our high score was 154, and our low score was 148. The campus average was 5.1 points higher than last year. Our target was met. The average score on all campuses was 150.

SLO 2: Application of Competencies
The application of these competencies (see outcome #1) to the continuous development of critical thinking and problem solving skills

Related Measures

M 5: AC480 Research Paper

The AC480 research paper is over an individually-chosen topic in the student's field. See the attached rubric for measure.

Source of Evidence: Senior thesis or culminating major project

Connected Document
[Paper Rubric](#)

Target:
On the research paper for the final project, 75% of students will earn a 75% or higher on the paper.

Finding (2015-2016) - Target: Met
Fall 2015, 100% (5/5) of the accounting students on the Fayette campus earned a 75% or higher on the content portion of the research paper. the ACC student average was 94.8% Spring 2016, only 1 accounting student was enrolled in AC/BU480. She received 100% on her paper. The rubric for this assignment was not changed.

SLO 3: Effective Communication

The effective communication of understanding through writing and presentation

Related Measures

M 1: AC480 Presentation

Students enrolled in AC480 are required to write a research paper and present their findings on a current topic in the field.

Source of Evidence: Presentation, either individual or group

Connected Document
[Presentation Rubric](#)

Target:
On the in-class presentation of the major paper in AC480, 75% of the students on the Fayette campus will earn a 75% or greater.

Finding (2015-2016) - Target: Met
The Presentation grade averages for Fall 2015 were 98.8% Spring 2016, only one accounting student was enrolled in AC/BU 480, she received 100% on her presentation The presentation rubric which is given to the students in the weeks prior to the presentation, was not changed or updated.

M 5: AC480 Research Paper

The AC480 research paper is over an individually-chosen topic in the student's field. See the attached rubric for measure.

Source of Evidence: Senior thesis or culminating major project

Connected Document
[Paper Rubric](#)

Target:
On the research paper, 75% of the students on the Fayette campus will earn a 75% or higher.

Finding (2015-2016) - Target: Met
100% of the accounting students on the Fayette campus earned a 75% or higher on the content portion of the research paper for Fall 2015 and Spring 2016. Fall 2015, the average grade for accounting students enrolled in AC/BU480 as 98.8%. (5 accounting students were enrolled in the class.) Spring 2016, the single accounting student in AC/BU480 earned 100% on this assignment.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 4: Division Responsiveness

The division believes it is necessary to be responsive to the market--students. This objective, while measured anecdotally, can be addressed by the division annually.

Detailed Assessment Report
2015-2016 Athletic Traning-BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The mission of the Department of Athletic Training is to develop students into competent allied healthcare professionals in the field of Athletic Training. The program will provide, through a liberal arts based education, the didactic and clinical experiences that will foster an environment of serving others while employing the principles of professional excellence, ethical leadership and social responsibility. Successful completion of this program will allow the student to sit for the BOC examination.

GOALS

1. To fulfill the competencies in athletic training as identified by the BOC Role Delineation Study
2. To graduate with a degree in athletic training (BSAT)
3. To provide students with the necessary background to successfully complete the BOC examination
4. To provide the students with the opportunity to develop the critical thinking, evidence based decision-making, and communication skills needed for a career in Athletic Training
5. To promote acceptable standards of ethical conduct and professionalism

6. To continually seek the highest quality in instruction, clinical experience, and professional growth
7. To create an evironment consistent with quality health care for the athletes/patients in the clinical setting.

Goals

G 1: Content Areas
Athletic training students will be able to demonstrate proficiency in the content areas of the Athletic Training Educational Competencies.

G 2: Clinical Proficiency
Athletic training students will develop and exhibit advancing clinical proficiency through development of psychomotor and critical thinking skills through application of evidence based decision making.

G 3: Professional Excellence
Athletic Training students and graduates will be prepared to make a difference in the world by demonstrating the common values and behaviors of the athletic training profession while employing professional excellence, ethical leadership and social responsibility.

G 4: Knowledge and Skills
Upon completion of the athletic training program, students will be able to successfully demonstrate the knowledge and skills required of an entry-level certified athletic trainer.

G 5: Prepared Graduates
Graduates will be prepared for a career in athletic training and/or graduate study or employment in related allied healthcare professions.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: 1.1
Demonstrate cognitive skills necessary to employ evidence based practice in decision making.

SLO 2: 1.2
Demonstrate skill in the prevention, diagnosis, immediate care, rehabilitation and management of injuries and illness

SLO 3: 1.3
Demonstrate use of technology to communicate accurately and effectively through listening, speaking, and writing

SLO 4: 2.1
Apply critical thinking and evidence based decision making in creating quality healthcare patient plans

SLO 5: 2.2
Demonstrate integration of prevention, diagnosis, rehabilitation and organizational skills into quality patient care

SLO 6: 2.3
Obtain national certification from the BOC Exam.

Related Measures

M 1: On-campus preparatory NATABOC exam workshop (ACES)
On-campus preparatory NATABOC exam workshop (ACES)

Source of Evidence: Standardized test of subject matter knowledge

Connected Documents
2011 ACES Results
2012-2015 ACES DATA

M 4: Foliotek-BOC examination results
Students will be assessed using an electronic portfolio system (Foliotek). All proficiencies will be documented and graded (rubric included in system) using the portfolio. Using the Foliotek system we will be able to report on the success of each student for each proficiency: BOC Examination Results

Source of Evidence: Certification or licensure exam, national or state

Connected Documents
2010-11 thru 2014-15 BOC Results
2012-13 thru 2014-15 CMU Aggregate First-Time Pass Rate

Target:
To obtain score above national average.

Connected Documents
2010-11 thru 2014-15 BOC Results
2012-13 thru 2014-15 CMU Aggregate First-Time Pass Rate

M 5: Foliotek-Alumni survey
(f)Each alum is surveyed and self reports board results.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
Benchmark: above national average on BOC and above summary scores on ACES workshop.

SLO 7: 3.1
Employ ethical decisions within the scope of professional practice

Related Measures

M 7: Employer Evaluations
A summary of employer evaluations.

Source of Evidence: Employer survey, incl. perceptions of the program

Connected Document
13-15 Employe rSurvey Results

Target:
Obtain 4/5 on each category in the Employer Survey.

Connected Document
13-15 Employe rSurvey Results

SLO 8: 3.2
Demonstrate a sense of leadership and service to others

SLO 9: 3.3
Participate in local, state, regional and national athletic training professional activities

SLO 10: 4.1
Promote the profession of athletic training

SLO 11: 4.3
Work respectfully and effectively with diverse populations and work environments

SLO 12: 5.1
Successful placement in athletic training or related allied health care profession

SLO 13: 5.2
Recognition of the impact that athletic training has on the community

SLO 14: 5.3
Effectively communicate with all members of the sports medicine team

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Detailed Assessment Report
2015-2016 Bachelor of Applied Science in Management-BASM
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge--Theories & Constructs
The demonstration of knowledge regarding the business major, theories, and constructs as well as technical skills and professional competencies.

SLO 2: Application of Competencies
The application of the competencies (Objective #1) to the continuous development of critical thinking and problem solving skills.

SLO 3: Effective Communication
The effective communication of understanding through writing and presentation.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 4: Division Responsiveness
The division believes it is necessary to be responsive to the market--students. This objective, while measured anecdotally, can be addressed by the division annually.

Detailed Assessment Report
2015-2016 Biology-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

This major prepares students for graduate school in the biological sciences. They also prepare students to enter any of the professional fields related to medicine, teaching, and other areas including economic, industrial, and applied biology. Opportunities include environmental studies, genetics, physiology, botany, zoology, microbiology, cellular biology, developmental biology, molecular biology, biochemistry, ecology and entomology, to name a few graduate study specialties. The student has the option of graduating with a Bachelor of Science Degree or with a Bachelor of Arts Degree.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Communication of Biological Knowledge and Ability
The well-trained Biology major should be able to communicate effectively, both orally and in writing, about biological and environmental concepts.

M 1: Biology Major Field Test

Biology majors are required to take the Major Field Test (MFT) before graduation, preferably during their senior year. At the end of the academic year, the biology faculty will evaluate the senior students' performance in their capstone Science Seminar presentation and the results of the students' performance on their MFT scores to determine if adjustments should be made to the curriculum.

Source of Evidence: Standardized test of subject matter knowledge

Target:

Biology majors are required to take the Major Field Test (MFT) before graduation, preferably during their senior year. At the end of the academic year, the biology faculty will evaluate the senior students' performance in their capstone Science Seminar presentation and the results of the students' performance on their MFT scores to determine if adjustments should be made to the curriculum. The benchmark for success on the MFT is considered to be in the 30th percentile with the goal of the average moving to the 50th percentile.

Finding (2015-2016) - Target: Partially Met

Of the 9 MFT subscore areas, three had an average score below the 30th percentile. These areas were: Molecular Biology & Molecular Genetics, Organismal - Animals, and Organismal - Plants. Average scores varied, with the highest individual score in the 62% and the lowest in the 1% percentile.

Connected Document
Biology MFT Results 2016

M 2: Science Seminar

All majors must give an oral presentation of either a research, internship or special problem experience in Science 425, Interdisciplinary Science Seminar. Biology faculty and other faculty in the Science Division will grade the seminar presentation by making written comments and numerically scoring the presentation. The faculty members will evaluate the student's effectiveness in communicating key concepts and principles, correctly analyzing and interpreting data (when applicable) and making valid conclusions of their experience.

Source of Evidence: Capstone course assignments measuring mastery

Target:

It is expected that all students will receive > 75% on their formal evaluations for Science Seminar. Student work will be re-evaluated for any semester in which the average is <75%.

Finding (2015-2016) - Target: Met

All students completing the science seminar final project in AY15-16 scored above the 75% threshold. Specific comments, topics, and feedback are attached.

Connected Document
Biology Science Seminar Results AY15/16

SLO 2: Proficiency in Biological Lab Practices

Proper training in Biology requires laboratory proficiency. Students should be able to be proficient in basic laboratory techniques and collection and analysis of data.

Related Measures

M 3: Lab Practices

Periodically, all labs will be assessed for their effectiveness.

Source of Evidence: Academic direct measure of learning - other

Target:

Any lab for which the yearly average is < 60% will be re-evaluated for it's effectiveness and how it can become a better teaching instrument.

Finding (2015-2016) - Target: Met

A general report on success in selected Biology courses is attached. The biology faculty are working to refine this outcome.

Connected Document
Lab Proficiency Outcome Report AY15-16

SLO 3: Knowledge of Biology

The well-prepared Biology major must build a broad base of knowledge in cell biology, genetics, physiology, ecology, zoology, and biochemistry and should be able to integrate knowledge from several biology fields as they specialize in their chosen area.

Related Measures

M 1: Biology Major Field Test

Biology majors are required to take the Major Field Test (MFT) before graduation, preferably during their senior year. At the end of the academic year, the biology faculty will evaluate the senior students' performance in their capstone Science Seminar presentation and the results of the students' performance on their MFT scores to determine if adjustments should be made to the curriculum.

Source of Evidence: Standardized test of subject matter knowledge

Target:

The benchmark for success on the MFT is considered to be in the 30th percentile with the goal of the average moving to the 50th percentile.

Finding (2015-2016) - Target: Partially Met

Of the 9 MFT subscore areas, three had an average score below the 30th percentile. These areas were: Molecular Biology & Molecular Genetics, Organismal - Animals, and Organismal - Plants. Average scores varied, with the highest individual score in the 62% and the lowest in the 1% percentile.

Connected Document
Biology MFT Results 2016

M 2: Science Seminar

All majors must give an oral presentation of either a research, internship or special problem experience in Science 425, Interdisciplinary Science Seminar. Biology faculty and other faculty in the Science Division will grade the seminar presentation by making written comments and numerically scoring the presentation. The faculty members will evaluate the student's effectiveness in communicating key concepts and principles, correctly analyzing and interpreting data (when applicable) and making valid conclusions of their experience.

Source of Evidence: Capstone course assignments measuring mastery

Target:

Assessment of the Biology major includes requiring each major to complete a written assignment sometime during the year of their graduation. All majors are required to do undergraduate research, write a paper on this research in scientific format and give an oral presentation of that research in Science 325, Interdisciplinary Science Seminar. Biology faculty will grade the paper and faculty in the Science Division will grade the seminar presentation by making written comments on a grade sheet. It is expected that all students will receive > 75% on their formal evaluations for Science Seminar. Student work will be re-evaluated for any semester in which the average is <75%. Areas of particular interest include adequate preparation from existing course work, lab facilities to carry out this research and use of appropriate technology in the research and the presentation.

Finding (2015-2016) - Target: Met

All students completing the science seminar final project in AY15-16 scored above the 75% threshold. Specific comments, topics, and feedback relating to this outcome are attached.

Connected Document

Biology Science Seminar Results AY15/16

M 4: Biology 101 Reflection

Departmental Faculty utilize a pre/post test measure and provide reflection on student learning within the introductory course.

Source of Evidence: Academic direct measure of learning - other

Target:

Faculty teaching Biology101 will record and reflect on progress, performance, and teaching methods for the previous year.

Finding (2015-2016) - Target: Not Reported This Cycle

No reflection was completed for Bl101 this academic year.

M 5: Upper level Bio Course Reflections

Faculty that submit course reflections as a part of the assessment process, can store them here.

Source of Evidence: Discussions / Coffee Talk

Target:

Reflections serve as open ended narratives that support assessment of the Biology program as a whole.

Finding (2015-2016) - Target: Met

See attached assessment summary for Bl306, Spring 2016.

Connected Documents

Bl306 Reflections - Spring 2016
Bl320 Spring 2016

Detailed Assessment Report
2015-2016 Business-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Division of Accounting, Business and Economics offers a progressive business program, which combines professional preparation with a liberal arts education. The purpose of this program is to develop the important personal characteristics of confidence in oneself, ability to work with others, written and oral communication skills, technical competence, mathematical skills, moral awareness, and ethical values. The major in business will prepare the student for graduate school (M.B.A. or Law) or for a career in industry, entrepreneurship or public service.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge--Theories & Constructs

The demonstration of knowledge regarding the business major, theories and constructs as well as technical skills and professional competencies.

Connected Document

480 Assessment Exam

Related Measures

M 2: BU480 Exit Exam

The BU480 Exit Exam consists of 100 multiple choice questions covering the five core areas of our program--accounting, business law, economics, management, and marketing. The exit exam is used to assess students' knowledge of what we believe to be important business concepts.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

For years until students' tests can be compared from freshman year to senior year, our goal is for 70% of our business graduates to correctly answer 70% of the questions in each of the five core areas (14 of 20).

Connected Document
      [480 Assessment Exam](#)

Finding (2015-2016) - Target: Partially Met
Fall 2015: There were 2 business students enrolled in the class. One student received over 70% in Accounting, Business Law, Management and Marketing. Neither student received a 70% in economics. Spring 2016: There were 13 students enrolled in the class. 6 students received a grade of over 70% overall. The overall breakdown of students who passed each section with greater than 70% is as follows. Accounting 7.6%, Business Law: 23%, Economics 23%, Management 53.8% and Marketing 92.3% Due to the Laissez-faire attitude of students regarding this exam, point value was increased for 50 to 100 points. At this time, the Division noted that the Exit exam was not taken seriously by many students. However, students are still "figuring" the weight of this exam against their other assignments, and are still not taking this exam seriously. We are looking in to how we can change this attitude.

M 3: MFT--Business
The major field test in business is given to business graduates across the nation. We are able to compare our students to students at other universities, as well as to each other (across campuses,etc.).

Source of Evidence: Standardized test of subject matter knowledge

Target:
Students on the Fayette campus should earn a mean score on the MFT within 10 points of the national mean score.

Finding (2015-2016) - Target: Met
Business students on the Fayette campus had a mean score of 146.1, which was 4.2 points lower than the national average. It is well within the standard deviation of 7 points, of the national mean. Our high score was 142, and our low score was 136. The campus average was 3.5 points higher than last year. We met our target. The average score on all campuses was 148.

SLO 2: Application of Competencies
The application of the competencies (Objective #1) to the continuous development of critical thinking and problem solving skills.

Related Measures

M 5: BU480 Research Paper
The BU480 research paper is over an individually-chosen topic in the student's field. See the attached rubric for measure.

Source of Evidence: Senior thesis or culminating major project

Connected Document
      [Research Paper Rubric](#)

Target:
On the research paper for the final project, 75% of students will earn a 75% or higher on the content portion of the research paper.

Finding (2015-2016) - Target: Met
In Fall 2015, 100 % of students received over 75% on their papers, the average was 96% In Spring 2016 12 out of 13 students received over 75% on their papers, (1 student did not do the assignment) the class average was 77% No changes were made to the assignment.

SLO 3: Effective Communication
The effective communication of understanding through writing and presentation.

Related Measures

M 1: BU480 Presentation
The BU480 presentation is completed during the last week of the semester. Students present findings from their research paper over an individually-chosen topic. See the attached rubric for measure.

Source of Evidence: Presentation, either individual or group

Connected Document
      [Presentation Rubric](#)

Target:
On the in-class presentation of their major paper in BU480, 75% of the students on the Fayette campus will earn a 75% or greater.

Finding (2015-2016) - Target: Met
In Fall 2015, 100% of students received over 75% on their presentation. The average was 96% In Spring 2016, 12 out of 13 students received over 75% on their presentation (1 student did not complete the assignment. The average was 88% The rubric received no changes

M 5: BU480 Research Paper
The BU480 research paper is over an individually-chosen topic in the student's field. See the attached rubric for measure.

Source of Evidence: Senior thesis or culminating major project

Connected Document
      [Research Paper Rubric](#)

Target:
On the written research project, 75% of students on the Fayette campus will earn a 75% or higher.

Finding (2015-2016) - Target: Met
Target: Met 100% of the business students on the Fayette campus earned above 97% or higher on the content portion of the research paper for Fall 2015. In Spring 16, 92.8% of students on the Fayette campus earned above 80% om the written portion of the research project. We were well above our projected measure.

The The average grade for Fall 2015 was 98% The average grade for Spring 2016 was 87.4%

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 4: Division Responsiveness

The division believes it is necessary to be responsive to the market--students. This objective, while measured anecdotally, can be addressed by the division annually.

Detailed Assessment Report
2015-2016 Career Development
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

To empower students to develop the tools to successfully transition from campus life to a professional career path.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Assessments

Expanding and developing students' awareness of their own unique interests, abilities and skills; and how to utilize and transfer these characteristics into professional advancement and growth.

Connected Documents
- Career Choices (Strong Interpretation) for Prof. Flanders, Hackman, & Bennett's classes
- Career Choices (Strong Interpretation) for Prof. Hess' class
- Career Choices (Strong Interpretation) for Prof. Joy FlandersHackman class
- Career Choices (Strong Interpretation) for Prof. Masonholder & Hamel's classes
- Career Choices (Strong Interpretation) for Prof. Porter & Jefferies classes
- Career Choices (Strong Interpretation) for Prof. Robinette's class
- Career Choices for Prof. Gold's class
- Career Choices for Prof. Reed's class
- CMU 101-Interp of Strong - Flanders
- First Things First (Intro to Strong & Interpretation) for Prof. Bellefeuille's class
- First Things First (Intro to Strong & MBTI Interpretation) for Prof. Griffin & Brink's classes
- First Things First (Intro to Strong) for Prof. Hackman, Flanders, & Bennett's classes
- First Things First (Intro to Strong) for Prof. Hess' class
- First Things First (Intro to Strong) for the Science Dept. classes
- First Things First (Intro to Strong) Masonholder & Hamel's classes
- First Things First (Intro to Strong) Prof. Porter & Jefferies' classes
- MBTI & Strong Interpretaion for Prof. Gold's class

O/O 2: Career Development Skills

Assisting students to develop career-related goals as they relate to occupational, professional and/or post-graduate educational paths.

Connected Documents
- Event Evaluation - Fall 2007
- Immigration and Custom Enforcement (ICE)
- Internship Presentation
- Kaplan Test Prep - Grad Exam Tips
- Men Only- Dress to Win
- Mix and Mingle
- Networking for Career Success
- Professional Etigette Dinner
- Reality 101 - Alumni Evaluations
- Reality 101 - Student Evaluation
- Resume & Cover Letter Writing for Prof. Perkins' class
- Resume & Cover Letter Writing for Prof. Reed's class
- Resume Magic
- Resume Writing for Prof. Frank's class
- Resume Writing for Prof. Haack's class
- Resume Writing for Prof. Porter's class
- Resume Writing for Prof. Schaeffers' class
- Success Interviewing for Prof. Hill's class
- Successful Interviewing Tips
- The Next Step- Applying to Graduate School
- Women Only- Extreme Makeover

O/O 3: Job Searching Skills

Providing opportunities for students to develop skills in the area of job-searching techniques and strategies that will assist them in meeting their professional goals.

Connected Documents
- Boot Camp Student Evaluation Summary
- Career EXPO - Recruiter Evaluation
- Credential Files for Decemeber Grads
- Credential Files for May Grads
- Finding Your Dream Job
- Finding Your Dream Job

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Detailed Assessment Report
2015-2016 Chemistry-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

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Mission / Purpose

Chemistry is the study of matter--matter in the form of energy and in the form of mass. Conversion of matter from one form to another provides the basis for changing substances into other substances. The study of chemistry provides the knowledge and tools necessary for a greater understanding of the physical universe The major in chemistry is intended to prepare graduating chemists for employment in industrial and government laboratories, teaching at the high school level, study in the medical profession, and advanced study in analytical, clinical, environmental, forensic, inorganic, organic and physical chemistry, and biochemistry. The program is designed to provide theory and practical experience in many areas of chemistry while allowing the student to select the courses that meet his or her needs. The student has the option of graduating with a Bachelor of Science degree or with a Bachelor of Arts degree. The required courses are the same for both degrees.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge of chemistry
Chemistry majors should have a thorough knowledge & comprehension of the fundamental chemical concepts and scientific theories.

Related Measures

M 1: ACS--General Chemistry
ACS standardized exam in gneral chemistry. This exam guides curriculum and pedagogy in freshman chemistry (CH111 and CH114).

Source of Evidence: Standardized test of subject matter knowledge

Target:
Many times the ACS exams are reserved for courses in which there are only chemistry majors. We give the exam in classes with a wide variety of majors. Therefore, we find it acceptable for the average score to be in the 30th percentile with the goal of the average in time moving to the 50th percentile.

Finding (2015-2016) - Target: Met
I was very impressed with the results of this year's ACS exam. After a dismal showing last year, this year's class scored on average in the 40th percentile. The only change perhaps was more of a focus on the homework. This year's class may have been a bit stronger over previous years as indicated by the average on every exam be higher than the previous year. The top score on the exam this year was in the 95th percentile. Overall 43.5% of the class scored at or above the 50th percentile.

M 2: ACS--Organic Chemistry
ACS standardized exam in Organic Chemistry. This exam is used to guide curriculum and pedagogy changes in organic chemistry (CH341 and CH342).

Source of Evidence: Standardized test of subject matter knowledge

Target:
Many times the ACS exams are reserved for courses in which there are only chemistry majors. We therefore find it acceptable for the average score to be in the 30th percentile with the goal of the average in time moving to the 50th percentile

Finding (2015-2016) - Target: Not Met
The mean score on this year's exam was in the 8th percentile. The top score was in the 26th percentile. As usual, the class is fairly small (about a dozen students) with perhaps only one being a chemistry major. The students seem to have a good grasp on spectroscopy but continue to struggle understanding and reasoning through reactions and mechanisms.

M 3: ACS--Quantitative Analysis
ACS standardized exam in quantitative analysis. This exam will be given in conjunction with CH221, and serves to guide curriculum and pedagogy in that foundation course.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Many times the ACS exams are reserved for courses in which there are only chemistry majors. We therefore find it acceptable for the average score to be in the 30th percentile with the goal of the average in time moving to the 50th percentile

Finding (2015-2016) - Target: Not Reported This Cycle
Quantitative Analysis was not taught this past year.

M 6: MFT--Chemistry
Major Field Test in Chemistry

Source of Evidence: Standardized test of subject matter knowledge

Target:
The benchmark for success on the MFT is considered to be in the 30th percentile with the goal of the average moving to the 50th percentile.   It may be necessary to compile data over a 4-5 year period due to the small number of chemistry majors to get meaningful data on any potential curricular adjustments.

There was only one student who took the MFT this year as a chemistry major. However, over the past seven years seven students have taken the exam with the average falling at the 29th percentile. Being a small institution with very few majors we have elected to only require one semester of physical chemistry and one semester of analytical chemistry. These could be potential problems with students scoring significantly better on the MFT. It should be noted however, that the individual organic chemistry scores are in the 19th percentile on average which is significantly higher than on the ACS Organic test taken during their sophomore year. This is an indication that with increased academic maturity their ability level increases whether through retention of information or the ability to critically think through problems.

SLO 2: Critical thinking in chemistry
Chemistry majors should be able to think critically and analytically to solve both theoretical and experimental problems.

Related Measures

M 4: Lab practices
At the conclusion of each year an assessment is made of each laboratory experience based on average student grades on each of the lab and anecdotal experiences to determine if changes to the labs is necessary to increase understanding and performance. Any laboratory exercise in any course in which the average grade for the class was < 60% will be reevaluated for potential problems.

Source of Evidence: Academic direct measure of learning - other

Target:
Any laboratory exercise in any course in which the average grade for the class was < 60% will be reevaluated for potential problems.

Finding (2015-2016) - Target: <u>Met</u>
There were no problematic labs this past academic year. As always, labs are reevaluated. Labs are changed, deleted or added as necessary to keep the curriculum as up-to-date as possible.

M 6: MFT--Chemistry
Major Field Test in Chemistry

Source of Evidence: Standardized test of subject matter knowledge

Target:
The benchmark for success on the MFT is considered to be in the 30th percentile with the goal of the average moving to the 50th percentile

Finding (2015-2016) - Target: <u>Partially Met</u>
here was only one student who took the MFT this year as a chemistry major. However, over the past seven years seven students have taken the exam with the average falling at the 29th percentile. Being a small institution with very few majors we have elected to only require one semester of physical chemistry and one semester of analytical chemistry. These could be potential problems with students scoring significantly better on the MFT. It should be noted however, that the individual organic chemistry scores are in the 19th percentile on average which is significantly higher than on the ACS Organic test taken during their sophomore year. This is an indication that with increased academic maturity their ability level increases whether through retention of information or the ability to critically think through problems.

SLO 3: Chemistry research and laboratory practice skills
Chemistry majors should be able to safely design and conduct an experiment, collect and analyze data, properly document procedures and data, identify sources of error, interpret results and make relevant connections to other areas in chemistry and other science disciplines.

Related Measures

M 4: Lab practices
At the conclusion of each year an assessment is made of each laboratory experience based on average student grades on each of the lab and anecdotal experiences to determine if changes to the labs is necessary to increase understanding and performance. Any laboratory exercise in any course in which the average grade for the class was < 60% will be reevaluated for potential problems.

Source of Evidence: Academic direct measure of learning - other

Target:
Any laboratory exercise in any course in which the average grade for the class was < 60% will be reevaluated for potential problems.

Finding (2015-2016) - Target: <u>Met</u>
All lab scores were greater than 60%.

SLO 4: Chemistry-scientific communication skills
Chemistry majors should be able to clearly articulate experimental and theoretical chemical concepts and conclusions both formally and informally.

Related Measures

M 5: Chemistry research project
The students' ability to develop and implement a research project will be assessed during and following the research project during the junior or senior year. All students will be expected to successfully complete their research project to the satisfaction of the chemistry faculty before graduating. Formal research papers for the project will be kept by the research advisor. Following the Science Seminar presentation, students are required to answer questions from any of the science disciplines. The faculty members present evaluate the student's effectiveness in communicating key concepts and data, analyzing and interpreting of the information, and making valid conclusions

Source of Evidence: Project, either individual or group

Target:
It is expected that all students will receive > 75% on their formal evaluations for Science Seminar. Student work will be reevaluated for any semester in which the average is < 75%.

The only chemistry major doing research this year did an outstanding job working for a local chemical production company. The process that she worked on was proprietary and could not be disclosed. However, her work was good enough for the company president to offer her a job upon graduation. One thing that we do find is that our students do not get enough exposure to chemical literature early enough in their education. We used to have a class called major readings that happened during their senior year. This in reality was too late for them to gain much usefulness while doing their senior research projects. The course was eventually dropped from the curriculum. However, recently, more students are doing summer REU programs. One student in particular indicated that it would have been very beneficial to have been more familiar and comfortable with the chemical literature. We would like to start a new course with reading and writing assignments based on pasted and current chemical literature and offer this course for chemistry majors during their sophomore year. It is our hope that they will increase their knowledge of chemistry and also their research abilities by having this course earlier in their academic career. We plan to pilot the course in the spring 2017

Detailed Assessment Report
2015-2016 Communication Studies--BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

It is the mission of the Department of Communication of Central Methodist University to provide each student with a high-quality individualized education. Students develop effective communication skills to enhance their academic, personal, and professional lives. Student-centered instruction focuses on the development of critical thinking skills and ethical discourse. Students are empowered with communication skills that allow them to be successful in a wide range of careers such as public relations, journalism, and other media related occupations.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Effective Communication
Students will demonstrate effective communication, through written, verbal, organizational, logical, and critical thinking communication skills

Related Measures

M 1: Senior Thesis Rubrics
The mean score will be 80 or higher on the senior thesis grading rubric (out of 100). Note: Subscores can be examined to determine how students written, verbal, organizational, logical, and critical thinking communication skills compare.

Source of Evidence: Capstone course assignments measuring mastery

Target:
The mean score will be 80 or higher on the senior thesis grading rubric (out of 100).

Finding (2015-2016) - Target: Met
The average overall score on senior thesis rubrics was 87% (n=6), therefore the goal was met. The average subtopics were as follows: editing (83%), structure (89%), research (87%), and oral (87%).

M 5: Supplemental Academic Activities
The Communications department offers a variety of academic activities to support the existing curriculum and to provide a practical application of skills. A summary of these activities supports assessment of the program.

Source of Evidence: Presentation, either individual or group

Target:
80% of Juniors and Seniors will participate in supplemental academic activities. This includes radio station, newspaper, internships, professional conference, submission of products competition, and other academic awards or measures.

Finding (2015-2016) - Target: Met
Communication majors are extremely involved with extracurricular activities in the major. In the 2015-2016 academic year, there were 20 juniors and seniors. 100% of those students were involved in some form of extracurricular activity, and many of those students were involved in multiple activities. The mean number of activities for juniors and seniors in 2015-2016 was 2.85. 12 students participated in an internship, 1 student participated in yearbook, 12 students participated in newspaper, 14 students participated in radio, 5 students attended conferences, and 13 students entered their work into some form of competition. Students in other majors also participate in these activities, but the focus of this analysis was junior and senior communication majors only. Students are using both effective and competent communication as they apply their knowledge to participate in these extracurricular activities.

SLO 2: Ethical Communication
Students will learn to communicate ethically.

Related Measures

M 2: Ethical Quality Scale
Benchmark: The mean score will be 5 or above on the EQ scale (7-point scale). Note: Outside evaluation of ethical communication is a more reliable measure than self-report measures as they tend to be skewed.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Benchmark: The mean score will be 5 or above on the EQ scale (7-point scale).

Finding (2015-2016) - Target: Met
The average overall score on the ethical quality scale was 100% (n=6), therefore the goal was met.

SLO 3: Confident Communication
Students will be confident in their communication skills.

Related Measures

M 3: Personal Report of Communication Apprehension
Benchmark: The mean score will be below 70 (120 max score, above 72 is considered apprehensive). Note: Subscores can be examined to determine what communication contexts students are most confident in. Subscores include: interpersonal, small group, meeting, and public speaking.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The mean score will be below 70 (120 max score, above 72 is considered apprehensive).

Finding (2015-2016) - Target: Met
The average overall score on the Personal Report of Communication was 44.2 (n=6), therefore the goal was met. The average subscores include: group (10.4), interpersonal (8.8), meeting (11.4), and public speaking (13.6).

M 5: Supplemental Academic Activities
The Communications department offers a variety of academic activities to support the existing curriculum and to provide a practical application of skills. A summary of these activities supports assessment of the program.

Source of Evidence: Presentation, either individual or group

Target:
80% of Juniors and Seniors will participate in supplemental academic activities. This includes radio station, newspaper, internships, professional conference, submission of products competition, and other academic awards or measures.

Finding (2015-2016) - Target: Met
Communication majors are extremely involved with extracurricular activities in the major. In the 2015-2016 academic year, there were 20 juniors and seniors. 100% of those students were involved in some form of extracurricular activity, and many of those students were involved in multiple activities. The mean number of activities for juniors and seniors in 2015-2016 was 2.85. 12 students participated in an internship, 1 student participated in yearbook, 12 students participated in newspaper, 14 students participated in radio, 5 students attended conferences, and 13 students entered their work into some form of competition. Students in other majors also participate in these activities, but the focus of this analysis was junior and senior communication majors only. Students are using both effective and competent communication as they apply their knowledge to participate in these extracurricular activities.

SLO 4: Professional Placement
Students will be prepared for jobs in communication-related fields.

Related Measures

M 4: Job Placement Rates
Data: Job placement rates Benchmark: 70% of students will be working in a communication-related field, or attending graduate school, 6 months post-graduation. Note: Students job placement rates will be collected and categorized after several years of stat collection to determine the frequency and type of jobs that graduates are obtaining.

Source of Evidence: Job placement data, esp. for career/tech areas

Target:
70% of students will be working in a communication-related field, or attending graduate school, 6 months post-graduation.

Finding (2015-2016) - Target: Met
Of the seven 2015-2016 communication major graduates, only 4 were able to be contacted (all report full-time employment in the field of communication), therefore we do not know the employment status of 3 graduates. If we assume that those 3 are not working full-time, that would put our employment rate at 57%. If we only calculate the percentage based on students who have reported their employment status: 100% of those students we were able to contact were employed full-time.

Analysis Questions and Analysis Answers

What student learning outcomes is this program focusing on this academic year (please list the outcomes)?

1. Goal 1: Students will learn to communicate effectively. Data: Senior thesis rubrics Benchmark: The mean score will be 80 or higher on the senior thesis grading rubric (out of 100). 2. Goal 2: Students will learn to communicate ethically. Data: Ethical Quality scale Benchmark: The mean score will be above 80%. 3. Goal 3: Students will be confident in their communication skills. Data: Personal Report of Communication Apprehension scores Benchmark: The mean score will be below 70 (120 max score, above 72 is considered apprehensive). 4. Goal 4: Students will be prepared for jobs in communication-related fields. Data: Job placement rates Benchmark: 70% of students will be working in a communication-related field, or attending graduate school, 6 months post-graduation.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?

1. Goal 1 : Students will learn to communicate effectively. Data: Senior thesis rubrics Benchmark: The mean score will be 80 or higher on the senior thesis grading rubric (out of 100). Findings: The average overall score on senior thesis rubrics was 87% (n=6), therefore the goal was met. The average subtopics were as follows: editing (83%), structure (89%), research (87%), and oral (87%). 2. Goal 2: Students will learn to communicate ethically. Data: Ethical Quality scale Benchmark: The mean score will be 80% or above. Findings: The average overall score on the ethical quality scale was 100% (n=6), therefore the goal was met. 3. Goal 3: Students will be confident in their communication skills. Data: Personal Report of Communication Apprehension scores Benchmark: The mean score will be below 70 (120 max score, above 72 is considered apprehensive). Findings: The average overall score on the Personal Report of Communication was 44.2 (n=6), therefore the goal was met. The average subscores include: group (10.4), interpersonal (8.8), meeting (11.4), and

public speaking (13.6). 4. Goal 4 : Students will be prepared for jobs in communication-related fields. Data: Job placement rates Benchmark: 70% of students will be working in a communication-related field, or attending graduate school, 6 months post-graduation. .Findings: Of the seven 2015-2016 communication major graduates, only 4 were able to be contacted (all report full-time employment in the field of communication), therefore we do not know the employment status of 3 graduates. If we assume that those 3 are not working full-time, that would put our employment rate at 57%. If we only calculate the percentage based on students who have reported their employment status: 100% of those students we were able to contact were employed full-time.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)

Students appear to be competent communicators in their writing and speaking. Examining senior thesis rubrics, students rated highest on the structure (89%) and oral (89%) categories, followed by topic (88%), research (87%), and editing (83%). Students are learning to communicate ethically (100% EQS). Regarding their apprehension communicating in various situations, students are most comfortable communicating interpersonally (8.8), in groups (10.4), in meetings (11.4), and are most apprehensive when it comes to public speaking (13.6). These scores are much below the national norms, which include a mean of interpersonal (14.2), groups (15.4), meetings (16.4) and public speaking (19.3). The overall score for communication grads (44.2) was also below the national average of 65.6. Therefore, we can conclude that majors are becoming confident in their communication skills.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)

The fourth goal was difficult to determine. Of the 7 graduates, only 4 could be contacted. The other 3 did not respond to our e-mail correspondence. Therefore, it is difficult to tell if they are not responding because they are not receiving our correspondence or if they do not want to report that they are not employed full-time. For future use, students should provide the communication department with a phone number or e-mail address in which they can be reached post-graduation.

<div align="center">

Detailed Assessment Report
2015-2016 Computer Science-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

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Mission / Purpose

This major combines professional preparation with a liberal education. A student completing this major is qualified for employment in business or industry in entry-level positions requiring application programming, working knowledge of computing systems, and use of commercial software packages. The student has the option of graduating with a Bachelor of Science degree or with a Bachelor of Arts degree. Additionally, graduates will possess a solid foundation for success in a graduate program in Computer Science.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Problem-solving and Critical Thinking

Students will develop problem-solving and critical thinking skills and use these skills to solve complex computing problems.

Relevant Associations:

Related Measures

M 1: CS480 Major project

All computer science majors are required to perform a major project in their senior year: (CS480). A project proposal is submitted by the student for department approval. The proposal explains the purpose of the project, and has a timeline of the primary elements required for completion. Our criteria for success for each student are how well they: 1. Meet the completion timeline of each element in the proposal. A success rate of 80% is the benchmark. Failure to meet this benchmark requires an update of the proposed timeline. 2. The research methods of each student are monitored to determine weakness in our department's classroom presentation of research skills. 3. A final presentation of the project results (in SC425) is monitored to determine a level of professionalism. A failure to meet a reasonable level of presentation, results in a second formal presentation of the project results.

Source of Evidence: Senior thesis or culminating major project

Target:
A success rate of 80% is the benchmark. Failure to meet this benchmark requires an update of the proposed timeline. A final presentation of the project results by the student is monitored to determine a level of professionalism. A failure to meet a reasonable level of presentation, results in a second formal presentation of the project results.

Finding (2015-2016) - Target: Met
Projects from students in Computer Science contain a wide variety of applications, tailored to the desired career filed of that student. Successful projects from the past year include: Two students built commercial quality websites. I provided them with a list of requirements that the website needed to fulfill. Examples of requirements are being able fill in a submit forms, adding audio and video, etc. Two students built mobile game applications. One of the students found a free game development tool and used it to construct a game similar to flappy birds. The second used Android Studio to develop a cannon game from scratch. These projects were done before we offered CS275 Mobile Application Development, so the students needed to learn everything to make the programs. One student wrote a 30 to 40 page research paper on the history of programming languages. One student learned the PHP programming language. To show his mastery he wrote a paper and a dozen programs to illustrate simple tasks from input output to more complicated tasks like a program that managed a database. One student wrote a program to solve logic problems. This project turned out to be more complicated than anticipated and took a long time to run to find problems that required many steps to solve. One student built a simulation to study epidemiology. Amazingly he discovered that disease spreads faster in areas where people tend to intersect more frequently. The simulation program constructed charts showing the spread of infection and performed wonderfully (and as expected). One student created a game

program for escaping a castle filled with zombies.

M 2: Employment and Placement Data

Computer Science graduates will locate employment in areas directly related to their field of study.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of graduates will find employment in a computer science related field that requires utilization of critical thinking and problem solving skills.

Finding (2015-2016) - Target: Not Reported This Cycle
Employment data is collected every three years, and will be reported again in AY17-18.

M 3: In House Comprehensive Exam

A comprehensive exam covering all the core material in the CS program. The same exam will be administered 3 times. As a freshman, at end of Sophomore year, and before graduation.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Connected Document
CS MFT Results 2014-15

Target:
Students will show a proficiency in computer science, based on major field test scores.

Connected Document
MFT Results

Finding (2015-2016) - Target: Not Reported This Cycle
For Academic year 15/16, an comprehensive pre-test mapped to programmatic outcomes and courses was given to declared freshman computer science majors in CMU 101. The test has been given to two freshman cohorts so far, and the senior post test will be given in 18/19.

SLO 2: Theoretical Foundations
Students will acquire a working knowledge of theoretical foundations of computer science.

Relevant Associations:

Related Measures

M 1: CS480 Major project

All computer science majors are required to perform a major project in their senior year: (CS480). A project proposal is submitted by the student for department approval. The proposal explains the purpose of the project, and has a timeline of the primary elements required for completion. Our criteria for success for each student are how well they: 1. Meet the completion timeline of each element in the proposal. A success rate of 80% is the benchmark. Failure to meet this benchmark requires an update of the proposed timeline. 2. The research methods of each student are monitored to determine weakness in our department's classroom presentation of research skills. 3. A final presentation of the project results (in SC425) is monitored to determine a level of professionalism. A failure to meet a reasonable level of presentation, results in a second formal presentation of the project results.

Source of Evidence: Senior thesis or culminating major project

Target:
Final projects will draw upon all coursework within the CS major, in order to create an individualized final project built on strong theoretical foundations.

Finding (2015-2016) - Target: Met
Projects from students in Computer Science contain a wide variety of applications, tailored to the desired career filed of that student. Successful projects from the past year include: Two students built commercial quality websites. I provided them with a list of requirements that the website needed to fulfill. Examples of requirements are being able fill in a submit forms, adding audio and video, etc. Two students built mobile game applications. One of the students found a free game development tool and used it to construct a game similar to flappy birds. The second used Android Studio to develop a cannon game from scratch. These projects were done before we offered CS275 Mobile Application Development, so the students needed to learn everything to make the programs. One student wrote a 30 to 40 page research paper on the history of programming languages. One student learned the PHP programming language. To show his mastery he wrote a paper and a dozen programs to illustrate simple tasks from input output to more complicated tasks like a program that managed a database. One student wrote a program to solve logic problems. This project turned out to be more complicated than anticipated and took a long time to run to find problems that required many steps to solve. One student built a simulation to study epidemiology. Amazingly he discovered that disease spreads faster in areas where people tend to intersect more frequently. The simulation program constructed charts showing the spread of infection and performed wonderfully (and as expected). One student created a game program for escaping a castle filled with zombies.

M 3: In House Comprehensive Exam

A comprehensive exam covering all the core material in the CS program. The same exam will be administered 3 times. As a freshman, at end of Sophomore year, and before graduation.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Connected Document
CS MFT Results 2014-15

Target:
The in house comprehensive exam will gauge each students growth in the theoretical foundations of computer science.

Finding (2015-2016) - Target: Not Reported This Cycle
For Academic year 15/16, an comprehensive pre-test mapped to programmatic outcomes and courses was given to declared freshman computer science majors in CMU 101. The test has been given to two freshman cohorts so far, and the senior post test will be given in 18/19.

SLO 3: Professional Practice

Students will acquire both a working knowledge and a theoretical understanding of the professional practice and formal methodologies of development of software projects.

Relevant Associations:

Related Measures

M 1: CS480 Major project

All computer science majors are required to perform a major project in their senior year: (CS480). A project proposal is submitted by the student for department approval. The proposal explains the purpose of the project, and has a timeline of the primary elements required for completion. Our criteria for success for each student are how well they: 1. Meet the completion timeline of each element in the proposal. A success rate of 80% is the benchmark. Failure to meet this benchmark requires an update of the proposed timeline. 2. The research methods of each student are monitored to determine weakness in our department's classroom presentation of research skills. 3. A final presentation of the project results (in SC425) is monitored to determine a level of professionalism. A failure to meet a reasonable level of presentation, results in a second formal presentation of the project results.

Source of Evidence: Senior thesis or culminating major project

Target:

Students will complete projects that would are professional quality and could be produced within a programming or other computer science agency.

Finding (2015-2016) - Target: Met

Projects from students in Computer Science contain a wide variety of applications, tailored to the desired career filed of that student. Successful projects from the past year include: Two students built commercial quality websites. I provided them with a list of requirements that the website needed to fulfill. Examples of requirements are being able fill in a submit forms, adding audio and video, etc. Two students built mobile game applications. One of the students found a free game development tool and used it to construct a game similar to flappy birds. The second used Android Studio to develop a cannon game from scratch. These projects were done before we offered CS275 Mobile Application Development, so the students needed to learn everything to make the programs. One student wrote a 30 to 40 page research paper on the history of programming languages. One student learned the PHP programming language. To show his mastery he wrote a paper and a dozen programs to illustrate simple tasks from input output to more complicated tasks like a program that managed a database. One student wrote a program to solve logic problems. This project turned out to be more complicated than anticipated and took a long time to run to find problems that required many steps to solve. One student built a simulation to study epidemiology. Amazingly he discovered that disease spreads faster in areas where people tend to intersect more frequently. The simulation program constructed charts showing the spread of infection and performed wonderfully (and as expected). One student created a game program for escaping a castle filled with zombies.

M 2: Employment and Placement Data

Computer Science graduates will locate employment in areas directly related to their field of study.

Source of Evidence: Academic direct measure of learning - other

Target:

80% of graduates will find employment in a computer science related field.

Finding (2015-2016) - Target: Not Reported This Cycle

Aggregated data for the last 3 years is included in the attached report. Due to the small number of majors, data in this area may be reported every other or every three years, depending on the number of majors.

SLO 4: Communication and Interpersonal Skills

Students will acquire communication and interpersonal skills necessary to perform effectively in technical environments.

Relevant Associations:

Detailed Assessment Report
2015-2016 Criminal Justice-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Bachelor's degree program in Criminal Justice is designed to prepare students for careers in law enforcement, criminal justice administration, and corrections management. In addition to these professional objectives, the program is also intended to prepare the student for graduate school or law school. Criminal Justice majors may earn either a Bachelor of Arts or Bachelor of Science Degree.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Methods of inquiry

Students will learn and utilize systematic methods of inquiry to resolve legal issues and investigative problems

Related Measures

M 1: Senior thesis

Every student who majors in criminal justice is currently required to write a senior thesis. The thesis topic is chosen by the student and who is then required to write a review of a scientific body of knowledge published on the topic. The written thesis is tendered to a committee of three faculty members from the social sciences department for review and is evaluated based on rubric developed by the Division of Social Science.

Source of Evidence: Senior thesis or culminating major project

Target:

90% of all students will successfully complete senior thesis with grades above an 80%.

Finding (2015-2016) - Target: <u>Not Reported This Cycle</u>
No student chose the thesis option in AY15/16

M 2: MFT-Criminal Justice
A comprehensive assessment of the core requirements will be conducted in the form of a nationally normed assessment tool known as the Major Field Test for Criminal Justice.

Source of Evidence: Standardized test of subject matter knowledge

Target:
CMU students will perform at or above the national institutional mean.

Finding (2015-2016) - Target: <u>Partially Met</u>
CMU Students at the CLAS/Fayette campus scored 149.5, slightly under the national mean of 150.5. When scores from all campus were aggregated, the students scored above the national mean, at 154.3.

M 3: CJ390 Senior Capstone
Testing, writing, and reflection regarding career exploration in criminal justice.

Source of Evidence: Capstone course assignments measuring mastery

Target:
Investigating different agencies and careers in criminal justice. The student must complete an agency application of choice.

Finding (2015-2016) - Target: <u>Met</u>
This course is a departmental capstone seminar that offers the opportunity for criminal justice seniors to complete a capstone experience. The experience includes the examination and application of methods of transferring theoretical perspectives, knowledge and skills from academics to the career environment. Students demonstrate the Criminal Justice Competencies through the completion of 5 separate papers totaling approximately 20-25 pages in addition to several career development processes (an overview of career opportunities, resume preparation, various interest, strengths and skills tests, mock interviews (both on the internet and in person, completing employment applications, attending Career Expos, etc.) and other activities. The required papers are an assessment tool based on comprehensive testing, essay content and APA format. In addition, each student must participate in outside the classroom activities. The course was designed to assist in the evaluation of programmatic outcomes. The final aggregate results for the 20115-16 year are an 89.3 or an average letter grade of "B" for the twelve students completing the course.

M 4: Active Learning Experiences and Enrichment
The Criminal Justice Department includes multiple active learning experiences designed to expose students to real scenarios they might encounter in a variety of careers and circumstances within the field. These scenarios, field trips, and hands on experiences take place both in class and as enrichment activities. The goal of these activities is to reinforce the programmatic outcomes through project based activities that reinforce in class lecture material.

Source of Evidence: Project, either individual or group

SLO 2: Interviewing interrogation and documentation
Students will expand their communication skills by learning interview and interrogation techniques and will gain technical writing experiences in various criminal justice fields and specialized documents

Related Measures

M 1: Senior thesis
Every student who majors in criminal justice is currently required to write a senior thesis. The thesis topic is chosen by the student and who is then required to write a review of a scientific body of knowledge published on the topic. The written thesis is tendered to a committee of three faculty members from the social sciences department for review and is evaluated based on rubric developed by the Division of Social Science.

Source of Evidence: Senior thesis or culminating major project

Target:
85% of all students will successfully complete senior thesis with grades above an 80%.

Finding (2015-2016) - Target: <u>Not Reported This Cycle</u>
No student chose the thesis option in AY15/16

M 2: MFT-Criminal Justice
A comprehensive assessment of the core requirements will be conducted in the form of a nationally normed assessment tool known as the Major Field Test for Criminal Justice.

Source of Evidence: Standardized test of subject matter knowledge

Target:
CMU students will perform at or above the national institutional mean.

Finding (2015-2016) - Target: <u>Partially Met</u>
CMU Students at the CLAS/Fayette campus scored 149.5, slightly under the national mean of 150.5. When scores from all campus were aggregated, the students scored above the national mean, at 154.3.

M 4: Active Learning Experiences and Enrichment
The Criminal Justice Department includes multiple active learning experiences designed to expose students to real scenarios they might encounter in a variety of careers and circumstances within the field. These scenarios, field trips, and hands on experiences take place both in class and as enrichment activities. The goal of these activities is to reinforce the programmatic outcomes through project based activities that reinforce in class lecture material.

Source of Evidence: Project, either individual or group

SLO 3: Careers in criminal justice
Students will evaluate their personal strengths and abilities, and explore appropriate career choices.

Related Measures

M 1: Senior thesis

Every student who majors in criminal justice is currently required to write a senior thesis. The thesis topic is chosen by the student and who is then required to write a review of a scientific body of knowledge published on the topic. The written thesis is tendered to a committee of three faculty members from the social sciences department for review and is evaluated based on rubric developed by the Division of Social Science.

Source of Evidence: Senior thesis or culminating major project

Target:
85% of all students will successfully complete senior thesis with grades above an 80%.

Finding (2015-2016) - Target: <u>Not Reported This Cycle</u>
No student chose the thesis option in AY15/16

M 3: CJ390 Senior Capstone
Testing, writing, and reflection regarding career exploration in criminal justice.

Source of Evidence: Capstone course assignments measuring mastery

Target:
Students will investigate criminal justice careers and aptitude assessments and complete a reflection paper with a C or higher.

Finding (2015-2016) - Target: <u>Met</u>
The experience includes the examination and application of methods of transferring theoretical perspectives, knowledge and skills from academics to the career environment. Students demonstrate the Criminal Justice Competencies through the completion of 5 separate papers totaling approximately 20-25 pages in addition to several career development processes (an overview of career opportunities, resume preparation, various interest, strengths and skills tests, mock interviews (both on the internet and in person, completing employment applications, attending Career Expos, etc.) and other activities. The required papers are an assessment tool based on comprehensive testing, essay content and APA format. In addition, each student must participate in outside the classroom activities. The course was designed to assist in the evaluation of programmatic outcomes. The final aggregate results for the 20115-16 year are an 89.3 or an average letter grade of "B" for the twelve students completing the course.

M 4: Active Learning Experiences and Enrichment
The Criminal Justice Department includes multiple active learning experiences designed to expose students to real scenarios they might encounter in a variety of careers and circumstances within the field. These scenarios, field trips, and hands on experiences take place both in class and as enrichment activities. The goal of these activities is to reinforce the programmatic outcomes through project based activities that reinforce in class lecture material.

Source of Evidence: Project, either individual or group

Detailed Assessment Report
2015-2016 Early Childhood Education
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Goals

G 1: Early Childhood Education
Our students have many opportunities for hands-on experience. Our graduates are in demand. Of last year's graduates, 90 percent are teaching or in graduate school. Our faculty are experienced practitioners who model what they teach. Our programs are accredited through the Higher Learning Commission and the Department of Elementary and Secondary Education. Our programs articulate with an Associate of Arts in Teaching from Missouri community colleges.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: MO DESE Educational Outcomes
The Education Department at CMU reports and is accredited through the Missouri Dept. of Elementary and Secondary Education. All program assessment data can be found via the DESE website. The cumulative report can be found here.

Related Measures

M 1: MO DESE Educator Prep Summary Report
This report includes all education preparation measure for programs at CMU.

Source of Evidence: External report

Target:
All target areas of the report will be met.

Detailed Assessment Report
2015-2016 Education Programatic Outcomes
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Academics
Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.

Related Measures

M 1: Missouri Content Assessment

Candidates must take and pass the Missouri Content Assessment prior to enrolling the student teaching. Each certification area must take a unique content exam.

Source of Evidence: Certification or licensure exam, national or state

M 2: Missouri General Education Assessment (MoGEA)
Students generally take the MoGEA within their first two years of college. The assessment started in 2014 and had 5 sections including English, math, science, social science, and writing. Our passing scores were 186, 183, 183, 183, and 193 respectively. In September 2015, the assessment was changed to 4 sections: reading comprehension and interpretation, mathematics, science and social studies, and writing. Until the State Board of Education sets the statewide scores, our scores will remain 186, 183, 183, and 193.

Source of Evidence: Standardized test of subject matter knowledge

M 3: Grade Point Average
The Missouri Department of Elementary and Secondary Education requires that certification candidates earn a 2.75 cumulative GPA and a 3.0 GPA in both the professional education area and the content area.

Source of Evidence: Academic direct measure of learning - other

SLO 2: Design and Assessment
The data from fair, valid, and reliable assessments will be used to measure the performance of candidates and educator preparation programs by program and certification areas.

Connected Document
Conceptual Framework

Related Measures

M 9: Conceptual Framework and Curriculum Design
CMU's Conceptual Framework was adopted in 2008 and modified in 2013 to meet the new Missouri Standards for the Preparation of Educators. This framework encapsulates what the Central Methodist University Division of Education believes about educating teachers. We have seven goals which tie directly to the university's mission. We also have three major areas of philosophy around which our framework was written: creating learner-centered communities, magnifying mind and spirit, and uniting through leadership and service. We have also added a technology area to meet the growing demands of technology in education.

Source of Evidence: Administrative measure - other

Connected Document
Conceptual Framework

SLO 3: Field & Clinical Experience
Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.

Related Measures

M 4: Missouri Educator Evaluation System (MEES)
The MEES is used by university supervisors to assess a candidate's abilities in the classroom during their student teaching semester.

Source of Evidence: Performance (recital, exhibit, science project)

M 6: Memorandum of Understanding
Each school with which we place a student teacher is provided with a Memorandum of Understanding. The MOUs are kept in Nolij.

Source of Evidence: Administrative measure - other

SLO 4: Candidates
A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.

Related Measures

M 5: Teacher/School Leader Survey
Beginning teachers and their school leaders send survey information to DESE.

Source of Evidence: Alumni survey or tracking of alumni achievements

M 8: Job Placement Rate
The job placement rate is important...

Source of Evidence: Job placement data, esp. for career/tech areas

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 5: Faculty
Educator preparation faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, learning, scholarship, and service.

O/O 6: Operations and Resources
Operations and resources are necessary to govern, develop, support, and maintain the educator preparation program.

Related Measures

M 7: Title II Report
The TItle II report is required by DESE and the federal government.

Source of Evidence: Academic direct measure of learning - other

Detailed Assessment Report
2015-2016 Elementary Education
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

Our students have many opportunities for hands-on experience. Our graduates are in demand. Of last year's graduates, 90 percent are teaching or in graduate school. Our faculty are experienced practitioners who model what they teach. Our programs are accredited through the Higher Learning Commission and the Department of Elementary and Secondary Education. Our programs articulate with an Associate of Arts in Teaching from Missouri community colleges.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: MO DESE Educational Outcomes

The Education Department at CMU reports and is accredited through the Missouri Dept. of Elementary and Secondary Education. All program assessment data can be found via the DESE website. The cumulative report can be found here.

Related Measures

M 1: MO DESE Educator Prep Summary Report
This report includes all education preparation measure for programs at CMU.

Source of Evidence: External report

Target:
All areas related to Elementary Education will be "Met", as indicated by the DESE report.

Detailed Assessment Report
2015-2016 English BA
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

Competency in written and oral communication and in reading is basic not only to effective civic responsibility and vocational success, but to the satisfactory pursuit of college studies. Demonstrated command of the essential and intertwined skills of critical reading and effective writing proves the English major's readiness for achievement in many areas—graduate school, law, medicine, business, journalism, and teaching.

Connected Documents
EN305 writing handbook
EN306 handbook
English Composition Handbook (EN110, EN111, & EN120)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge of Anglophone literatures

The English major (or minor) at CMU will demonstrate that she or he has acquired knowledge of the history and development of anglophone literatures, both classic and modern.

Related Measures

M 2: MFT-English Literature
Major Field Exam: Literature in English. For our majors, our EN410 capstone course requires that students take the Major Field Test in Literature in English, which we later use to discuss potential curricular strengths and weaknesses.

Source of Evidence: Standardized test of subject matter knowledge

Target:
1oo%

Finding (2015-2016) - Target: Not Met
MFT scores were below the national mean in every area. The national mean was 153.3, CMU mean was 135.

M 3: English Capstone
EN410 capstone course. Students in EN410 also research a poem, short story, or play not assigned in classes, writing a research paper on that literary piece and then defending their ideas in an oral examination at the end of the semester. We examine each student's competencies in writing about, analyzing, and discussing literature, and we discuss a composite of our graduates to determine whether our English curriculum demonstrably supports our missions and goals.

Source of Evidence: Capstone course assignments measuring mastery

Target:
100%

Finding (2015-2016) - Target: Met
Rubric scores were collected for the 3 students graduating in 15/16. Students performed well. Scores/rubrics are attached. A benchmark will be set after three administrations.

M 7: EN222 Rubric Scores
For the 2015-16 academic year, the English Department used the AAC&U's Reading VALUE Rubric for assessing

students enrolled in EN222: Introduction to Literature. Introduction to Literature is a general education course required by CMU. The prerequisite for the course is the completion of Composition II. The Reading VALUE Rubric (included below) assesses students' development in six key areas: Comprehension, Genres, Relationship to Text, Analysis, Interpretation, and Reader's Voice. These developmental areas overlap with the two General Education Competencies for the Humanities outlined in the Course Catalog—that is, understanding historical, cultural, and social contexts and articulating critical responses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
The Reading VALUE Rubric is built around a 4-point scale in which each numerical value corresponds to a student's year in college. For example, the "4" is understood as a "Capstone" score, a developmental level appropriate for graduating seniors who have mastered a particular skill. The "1" operates as a "Benchmark," a basic level of competency educators might expect from their first-year students. For a course like EN222 whose students are typically first- and second-year college students, it is appropriate that students aspire to achieve a "2," a level the AAU&P describes as a "Milestone" in cognitive development.

Finding (2015-2016) - Target: <u>Met</u>
Our assessment concentrates on a random sample of 20% of the students enrolled in EN222 during the 2015-16 academic year. The average score for each developmental area are as follows: Comprehension: 1.76 Genres: 1.48 Relationship to Text: 1.68 Analysis: 1.86 Interpretation: 1.68 Reader's Voice: 1.92 Based on the above average scores and our experiences reading student writing, we offer the following observations and conclusions. · Scores are largely dependent on assignment type and question(s) asked. · Based on the raw scores, no one received a "4" (Capstone) in any of the categories, though students did receive a "3" (Milestone) in several categories. Students who take the course can be from any year, but typically the highest percentage of students are second-year students (sophomore). · The average scores are largely where we expect them to be (i.e. 1.5-1.9), though we would like to see those averages further approach and/or exceed our aspirational "2".

SLO 2: Analysis and interpretation of literary texts
The English major (or minor) will demonstrate the ability to analyze and interpret literary texts, with awareness of the underlying assumptions that shape that understanding.

Related Measures

M 2: MFT-English Literature
Major Field Exam: Literature in English. For our majors, our EN410 capstone course requires that students take the Major Field Test in Literature in English, which we later use to discuss potential curricular strengths and weaknesses.

Source of Evidence: Standardized test of subject matter knowledge

Target:
100%

Finding (2015-2016) - Target: <u>Not Met</u>
MFT scores were below the national mean in every area. The national mean was 153.3, CMU mean was 135

M 3: English Capstone
EN410 capstone course. Students in EN410 also research a poem, short story, or play not assigned in classes, writing a research paper on that literary piece and then defending their ideas in an oral examination at the end of the semester. We examine each student's competencies in writing about, analyzing, and discussing literature, and we discuss a composite of our graduates to determine whether our English curriculum demonstrably supports our missions and goals.

Source of Evidence: Capstone course assignments measuring mastery

Target:
100%

Finding (2015-2016) - Target: <u>Met</u>
Rubric scores were collected for the 3 students graduating in 15/16. Students performed well. Scores/rubrics are attached. A benchmark will be set after three administrations.

M 7: EN222 Rubric Scores
For the 2015-16 academic year, the English Department used the AAC&U's Reading VALUE Rubric for assessing students enrolled in EN222: Introduction to Literature. Introduction to Literature is a general education course required by CMU. The prerequisite for the course is the completion of Composition II. The Reading VALUE Rubric (included below) assesses students' development in six key areas: Comprehension, Genres, Relationship to Text, Analysis, Interpretation, and Reader's Voice. These developmental areas overlap with the two General Education Competencies for the Humanities outlined in the Course Catalog—that is, understanding historical, cultural, and social contexts and articulating critical responses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
The Reading VALUE Rubric is built around a 4-point scale in which each numerical value corresponds to a student's year in college. For example, the "4" is understood as a "Capstone" score, a developmental level appropriate for graduating seniors who have mastered a particular skill. The "1" operates as a "Benchmark," a basic level of competency educators might expect from their first-year students. For a course like EN222 whose students are typically first- and second-year college students, it is appropriate that students aspire to achieve a "2," a level the AAU&P describes as a "Milestone" in cognitive development.

Finding (2015-2016) - Target: <u>Met</u>
Our assessment concentrates on a random sample of 20% of the students enrolled in EN222 during the 2015-16 academic year. The average score for each developmental area are as follows: Comprehension: 1.76 Genres: 1.48 Relationship to Text: 1.68 Analysis: 1.86 Interpretation: 1.68 Reader's Voice: 1.92 Based on the above average scores and our experiences reading student writing, we offer the following observations and conclusions. · Scores are largely dependent on assignment type and question(s) asked. · Based on the raw scores, no one received a "4" (Capstone) in any of the categories, though students did receive a "3" (Milestone) in several categories. Students who take the course can be from any year, but typically the highest percentage of students are second-year students (sophomore). · The average scores are largely where we expect them to be (i.e. 1.5-1.9), though we would like to see those averages further approach and/or exceed

our aspirational "2".

SLO 3: Essential skills: drafting/revising written texts

The English major (or minor) will demonstrate the skills of drafting and revising a written text with a strong sense of organization, clarity, coherence, and style.

Connected Documents
EN305 writing handbook
EN306 handbook
English Composition Handbook (EN110, EN111, & EN120)

Related Measures

M 1: Common Final Writing Examination.

To measure the efficacy of our writing courses (lower-level and upper-level), we administer a common essay-writing examination for all our EN110/111, EN120, EN305, and EN306 students at semester's end. We use the scores from this double-read examination to determine whether students are capable of writing competently; each essay is measured against a rubric that the department's faculty devise and agree upon.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
EN305 writing handbook
EN306 handbook
English Composition Handbook (EN110, EN111, & EN120)

Target:
Writing proficiency of at least 3 on a 6-point scale

Connected Documents
EN305 writing handbook
English Composition Handbook (EN110, EN111, & EN120)

Finding (2015-2016) - Target: Met

With the English Common Assessment, we use a shared essay prompt and a common scoring rubric to assess student writing in five areas: thesis/focus; development and support; organization, structure, and coherence; language; and mechanics. The holistic score average (the average score for each of those areas in Academic Year 2015-2016 (CLAS and CGES) was 3.16 on a four point scale. This is an improvement over the holistic average from AY 2014-2015 (2.95) and AY 2013-2014 (2.93). This score is also above our 'meets expectations" benchmark of 3 out of 4. This holistic average reflects increased scores across the board. In every area except mechanics, our scores exceed the "meets expectations" benchmarks. Below are our AY2015-2016 results and their AY2014-2015 counterparts. Thesis/focus: AY2015-2016 = 3.23; AY2014-2015 = 3.0. Development and support: AY2015-2016 = 3.11; AY2014-2015 = 2.91. Organization, structure, and coherence: AY2015-2016 = 3.22; AY2014-2015 = 2.97. Language: AY2015-2016 = 3.26; AY2014-2015 = 3.03. Mechanics: AY2015-2016 = 2.98; AY2014-2015 = 2.85. Although the mechanics area has improved, as has been the case, it remains the our lowest average score.

M 3: English Capstone

EN410 capstone course. Students in EN410 also research a poem, short story, or play not assigned in classes, writing a research paper on that literary piece and then defending their ideas in an oral examination at the end of the semester. We examine each student's competencies in writing about, analyzing, and discussing literature, and we discuss a composite of our graduates to determine whether our English curriculum demonstrably supports our missions and goals.

Source of Evidence: Capstone course assignments measuring mastery

M 5: Survey of Majors

In 2014-15, declared English majors were surveyed as part of a curriculum restructuring. Graduating students will continued to be tracked, in order to show employable and success after completing the degree.

Source of Evidence: Academic indirect indicator of learning - other

Target:
90% of graduating students will be employed or attending graduate school, preferably in a position related to the field.

Finding (2015-2016) - Target: Met

3 students graduated with degrees in English during the 2015-16 school year. 2 are employed as English teachers in Missouri public schools, and one is pursuing a graduate degree in Education.

SLO 4: Complexity and value of human life in literature

The English major (or minor) will convey a deepened sense of the complexity and value of human life, as experienced through the literary arts and related areas of knowledge or creativity.

Related Measures

M 2: MFT-English Literature

Major Field Exam: Literature in English. For our majors, our EN410 capstone course requires that students take the Major Field Test in Literature in English, which we later use to discuss potential curricular strengths and weaknesses.

Source of Evidence: Standardized test of subject matter knowledge

Target:
100%

Finding (2015-2016) - Target: Not Met

MFT scores were below the national mean in every area. The national mean was 153.3, CMU mean was 135

M 3: English Capstone

EN410 capstone course. Students in EN410 also research a poem, short story, or play not assigned in classes, writing a research paper on that literary piece and then defending their ideas in an oral examination at the end of the semester. We examine each student's competencies in writing about, analyzing, and discussing literature, and we

discuss a composite of our graduates to determine whether our English curriculum demonstrably supports our missions and goals.

Source of Evidence: Capstone course assignments measuring mastery

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Detailed Assessment Report
2015-2016 Environmental Science-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

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Mission / Purpose

The Environmental Science major is intended for students preparing for environmentally related professional careers. The course work includes a basic foundation in biological and physical sciences with emphasis on chemistry, ecology and industrial applications. Job opportunities are available in environmental consulting firms, public utility companies, municipalities and federal environmental agencies. The curriculum provides a good foundation for those planning to pursue graduate studies in environmental science, industrial hygiene, pollution control or waste management

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge of Environmental Science

The well-prepared ES major must build a broad base of knowledge in cell biology, genetics, physiology, ecology, zoology, biochemistry, chemistry, physics and possibly geology. The major should be able to integrate knowledge from several basic sciences as they specialize in their chosen area.

Related Measures

M 1: Major Field Test

Environmental Science majors are required to take the (Major Field Test) MFT in Biology before graduation, preferably during their senior year. The test is in biology because that is the closest related field offering a nationally normed exam and most of the envir. science majors are interested in biological areas.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The benchmark for success on the MFT is considered to be the 30th percentile with the goal of the average moving to the 50th percentile.

M 2: Science seminar

All majors must give an oral presentation on a research, internship or special problems experience in SC 425, Science Seminar. Faculty from the Division of Math, Science, and Computer Science will grade the seminar presentation by making written comments and numerically scoring the presentation. The faculty members will evaluate the students' effectiveness in communicating key concepts and principles, correctly analyzing and interpreting data (when applicable) and making valid conclusions of their experiences.

Source of Evidence: Senior thesis or culminating major project

Target:
. It is expected that all students will receive >75% on their formal evaluations for Science Seminar. Student work will be re-evaluated for any semester in which the average is <75%. Areas of particular interest include adequate preparation from existing course work, lab facilities to carry out this research and use of appropriate technology in the research and the presentation.

SLO 2: Proficiency in ES Lab Practices

Proper training in ES requires laboratory proficiency. Students should be able to be proficient in basic laboratory techniques and collection and analysis of data.

Related Measures

M 2: Science seminar

All majors must give an oral presentation on a research, internship or special problems experience in SC 425, Science Seminar. Faculty from the Division of Math, Science, and Computer Science will grade the seminar presentation by making written comments and numerically scoring the presentation. The faculty members will evaluate the students' effectiveness in communicating key concepts and principles, correctly analyzing and interpreting data (when applicable) and making valid conclusions of their experiences.

Source of Evidence: Senior thesis or culminating major project

Target:
. It is expected that all students will receive >75% on their formal evaluations for Science Seminar. Student work will be re-evaluated for any semester in which the average is <75%. Areas of particular interest include adequate preparation from existing course work, lab facilities to carry out this research and use of appropriate technology in the research and the presentation.

M 3: Lab Practices
Periodically, all labs will be assessed for their effectiveness

Source of Evidence: Academic direct measure of learning - other

Target:
Any lab for which the yearly average is < 60% will be re-evaluated for its effectiveness and how it can be improved to become a better teaching instrument.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 3: Communication of ES Knowledge and Ability
The well-trained ES major should be able to communicate effectively, both orally and in writing, about environmental concepts.

Related Measures

M 2: Science seminar
All majors must give an oral presentation on a research, internship or special problems experience in SC 425, Science Seminar. Faculty from the Division of Math, Science, and Computer Science will grade the seminar presentation by making written comments and numerically scoring the presentation. The faculty members will evaluate the students' effectiveness in communicating key concepts and principles, correctly analyzing and interpreting data (when applicable) and making valid conclusions of their experiences.

Source of Evidence: Senior thesis or culminating major project

Target:
It is expected that all students will receive >75% on their formal evaluations for Science Seminar. Student work will be re-evaluated for any semester in which the average is <75%.

Detailed Assessment Report
2015-2016 Exercise Science
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Strength and Conditioning major is designed to prepare students to take the national exam to become Certified Strength and Conditioning Specialists.

Goals

G 1: Communication
Students model effective verbal and non-verbal communication skills.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Effective Communication
Students will model effective non-verbal and verbal communication strategies promoting a positive and motivational environment.

Related Measures

M 3: PE 203 presentation
Students will be able to effectively explain and demonstrate prescribed exercises through a positive environment including spotting techniques, execution techniques, and muscular involvement.

Source of Evidence: Presentation, either individual or group

Target:
75% of the students will score 80% or better on the PE203 teaching presentation assignment.

M 5: PE440 Supervisor Survey
Completed survey from internship survey

Source of Evidence: Field work, internship, or teaching evaluation

Target:
3/3 students earned 4+ and above on supervisor evaluation

SLO 2: Application
Application of Physiology Principles

Related Measures

M 1: Testing Administration PE331
Students will administer a fitness test to their peer students in PE331.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
75% of students earn 3/5 points for proper administration of the fitness test on the assignment rubric.

M 2: Program Design
Students will design an effective strength and conditioning program prescribing the appropriate training principles to achieve the population(s) desired training outcomes.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:
Students will earn 80% or better on the final program design project for their capstone.

SLO 3: Content Knowledge
Students will show content knowledge in aerobic and anaerobic exercise prescription.

Related Measures

M 4: Comprehensive Final Exam PE 331

Students will complete comprehensive final exam in PE 313 demonstrating content knowledge.

Source of Evidence: Standardized test of subject matter knowledge

Target:
70% of students will score 70% or higher on comprehensive final exam in PE 331.

M 6: PE203 Anatomy Exam
Biomechanics exam with muscular system

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
70% of students will earn a 70% or higher on final exam.

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Detailed Assessment Report
2015-2016 General Education
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

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Mission / Purpose

The Values Statement, Mission Statement, and Educational goals of Central Methodist University are pledges about the character of the college and the education it seeks to provide to all students. As these pledges make clear, the University understands education to be concerned with the formation of the self, not merely with providing information to an individual who is unchanged by it. Liberal education is formative as well as informative. At their best, both liberal arts education and education for professional preparation provide the intellectual knowledge, skills, and disciplines from which the student constructs his or her unique character as well as prepares for a career and for life. The general education program is intended to fulfill the mission of the college by providing a curriculum that enables students to reach the educational goals.

Goals

G 1: Foundations
Students will develop skills to help them achieve academic and professional excellence and a foundation for lifelong learning.

G 2: Understanding Human Nature
Students will develop their understanding of human nature in order to assess issues and solve problems from a variety of perspectives and in order to develop as socially responsible leaders.

G 3: Exploring the Nature of the Universe
Students will explore the nature of the universe in a variety of dimensions and will develop their values and beliefs.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Information Fluency
Information Fluency

Related Measures

M 1: Project SAILS
Project SAILS is constructed of multiple choice questions that directly measure the competency of information fluency. Specifically, it provides a direct measure of competencies #1 and #2 and an indirect measure of competency #3. Based on Project SAILS' website, there are roughly 42,000 schools using this service. We have opted to administer the measure online. Students log into project SAILS' website and take the test. The only computer requirement is a web browser. The test is constructed of forty-five multiple choice questions. The average student takes thirty-five minutes to complete the test and it can be administered in a fifty-minute class meeting. The tests are scored by Project SAILS and the data is sent to us. Along with our own data, they send us data from other institutions. This is a valuable component of this measure because it will allow us to measure how well we compare to other institutions. Though other institutions have different competencies, that comparison should provide us with information about how our standards compare with other similar and dissimilar institutions.

Source of Evidence: Standardized test of subject matter knowledge
Connected Document
Project SAILS Spring 2014 Report

Target:
Meet or exceed national average scores.

Finding (2015-2016) - Target: Met
This year, we were able to aggregate 5 years worth pf Project SAILS data. During every administration of the exam, CMU students have met or exceeded national and peer institutions, with the exception of one semester, Spring 2014. This semester, there was no full-time librarian visiting classes, as Cynthia was on leave, and Carrie was not yet full-time. Average score aggregated over 5 years are 509, with an average national score of 497.5. Nursing students consistently perform higher than other majors, with business students scoring lowest. Students who take the exam as Juniors also consistently perform better than those identifying as seniors. Students consistently score higher in their ability to use research sources and finding tools. They have average scores on "Developing Research Strategies". Our lowest areas are evaluating sources and the legal and ethical issues of information. Because of this low area, the CMU101 assignment has been changed to address evaluating sources using the "CRAAP test" and how to spot fake news or unverified information. Overall, we are happy with the results provided by Project Sails.

SLO 2: Oral and Written Communication

Oral and Written Communication

Related Measures

M 2: English Common Final
In 2006, CMU's English Department offered its first common final examination for all students enrolled in EN110, EN111, EN120, EN305, and EN306. As part of their individual course requirements, students took the examination on the first Saturday after classes ended and before finals week. The exam was administered and assessed by faculty in the English Department. A common rubric was used to score essays based on: •responding to a writing prompt •devising a rhetorical argument •writing a focused thesis •developing and supporting that thesis and argument •structuring their ideas •handling language and punctuation This test has been given to all students taking EN110, EN111, EN120, EN305, and EN306 since that time.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
All courses meet the "adequate" benchmark of 3 on the rubric while our upper division classes should average 3.3

Finding (2015-2016) - Target: Met
With the English Common Assessment, we use a shared essay prompt and a common scoring rubric to assess student writing in five areas: thesis/focus; development and support; organization, structure, and coherence; language; and mechanics. The holistic score average (the average score for each of those areas in Academic Year 2015-2016 (CLAS and CGES) was 3.16 on a four point scale. This is an improvement over the holistic average from AY 2014-2015 (2.95) and AY 2013-2014 (2.93). This score is also above our 'meets expectations" benchmark of 3 out of 4. This holistic average reflects increased scores across the board. In every area except mechanics, our scores exceed the "meets expectations" benchmarks. Below are our AY2015-2016 results and their AY2014-2015 counterparts. Thesis/focus: AY2015-2016 = 3.23; AY2014-2015 = 3.0. Development and support: AY2015-2016 = 3.11; AY2014-2015 = 2.91. Organization, structure, and coherence: AY2015-2016 = 3.22; AY2014-2015 = 2.97. Language: AY2015-2016 = 3.26; AY2014-2015 = 3.03. Mechanics: AY2015-2016 = 2.98; AY2014-2015 = 2.85. Although the mechanics area has improved, as has been the case, it remains the our lowest average score.

M 3: Speech Rubric
In CT101, students are asked to give several speeches as evidence of their learning oral skills. The faculty who teach the sections of the course have developed a common rubric for the speeches. The final speech in the class will be used as our measure for oral communications using the common rubric.

Source of Evidence: Presentation, either individual or group

Target:
Average score of 80% of above across all sections.

Finding (2015-2016) - Target: Met
With 119 scores collected across sections of CT101, the mean score was 129.12 our of a possible 150, equaling an average score of 86.5. Descriptive Statistics N Minimum Maximum Mean Std. Deviation Speech 119 50 80 70.18 7.553 Speaker 119 23 40 34.56 3.848 Outline 119 0 30 24.38 6.569 Total 119 92.00 149.00 129.1210 13.64825 Valid N (listwise) 119

M 14: MOGEA Scores
The MOGEA covers 5 areas: English/Language Arts, Math, Social Studies, Writing, and Science. This test is taken by Education majors wishing to pursue teaching certification. It was implemented for the first time in AY14-15.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
MOGEASummaryReportAY14-15

Target:
Passing score for the English/Language Arts section of the MOGEA was 186 for AY14-15 Passing score for Writing was 193.

Finding (2015-2016) - Target: Met
The average reading and writing scored for CMU graduates in AY15/16 were 263.5 and 217.6 respectively. This represents a score significantly above the required passing score in both areas, show that the average for the 50 students completing the exam met or exceeded the competencies. However, 8 students failed to pass the exam, and did not reach the passing score for reading or writing. The entire MOGEA report is attached to these findings. MOGEA Passing scores - AY15/16 READING 220 MATH 220 SC AND SS 220 WRITING 193

SLO 3: Math Literacy
Math Literacy

Related Measures

M 8: CAAP Mathematics
The Collegiate Assessment of Academic Proficiency (CAAP) is a standardized exam given by institutions nationally for the explicit purpose of measuring the effectiveness of their general education programs. The questions directly measure the student competencies in areas including: critical thinking, written communication, math literacy, and life and physical sciences. We will administer the critical thinking, science and mathematics modules of the test to all juniors. The results can be compared to a national standard. In addition to that comparison, the CAAP can predict scores based on students ACT score.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Meet or exceed peer institutions.

Finding (2015-2016) - Target: Not Met
Our benchmark states that CMU students will score at or above the national average. One-sample t-tests indicate that CMU students scored significantly lower than the national average on Math, Basic Algebra, College Algebra, and Science. See attached report.

M 14: MOGEA Scores

The MOGEA covers 5 areas: English/Language Arts, Math, Social Studies, Writing, and Science. This test is taken by Education majors wishing to pursue teaching certification. It was implemented for the first time in AY14-15.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
MOGEASummaryReportAY14-15

Target:
The passing score for the Math section of the MOGEA for AY14-15 was 183.

Finding (2015-2016) - Target: Met
The average mathematics score for CMU graduates in AY15/16 was 256.24. This represents a score significantly above the required passing score, and demonstrates that the average for the 50 students completing the exam met or exceeded the competencies. However, 4 students failed to pass the exam on the first try. The entire MOGEA report is attached to these findings. MOGEA Passing scores - AY15/16 READING 220 MATH 220 SC AND SS 220 WRITING 193

SLO 4: Wellness
Wellness

Related Measures

M 11: Wellness Survey
Internally developed survey instrument that measures five areas of wellness: physical, emotional/psychological, spiritual, occupational, and intellectual.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Benchmarks to be determined after three administrations.

Finding (2015-2016) - Target: Met
he Wellness Survey was distributed electronically to all students enrolled in PE111 during the 2015/16 academic year. No benchmark has been set, but the majority of CMU students report participating in healthy behaviors. Data is shared with student development and PE111 instructors to advise curriculum for co-curricular and classroom activities. results of this first administration can be viewed here: https://docs.google.com/forms/d/1HHzWJE-sAxbanTiV9R0Q7AkzCYXUjmkkzn7nWw3tcps/viewanalytics

M 12: NSSE Wellness Related Questions
The NSSE is an externally administered survey of student opinions and attitudes about the nature and quality of their undergraduate experience at CMU. The survey is administered annually to all freshmen and seniors, and has been used at CMU since 2002. The survey is used as an indirect measure of academic progress towards achieving the educational goals of the University. The results of the survey allow us to compare freshmen and seniors in a given academic year. Peer institutions are selected and used as points of comparison.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Meet or exceed peer institutions.

Finding (2015-2016) - Target: Met
The 2015/16 NSSE results show our students holding "Discussions with Diverse Other" at slightly above (43.2) the rate of our peer comparison group (40.5). First year students rated these actions as occurring slightly more often than students at comparable peer institutions and slightly higher than CMU seniors. Questions related to CMU providing a "Supportive Environment" were significantly higher for first year students than for seniors. First year students mean score was significantly higher (43.3) than the mean of comparison group (36.6), whereas the seniors also reported a mean (38.3) above the comparison group (32.3). We are pleased that, compared to peers, our students feel our institution is supportive and supports their individual wellness at a rate higher than sudents at other comparable institutions.

SLO 5: Valuing
Valuing

Related Measures

M 10: CAAP Critical Thinking
The Collegiate Assessment of Academic Proficiency (CAAP) is a standardized exam given by institutions nationally for the explicit purpose of measuring the effectiveness of their general education programs. The questions directly measure the student competencies in areas including: critical thinking, written communication, math literacy, and life and physical sciences. We will administer the critical thinking, science and mathematics modules of the test to all juniors. The results can be compared to a national standard. In addition to that comparison, the CAAP can predict scores based on students ACT score.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Meet or exceed peer institutions.

Finding (2015-2016) - Target: Met
Our benchmark states that CMU students will score at or above the national average. One-sample t-tests indicate that there was no significant differences between CMU scores and the national average on the Critical Thinking portion of the exam.

M 13: Valuing Instrument
An internally developed pre- and post-test of key valuing concepts. The competencies for "valuing" are largely addressed in the general education course RL122, Religion and the Human Adventure. The instrument was developed in consultation with faculty teaching RL122 and is administered in all sections of the course.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
75% of students will receive a 3 or 4 on the Valuing rubric designed to answer the question: Did the student demonstrate that she or he thoughtfully engaged with Christian and other religious traditions?

M 15: NSSE Valuing

The National Survey for Student Engagement asks first year and senior students a wide variety of questions regarding their college experience. One section, "Expereinces with Diverse Other" applies directly to the valuing competencies.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Students taking the NSSE will rank engagement indicators under "Discussions with Diverse Others" at or above the selected peer group.

Finding (2015-2016) - Target: Met
First year students ranked "Discussions with Diverse Others" at a mean score of 43.2, slightly above the peer mean of 40.5. Seniors ranked at a mean score of 42.6, slightly above the peer group mean of 40.2. We correlate this statistic positively with students interactions with people with diverse opinions and backgrounds, and are pleased that our students report higher than average interactions.

SLO 6: Social Sciences
Social Sciences

Related Measures

M 14: Constitution Exam
Internally developed multiple choice exam utilized to measure student's understanding of the U.S. and Missouri constitutions. Final version submitted Fall 2013. Piloted in CLAS course, with full implementation expected in 14/15.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Students across all sections will achieve a 70% or better average score. Scores will include CLAS and Dual Credit students in Hl117 and PS101.

Finding (2015-2016) - Target: Met
The average score for all 7 CLAS sections of the constitution exam was 30.51 our of 40 possible, or a 76.15%. A benchmark of 70% has been set for the average score. While some sections did quite well on the exam, others were below the reported average, two CLAS sections performed below the benchmark score.

M 14: MOGEA Scores
The MOGEA covers 5 areas: English/Language Arts, Math, Social Studies, Writing, and Science. This test is taken by Education majors wishing to pursue teaching certification. It was implemented for the first time in AY14-15.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
MOGEASummaryReportAY14-15

Target:
The passing score on the Social Studies section of the MOGEA for AY14-15 was 183.

Finding (2015-2016) - Target: Met
The average social science and science combined score for CMU graduates in AY15/16 was 235.1. This represents a score significantly above the required passing score, and demonstrates that the average for the 50 students completing the exam met or exceeded the competencies. However, 6 students failed to pass the exam on the first try. The entire MOGEA report is attached to these findings. MOGEA Passing scores - AY15/16 READING 220 MATH 220 SC AND SS 220 WRITING 193

SLO 7: Humanities
Humanities

Related Measures

M 18: EN222 Rubric Scores
English 222 will utilize the AACU VALUE Rubric for Reading to compare scores across sections and provide information on the general education program. Introduction to Literature is a general education course required by CMU. The prerequisite for the course is the completion of Composition II. The Reading VALUE Rubric (included below) assesses students' development in six key areas: Comprehension, Genres, Relationship to Text, Analysis, Interpretation, and Reader's Voice. These developmental areas overlap with the two General Education Competencies for the Humanities outlined in the Course Catalog—that is, understanding historical, cultural, and social contexts and articulating critical responses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
The Reading VALUE Rubric is built around a 4-point scale in which each numerical value corresponds to a student's year in college. For example, the "4" is understood as a "Capstone" score, a developmental level appropriate for graduating seniors who have mastered a particular skill. The "1" operates as a "Benchmark," a basic level of competency educators might expect from their first-year students. For a course like EN222 whose students are typically first- and second-year college students, it is appropriate that students aspire to achieve a "2," a level the AAU&P describes as a "Milestone" in cognitive development.

Finding (2015-2016) - Target: Partially Met
Our assessment concentrates on a random sample of 20% of the students enrolled in EN222 during the 2015-16 academic year. The average score for each developmental area are as follows: Comprehension: 1.76 Genres: 1.48 Relationship to Text: 1.68 Analysis: 1.86 Interpretation: 1.68 Reader's Voice: 1.92 Based on the above average scores and our experiences reading student writing, we offer the following observations and conclusions. · Scores are largely dependent on assignment type and question(s) asked. · Based on the raw scores, no one received a "4" (Capstone) in any of the categories, though students did receive a "3" (Milestone) in several categories. Students who take the course can be from any year, but typically the highest percentage of students are second-year students (sophomore). · The average scores are largely where we expect them to be (i.e. 1.5-1.9), though we would like to see those averages further approach and/or exceed our aspirational "2".

SLO 8: Understanding Leadership
Understanding Leadership

Related Measures

M 15: Leadership Styles and Terms Quiz
Online quiz administered during the CMU201 Introduction to Leadership Course.

Source of Evidence: Standardized test of subject matter knowledge

Connected Documents
> CMU201 Assessment data - F11-S13
> CMU201 Leadership Quiz

Target:
80% of students will score 80% or better on quiz.

M 16: Personal Leadership Case Study
Student capstone presentation in CMU201 Introduction to Leadership course is evaluated using a standardized rubric in all sections.

Source of Evidence: Presentation, either individual or group

Connected Documents
> CMU201 Assessment data - F11-S13
> Leadership Case Study Rubric

Target:
80% of students will score 4 out of 5 or better on rubric section related to including a leadership case study in final presentation. Rubric utilized and collected in this academic year but data not analyzed. Data will be aggregated with future collections for analysis.

SLO 9: Life and Physical Sciences
Life and Physical Sciences

Related Measures

M 9: CAAP Science
The Collegiate Assessment of Academic Proficiency (CAAP) is a standardized exam given by institutions nationally for the explicit purpose of measuring the effectiveness of their general education programs. The questions directly measure the student competencies in areas including: critical thinking, written communication, math literacy, and life and physical sciences. We will administer the critical thinking, science and mathematics modules of the test to all juniors. The results can be compared to a national standard. In addition to that comparison, the CAAP can predict scores based on students ACT score.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Meet or exceed peer institutions

Finding (2015-2016) - Target: Not Met
Our benchmark states that CMU students will score at or above the national average. One-sample t-tests indicate that CMU students scored significantly lower than the national average on Math, Basic Algebra, College Algebra, and Science. See attached report.

M 14: MOGEA Scores
The MOGEA covers 5 areas: English/Language Arts, Math, Social Studies, Writing, and Science. This test is taken by Education majors wishing to pursue teaching certification. It was implemented for the first time in AY14-15.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
> MOGEASummaryReportAY14-15

Target:
The passing score for AY14-15 for the Science section of the MOGEA was 183.

Finding (2015-2016) - Target: Met
The average social science and science combined score for CMU graduates in AY15/16 was 235.1. This represents a score significantly above the required passing score, and demonstrates that the average for the 50 students completing the exam met or exceeded the competencies. However, 6 students failed to pass the exam on the first try. The entire MOGEA report is attached to these findings. MOGEA Passing scores - AY15/16 READING 220 MATH 220 SC AND SS 220 WRITING 193

M 17: Biology 101 Reflection
Data and reflection from the Biology 101/102 sequence.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
WEAVE Information for BI101 in Fall 2014 In Fall 2014, the lecture and lab components of General Biology I (BI101) were still combined in one 4 credit hour class. As such, I have evaluated them together. At the beginning and end of the semester I asked the students to complete a Pre-Survey and Post-Survey. The same 35 questions were on both surveys, and these questions covered all of the chapters discussed in General Biology I. Students were given 5 points for completing each assignment and were told that they were not graded based on the percent of questions they correctly answered. The questions were answered online through myCMU. 144 students answered the Pre-Survey questions and 120 students answered the Post-Survey questions. I analyzed the information from these surveys in several ways: The average number of correct answers on the Pre-Survey and Post-Survey were compared. The average Pre-Survey score was 13.18 and the average Post-Survey score was 20.96. When I used a t-test to compare these, I found that the Post-Survey average score was significantly higher. I looked at each student's improvement from the Pre-Survey to the Post-Survey. Most students improved their score by at least one correct answer. Eleven students did not improve their score: nine students decreased their score, and two students did not change their score. I also looked at each of the 35 questions and the percentage

of students who answered the questions correctly on the Pre-Survey compared to the Post-Survey. For each question, the percent of students who correctly answered the question on the Post-Survey was higher than the Pre-Survey. For 25 of the 35 questions, over 50% of the students correctly answered the Post-Survey question.

Connected Document
Biology101Reflection2014-15

Finding (2015-2016) - Target: Met
I analyzed the information from these surveys in several ways: The average number of correct answers on the Pre-Survey and Post-Survey were compared. The average Pre-Survey score was 13.18 and the average Post-Survey score was 20.96. When I used a t-test to compare these, I found that the Post-Survey average score was significantly higher. I looked at each student's improvement from the Pre-Survey to the Post-Survey. Most students improved their score by at least one correct answer. Eleven students did not improve their score: nine students decreased their score, and two students did not change their score. I also looked at each of the 35 questions and the percentage of students who answered the questions correctly on the Pre-Survey compared to the Post-Survey. For each question, the percent of students who correctly answered the question on the Post-Survey was higher than the Pre-Survey. For 25 of the 35 questions, over 50% of the students correctly answered the Post-Survey question.

Detailed Assessment Report
2015-2016 History-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The History major is designed to familiarize students with the basic facts of both American and world history. In addition, the curriculum is designed to foster and develop critical thinking skills, research proficiency, and oral and written communications skills. By the end of the senior year, students will be well-prepared for both teaching and research at the professional or graduate school level. As historians primarily evaluate and present evidence connected with the past, History has always been an attractive pre-law major. However, the skills associated with a History degree are widely sought-after in a wide variety of different fields and disciplines, including business, academia, and other professions.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Written communicaition
Students will demonstrate the ability to write clearly and objectively

Related Measures

M 2: Senior thesis
Objectives 3, 4, and 5 will be assessed during the required senior thesis and oral defense in HI480. Theses are evaluated on a 3 point scale (not defensible, pass, pass with distinction).

Source of Evidence: Senior thesis or culminating major project

Target:
Thesis comments and grades, maintained by students' advisors, are reviewed by faculty to ascertain the efficacy of the curriculum in developing abilities in goals 3-5. Students will score 85% or better on all subscore and overall.

Finding (2015-2016) - Target: Met
Senior thesis students in the current cycle (2015-2016) met and exceeded target goals. The average overall score for students was 95.25. In category A ("Topic properly narrowed and thesis clearly stated") the average score was 9.0 out of 10. For category B ("Paper is well-edited with no mechanical problems") the average score was 9.4 out of 10. For category C ("The Paper is logically structured and presents research that is relevant to the question") the average score was 28.0 out of 30. For category D ("The paper draws on enough high-quality research within the discipline to be credible") the average score was 39.0 out of 40. For category E ("The oral presentation is articulate and the defense clearly addresses questions from the committee") the average score was 9.0 out of 10.

SLO 2: Oral communication
Students will demonstrate the ability to explain a research question and results in an oral presentation

Related Measures

M 2: Senior thesis
Objectives 3, 4, and 5 will be assessed during the required senior thesis and oral defense in HI480. Theses are evaluated on a 3 point scale (not defensible, pass, pass with distinction).

Source of Evidence: Senior thesis or culminating major project

Target:
Thesis comments and grades, maintained by students' advisors, are reviewed by faculty to ascertain the efficacy of the curriculum in developing abilities in goals 3-5.

Finding (2015-2016) - Target: Met
Senior thesis students in the current cycle (2015-2016) met and exceeded target goals. The average overall score for students was 95.25. In category A ("Topic properly narrowed and thesis clearly stated") the average score was 9.0 out of 10. For category B ("Paper is well-edited with no mechanical problems") the average score was 9.4 out of 10. For category C ("The Paper is logically structured and presents research that is relevant to the question") the average score was 28.0 out of 30. For category D ("The paper draws on enough high-quality research within the discipline to be credible") the average score was 39.0 out of 40. For category E ("The oral presentation is articulate and the defense clearly addresses questions from the committee") the average score was 9.0 out of 10.

SLO 3: Historical methodology and critical analysis

Students will demonstrate a mastery of historical methodology and critical analysis

Related Measures

M 2: Senior thesis
Objectives 3, 4, and 5 will be assessed during the required senior thesis and oral defense in HI480. Theses are evaluated on a 3 point scale (not defensible, pass, pass with distinction).

Source of Evidence: Senior thesis or culminating major project

Target:
Thesis comments and grades, maintained by students' advisors, are reviewed by faculty to ascertain the efficacy of the curriculum in developing abilities in goals 3-5. .

Finding (2015-2016) - Target: Met
Senior thesis students in the current cycle (2015-2016) met and exceeded target goals. The average overall score for students was 95.25. In category A ("Topic properly narrowed and thesis clearly stated") the average score was 9.0 out of 10. For category B ("Paper is well-edited with no mechanical problems") the average score was 9.4 out of 10. For category C ("The Paper is logically structured and presents research that is relevant to the question") the average score was 28.0 out of 30. For category D ("The paper draws on enough high-quality research within the discipline to be credible") the average score was 39.0 out of 40. For category E ("The oral presentation is articulate and the defense clearly addresses questions from the committee") the average score was 9.0 out of 10.

SLO 4: American history
Students will demonstrate an understanding of the concepts, theories and general knowledge in American history

Related Measures

M 3: New History Exit Exam
The History Exit Exam was created in 2010-11 by CMU History faculty. It was designed to replace the deactivated national history exam. It is a multiple choice question test with 100 questions. Questions one through nineteen cover HI 101, the first part of the world History survey. Questions twenty through forty cover HI 102, the second part of the world History survey. Questions forty-one through fifty cover HI 205, the world Geography class. Questions fifty-one through seventy-five cover HI 117, the first part of the American History survey. Questions seventy-six through one hundred cover HI 118, the second part of the American history survey. Together, all of the questions should test students on the material learned in the entry level History classes offered at CMU.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The target for American history scores is an average of 80 % on questions relating to HI 117 and HI 118.

SLO 5: World History
Students will demonstrate an understanding of the concepts, theories and general knowledge in world history

Related Measures

M 3: New History Exit Exam
The History Exit Exam was created in 2010-11 by CMU History faculty. It was designed to replace the deactivated national history exam. It is a multiple choice question test with 100 questions. Questions one through nineteen cover HI 101, the first part of the world History survey. Questions twenty through forty cover HI 102, the second part of the world History survey. Questions forty-one through fifty cover HI 205, the world Geography class. Questions fifty-one through seventy-five cover HI 117, the first part of the American History survey. Questions seventy-six through one hundred cover HI 118, the second part of the American history survey. Together, all of the questions should test students on the material learned in the entry level History classes offered at CMU.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The target for world history is to score 80 % or higher on questions related to HI 101, HI 102, and HI 205.

Finding (2015-2016) - Target: Met
The 2015-2016 scores for HI 101 were 80%, meeting the target goal exactly. For HI 102 the score was 96.67 %, exceeding the target goal by nearly 17 %. The scores for HI 205 were 90%, exceeding the target goals by 10 %.

Analysis Questions and Analysis Answers

What student learning outcomes is this program focusing on this academic year (please list the outcomes)?

The History program is working on all of the learning outcomes previously listed. For all of the outcomes the program is meeting or exceeding program goals.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
Our major field test scores indicate that the History program is meeting or exceeding all program goals.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
Our assessments demonstrate strength in both American and world history, as well as in teaching students to think critically and write and speak effectively.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
At this time the assessments indicate no serious problems in need of attention.

Executive summary
The History program is meeting or exceeding program goals.

Major accomplishments
The History program has met or exceeded all program goals.

Innovation
No new innovations were introduced in this cycle.

Strengths
The History program is meeting or exceeding all program goals.

Opportunities
There is an opportunity to continue with the success of the current program in meeting or exceeding program goals.

Detailed Assessment Report
2015-2016 Honors Program
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Purpose of the Honors program is to allow exceptional students to self-actualize and pursue their areas of study in more depth. The process culminates in the writing and defense of an Honors thesis which is defended before the entire school and then placed on reserve in the library.

Goals

G 1: Percentage of the student body involved
A goal of the Honors is to have at least five per cent of the student body taking Honors classes or doing Honors work each semester.

G 2: Research skills
A Goal of the Honors program is to develop student's research skills. These skills should result in the writing and successful defense of an Honors senior thesis defended before the entire campus.

G 3: Oral Communications skills
The student should be able to orally present Honors research in a thesis defense before a faculty committee. The student should also be able to successfully answer faculty questions during this public defense.

G 4: Writing skills
The student should be able to write a substantial thesis articulating the results of Honors thesis work. The written thesis should be reviewed by a three person faculty committee.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Percentage of student participation
In 2013-14 and 2014-15, the Honors program has had around ten per cent of the student body participating

Related Measures

M 5: Student Participation 2015-2016
Student participation in the Honors program was around nine per cent. This is four per cent over the bench mark of five per cent student participation. The Honors program is meeting institutional objectives.

Source of Evidence: Existing data

SLO 2: Research skills
The goal is to have students successfully completing the Honors senior thesis score an average of 30 points out of forty on the research skills section of the thesis rubric completed by the committee.

Related Measures

M 6: Honors Research Skills 2015-2016
The average for the research component of the Honors senior thesis project for 2015-2016 was 38. This indicates that the Honors program is meeting and exceeding objectives for this component.

Source of Evidence: Senior thesis or culminating major project

SLO 3: Oral communications skills
The objective is to have students successfully completing the Honors senior thesis score and average of 7 out of 10 on the oral communications component of the thesis rubric prepared by the committee.

Related Measures

M 7: Oral Communications Skill 2015-2016
Students scored an average of 9 on the oral communications component of the Honors senior thesis rubric. Thus students are meeting and surpassing the objective score of 7 out of 10.

Source of Evidence: Senior thesis or culminating major project

SLO 4: Writing skills

The objective was to have students score an average of thirty-five points on points one through three on the writing sections of the Honors senior thesis rubric completed by the faculty committee at the end of the defense. 1. "Topic properly narrowed and appropriate--thesis clearly stated. (Original?) 0-10 2. Paper is well-edited with no major mechanical problems? 0-10 3. The paper is logically structured, i.e., it asks a clear question and organizes and presents research that is relevant to answering that question. 0-30

Related Measures

M 8: Writing Skills 2015-2016
Students scored an average of 46 on the writing component of the Honors senior thesis. Thus, Honors students are meeting and surpassing the objective of 35 points on the measurement.

Source of Evidence: Senior thesis or culminating major project

Analysis Questions and Analysis Answers

What student learning outcomes is this program focusing on this academic year (please list the outcomes)?

We are looking at overall student participation in the program, research skills and oral and written communications scores.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
The assessment measure indicate that the Honors program is meeting and exceeding expectations in all examined areas.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
There is a high level of Honors student participation in the program. The program also produces students with exceptional research skills. The oral and written communications skills of Honors students are also at a high level.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
The assessments showed no areas needing further attention during this cycle.

Detailed Assessment Report
2015-2016 International Student Services
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The mission of International Student Programs and Services is to provide support and assistance necessary for International Students to achieve their educational goals and to ensure institutional compliance with governmental immigration regulations. Fostering a sense of community, stimulating curiosity, facilitating communication while emphasizing academic and professional excellence, will prepare International students to take their place in the world as ethical and socially responsible leaders.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Recruiting and Admission
Identify qualified international students; evaluate academic credentials; evaluate financial documentation; obtain copy of passport and issue SEVIS documents and instructions.

O/O 2: International Student Orientation
Provide a clear and comprehensive introduction to the intellectual, cultural and social facets of Central Methodist University to assist students in their transition to a U.S. education system. Orientation will include a tour of the campus and community, banking system, local law enforcement, health information, career center, technology use, academic expectations and overview, and regulatory compliance and document review. Transportation will be provided to Wal-Mart for students needing to purchase supplies.

O/O 3: International Student Programming
International Student Programming facilitates social integration into campus and community life. Activities include interacting with the FHS Interact Club, which provides welcome baskets and an International Luncheon each semester; Participation in Family Weekend, Homecoming Activities, International Student Week in the fall; Attendance at International Day at the Capitol in Jefferson City and an Immigration Seminar in the spring. Other activities throughout the year include movie nights, cook-outs and trips to places of interest in the area.

O/O 4: Regulatory Education and Compliance
Provide the education, support and assistance necessary for international students to achieve their educational goals and to ensure institutional compliance with governmental immigration regulations. Provide the documents for students to enter the country and maintain their legal status.

O/O 5: Employment Monitoring and Reporting
Provide the education, support and assistance necessary for international students to obtain employment authorized by the Federal Code of Regulations. Ensure that documentation is filed appropriately and required reporting is submitted in a timely manner to ensure accurate updates to SEVIS records.

Detailed Assessment Report
2015-2016 Marine Biology BA/BS
As of: 6/12/2017 10:11 AM CST

Mission / Purpose

This major prepares students for graduate school in marine biology or to work as a marine biologist. Opportunities include research in aquaculture, biodiversity, ecology, education, fisheries, pathology, invertebrate zoology, mammalogy, and toxicology. Combined with a basic back ground in general biology, marine biology is essential for continued monitoring of marine organisms and environment for recreation, biodiversity, and food production. All marine biology courses are taken in the summer at the Gulf Coast Research Lab at Ocean Springs, Mississippi. The course work credit is given by The University of Southern Mississippi and transferred to Central Methodist upon completion of each summer's work. The student has the option of graduating with a Bachelor of Science Degree or a Bachelor of Arts Degree.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Marine science knowledge base

The well-prepared Marine Biology major must build a broad base of knowledge in areas including basic biology, research, marine biology, marine mammals, oceanography, invertebrate zoology, ichthyology, and marine ecology.

Related Measures

M 1: MFT--Biology
Marine Biology majors are required to take the Major Field Test (MFT) in biology before graduation, preferably during their senior year.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The benchmark for success on the MFT is considered to be in the 30th percentile with the goal of the average moving to the 50th percentile.

M 2: Science Seminar
All majors must give an oral presentation on a research, internship or special problems experience in SC 425, Interdisciplinary Science Seminar. Biology faculty and faculty in the Science Division will grade the seminar presentation by making written comments on a grade sheet. The faculty members will evaluate the student's effectiveness in communicating key concepts and principles, correctly analyzing and interpreting data (when applicable) and making valid conclusions of their experience.

Source of Evidence: Senior thesis or culminating major project

Target:
It is expected that all students will receive >75% on their formal evaluation for Science Seminar. Student work will be re-evaluated for any semester in which the average is <75%. Areas of particular interest include adequate preparation from existing course work, lab facilities to carry out this research, and use of appropriate technology in the research and the presentation.

SLO 2: Proficiencey in Marine Biology Lab Practices

Proper training in Biology and Marine Biology requires laboratory proficiency. Students should be proficient in basic laboratory techniques and collection and analysis of data

Related Measures

M 2: Science Seminar
All majors must give an oral presentation on a research, internship or special problems experience in SC 425, Interdisciplinary Science Seminar. Biology faculty and faculty in the Science Division will grade the seminar presentation by making written comments on a grade sheet. The faculty members will evaluate the student's effectiveness in communicating key concepts and principles, correctly analyzing and interpreting data (when applicable) and making valid conclusions of their experience.

Source of Evidence: Senior thesis or culminating major project

Target:
It is expected that all students will receive >75% on their formal evaluation for Science Seminar. Student work will be re-evaluated for any semester in which the average is <75%. Areas of particular interest include adequate preparation from existing course work, lab facilities to carry out this research, and use of appropriate technology in the research and the presentation.

M 3: Lab Practices
Periodically, all labs will be assessed for their effectiveness.

Source of Evidence: Academic direct measure of learning - other

Target:
Any lab for which the yearly average is < 60% will be re-evaluated for its effectiveness and how it can be improved to become a better teaching instrument.

SLO 3: Communication of Marine Bio. Knowledge and Ability

The well-trained Marine Biology major should be able to communicate effectively, both orally and in writing, about biology or marine biology concepts.

Related Measures

M 2: Science Seminar
All majors must give an oral presentation on a research, internship or special problems experience in SC 425, Interdisciplinary Science Seminar. Biology faculty and faculty in the Science Division will grade the seminar presentation by making written comments on a grade sheet. The faculty members will evaluate the student's effectiveness in communicating key concepts and principles, correctly analyzing and interpreting data (when applicable) and making valid conclusions of their experience.

Source of Evidence: Senior thesis or culminating major project

Target:
It is expected that all students will receive >75% on their formal evaluation for Science Seminar. Student work will be re-evaluated for any semester in which the average is <75%.

Detailed Assessment Report
2015-2016 Masters in Clinical Counseling
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Master of Science Clinical Counseling Program is a professional development program for one specialty area of counseling: Clinical Mental Health Counseling. Graduates are employed in a variety of clinical counseling arenas including correctional facilities, mental health centers, psychiatric institutions, and private practices. MISSION To provide a professional development experience wherein students gain the knowledge and skills necessary to be prepared to apply for licensure in Missouri as a Licensed Professional Counselor (LPC).

VISION

To graduate competent, socially conscious, reflective, evidence-based counselors who are able to meet the needs of a diverse society and are prepared to meet the highest standards set by the profession and the licensing standards of the majority of states.

Goals

G 1: Professional Counseling Orientation & Ethical Practice
1. Professional Counseling Orientation & Ethical Practice: Students will demonstrate an understanding of the counseling profession, develop an identity as a counselor, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.

G 2: Counseling and Human Relationships
Students will demonstrate essential interviewing, counseling, and case conceptualization skills.

G 3: Professional Disposition
Students will exhibit professional and personal behaviors that are consistent with MSCC mission statement, program vision & philosophy, and with the American Counseling Association's Ethical Standards.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Multiple professional roles & functions
1. Professional Counseling Orientation & Ethical Practice Goal: Outcome: Students will understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.

Related Measures

M 1: Three measures - all exams
1.Professional Counseling Orientation & Ethical Practice Goal: Three measures over the course of the program: 1) Midterm exam in CL500, Introduction to Clinical Counseling 2) Final exam in CL525, Legal & Ethical Issues in Counseling 3) Score on the professional orientation & ethical practice portion of the CPCE exam (a national exam)

Source of Evidence: Standardized test of subject matter knowledge

SLO 2: Interviewing, counseling & case conceptualization
Counseling & Human Relationships Goal: Outcome: Students will demonstrate essential interviewing, counseling, and case conceptualization skills.

Related Measures

M 2: 4 measures - all performance assignments
2. Counseling & Human Relationships Goal: Four measures over the course of the program: 1) Therapeutic conversation assignment in CL 535, Techniques of Interviewing 2) Group facilitation in CL552, Group Counseling Techniques 3) Integrated therapy case conceptualization assignment in CL544, Advanced Counseling with Evidence Based Therapies 4) Client case conceptualization assignment in CL573, Counseling Internship I

Source of Evidence: Performance (recital, exhibit, science project)

SLO 3: Positive attitude & eagerness toward professional growth & development
3. Professional Disposition Goal: Outcome: Students will seek out and attend to information about the field of counseling, participate in professional events, be willing to accept and utilize feedback about personal/professional growth, present a professional appearance, and self-reflect about personal biases and values that may impede the therapeutic alliance.

Related Measures

M 3: Annual average of instructor evaluations
3. Professional Disposition Goal: Annual average evaluation by instructors

Source of Evidence: Performance (recital, exhibit, science project)

Detailed Assessment Report

Mission / Purpose

The M.Ed. program prepares graduate students for success in careers in teaching and education administration at the elementary, secondary, and higher education levels.

The M.Ed. program requires 36 graduate hours of credit and can be completed during full or part-time study. The program is hybrid in design with many courses offered online, with live instruction available at CMU locations in Fayette, Columbia, Park Hills, Poplar Bluff, Sedalia, St. Louis, Trenton, and Union.

Goals

G 1: Career Advancement
Students acquire familiarity with the canon of education and learning theory necessary to fulfill the next step in their career plan.

Connected Document
Final Project Results 2014-2017

G 2: Research design and data collection skills
The student will demonstrate proficiency in graduate level research design and data collection.

Connected Documents
Final Project Results 2014-2017
M.Ed. Final Project Data 2016

G 3: Proficiency in Research
Student will demonstrate graduate level proficiency in library, archival and database research.

Connected Documents
Final Project Results 2014-2017
M.Ed. Final Project Data 2016

G 4: Communication of Research Findings
The student will demonstrate proficiency in the written analysis and explanation of research findings.

Connected Documents
Final Project Results 2014-2017
M.Ed. Final Project Data 2016

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Data Analysis Skills
Students will demonstrate capacity for the application of qualitative and quantitative data analysis.

Connected Documents
Final Project Results 2014-2017
M.Ed. Final Project Data 2016

Related Measures

M 1: Final Project
Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers scored using a standard rubric. Results are collected and tabulated for the entire M.Ed. program in WEAVE. A program-wide objective is a yearly cohort average of 85% for each area scored on the rubric.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document
M.Ed. Final Project Data 2016

Target:
Annual cohorts will average 85% or higher on item 2 of the final project rubric, The paper asks a clear question and organizes and presents research that is relevant to answering that question.

Connected Document
Final Project Results 2014-2017

Finding (2015-2016) - Target: Met
The 2016-2017 Cohort averaged 92% on item two of the rubric (logical structure)..

SLO 2: Research Skills
Student will demonstrate proficiency in library, archival and database research.

Connected Documents
Final Project Results 2014-2017
M.Ed. Final Project Data 2016

Related Measures

M 1: Final Project

Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers scored using a standard rubric. Results are collected and tabulated for the entire M.Ed. program in WEAVE. A program-wide objective is a yearly cohort average of 85% for each area scored on the rubric.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document
    M.Ed. Final Project Data 2016

Target:
Annual cohorts will average 85% or above on rubric item 3, Paper draws on sufficient high quality research within the appropriate discipline to be credible.

Connected Document
    Final Project Results 2014-2017

Finding (2015-2016) - Target: Met
The 2016-2017 Cohort averaged 93% on quality of research.

SLO 3: Research Design

Student will demonstrate proficiency in research design, including the logical structure of the research question and the research evidence related to answering the question.

Connected Documents
    Final Project Results 2014-2017
    M.Ed. Final Project Data 2016

Related Measures

M 1: Final Project

Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers scored using a standard rubric. Results are collected and tabulated for the entire M.Ed. program in WEAVE. A program-wide objective is a yearly cohort average of 85% for each area scored on the rubric.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document
    M.Ed. Final Project Data 2016

Target:
Annual cohorts will average 85% or above on rubric item 2, Logical Structure.

Connected Document
    Final Project Results 2014-2017

Finding (2015-2016) - Target: Met
The 2016-2017 Cohort averaged 92% on logical structure.

SLO 4: Research Communications

Student will demonstrate graduate level proficiency in the communication of research findings.

Connected Documents
    Final Project Results 2014-2017
    M.Ed. Final Project Data 2016

Related Measures

M 1: Final Project

Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers scored using a standard rubric. Results are collected and tabulated for the entire M.Ed. program in WEAVE. A program-wide objective is a yearly cohort average of 85% for each area scored on the rubric.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document
    M.Ed. Final Project Data 2016

Target:
Annual cohort averages on the evaluator rubric will equal or exceed 85% on item1 "Mechanics and editing and item 2, "Logical Structure".

Connected Document
    Final Project Results 2014-2017

Finding (2015-2016) - Target: Met
The 2016-17 cohort -Averaged 89% on Editing -Averaged 92% on Logical Structure

Analysis Questions and Analysis Answers

What student learning outcomes is this program focusing on this academic year (please list the outcomes)?

ED596 Instructors are tasked with improving student use of research to support analytic findings. We hope to see improvement in yearly cohort averages for item 3 in the final project evaluation rubric that will reflect this improvement in student uses of research to support their analytic findings.

Connected Document

[Final Project Results 2014-2017](#)

Detailed Assessment Report
2015-2016 Masters in Mathematics
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Methods
Students will use a variety of methods from one or more of the subject areas in the program to solve multi-step problems.

SLO 2: Identification and Application
Students will identify pertinent information in an applied setting and then choose the appropriate methodologies for arriving at a valid and meaningful solution.

SLO 3: Communication
Students will communicate strategies and/or solutions to problems in written or verbal form using proper mathematical terminology.

Detailed Assessment Report
2015-2016 Mathematics-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The mathematics major is designed to prepare students to work in areas which require critical thinking skills and the ability to work with mathematical concepts. Students who complete a mathematics major at CMU are prepared to enter the job force in jobs requiring mathematical expertise and critical thinking skills, to attend graduate school in mathematics, statistics and/or engineering, and to teach mathematics in the middle and secondary grades.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstrate Proficiency in Mathematics
Students who are proficient in undergraduate mathematics should be able to: a. think quantitatively b. problem solve c. communicate mathematically d. make connections among the various branches of mathematics and to areas outside of mathematics e. apply their knowledge to real world applications

Related Measures

M 1: Major Field Test - Mathematics
Mathematical test of general knowledge majors who are not working towards certification take the MFT. As of Feb, 2010, there is insufficient data on which to base any valid determination.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The benchmark for success on the MFT is considered to be in the 30th percentile with the goal of the average moving to the 50th percentile. These levels were chosen because the test is designed for students who typically graduate with more hours in mathematics than students from CMU.

M 3: Senior research project
In order to measure whether student can think quantitatively, problem solve, communicate mathematically, make connections among the various branches of mathematics and to areas outside of mathematics, the mathematics department requires each major to complete a three hour mathematics special problems course, MA 460 as a capstone experience. The major, working with a faculty advisor, will complete a research project in mathematics and/or mathematics education depending on the student's interests. The student and advisor will come up with a "question" and the student will do the research and/or action research to answer the question and to make suggestions for furthering the research. Faculty members will work with each student throughout his/her project. Students will be required to turn in a written report describing their results prior to graduation. (These papers will be on file in the mathematics department.) In addition each student will be enrolled in SC 425 Science Seminar, Capstone. Each student will be required to present his/her research during the seminar. Currently there are six students in the mathematics capstone course, which requires a senior project. No assessment of these projects can be done until the projects have been completed. (2-26-10)

Source of Evidence: Senior thesis or culminating major project

Target:

All majors must successfully complete MA460 and SC425 with a grade of C or higher. Student work and curricular requirements will be re-evaluated for years in which student performance does not meet these expectations.

SLO 2: Communicate Mathematical Concepts
Students majoring in mathematics should be able to communicate,through writing and oral communication, there understanding of mathematical concepts and functions.

   Relevant Associations:

SLO 3: Application of Mathematical Knowledge
Students majoring in mathematics will be able to apply there knowledge practically, using critical thinking skills and methods.

   Relevant Associations:

Detailed Assessment Report
2015-2016 Middle School Education
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Goals

G 1: Middle School Education
Our students have many opportunities for hands-on experience. Our graduates are in demand. Of last year's graduates, 90 percent are teaching or in graduate school. Our faculty are experienced practitioners who model what they teach. Our programs are accredited through the Higher Learning Commission and the Department of Elementary and Secondary Education. Our programs articulate with an Associate of Arts in Teaching from Missouri community colleges.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: MO DESE Educational Outcomes
The Education Department at CMU reports and is accredited through the Missouri Dept. of Elementary and Secondary Education. All program assessment data can be found via the DESE website. The cumulative report can be found here.

Detailed Assessment Report
2015-2016 MSN - Clinical Nurse Leader
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

To provide opportunities for qualified students to acquire advanced knowledge and skills in nursing to enable them to provide clinical leadership in the health care delivery system across all settings in which health care is delivered. The CNL assumes accountability for client care outcomes through the assimilation and application of evidence-based information to design, implement, and evaluate the process of health care delivery.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Design, coordinate, supervise and evaluate
Design, coordinate, supervise and evaluate care provided by the health care team evaluating appropriate use of fiscal and human resources.

   Relevant Associations:

   Standard Associations

   MSN Essentials
   2 Organizational and Systems Leadership

   Related Measures

   #### M 1: EBI Survey
   Survey of Alumni

   Source of Evidence: Alumni survey or tracking of alumni achievements

      Target:
      80% or more of alumni rate related items as "very good" or better ("excellent" and "exceptional")

   #### M 2: Foliotek
   Student Assembled portfolio of demonstration artifacts.

   Source of Evidence: Portfolio, showing skill development or best work

      Target:
      80% or more of students rate related items as 2.0 or better.

SLO 2: Assume accountability for client care outcomes
Assume accountability for client care outcomes by utilizing evidence-based information to design, implement, and evaluate the process of health care delivery.

   Relevant Associations:

Standard Associations

MSN Essentials
3 Quality improvement and safety
4 Translating and Integrating scholarship into practice
8 Clinical prevention and population health for improving health
9 Master's level nursing practice

Related Measures

M 1: EBI Survey
Survey of Alumni

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
80% or more of alumni rate related items as "very good" or better ("excellent" and "exceptional")

M 2: Foliotek
Student Assembled portfolio of demonstration artifacts.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% or more of students rate related items as 2.0 or better.

SLO 3: Evaluate issues in health care delivery
Evaluate issues in health care delivery from and ethical, sociopolitical, technological, and historical framework while providing leadership for change.

Relevant Associations:

Standard Associations

MSN Essentials
2 Organizational and Systems Leadership
5 Informatics and healthcare technologies
6 Health policy and advocacy

Related Measures

M 1: EBI Survey
Survey of Alumni

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
80% or more of alumni rate related items as "very good" or better ("excellent" and "exceptional")

M 2: Foliotek
Student Assembled portfolio of demonstration artifacts.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% or more of students rate related items as 2.0 or better.

SLO 4: Effect change through advocacy
Effect change through advocacy for diverse populations of clients within the health care delivery and policy system, the profession, and the interdisciplinary health care team.

Relevant Associations:

Standard Associations

MSN Essentials
5 Informatics and healthcare technologies
6 Health policy and advocacy

Related Measures

M 1: EBI Survey
Survey of Alumni

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
80% or more of alumni rate related items as "very good" or better ("excellent" and "exceptional")

M 2: Foliotek
Student Assembled portfolio of demonstration artifacts.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% or more of students rate related items as 2.0 or better.

SLO 5: Utilize a multipdisciplinary approach to acquire resources
Utilize a multidisciplinary approach to acquire resources for diverse client populations that empower them to attain and maintain wellness.

Relevant Associations:

Standard Associations

MSN Essentials
7 Inter-professional collaboration for improving patient and population health outcomes
8 Clinical prevention and population health for improving health

M 1: EBI Survey
Survey of Alumni

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
80% or more of alumni rate related items as "very good" or better ("excellent" and "exceptional")

M 2: Foliotek
Student Assembled portfolio of demonstration artifacts.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% or more of students rate related items as 2.0 or better.

SLO 6: Analyze the impact of health care financial policies
Analyze the impact of health care financial policies and economics on the delivery of health care and client outcomes and incorporate into the CNL role.

Relevant Associations:

Standard Associations

MSN Essentials
2 Organizational and Systems Leadership
6 Health policy and advocacy

Related Measures

M 1: EBI Survey
Survey of Alumni

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
80% or more of alumni rate related items as "very good" or better ("excellent" and "exceptional")

M 2: Foliotek
Student Assembled portfolio of demonstration artifacts.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% or more of students rate related items as 2.0 or better.

SLO 7: Integrate findings from the sciences and humanities
Integrate findings from the sciences and humanities to impact health care outcomes.

Relevant Associations:

Standard Associations

MSN Essentials
1 Background for practice from sciences and humanities

Related Measures

M 1: EBI Survey
Survey of Alumni

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
80% or more of alumni rate related items as "very good" or better ("excellent" and "exceptional")

M 2: Foliotek
Student Assembled portfolio of demonstration artifacts.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% or more of students rate related items as 2.0 or better.

SLO 8: Utilize information systems
Utilize information systems and patient care technologies at the point of care to improve health care outcomes.

Relevant Associations:

Standard Associations

MSN Essentials
5 Informatics and healthcare technologies
8 Clinical prevention and population health for improving health

Related Measures

M 1: EBI Survey
Survey of Alumni

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
80% or more of alumni rate related items as "very good" or better ("excellent" and "exceptional")

M 2: Foliotek
Student Assembled portfolio of demonstration artifacts.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% or more of students rate related items as 2.0 or better.

SLO 9: Effectively utilizes varied methods of communication
Effectively utilizes varied methods of communication and technologies to impact care and practice at macro-, meso-, and micro-systems levels.

Relevant Associations:

Standard Associations

MSN Essentials
2 Organizational and Systems Leadership
5 Informatics and healthcare technologies

Related Measures

M 1: EBI Survey
Survey of Alumni

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
80% or more of alumni rate related items as "very good" or better ("excellent" and "exceptional")

M 2: Foliotek
Student Assembled portfolio of demonstration artifacts.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% or more of students rate related items as 2.0 or better.

Detailed Assessment Report
2015-2016 Music - Masters in Music Education
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility, the MME is structured to assist practicing music educators in developing as educators and leaders.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Manage a music program
Students will hone the skills necessary to develop, coordinate, supervise, and evaluate a school music program with appropriate use of fiscal and human resources to best meet the needs of the enrolled children.

Related Measures

M 1: Master's Report
The capstone project of the MME is the Master's Report. This culminating project, completed while enrolled in MU599, will provide an opportunity for students to demonstrate mastery of the outcomes of every course in the MME program. Students will prepare a concert at their home schools using the pedagogical and musical tools they have acquired during their course of study at CMU. Ideally, the Master's Report concert and document will be completed during the academic year following the third summer of matriculation. A video recording of the concert will be submitted with the Master's Report. All Master's Reports are evaluated by four MME faculty using the Master's Report Scoring Guide. It is our goal that 85% of each cohort score at the proficient level or higher in each area.

Source of Evidence: Senior thesis or culminating major project

Target:
85% of each cohort will perform at the proficient level or higher on Item 1, "Develop, coordinate, supervise, and evaluate a school music program with appropriate use of fiscal and human resources to best meet the needs of the enrolled children."

Finding (2015-2016) - Target: Met
For the purposes of the Master's Report Scoring Guide, an average of 1-1.99 is designated as excellent, 2-2.99 is proficient, and 3 and below is weak. All students were at the proficient level or higher. The cohort average was 1.22.

SLO 2: Develop music pedagogy skills
Students will enhance their skills in assessing the instructional needs of students and employ a variety of pedagogical techniques to help students develop musical skills.

Related Measures

M 1: Master's Report
The capstone project of the MME is the Master's Report. This culminating project, completed while enrolled in MU599, will provide an opportunity for students to demonstrate mastery of the outcomes of every course in the MME program. Students will prepare a concert at their home schools using the pedagogical and musical tools they have acquired during their course of study at CMU. Ideally, the Master's Report concert and document will be completed during the academic year following the third summer of matriculation. A video recording of the concert will be submitted with the Master's Report. All Master's Reports are evaluated by four MME faculty using the Master's Report Scoring Guide. It

is our goal that 85% of each cohort score at the proficient level or higher in each area.

Source of Evidence: Senior thesis or culminating major project

Target:
85% of each cohort will perform at the proficient level or higher on Item 2, "Assess the instructional needs of students and employ a variety of pedagogical techniques to help students develop musical skills."

Finding (2015-2016) - Target: <u>Met</u>
For the purposes of the Master's Report Scoring Guide, an average of 1-1.99 is designated as excellent, 2-2.99 is proficient, and 3 and below is weak. All students were at the proficient level or higher. The cohort average was 1.37.

SLO 3: Assess current issues
Students will evaluate current issues in music education from an ethical, philosophical, technological, and historical framework while providing leadership for change.

Related Measures

M 1: Master's Report
The capstone project of the MME is the Master's Report. This culminating project, completed while enrolled in MU599, will provide an opportunity for students to demonstrate mastery of the outcomes of every course in the MME program. Students will prepare a concert at their home schools using the pedagogical and musical tools they have acquired during their course of study at CMU. Ideally, the Master's Report concert and document will be completed during the academic year following the third summer of matriculation. A video recording of the concert will be submitted with the Master's Report. All Master's Reports are evaluated by four MME faculty using the Master's Report Scoring Guide. It is our goal that 85% of each cohort score at the proficient level or higher in each area.

Source of Evidence: Senior thesis or culminating major project

Target:
85% of each cohort will perform at the proficient level or higher on Item 3, "Evaluate current issues in music education from an ethical, philosophical, technological, and historical framework while providing leadership for change."

Finding (2015-2016) - Target: <u>Met</u>
For the purposes of the Master's Report Scoring Guide, an average of 1-1.99 is designated as excellent, 2-2.99 is proficient, and 3 and below is weak. All students were at the proficient level or higher. The cohort average was 1.39

SLO 4: Enhance conducting skills
Students will use conducting gesture to communicate musical information gathered through score study.

Related Measures

M 1: Master's Report
The capstone project of the MME is the Master's Report. This culminating project, completed while enrolled in MU599, will provide an opportunity for students to demonstrate mastery of the outcomes of every course in the MME program. Students will prepare a concert at their home schools using the pedagogical and musical tools they have acquired during their course of study at CMU. Ideally, the Master's Report concert and document will be completed during the academic year following the third summer of matriculation. A video recording of the concert will be submitted with the Master's Report. All Master's Reports are evaluated by four MME faculty using the Master's Report Scoring Guide. It is our goal that 85% of each cohort score at the proficient level or higher in each area.

Source of Evidence: Senior thesis or culminating major project

Target:
85% of each cohort will perform at the proficient level or higher on Item 4, "Use conducting gesture to communicate musical information gathered through score study."

Finding (2015-2016) - Target: <u>Met</u>
For the purposes of the Master's Report Scoring Guide, an average of 1-1.99 is designated as excellent, 2-2.99 is proficient, and 3 and below is weak. All students were at the proficient level or higher. The cohort average was 1.67.

SLO 5: Implement technology
Students will assess the usefulness of a variety of technologies available to music educators and appraise the usefulness of the technologies in the classroom.

Related Measures

M 1: Master's Report
The capstone project of the MME is the Master's Report. This culminating project, completed while enrolled in MU599, will provide an opportunity for students to demonstrate mastery of the outcomes of every course in the MME program. Students will prepare a concert at their home schools using the pedagogical and musical tools they have acquired during their course of study at CMU. Ideally, the Master's Report concert and document will be completed during the academic year following the third summer of matriculation. A video recording of the concert will be submitted with the Master's Report. All Master's Reports are evaluated by four MME faculty using the Master's Report Scoring Guide. It is our goal that 85% of each cohort score at the proficient level or higher in each area.

Source of Evidence: Senior thesis or culminating major project

Target:
85% of each cohort will perform at the proficient level or higher on Item 5, "Assess the usefulness of a variety of technologies available to music educators and appraise the usefulness of the technologies in the classroom."

Finding (2015-2016) - Target: <u>Met</u>
For the purposes of the Master's Report Scoring Guide, an average of 1-1.99 is designated as excellent, 2-2.99 is proficient, and 3 and below is weak. All students were at the proficient level or higher. The cohort average was 1.56.

SLO 6: Interpret music based on historical and theoretical analysis
Students will apply knowledge of music history and music theory to develop informed interpretations of music and

communicate to students a deeper understanding of music they hear or perform.

Related Measures

M 1: Master's Report
The capstone project of the MME is the Master's Report. This culminating project, completed while enrolled in MU599, will provide an opportunity for students to demonstrate mastery of the outcomes of every course in the MME program. Students will prepare a concert at their home schools using the pedagogical and musical tools they have acquired during their course of study at CMU. Ideally, the Master's Report concert and document will be completed during the academic year following the third summer of matriculation. A video recording of the concert will be submitted with the Master's Report. All Master's Reports are evaluated by four MME faculty using the Master's Report Scoring Guide. It is our goal that 85% of each cohort score at the proficient level or higher in each area.

Source of Evidence: Senior thesis or culminating major project

Target:
85% of each cohort will perform at the proficient level or higher on Item 6, "Apply knowledge of music history and music theory to develop informed interpretations of music and communicate to students a deeper understanding of music they hear or perform."

Finding (2015-2016) - Target: Met
For the purposes of the Master's Report Scoring Guide, an average of 1-1.99 is designated as excellent, 2-2.99 is proficient, and 3 and below is weak. All students were at the proficient level or higher. The cohort average was 1.22 for item 6a (understanding of historical and theoretical concepts apparent in score analysis) and 1.67 for item 6b (concert is very musical and technically well prepared).

SLO 7: Communicate clearly
Students will express themselves effectively, orally and in writing, amongst a community of scholars and practitioners.

Related Measures

M 1: Master's Report
The capstone project of the MME is the Master's Report. This culminating project, completed while enrolled in MU599, will provide an opportunity for students to demonstrate mastery of the outcomes of every course in the MME program. Students will prepare a concert at their home schools using the pedagogical and musical tools they have acquired during their course of study at CMU. Ideally, the Master's Report concert and document will be completed during the academic year following the third summer of matriculation. A video recording of the concert will be submitted with the Master's Report. All Master's Reports are evaluated by four MME faculty using the Master's Report Scoring Guide. It is our goal that 85% of each cohort score at the proficient level or higher in each area.

Source of Evidence: Senior thesis or culminating major project

Target:
85% of each cohort will perform at the proficient level or higher on Item 7, "Express themselves effectively, orally and in writing, amongst a community of scholars and practitioners."

Finding (2015-2016) - Target: Met
For the purposes of the Master's Report Scoring Guide, an average of 1-1.99 is designated as excellent, 2-2.99 is proficient, and 3 and below is weak. All students were at the proficient level or higher. The cohort average was 1.44 for item 7a (MR is well written and in keeping with APA guidelines) and 1.11 for item 7b (oral presentation at MR concert is concise, thoughtful, and well presented).

Detailed Assessment Report
2015-2016 Music-BA/BM/BME
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Swinney Conservatory of Music combines professional training, academic excellence, and quality musical experiences in an environment distinguished by small classes and one-on-one instruction. The Conservatory serves three constituencies: students preparing for a career in music, students participating in music as an artistic dimension to their studies, and those who participate in music to increase their knowledge and aesthetic sensitivity. All music programs are structured around the following outcomes. The differences among the BA, BM, and BME programs are in the degree of emphasis in each area. These are guided by our accrediting agency, the National Association of Schools of Music. Expected outcomes (the four threads of the curriculum): Theory and Aural Skills Implementing a body of knowledge and technical skills necessary to pursue music as a profession and/or post graduate study. Music History/Literature Possessing a body of knowledge and academic preparation sufficient to pursue music as a profession and/or post graduate study. Performance Skills Displaying skills on a reference instruments proficient for demonstration and teaching, a solo instrument/voice sufficient for satisfactory small and large ensemble participation, and a solo instrument/voice of a level sufficient for creditable public performance by one who professes music. Leading/Teaching others in the making of music Exhibiting conducting skills, understanding of psychology and pedagogy, sufficient synthesis of the knowledge and skills of music-making to begin a teaching career or enter post graduate study.

Goals

G 1: Theory and Aural Skills
Students will acquire a body of knowledge and technical skills necessary to pursue music as a profession and/or post graduate study.

G 2: Music History and Literature
Students will acquire a body of knowledge and academic skills in Music History and Literature sufficient to pursue music as a profession and/or post graduate study. Capstone: MU423 American Music

G 3: Performance Skills
Students will acquire a body of knowledge and performance skills in three areas: 1. Playing reference instruments (piano and guitar) with a level of proficiency necessary for demonstration and teaching. 2. Playing or singing skills sufficient for small and large ensemble participation. 3. Play or singing skills sufficient for performing a creditable public recital.

G 4: Leading/Teaching Others
Students will acquire proficient conducting skills, develop an understanding of psychology and pedagogy, and will demonstrate sufficient synthesis of the knowledge and skills of music making to begin a teaching career or enter post-graduate study.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Planning assessments
The music department assess student progress and mastery of outcomes on a daily basis. We share our assessments with our students and colleagues, but mostly in a verbal, often informal, manner. Our goal for this year is to begin developing ways to document our assessments so that we can gather data during the 2014-2015 academic year.

Connected Document
assessment meeting summary 2015

Related Measures

M 1: Faculty Assessment Meeting
Our goal is to meet yearly to discuss assessment and ways to improve our tracking.

Source of Evidence: Discussions / Coffee Talk

Connected Document
assessment meeting summary 2015

Target:
Our goal is to have a productive assessment-focused meeting every August.

Connected Document
assessment meeting summary 2015

Finding (2015-2016) - Target: Partially Met
We had a productive meeting August 21, 2015. A document has been uploaded with information from the meeting. Though the meeting went well, we did not follow through with all of our ideas. An action plan will be created as reminder to carry out our plans.

Connected Document
assessment meeting summary 2015

SLO 2: BMV1 assessment
To assessment of Student Learning Outcome BMV1, we will use a rubric to assess BM-voice students enrolled in MLV300 when they perform in Voice Class. Specifically, we are assessing their ability to interpret text in foreign languages or English, their understanding and application of appropriate diction, and their theatrical skills.

Relevant Associations:
This purpose of this assessment is to determine if students are meeting Tier II outcome BMV1. Develop language and theatrical skills necessary for academic and professional careers in music.

Related Measures

M 2: vocal performance class rubric
This rubric is designed to assess students' progress in demonstrating the ability to interpret text (foreign language or English), application of appropriate diction, and use of theatrical skills while performing.

Source of Evidence: Presentation, either individual or group

SLO 3: theory knowledge
Students will develop and use a body of knowledge and application skills in the field of music theory.

Related Measures

M 3: survey of theory completers
At the end of MU365, students will complete a survey addressing their experiences in the theory sequence (MU150-MU365). The theory faculty will meet to discuss the results of the survey and to decide if modifications need to be made.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
Drs. Loehnig and Waggoner will meet following administration of the survey to analyze the results and determine the appropriate course of action.

Finding (2015-2016) - Target: Met
Drs. Loehnig and Waggoner met and discussed the survey results. Minor changes in teaching were discussed (common vocabulary, assignment types, and more time studying modern music).

SLO 4: history knowledge
At the end of MU423, students will complete a survey addressing their experiences in the history sequence. The music history faculty will meet to discuss the results of the survey and to decide if modifications need to be made.

Related Measures

M 4: survey of history completers
Students completing the music history sequence are surveyed and the results of the survey are discussed by the history faculty with an eye to course improvement.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
Drs. Perkins and Wiebe will meet following the gathering of survey data from students who have completed the music history sequence. They will discuss methods for improving the courses if they are indicated in the survey results.

Finding (2015-2016) - Target: Partially Met
The music history faculty met and discussed the results of the survey data. Minutes were not kept, though both faculty report some ideas for modifications.

SLO 5: Performance Skills-ensemble
Thread=Performance Skills Student performs (solo instrument or voice) sufficiently for satisfactory small and large ensemble participation.

Related Measures

M 5: concert assessment
The Dean of the Conservatory attends nearly every concert performance (small and large ensemble). At these concerts she assess the collective work of the students and professors and reports observations to the professors. Evaluation of large and small ensemble coaching is included in the Department Chair Response to Faculty Self-Evaluation.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
The Dean will attend 80% of all Conservatory performances and will report findings to each studio teacher and ensemble director in the Division Chair's Response to Faculty Self-Evaluation.

Finding (2015-2016) - Target: Met
During the 2015-2016 academic year, the Dean of the Conservatory attended more than 90% of the large ensemble performances. Feedback was shared with students and directors in informal discussions. Formal feedback was given in faculty evaluations.

SLO 6: Performance Skills-solo
The Dean of the Conservatory assesses students at weekly recitals and other solo performances.

Related Measures

M 6: solo recital assessment
The Dean of the Conservatory attends nearly every Thursday Morning Recital and other solo performances of students. At these performances she assesses the progress of the students and discusses observations to the professors. Evaluation of coaching is included in the Department Chair Response to Faculty Self-Evaluation.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
During AY2013-2014, the Dean of the Conservatory attended every solo/small ensemble performance by students at CMU (attendance kept by department administrative assistant). Assessments were reported to the faculty both verbally and in the Division Chair's Response to Faculty Self-Evaluation forms given to each professor.

Finding (2015-2016) - Target: Met
The Dean of the Conservatory attended nearly every Thursday Morning Recital and other solo performances of students. At these performances she assesses the progress of the students and discusses observations to the professors. Evaluation of coaching is included in the Department Chair Response to Faculty Self-Evaluation. It is apparent that students are continuing to develop their skills as players and singers.

SLO 7: Performance Skills-reference instrument
Students will perform at a level that will support teaching activities on guitar and piano.

Related Measures

M 7: Piano Proficiency Exam
At the end of MU132-Keyboard Techniques II, students will complete the Piano Proficiency Exam. During this playing examination, professors will evaluate students' piano skills (objectives listed on PIANO PROFICIENCY REQUIREMENTS 11 update pdf). The objectives were designed to prepare students to use the piano as a tool for demonstration and teaching.

Source of Evidence: Benchmarking of learning outcomes against peers

Connected Document
> piano prof 15_16 blind

Target:
Our goal is to have 80% of students taking the Piano Proficiency Exam earn a 'Pass' or 'Pass with Provisions' on the exam. In 2015-2016, we will raise the benchmark to 85% based on the success of our students over the past few years.

Connected Document
> piano prof 15_16 blind

Finding (2015-2016) - Target: Met
94% of students attempting the Piano Proficiency Exam in AY2015-2016 passed or passed with provisions. This exceeds our new (raised) benchmark of 85%.

Connected Document
> piano prof 15_16 blind

M 8: Guitar Proficiency Assessment
Each year, the teacher of MU129 Guitar Techniques will assess students with the Guitar Proficiency Rubric. We hope to have 80% of students scoring a 48/60 (80%) or higher.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
This year the rubric was used as an experiment. Those involved agree that it will be a useful tool for assessing students' basic guitar skills.

SLO 8: lead/teach others
Students will demonstrate skills in leading and teaching others.

Related Measures

M 9: student teaching evaluations
Supervising and Cooperating Teachers evaluate student teachers' progress and readiness to be certified teachers.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
Following student teaching observations, music education faculty will discuss the results of evaluations. The goal is to find ways to assist individual students as they prepare to enter the field of teaching, but also to look for curricular changes that need to be made.

Finding (2015-2016) - Target: Met
Professors Vandelicht, Westfall, and Waggoner met often to discuss the progress of students teachers. Plans for adding a course to the music education curriculum were part of those discussions, as were methods for helping students prepare for the MoPTA.

Detailed Assessment Report
2015-2016 Nursing (Accelerated)-BSN
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: SPEP Report
Because the nursing programs meet the assessment goals and measures established by state and national accrediting bodies, the summary report (SPEP) for each nursing program will be recorded here, rather than entering data separately for each outcome.

Detailed Assessment Report
2015-2016 Philosophy-BA
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The major in Philosophy is designed to acquaint the student with the history of philosophy and major fields of philosophy (logic, ethics, metaphysics, epistemology, and philosophy of religion). Philosophy majors will have a working knowledge of formal and informal logic, will compose logically developed and organized documents, and will speak articulately on philosophical ideas. Majors will understand social institutions, structures, and processes across a range of historical periods and cultures. Majors will evaluate philosophical movements and ideas in their historical and social contexts. Majors will conceptualize their own understanding of the relationship between humans, the universe, and the divine. Majors will understand the interface between scientific, artistic, philosophical, and religious modes of human experience. Majors will articulate both the promise of and the limitations of human knowledge. Majors will understand the concepts, major figures, and accepted approaches in the various branches of philosophy. Majors will discuss and analyze classical arguments in the various branches of philosophy. As part of the major, students will develop skills thinking critically and conceptually and will be able to apply their knowledge and skills in solving practical and theoretical problems. The major in philosophy is useful in a variety of professional fields where critical analysis and the communication of ideas is valued, including law, medicine, media, ministry, and other areas. The major in philosophy is also good preparation for graduate study in a number of fields, including philosophy, religion, journalism, law, medicine, and business.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Comprehension of major philosophers and approaches
The major will understand the concepts, major figures, and accepted approaches in the various branches of philosophy.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 2: Comprehension of philosophical contexts
The major will evaluate philosophical movements and ideas in their historical and social contexts.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 3: Explain social institutions, structures, processes
The major will explain social institutions, structures, and processes across a range of historical periods and cultures.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 4: Knowledge of formal and informal logic
The major will demonstrate a working knowledge of formal and informal logic.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 5: Comprehension of classic philosophical arguments
The philosophy major will recognize, discuss, and analyze classic arguments in the various branches of philosophy.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 6: Oral communication skills
The major will speak articulately on philosophical ideas.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 7: Articulation of one's personal philosophy
The major will conceptualize his or her own understanding of the relationship between humans, the universe, and the divine.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 8: Comprehension of human knowledge
The major will understand and articulate both the promise of and the limitations of human knowledge.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 9: Understanding ethical, legal, social issues
A major will understand the ethical, legal, and social issues surrounding the use of information and will access and use information ethically and legally.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 11: Information literacy
The major will determine when information is needed to address issues and demonstrate the ability to locate, evaluate, and use this information effectively.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 12: Description/comparison of philosophical trends
The major will describe and analytically compare philosophical trends and ideas in social, cultural, and historical settings other than one's own.

Related Measures

M 1: PL 380 Major Readings
PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 13: Writing skills

The major will write logically developed and organized documents using standard grammar, usage, mechanics, and spelling.

Related Measures

M 1: PL 380 Major Readings

PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 10: Modes of human experience

The major will understand the interface between scientific, artistic, philosophical, and religious modes of human experience.

Related Measures

M 1: PL 380 Major Readings

PL 380 Major Readings is the capstone course for Philosophy majors.

Source of Evidence: Capstone course assignments measuring mastery

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Detailed Assessment Report
2015-2016 Physical Education-BSE
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

Central Methodist University commits itself to preparing teachers who create learner-centered communities that provide for the development of mind and spirit for all learners through leadership and service within a community of practice.

Goals

G 1: 1.1

Candidates have completed general studies courses and experiences in the liberal arts and sciences.

G 2: 1.2

Candidates for teacher certification have completed a program of content, professional, pedagogical, and integrative studies.

G 3: 1.2.1

The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

G 4: 1.2.2

The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

G 5: 1.2.3

The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

G 6: 1.2.4

1.2.4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards

G 7: 1.2.5

1.2.5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

G 8: 1.2.6

1.2.6 The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

G 9: 1.2.7

1.2.7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

G 10: 1.2.8

1.2.8 The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

G 11: 1.2.9

1.2.9 The preservice teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

G 12: 1.2.10

1.2.10 The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the

larger community to support student learning and well-being.

G 13: 1.2.11
1.2.11 The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

Detailed Assessment Report
2015-2016 Physics BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The physics major is designed to prepare students for graduate school in physics and allied areas of science and engineering. Students will also be qualified for scientific or technical employment with industry or government. It is also designed to prepare students to teach physics at the high school level. The student has the option of graduating with a Bachelor of Science degree or with a Bachelor of Arts degree.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge of Physics
Physics majors should have a thorough knowledge & comprehension of the fundamental concepts and scientific theories of physics. In addition, they should be competent problem-solvers of both theoretical and practical problems.

Related Measures

M 1: MFT-Physics
Students take this nationally normed examination prior to graduation to assess their knowledge base in the field of Physics. Results from this testing will be used to evaluate course offerings and course content to determine if adjustments should be made to the curriculum. It may be necessary to compile data over a 4-5 year period due to the small number of physics majors to get meaningful data on any potential curricular adjustments.

Source of Evidence: Standardized test of subject matter knowledge

Target:
It is acceptable for the average score to be in the 30th percentile with the goal of the average in time moving to the 50th percentile.

SLO 2: Proficiency in Physics Laboratory Skills
Physics majors should be competent, ethical, and safety-conscious in the lab. They should be able to design and set up an experiment, collect and analyze data, properly document experiment procedures and data, identify sources of error, interpret results and make relevant connections to other areas in physics and other science disciplines

Related Measures

M 2: Laboratory performance
Periodically, all labs will be assessed for their effectiveness.

Source of Evidence: Academic direct measure of learning - other

Target:
Any laboratory exercise in any course in which the year average grade for the class was < 60% will be reevaluated for potential problems and how it can be improved to become a better teaching instrument.

SLO 3: Commication of Physics Knowledge and Ability
Physics majors should be able to effectively communicate orally and in writing chemical principles and theories, the procedures and results of experiments, and their analysis of problems. They should be able to defend conclusions reached in experimental results or solution to problems.

Related Measures

M 3: Science seminar
All majors must give an oral presentation on a research, internship, or special problems experience in SC 425, Science Seminar. Following the presentation, students are required to answer questions from any of the science disciplines. The faculty members present evaluate the student's effectiveness in communicating key concepts and data, analyzing and interpreting of the information, and making valid conclusions of their experience. Written comments will be made concerning the presentation. In addition, a numeric score will be given to the presentation.

Source of Evidence: Senior thesis or culminating major project

Target:
It is expected that all students will receive > 75% on their formal evaluations for Science Seminar. Student work will be reevaluated for any semester in which the average is < 75%.

Detailed Assessment Report
2015-2016 Political Science-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Division of Social Sciences offers a bachelors degree program in political science which is designed to provide the student with a solid grounding in American political institutions, international relations, comparative political systems,

public law, and political philosophy. Throughout the curriculum the student is encouraged to critically examine the nature of relationships between citizens and the state as well as between states. The major in political science prepares the student for entry into careers in business management, interest group advocacy, political consulting and public service at the national, state or local levels. The political science major is often used as the preliminary step toward professional training in the law or advanced study in political science or public administration. The political science program provides students with opportunities for independent studies, field experiences and internships. The Political Science Major has the option of graduating with a Bachelor of Arts or a Bachelor of Science degree.

Political Science Profiles in Success is available in the Document Repository. This data set contains career outcomes (placement information) for many political science graduates since 1990.

Connected Documents
Description of the PLSC Major/Minor descriptions and requirements
PLSC MFT results thru 2016
PLSC Profiles in Success
Profiles In Success for Pre-Law Grads Updated through 2016

Goals

G 1: Preparation for Career Success
Political Science majors are prepared for successful careers in government service, law, policy advocacy, business management, and finance. The document "Political Science - Profiles in Success" presents career profiles for many political science graduates since 1990.

Connected Documents
Description of the PLSC Major/Minor descriptions and requirements
Faculty Scoring Rubric for PLSC Senior Thesis
PLSC Profiles in Success
Profiles In Success for Pre-Law Grads Updated through 2016

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Application of quantitative data analysis skills
Students will be able to apply the skills of quantitative data analysis to real-world social science data to evaluate research hypotheses. (For policy analysis and problem solving applications.)

Connected Documents
Description of the PLSC Major/Minor descriptions and requirements
Faculty Scoring Rubric for PLSC Senior Thesis
PLSC MFT results thru 2016

SLO 2: Library, archival and database research
Students will display a capacity to effectively employ library, archival and electronic databases for research purposes.

Connected Documents
Description of the PLSC Major/Minor descriptions and requirements
Faculty Scoring Rubric for PLSC Senior Thesis

Relevant Associations:

The ability to do research and explain research results will be assessed by the rubric for faculty referees of senior theses.

Related Measures

M 2: Senior Thesis
• Senior students in these programs complete a senior thesis as a part of the requirement for the senior thesis seminar (480). o The thesis is written under the direct supervision of the 480 instructor. o The project is designed require the student to demonstrate both content knowledge in the discipline of their major as well as key research and writing skills. o Each student must defend their thesis in an oral presentation to a panel of three faculty members (the 480 instructor and two other faculty with relevant technical backgrounds) Each defense panel must certify that the student's thesis and oral defense meets their standard for quality undergraduate research as to content, writing, logical analysis and oral presentation o Faculty panels evaluate each thesis using a standard rubric which rates the student's performance in the oral defense; the quality of the research; the quality of the writing; and the logical structure of the argument presented.

Source of Evidence: Senior thesis or culminating major project

Connected Documents
Description of the PLSC Major/Minor descriptions and requirements
Faculty Scoring Rubric for PLSC Senior Thesis
Senior Thesis Scoring Data

Target:
Each class cohort average on the thesis rubric item for "Research" should meet or surpass the 32/40 threshold.

Connected Documents
Description of the PLSC Major/Minor descriptions and requirements
Faculty Scoring Rubric for PLSC Senior Thesis
Senior Thesis Scoring Data

Finding (2015-2016) - Target: Met
Average Faculty Panel Scores on the Research Item: AY 2013-2014 = 35/40 AY 2014-2015 = 38.6/40 AY 2015-2016 = 34/40

SLO 3: Research design and data collection proficiency
Students will be able to design a clear research question, collect relevant data and construct a narrative analyzing their findings.

Connected Documents

       [Description of the PLSC Major/Minor descriptions and requirements](#)
       [Faculty Scoring Rubric for PLSC Senior Thesis](#)

<u>**Relevant Associations:**</u>

A Rubric for Political Science Senior Theses is available in the Document Repository. Beginning with the 2008-2009 cohort the scores awarded by members of thesis defense teams are tracked for each political science thesis defense. Anonymous results will be reported in future years to allow tracking of the fulfillment of this objective.

<u>**Related Measures**</u>

M 2: Senior Thesis

• Senior students in these programs complete a senior thesis as a part of the requirement for the senior thesis seminar (480). o The thesis is written under the direct supervision of the 480 instructor. o The project is designed require the student to demonstrate both content knowledge in the discipline of their major as well as key research and writing skills. o Each student must defend their thesis in an oral presentation to a panel of three faculty members (the 480 instructor and two other faculty with relevant technical backgrounds) Each defense panel must certify that the student's thesis and oral defense meets their standard for quality undergraduate research as to content, writing, logical analysis and oral presentation o Faculty panels evaluate each thesis using a standard rubric which rates the student's performance in the oral defense; the quality of the research; the quality of the writing; and the logical structure of the argument presented.

Source of Evidence: Senior thesis or culminating major project

Connected Documents

       [Description of the PLSC Major/Minor descriptions and requirements](#)
       [Faculty Scoring Rubric for PLSC Senior Thesis](#)
       [Senior Thesis Scoring Data](#)

Target:
Each cohort average on item for research design within the faculty rubric for evaluating the senior thesis should meet or surpass the 75% threshold.

Connected Documents

       [Description of the PLSC Major/Minor descriptions and requirements](#)
       [Senior Thesis Scoring Data](#)

Finding (2015-2016) - Target: <u>Met</u>
For 2013-2016 Faculty Panel Scores for the Structure (Research Design) item are as follows: AY 2013-2014 = 26.7/30 [89%] AY 2014-2015 27.3/30 [91%] AY 2015-2016 26/30 [87%]

M 3: Profiles in Success

• The Profiles in Success data base is an additional assessment tool. This data base tracks CMU Political Science graduates and documents their immediate and long-term professional placement after graduation. The idea is to gradually create from existing data, profiles for most political science graduates profiles starting with AY 1990-1991 and coming forward to the most recent cohorts. Each profile contains information about from where the student came, what brought them to Central, their activities beyond the classroom while enrolled here and their professional path after graduation. By continuously updating this data base the program will graphically illustrate the actual student outcomes for political science graduates. We believe that the Profiles in Success , which will be linked to departmental program webpages will make a powerful recruiting tool as well as a useful assessment tool. These profiles will demonstrate in tangible ways how the goals of each program, to prepare graduates for success in the various enumerated professions and/or graduate or professional school, have been and are being fulfilled. The initial profiles data set went online in Spring 2005 and retrospective data is now available for many members of graduation cohorts back to 1990. This data set will be update each summer.

Source of Evidence: Job placement data, esp. for career/tech areas

Connected Documents

       [PLSC MFT results thru 2016](#)
       [PLSC Profiles in Success](#)
       [Profiles In Success for Pre-Law Grads Updated through 2016](#)

Target:
Overall MFT score for the rolling cohort should be within two standard deviations of the national average.

Connected Documents

       [PLSC MFT results thru 2016](#)
       [Profiles In Success for Pre-Law Grads Updated through 2016](#)

Finding (2015-2016) - Target: <u>Met</u>
The three-year rolling cohort of CMU MFT average Scores for 2013-2016 was = 142. The National Average MFT for that period was 152 with a standard error = 14 Thus, the CMU MFT Rolling Cohort's average for this period was well within the prescribed two standard errors.

SLO 4: Political science knowledge

Students will display familiarity with the major authors, works, and theories of the canon of political science in each of the following sub-disciplines: a. American Political Institutions and Processes including public law b. International Relations c. Comparative Political Systems (Area Studies)

Connected Documents

       [Description of the PLSC Major/Minor descriptions and requirements](#)
       [Faculty Scoring Rubric for PLSC Senior Thesis](#)
       [PLSC MFT results thru 2016](#)

<u>**Related Measures**</u>

M 1: MFT-Political Science

Political Science seniors sit for the Major Field Test in political science as a requirement of the senior thesis seminar (PS480 or Honors 480) which is a degree requirement for both the BA and the BS in political science.

Source of Evidence: Standardized test of subject matter knowledge

Connected Documents

Description of the PLSC Major/Minor descriptions and requirements
PLSC MFT results thru 2016

Target:

The test results allow us to compare our seniors to a national population These data are employed as a primary component in the regular program review process for each program. Analysis is of the results is conducted yearly at the end of the Spring semester. The Achievement Target is for each rolling three year cohort of test takers to score within two standard errors of their national peers or better on both the composite MFT and on each sub-score.

Connected Documents

Description of the PLSC Major/Minor descriptions and requirements
PLSC MFT results thru 2016

Finding (2015-2016) - Target: Met

For the three-year rolling cohort 2013-2014 through 2015-2016 the overall CMU MFT average score of 142 was within two standard errors of the national average of 152. Likewise the three year rolling CMU cohort average on subtest #1 of 45 was within two standard errors of the national average of 52; the subtest #2 CMU three year rolling average of 43 is within one standard error of the national average of 52; and the three-year rolling CMU cohort average on subtest #3 of 41 is within two standard errors of the national average of 52.

Finding (2015-2016) - Target: Met

For the three-year rolling cohort 2013-2014 through 2015-2016 the overall CMU MFT average score of 142 was within two standard errors of the national average of 152. Likewise the three year rolling CMU cohort average on subtest #1 of 45 was within two standard errors of the national average of 52; the subtest #2 CMU three year rolling average of 43 is within one standard error of the national average of 52; and the three-year rolling CMU cohort average on subtest #3 of 41 is within two standard errors of the national average of 52.

SLO 5: Research communication proficiency

Students will be able to present, discuss and defend their own research at a high level of professional discourse.

Connected Documents

Description of the PLSC Major/Minor descriptions and requirements
Faculty Scoring Rubric for PLSC Senior Thesis

Relevant Associations:

Senior theses are presented and defended before a team of three faculty referees. Faculty referees score each thesis and thesis defense using the senior thesis rubric - available in the Document Repository. Beginning in 2008-2009 scores on this rubric are being tracked and each writer's average for each rubric item are available in the document repository.

Related Measures

M 2: Senior Thesis

• Senior students in these programs complete a senior thesis as a part of the requirement for the senior thesis seminar (480). o The thesis is written under the direct supervision of the 480 instructor. o The project is designed require the student to demonstrate both content knowledge in the discipline of their major as well as key research and writing skills. o Each student must defend their thesis in an oral presentation to a panel of three faculty members (the 480 instructor and two other faculty with relevant technical backgrounds) Each defense panel must certify that the student's thesis and oral defense meets their standard for quality undergraduate research as to content, writing, logical analysis and oral presentation o Faculty panels evaluate each thesis using a standard rubric which rates the student's performance in the oral defense; the quality of the research; the quality of the writing; and the logical structure of the argument presented.

Source of Evidence: Senior thesis or culminating major project

Connected Documents

Description of the PLSC Major/Minor descriptions and requirements
Faculty Scoring Rubric for PLSC Senior Thesis
Senior Thesis Scoring Data

Target:

Each cohort average on the faculty evaluation rubric item for oral presentation should meet or surpass the 75% threshold.

Connected Documents

Description of the PLSC Major/Minor descriptions and requirements
Senior Thesis Scoring Data

Finding (2015-2016) - Target: Met

For AY 2013-2016 the faculty scoring data regarding quality of oral presentation for senior theses is as follows: AY2013-2014 = 90.4% AY2014-2015 = 97% AY2015-2016 = 93%

Analysis Questions and Analysis Answers

What student learning outcomes is this program focusing on this academic year (please list the outcomes)?

For the 2016-2017 through 2029-2020 cohorts we are seeking improvement in student mastery of theoretic perspectives in international relations. We hope to see this improvement manifest itself in improved MFT scores for subscore 3 - International Relations.

Annual Report Section Responses

Opportunities

With the AY2016-2017 academic year the Political Science core requirement in international relations will be revised to add fuller content on the full range of theoretic models available for use in international relations. The course content and text will be full revised to that end. We expect that by 2018-2019 we should begin to see increased MFT scores in the subtest #3 which measures competency in international relations.

<div align="center">

Detailed Assessment Report
2015-2016 Psychology-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

</div>

Mission / Purpose

The Division of Social Sciences offers bachelor degree programs in psychology which are designed to assist students in gaining an understanding of the science of human behavior and mental processes. Students will become familiar with the most important contemporary research findings in the fields of learning, personality, counseling, psychophysiology, social processes, abnormal psychology, and human development. The psychology major is often used as a foundation for professional training in counseling, law, the ministry, or graduate study in psychology. The psychology major has the option of graduating with a Bachelor of Arts or a Bachelor of Science degree. The requirements of the Bachelor of Arts in psychology provide a broad liberal arts exposure to the discipline and thereby prepare students for a broad range of careers in business management and public service. The requirements of the Bachelor of Science in psychology include a stronger emphasis on the development of analytic skills and thus may be of special interest to students planning to pursue advanced degrees in the field. As a requirement for graduation, all psychology majors must pass a written and oral assessment examination in the final semester of their course work.

Goals

G 1: The demonstration of knowledge
A specific student-outcome goal for the CMU psychology program includes the demonstration of knowledge regarding the general principles of psychology, the major theoretical frameworks, and the process of designing and conducting empirical research.

G 2: The application of competencies
The application of these competencies to the continuous development of critical thinking and problem-solving skills.

G 3: The effective communication of understanding
The effective communication of understanding through written and oral expression.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: The demonstration of knowledge
This goal will be assessed by examining graduating seniors' performance on the Major Field Test in Psychology. Students graduating with a major in psychology will be expected to complete the Major Field Test in Psychology. The mean score for students taking the MFT in the given report period will be within one standard deviation of the national mean on total score and subscore areas.

Related Measures

M 3: MFT
Students graduating with a major in psychology will be expected to complete the Major Field Test in Psychology. The mean score for students taking the MFT in the given report period will be within one standard deviation of the national mean on total score and subscore areas.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The mean score for students taking the MFT in the given report period will be within one standard deviation of the national mean on total score and subscore areas.

Finding (2015-2016) - Target: Met
Major Field Test Summary for Psychology: Fall 2015-Spring 2016 Year CMU Mean Total Score Nat. Mean Total Score CMU Mean Subscore 1 Nat. Mean Subscore 1 CMU Mean Subscore 2 National Mean Subscore 2 CMU Mean Subscore 3 National Mean Subscore 3 CMU Mean Subscore 4 National Mean Subscore 4 2015-2016 146.2 156.3 46.2 56.2 40.7 56.1 49.5 56.1 50.1 56.4 *Stan Dev. 15 15.7 15.3 14.7 14.7 Nat. Score @ 1 SD 141.3 40.5 40.8 41.4 41.7 Within 1 SD? yes yes **yes yes yes [1] Assessment Indicators for 2016 test cannot be compared to testing years prior to 2014 due to changes in the Psychology test that were introduced in 2014. **within the margin of error Subscore 1: Learning, Cognition, Memory Subscore 2: Perception, Sensation, Physiology Subscore 3: Clinical, Abnormal, Personality Subscore 4: Development and Social

O/O 2: The application of competencies
The goal will be assessed through evaluation of the required senior thesis and its oral defense. This thesis and its defense are the central components of a senior capstone course entitled Major Readings (PY 480). The multifaceted evaluation of performance in this course consists of the following: i. The development of a thesis statement in conference with the PY 480 instructor. ii. An extensive, scholarly literature review pertaining to the selected thesis statement. iii. Completion of at least two sequentially revised drafts of the thesis (each of which is to be the subject of instructor editing and an editorial conference). iv. Completion of a 15-25 minute oral presentation and defense of the thesis and its findings to members of the social sciences faculty. The PY 480 instructor and student will discuss the faculty's assessment of the oral defense and written thesis (further revision and/or a second presentation may be required). Students enrolled in PY480 will be required to develop a thesis statement in conference with the PY480 instructor and complete an extensive, scholarly literature review pertaining to the selected thesis statement. Students completing the senior thesis requirement will be required to perform an oral presentation and defense of the thesis and its findings to members of the social sciences faculty or related field with a question-answer session to follow. A minimum of 80% of these students will earn a minimum average of 80% on the scoring rubric used in the Division of Social Sciences from their faculty committee.

Related Measures

M 1: Senior Thesis
The thesis and its defense are the central components of a senior capstone course entitled Major Readings (PY 480). The multifaceted evaluation of performance in this course consists of the following: i.   The development of a thesis statement in conference with the PY 480 instructor. ii.   An extensive, scholarly literature review pertaining to the selected thesis statement. iii.   Completion of at least two sequentially revised drafts of the thesis (each of which is to be the subject of instructor editing and an editorial conference). A minimum of 90% of these students will earn a grade of "pass" or "pass with distinction" from their faculty committee.

Source of Evidence: Senior thesis or culminating major project

Target:
2007-2008 AVERAGE: 92.78

Finding (2015-2016) - Target: Met
Senior Thesis Summary: AY2015-2016 THESIS COMPONENTS AVERAGE TOPIC 83% EDITING 87% STRUCTURE 86% RESEARCH 84% ORAL 82% TOTAL 85% n=8

O/O 3: The effective communication of understanding
The goal will be assessed through evaluation of the required senior thesis and its oral defense. This thesis and its defense are the central components of a senior capstone course entitled Major Readings (PY 480). The multifaceted evaluation of performance in this course consists of the following: i. The development of a thesis statement in conference with the PY 480 instructor. ii. An extensive, scholarly literature review pertaining to the selected thesis statement. iii. Completion of at least two sequentially revised drafts of the thesis (each of which is to be the subject of instructor editing and an editorial conference). iv. Completion of a 15-25 minute oral presentation and defense of the thesis and its findings to members of the social sciences faculty. The PY 480 instructor and student will discuss the faculty's assessment of the oral defense and written thesis (further revision and/or a second presentation may be required). Students enrolled in PY480 will be required to develop a thesis statement in conference with the PY480 instructor and complete an extensive, scholarly literature review pertaining to the selected thesis statement. Students completing the senior thesis requirement will be required to perform an oral presentation and defense of the thesis and its findings to members of the social sciences faculty or related field with a question-answer session to follow. A minimum of 80% of these students will earn a minimum average of 80% on the scoring rubric used in the Division of Social Sciences from their faculty committee.

Related Measures

M 2: Senior Thesis Oral Defense
The thesis and its defense are the central components of a senior capstone course entitled Major Readings (PY 480). The multifaceted evaluation of performance in this course consists of the following: i.   The development of a thesis statement in conference with the PY 480 instructor. ii.   An extensive, scholarly literature review pertaining to the selected thesis statement. iii.   Completion of at least two sequentially revised drafts of the thesis (each of which is to be the subject of instructor editing and an editorial conference). iv.   Completion of a 15-25 minute oral presentation and defense of the thesis and its findings to members of the social sciences faculty. The PY 480 instructor and student will discuss the faculty's assessment of the oral defense and written thesis (further revision and/or a second presentation may be required). A minimum of 90% of these students will earn a grade of "pass" or "pass with distinction" from their faculty committee.

Source of Evidence: Senior thesis or culminating major project

Target:
2007-2008 AVERAGE: 92.78

Finding (2015-2016) - Target: Met
Senior Thesis Summary: AY2015-2016 THESIS COMPONENTS AVERAGE TOPIC 83% EDITING 87% STRUCTURE 86% RESEARCH 84% ORAL 82% TOTAL 85% n=8

Analysis Questions and Analysis Answers

What student learning outcomes is this program focusing on this academic year (please list the outcomes)?

Continue working to meet the current student learning outcomes for the psychology major.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
CMU students continue to perform within the desired student learning outcomes established by the Psychology Department.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
Regarding the MFT, assessment indicators for the 2016 test cannot be compared to testing years prior to 2014 due to changes in the Psychology test that were introduced in 2014. CMU students continue to perform within the desired student learning outcomes established by the Psychology Department. Also, the overall performance of our CMU students showed an increase on Subscore 4: Developmental and Social. Additionally, the overall performance of our CMU graduates showed an increase on the editing component of the senior thesis on the scoring rubric used in the Division of Social Sciences. Because the Psychology Department continues to make a conscious effort to raise the quality of its graduates' writing skills, it is possible that CMU students have benefitted from this increased attention.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
While CMU students scored slightly below the target on Subscore 2: Sensation, Perception, Physiology with a □ score of 40.7, this finding is still within the margin of error and successfully meets the department's performance benchmark. The overall performance of our CMU students showed a decrease on three of the thesis components (topic, research and oral) as well as the total score on the scoring rubric used in the Division of Social Sciences. The sample size was smaller (n=8) in the current report which could account for the drop in performance. Also, the Psychology Department continues to make a conscious effort to raise the quality of its graduates' writing skills and it is possible that committee members have raised their expectations.

Annual Report Section Responses

Executive summary

For the 2015-2016 academic year, the CMU psychology graduates successfully met all of the performance benchmarks set forth in the psychology department's assessment plan as described in the 2009-2010 Central Methodist University Assessment Handbook. The curriculum changes implemented seven years ago appear to have better prepared psychology majors for meeting program goals. With the psychology department's continued attention across the entire psychology curriculum to the instruction of writing skills (especially as it relates to the use of APA style), it is likely this may be at least partly responsible for the positive performance of CMU psychology graduates on outcomes assessed by the completion of a senior thesis and its oral defense. Since adding a new faculty member to our psychology department, we have had greater control over course sizes. However, the psychology department members still need to discuss ways to limit class sizes in at least some 300 level courses so that our majors get more experience revising drafts of formal research papers. The lack of experience in improving successive drafts makes the thesis process more difficult and frustrating for our students than needed. We would like to better prepare them for the challenge of thesis writing. Also, we believe smaller courses have allowed more individualized learning experiences for students, which is something we think is vital for our Psychology program.

Major accomplishments

For the sixth consecutive year since the psychology department began annually reporting to WEAVE, CMU psychology graduates successfully met all performance benchmarks set forth in the psychology department's assessment plan. Regarding the MFT, assessment indicators for the 2016 test cannot be compared to testing years prior to 2014 due to changes in the Psychology test that were introduced in 2014. CMU students continue to perform within the desired student learning outcomes established by the Psychology Department. Also, the overall performance of our CMU students showed an increase on Subscore 4: Developmental and Social. Additionally, the overall performance of our CMU graduates showed an increase on the editing component of the senior thesis on the scoring rubric used in the Division of Social Sciences. Because the Psychology Department continues to make a conscious effort to raise the quality of its graduates' writing skills, it is possible that CMU students have benefitted from this increased attention.

Innovation

The demand for psychology classes at CMU continues to remain strong. The increase to three full-time faculty members has provided many benefits to the program, but class sizes are still large. One of the factors involved in consistently large enrollments is the fact that CMU's psychology faculty provide instruction for a number of courses that are cross-listed for psychology or education credit and are required for the completion of a bachelor's degree in education. A suggestion was made by CMU's Academic Affairs Committee to explore the possibility of a joint faculty position, presumably to teach some or all of these courses. Also, the psychology department members need to discuss ways to limit class sizes in at least some 300 level courses so that our majors get more experience revising drafts of formal research papers. The lack of experience in improving successive drafts makes the thesis process more difficult and frustrating for our students than needed. The Psychology Department would like to better prepare students for the challenge of thesis writing. Starting in the Fall 2016 semester, students enrolled in PY346 (Sensation and Perception) will be asked to submit rough drafts of the required research paper to CMU's Writing Center for feedback prior to turning in the final draft. If this process is successful, it is anticipated that other psychology courses may also utilize CMU's Writing Center.

Strengths

Regarding the MFT, assessment indicators for the 2016 test cannot be compared to testing years prior to 2014 due to changes in the Psychology test that were introduced in 2014. CMU students continue to perform within the desired student learning outcomes established by the Psychology Department. Also, the overall performance of our CMU students showed an increase on Subscore 4: Developmental and Social. Additionally, the overall performance of our CMU graduates showed an increase on the editing component of the senior thesis on the scoring rubric used in the Division of Social Sciences. Because the Psychology Department continues to make a conscious effort to raise the quality of its graduates' writing skills, it is possible that CMU students have benefitted from this increased attention.

Opportunities

While CMU students scored slightly below the target on Subscore 2: Sensation, Perception, Physiology with a ☐ score of 40.7, this finding is still within the margin of error and successfully meets the department's performance benchmark. The overall performance of our CMU students showed a decrease on three of the thesis components (topic, research and oral) as well as the total score on the scoring rubric used in the Division of Social Sciences. The sample size was smaller (n=8) in the current report which could account for the drop in performance. Also, the Psychology Department continues to make a conscious effort to raise the quality of its graduates' writing skills and it is possible that committee members have raised their expectations.

Detailed Assessment Report
2015-2016 Religion and Church Leadership
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Religion and Church Leadership major is an interdisciplinary degree designed to help students develop the skills and knowledge necessary for successful ministry, lay or professional, in the Christian church.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Students will be Biblically literate.

Students will be Biblically literate.

Related Measures

M 3: Biblical Knowledge Examinations
A summary of the student's performance on exams in courses related to Objective 1 will be collected and analyzed.

Source of Evidence: Standardized test of subject matter knowledge

Target:
This program is still new, and targets will be set after at least two cohorts have completed the program.

    Finding (2015-2016) - Target: Met
    Exam data from Bible courses Fall 2015 Lower Level Course Average: 86.7 (6 Majors) Spring 2016 Lower Level Course Average: 83 (2 Majors) Fall 2015 Upper Level Course Average: 93.2 (11 Majors) Spring 2016 Upper Level Course Average: 86.7 (6 Majors) Findings: RCL majors performed well on the examinations. They demonstrated adequate knowledge of biblical content, concepts, and historical-critical methodology in the introductory level classes (RL201 and RL202). In the upper level courses (RL302 and RL310), RCL majors demonstrated the ability to apply historical-critical methodology to biblical texts.

SLO 2: Fundamental Skills
Students will have fundamental vocational skills necessary to succeed in leading ministry programs.

Related Measures

M 1: Senior Capstone
Students will complete either a thesis or directed internship. Due to the interdisciplinary nature of the Religion and Church leadership curriculum, the capstone experience will be tailored to the individual vocational plans of the student.

Source of Evidence: Capstone course assignments measuring mastery

    Target:
    This program is still new, and targets will be set after at least two cohorts have completed the program.

M 4: Survey of Graduates
The vocational or professional careers of graduates should reinforce the successful completion of the program.

Source of Evidence: Graduate/professional school acceptance rate

    Target:
    Students will attend seminary of find meaningful work with the field of religion and church leadership.

    Finding (2015-2016) - Target: Met
    Graduate information: Fall 2015 Graduates: Two students. Both now in seminary (Duke and Fuller) Spring 2016 Graduates: One student. Associate Director of Youth at Liberty UMC, Liberty MO.

SLO 3: Theological Analysis and Reflection
Students will be able to analyze concrete ministry situations and reflect theologically on those situations

Related Measures

M 1: Senior Capstone
Students will complete either a thesis or directed internship. Due to the interdisciplinary nature of the Religion and Church leadership curriculum, the capstone experience will be tailored to the individual vocational plans of the student.

Source of Evidence: Capstone course assignments measuring mastery

    Target:
    This program is still new, and targets will be set after at least two cohorts have completed the program.

M 2: Intership Reflections and Evaluations
Students will reflect on experiences encountered within a required internship.

Source of Evidence: Field work, internship, or teaching evaluation

    Target:
    This program is still new, and targets will be set after at least two cohorts have completed the program.

    Finding (2015-2016) - Target: Not Reported This Cycle
    No students completed internships in this academic year.

Detailed Assessment Report
2015-2016 Religion-BA
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The study of religion is open to everyone regardless of background or beliefs. The program is designed to familiarize students with the history, texts, and traditions that form the basis of religious expression in Western and other cultures. The degree program has a broadly focused, liberal arts curriculum. Students select an area of focus appropriate to their interests from three broad categories: Biblical Studies, Christian Thought and History, or Religious Studies and World Religions. Through their studies, students will learn to appreciate the diversity found among religious traditions, to recognize the complexity of religious thought, and to respect the freedom of religious expression. This training will help prepare students to make responsible decisions in their communities, society, and beyond. Students will be encouraged to examine actively their own moral, spiritual, and ethical foundations and to clarify for themselves what role religious values will take in their personal development.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Terminology for the study of religion
Religion majors will recognize standard terminology associated with the study of religion.

Related Measures

M 2: RL480 Senior Capstone
RL 480 Major Readings is the capstone course for Religion majors.

Source of Evidence: Capstone course assignments measuring mastery

M 3: Objective on-line exam
An on-line ezam will be used to asses the students' knowledge of religious terminology, history, methodology etc. The exam will be administered in the first week and again at the end of the semester.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

SLO 2: Essential skills
Religion majors will show proficiency in research, critical reading, reasoning, analyzing, oral presentation, and writing skills essential to the study of religion and religious traditions.

Related Measures

M 1: Written assignments and oral presentations
Written and oral assignments will be analyzed to assess proficiency in research, critical reading, and reasoning.

Source of Evidence: Academic direct measure of learning - other

M 2: RL480 Senior Capstone
RL 480 Major Readings is the capstone course for Religion majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 3: Religions in historical, social, cultural context
Religion majors will recognize the influence of historical, social, and cultural contexts on the creation and interpretation of religious texts.

Related Measures

M 2: RL480 Senior Capstone
RL 480 Major Readings is the capstone course for Religion majors.

Source of Evidence: Capstone course assignments measuring mastery

M 3: Objective on-line exam
An on-line ezam will be used to asses the students' knowledge of religious terminology, history, methodology etc. The exam will be administered in the first week and again at the end of the semester.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

SLO 4: Biblical knowledge proficiency
Religion majors will show proficiency in Biblical knowledge and an acquaintance with historical criticism of the Bible.

Related Measures

M 1: Written assignments and oral presentations
Written and oral assignments will be analyzed to assess proficiency in research, critical reading, and reasoning.

Source of Evidence: Academic direct measure of learning - other

M 2: RL480 Senior Capstone
RL 480 Major Readings is the capstone course for Religion majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 5: Understand the evolution of the study of religions
Religion majors will understand the place that the study of religions holds in the academy and how that study has developed over time.

Related Measures

M 2: RL480 Senior Capstone
RL 480 Major Readings is the capstone course for Religion majors.

Source of Evidence: Capstone course assignments measuring mastery

M 3: Objective on-line exam
An on-line ezam will be used to asses the students' knowledge of religious terminology, history, methodology etc. The exam will be administered in the first week and again at the end of the semester.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

SLO 6: Methods in the study of religions
Religion majors will become familiar with the basic methodologies used in the study of religion.

Related Measures

M 2: RL480 Senior Capstone
RL 480 Major Readings is the capstone course for Religion majors.

Source of Evidence: Capstone course assignments measuring mastery

SLO 7: Meaning and interpretion of religious texts
Religion majors will critically address issues involving the meaning and interpretation of religious texts.

Related Measures

M 1: Written assignments and oral presentations
Written and oral assignments will be analyzed to assess proficiency in research, critical reading, and reasoning.

Source of Evidence: Academic direct measure of learning - other

M 2: RL480 Senior Capstone
RL 480 Major Readings is the capstone course for Religion majors.

Source of Evidence: Capstone course assignments measuring mastery

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Detailed Assessment Report
2015-2016 Religious Life
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Center for Faith and Service exists as a place for students to be encouraged and equipped to learn, grow, and serve as faith-filled leaders.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Chapel Services
Students will be engaged and inspired by chapel services once/week with quality guest preachers from around the state.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 2: Community Services
Students will serve their community near and far through days of service and week-long mission trips.

O/O 3: Leadership
Students will be equipped with Christian leadership training and opportunities to serve as student leaders in chapel, small groups, and service endeavors.

O/O 4: Spiritual Direction
Students will seek out deeper personal faith exploration through spiritual direction.

O/O 5: Faculty and Staff Support
Faculty and staff will feel resourced and supported in their faith and work.

Detailed Assessment Report
2015-2016 Smiley Library
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

Smiley Memorial Library has long endeavored to provide patrons with high quality academic assistance and to maintain an accessible, academically current collection of both physical and electronic resources to meet the curricular needs of the CMU community. Furthermore, the library strives to promote lifelong learning, information fluency, social responsibility and service, and to serve as a cultural and intellectual resource for the university and the surrounding community.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Operational Goals
· To maintain a strong collection and services supporting the curriculum and institutional mission · To provide high quality and timely academic assistance to students and faculty · To develop and increase information fluency skills for all CMU students · To provide equal access to information resources for both on-campus and distance learners · To create a welcoming, flexible, and inventive space encouraging academic and extracurricular pursuits · To support a wider community of learners, both locally and across the state

Related Measures

M 1: Project SAILS
Project SAILS is a nationally normed, standardized test used to gauge a student's understanding of information literacy skills. It is based on the ACRL Standards for Information Literacy. The test is given to Juniors and Seniors enrolled in EN305/306, the only required upper division course.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Students will perform at or above the national mean score in all areas.

Finding (2015-2016) - Target: Met
Students have performed above the mean. Aggregated results are included in the achievement summary, along with a full program review.

M 2: CMU 101 Assignment and Feedback
In 2013, we implemented a reflection survey to freshman enrolled in CMU101, given after they participated in the library's information fluency session. An assignment was also distributed to all enrolled students, as well, to help assess and reinforce the lessons taught in the session. We have been able to collect enough data to have an

understanding of their information literacy skills, how comfortable they feel using library sources, what they believe a library should provide to them, and what they believe they learned from the information fluency session and subsequent assignment.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Students will express an increased comfort level with the library after CMU101 instruction. They will also become more knowledgeable about trustworthy resources.

Finding (2015-2016) - Target: Met
One question, pertaining to how comfortable students feel using the library resources, gave us insight into our current freshman's perception of our library. In 2013, the average student, on a scale of 1 to ten, reported a 7.1, which indicated that they were moderately comfortable using our library's services. In years 2014, 2015, and 2016, there were similar findings, whereas the average students indicated that they were also "moderately comfortable" using our services. We plan to distribute a similar survey to our seniors, starting in the fall of 2017, to assess how their feelings have changed after four years. Two of the questions asked in the 2014, 2015 and 2016 survey, gave us insight into what students see as the role of a library and their perception of skills learned, or knowledge gained, in the CMU101 library session. In the top five responses, in an open ended question, for all three years, students claimed that a library should provide "reliable resources," "quiet environment, conducive to studying," "books," and "help (support from staff)." In response to the question concerning lessons learned from the session with the librarians, the overwhelming response concerned credibility of sources. Survey responses and student comments are included in the appendix.

O/O 2: 3 Year Goals
The library staff and faculty have identified the following 3 year goals: Increase communication with students, faculty and staff across campus and strengthen relationships with student organizations and non academic divisions. Continue working with faculty to build information fluency skills into the curriculum and to accurately assess these skills. Seek out and secure funding for information resources to support research in all disciplines. Increase scholarly events to raise awareness of library resources and strengthen information fluency skills. Increase awareness of Library's technological resources and online presence, including the possibility of mobile catalog, electronic reserves, etc. Continue digitizing and providing digital and traditional access to archival holdings.

Detailed Assessment Report
2015-2016 Sociology-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

Students majoring in sociology acquire a broad understanding of the discipline with special emphasis on the sociological perspective, social theory, social research methods and data analysis. Students develop abilities to explain the important influence of culture, social structure, and social processes on human behavior; to recognize continuing sources of social inequality; and to develop an awareness and appreciation of cultural diversity. Within the curriculum, students develop skills in writing, oral presentation, critical thinking, and use of the computer in the acquisition and analysis of information and data. Students are encouraged to engage in active learning in the classroom and in the community.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Sociological Knolwedge & understanding social life
2.Students graduating with a sociology major at CMU are able to demonstrate knowledge about the discipline of sociology and its contributions to understanding social life. The sociology major should be able to: a.describe similarities and differences between sociology and the other social sciences. b.describe how sociology contributes to understanding human experiences. c.apply the sociological imagination--that is, understanding of the intersection of biography and history within social structures. d.apply sociological concepts and principles to individual experiences and the social world.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national norm on the MFT. An average score for sociology students will be used and compared to the national average score.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 2: Sociological analysis of values
10.Students graduating with a sociology major at CMU are able to demonstrate sociological analysis of values. The sociology major should be able to: a.explain how personal and cultural values result from and affect social processes. b.explain the degree to which values are historically and culturally situated. c.explain relationships between beliefs and behavior. d.articulate various policies for reducing the harmful effects of inequality.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national

norm on the MFT. An average score for sociology students will be used and compared to the national average score.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 3: Social structure and social institutions
6.Students graduating with a sociology major at CMU are able to illustrate the nature of and relationship of social structure and social institutions. The sociology major should be able to: b.describe relationships between culture and social structure. c.demonstrate how culture and social structure vary across time and place and describe the effects of such variations. d.demonstrate how demographic and other social changes affect social structures and individuals. e.demonstrate how social institutions affect each other. f.demonstrate the effects of social institutions and their interactions on individuals.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national norm on the MFT. An average score for sociology students will be used and compared to the national average score.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 4: Articulate the role of theory in sociology.
3.Students graduating with a sociology major at CMU are able to articulate the role of theory in sociology. The sociology major should be able to: a.describe how theory contributes to sociological knowledge. b.compare and contrast major theoretical orientations. c.explain how theories reflect and affect the historical and cultural context in which they developed. d.major theories in selected substantive areas of sociology.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national norm on the MFT. An average score for sociology students will be used and compared to the national average score.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 5: Social and cultural variations
9.Students graduating with a sociology major at CMU are able to articulate social and cultural variations The sociology major should be able to: a.describe the significance of variations across social categories. b.describe the significance of cross-cultural variations. c.describe social and cultural trends. d.generalize appropriately or resist inappropriate generalizations across groups and through historical time.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national norm on the MFT. An average score for sociology students will be used and compared to the national average score.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 6: Critical Thinking
1.Students graduating with a sociology major at CMU are able to engage in critical thinking. The sociology major should be able to: a.identify assumptions underlying theoretical arguments. b.identify limitations of theoretical arguments. c.identify assumptions underlying particular research methodologies. d.identify limitations of particular research methodologies. e.understand alternative viewpoints on social scientific issues.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national norm on the MFT

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

M 2: Senior Thesis
sociology majors should score a minimum of 85% on each of the subcategories on the rubric used to assess the senior thesis. The subcategories include: narrowed topic, editing, structure, quality of research, and oral

presentation.

Source of Evidence: Senior thesis or culminating major project

Target:
All students should score a minimum of 85% on each of the subcategories on the rubric used to assess the senior thesis.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 7: Knowledge of a substantive area within sociology.
8.Students graduating with a sociology major at CMU are able to demonstrate knowledge of a substantive area within sociology. The sociology major should be able to: a.summarize basic issues in the area. b.compare and contrast basic theoretical orientations and middle-range theories in the area. c.explain how sociology contributes to understanding of the area. d.summarize current research in the area. e.suggest specific policy implications of research and theories in the area.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national norm on the MFT. An average score for sociology students will be used and compared to the national average score.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

M 2: Senior Thesis
sociology majors should score a minimum of 85% on each of the subcategories on the rubric used to assess the senior thesis. The subcategories include: narrowed topic, editing, structure, quality of research, and oral presentation.

Source of Evidence: Senior thesis or culminating major project

Target:
All students should score a minimum of 85% on each of the subcategories on the rubric used to assess the senior thesis. Additionally, Graduates in sociology at CMU should be conduct original research for their senior thesis project. The benchmark for this objective is 50%

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 8: Professional sociological writing
11.Students graduating with a sociology major at CMU are able to demonstrate the conventions of professional sociological writing. The sociology major should be able to: a.select a relevant and adequately narrowed research topic in sociology b. accurately edit their own research paper c.logically structure a research paper d.accurately communicate and interpret high quality published research e.orally defend their research project.

Related Measures

M 2: Senior Thesis
sociology majors should score a minimum of 85% on each of the subcategories on the rubric used to assess the senior thesis. The subcategories include: narrowed topic, editing, structure, quality of research, and oral presentation.

Source of Evidence: Senior thesis or culminating major project

Target:
All students should score a minimum of 85% on each of the subcategories on the rubric used to assess the senior thesis.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 9: Research methods in sociology
4.Students graduating with a sociology major at CMU are able to articulate the role of research methods in sociology. The sociology major should be able to: a.explain how empirical evidence contributes to sociological knowledge. b.identify materials, research, and data relevant to research questions c.identify major methodological approaches and describe the general role of methods in building sociological knowledge d.explain and apply basic statistical principles and techniques. e.evaluate statistical information and analyses. f.design and carry out a research project g.critically assess empirical research of others.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national norm on the MFT. An average score for sociology students will be used and compared to the national average score.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 10: relationships between individuals and society.
7.Students graduating with a sociology major at CMU are able to demonstrate the reciprocal relationships between

individuals and society. The sociology major should be able to: a.explain how the self develops sociologically. b.demonstrate how societal and structural factors influence individual behavior and the self's development. c.demonstrate how social interaction and the self influence society and social structure.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national norm on the MFT. An average score for sociology students will be used and compared to the national average score.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

SLO 11: Basic concepts & interrelationships in sociology
5.Students graduating with a sociology major at CMU are able to articulate basic concepts in sociology and their interrelationships. The sociology major should be able to explain basic concepts such as culture, roles, norms, social structure, social institution, socialization, and stratification.

Related Measures

M 1: MFT-Sociology
Major Field Test in Sociology

Source of Evidence: Standardized test of subject matter knowledge

Target:
The goal for the department is that sociology majors should score within one standard deviation of the national norm on the MFT. An average score for sociology students will be used and compared to the national average score.

Finding (2015-2016) - Target: Met
See 2015-2016 Sociology Assessment Report

Analysis Questions and Analysis Answers

What student learning outcomes is this program focusing on this academic year (please list the outcomes)?

All of them.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
The MFT scores and the Senior Thesis rubric didn't add any additional insight in terms of program effectiveness.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
We met all of the benchmarks for the program. This means that the program is as effective as our measures allow us to see.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
We met all of our benchmarks. In terms of the data used for this assessment period, there are no new major changes needed in the program. However, as discussed in the 2015-2016 Sociology Assessment document, some changes to courses have been made.

Annual Report Section Responses

Executive summary
During the academic year 2015-2016, there were several key changes to the sociology program. Options were added to the capstone project. Starting in 2016-2017, sociology majors will have the option of taking either SO480 Senior Thesis, SO440 Senior Capstone, or SO368 Internship as their capstone. Additionally, the goals for the program were simplified to improve the focus of the program. The new goals are also easier to authentically assess. Given the changes to the learning goals, the assessment model was significantly changed. The changes were approved by Academic Affairs, the Assessment Committee, and general faculty vote in the fall of 2015. In spring of 2016, the sociology department met with Academic Affairs to discuss our 5-year program review. In that discussion, the committee suggested we include a rubric to assess the portfolios. The use of a rubric makes sense in some cases, but given the qualitative approach already approved by the Assessment Committee, and faculty vote, it is not necessary. However, we developed a rubric as suggested by Academic Affairs. The changes will go into effect fall 2016. These changes were put into place as a result of several years of monitoring the program though the assessment process. A historical narrative of the evaluations leading to these changes can be found in Weaveonline. The new assessment plan and associated documents are found in the appendix of this document.

Major accomplishments
Five students graduated with a sociology major in 2015-2016. Three of those students are pursuing a masters degree, and one is working for a non-profit organization in Chicago that assists under-served communities. In 2015-206, there were 16 sociology majors, the most that have ever been recorded. It's more than the fact book recorded because some of the students didn't declare their major (sociology was a second major), and one student didn't officially change her major. The assessment process was changed and will be implemented starting in the 2016-2017 academic year.

Innovation
Created a new course focusing on careers in sociology. Created a new model of assessment for the program. Made

significant changes to several courses.

Strengths
The sociology major at CMU continues to provide students with tools to understand the social world. The strength of this program is it's focus on social inequalities (specifically race, class, gender, sexuality). This is also a major that compliments other majors in the social sciences. Of the 16 majors in 2015-2016, 8 have a double major.

Opportunities
The curriculum for the sociology major at CMU remains solid. Changes within courses will help improve student learning. There are still holes in the program that will remain unfilled unless another sociology position is added. For example, courses could be added that address social movements and social change. One of the hot areas in sociology today is international sociology.

Detailed Assessment Report
2015-2016 Sports Management-BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Bachelor of Science with a major in Recreation Management is offered for students who are interested in a career in physical education, health and wellness, recreation and sports. The program of study provides students with a background to establish, manage, and evaluate their own recreational, sports and/or fitness center. Students will gain knowledge and background for a career in commercial and/or non-profit facilities.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: At this time
At this time the division of Accounting, Business and Economics was revising the previous Sports Management major in order to better fit the needs of students who wish to pursue careers this area. Today, sports management is an applied field of study based on the integration of the special nature of sport endeavors, management theory and administrative principles. We believe this revision will provide students with both the academic preparation and practical training required for success in the industry today. With this change, more business and specific sport management's classes will be added to the program, while many PE education classes have been subtracted. Appropriate assessment measures are being added this construct, and will begin to be used during the 2015-2016 academic year

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Detailed Assessment Report
2015-2016 The Writing Center
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Improve the overall quality of student writing at CMU
· Students should be able to thoughtfully discuss their own writing. · Students writing will demonstrate clearer focus and sense of purpose in their writing. · Students will thoughtfully organize information logically and for clarity and effect. · Students will identify, select, and deploy credible evidence appropriate to their writing task · Students will develop a more robust and healthy writing processes that includes planning, drafting, and revising. · Students will demonstrate greater control over syntax and mechanics. · Students will adhere to disciplinary conventions

Related Measures

M 3: Observe interactions
The writing center director will periodically formally observe tutorial sessions. During these observations, the director will note the how much and with what quality students are able to discuss the quality of their own arguments and those of others

Source of Evidence: Discussions / Coffee Talk

SLO 2: Foster critical thinking through writing
· Students engage with course content and materials through writing · Students will engage critically with research sources. · Students will become more effective readers of texts, assignment sheets, and rhetorical situations. · Students will thoughtfully discuss the quality of their own and others' arguments.

Related Measures

M 3: Observe interactions
The writing center director will periodically formally observe tutorial sessions. During these observations, the director will note the how much and with what quality students are able to discuss the quality of their own arguments and those of others

Source of Evidence: Discussions / Coffee Talk

SLO 3: Provide support for student writers in all courses
· Students will feel comfortable visiting the center Students will visit the center more than once · Students will visit the center while working on projects for a variety of classes · Students will attend writing center workshops

Related Measures

M 1: Collect Usage Data

Collect usage data via an automated form that asks students their name, the assignment (and course) they are working on, the stage of the writing process they are in, and the number of visits to the center they have made on the current assignment

Source of Evidence: Activity volume

Target:
The Writing Center will provide support to students at all levels and in all courses across campus

Finding (2015-2016) - Target: Met
During AY2015-2016, the first year of the Writing Center's existence, we had 145 one-on-one consultations with student writers. 90 consultations were in the fall semester, and 55 were in the spring. 38 students came to the center at least twice for a single assignment, and 16 came three or more times for a single assignment. 19 students came to the center for multiple assignments or for multiple classes. The Writng Center consulted with students from courses in every division on campus on assignments on everything from first-year general education courses to senior theses.

SLO 4: Support writing instruction across the curriculum
· Professors will feel comfortable recommending the writing center to students · Professors will submit course materials (e.g. syllabusses and assignments) to the writing center · Professors will invite writing tutors to classes for presentations · Professors will attend instructor workshops

Related Measures

M 2: Track Engagement
· Administer faculty survey · Track submissions of course materials over time. · Track class presentations · Track instructor attendance at instructor workshops and collect feedback via surveys reflecting on the quality of the presentation and soliciting advice for future workshops.

Source of Evidence: Activity volume

Target:
The Writing Center will provide in class presentations and training across the curriculum and will track attendance.

Finding (2015-2016) - Target: Met
The Writing Center gave 22 in-class presentations. We also put on four workshops and six short "mini-workshops." Attendance at the workshops varied, but was relatively small, usually between two and ten students. Students who attended the workshops reported high satisfaction.

Detailed Assessment Report
2015-2016 Theatre Arts-BA/BS
As of: 6/12/2017 10:11 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

Mission: The CMU Theatre Arts department combines professional training, academic excellence, and quality theatrical experiences in an environment distinguished by small classes and one-on-one instruction, in addition to the creative, artistic outlet available through the four annual productions. Opportunities for onstage and backstage work are available to all members of the CMU community. All department classwork fulfills the mission of the university and is open to students from all majors. Performance classes, such as Acting and Directing, prepare students for any and all work involving public presentation. History and literature classes, such as Script Analysis, Dramatic Literature, and Theatre History I and II, support and expand understanding of human culture and history through exploration of the theatre, its influence on the development of societal institutions, and the role theatre plays in the expression of human emotion. Students who take Basic Principles of Theatre also work backstage on one of the productions that semester. Finally, it is important to explicitly state how the department supports CMU's educational mission: Building Character in the pursuit of knowledge and wisdom: The CMU Theatre department enhances the university mission to pursue knowledge and wisdom as a step to building character. Whether in the classroom or onstage, Theatre Arts students learn about and practice theatre as an exercise in the exploration and expression of the complexity of human existence. Dramatic plays serve as a vehicle for understanding how different peoples have and continue to experience life. In the study of playscripts and in the public presentation of these scripts, our students are forced to consider the given circumstances of the characters they bring to life, including their hopes, desires, and their actions, regardless of how controversial they may be. In so doing, theatre arts students must confront their own beliefs and actions and how they reflect on their character in life situations. Valuing Freedom and Diversity: Creating characters and dramatic situations onstage, whether for public presentation or within the classroom laboratory, require students to approach each character and each situation as unique, respecting the differences which flourish in human society. This demands that students develop a holistic approach to their studies, a panoramic perspective to human relationships. When a student develops a character study, s/he must be willing to see that character from as many different angles as possible (a panoramic view) in order to best understand the characters motives to action. Service and Leadership: Students who work in Theatre Arts completely dedicate themselves to the current artistic project in all its aspects. The work involved requires every student to work in collaboration with others in order to bring an artistic finished product to the public. Theatre is above all a collaborative art. Community Responsibility: Theatre students dedicate themselves to serving the community, while also challenging the community to expand its horizons and its understanding of life. Most importantly, the theatre arts department has a responsibility to work toward an expression of the concerns of the community, while also entertaining.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Academic Preparation
Theory, History and Literature background to pursue theatre as a profession or for further academic study.

Related Measures

M 2: Directing Projects
Directing Techniques (TA365) is the Capstone course for Theatre Arts majors, serving as a synthesis of all theatre arts classes and work on productions. The synthesized subject matter from acting classes (TA111 and 211), other

performance classes (Stage Movement and Oral Interpretation, TA 252 and 245, respectively) includes the applied analysis of character and script work, which is formalized in the such other classes as Script Analysis (TA113) and Dramatic Lit and Crit (TA388). The historical development of directing as a recognized field in theatre is supported and supplemented by work in the theatre history sequence (TA384 and 386). Technical theatre skills developed in such classes as Stagecraft (TA253), Stage Makeup (TA250), and Theatrical Design (TA354) are also applied to directing projects, as they inform the director's intellectual, artistic, and design vision for each project. These skills implemented in both the Directing Techniques class and individual directing projects prepare students for future work as directors, teachers, and graduate students. Students combine the skills they have learned in the classroom and the rehearsal hall to the full production of a one-act play which is staged at the Little Theatre. Sometimes external evaluation is possible through ACTF. Students prepare a full production for the Little Theatre stage. Must work through the casting and preproduction protocol to directing and producing their chosen show. Rehearse their actors and coordinated technical details.

Source of Evidence: Capstone course assignments measuring mastery

Target:
1. Students apply directing guidelines to successful production of one-act play. 2. Students broaden horizons by taking on a non-supported production during succeeding semesters. 3. Participation in ACTF events.

Finding (2015-2016) - Target: Met
Three students successfully planned, cast, rehearsed, analyzed, and directed for public presentation their ten minute plays.

M 3: Design courses and work
TA250: Stage Makeup serves as a learning experience and training ground for design and technical work in the theatre. TA354: Theatrical Design establishes the creative framework for professional work in design. Students work many hours under supervision of design faculty (full-time and adjunct) to create sets, costumes, props, etc.

Source of Evidence: Portfolio, showing skill development or best work

Target:
With the hiring of a design specialist (and second theatre faculty), courses in design will be offered regularly for students in the theatre major or minor as well as students with an interest in design. A new course will be added in 2015-2016 to meet needs of advanced design students.

Finding (2015-2016) - Target: Met
Two classes were added to the 2015-2016 schedule that address the needs of students interested in learning more about theatrical design. TA 253 Stagecraft was taught for the first time in over five years and was taught by a new faculty member. This class is a hands-on class in the construction techniques of theatrical scenery with some exploration of the history of stagecraft and the esthetics of design. Because of the limited number of classes in technical theatre and the broad spectrum of topics that need to be covered the theatre faculty made adjustments to the syllabus and the methods in which the material is covered. Assessment for TA354 Design I was based on class projects centered around designing the scenery (rough sketches, ground plan, front elevations, paint renderings, and white model), lighting (light plot and channel assignment), and costumes (thumbnail sketches and final renderings) for a hypothetical production. After projects were graded and discussed in class students had an opportunity to make revisions to their designs. Of the seven students enrolled in the class, one stopped attending classes in the second week and should not be considered in assessment data. Of the remaining six students, three completed all of the assignments and earned an A or B in the class. Three failed to turn in a significant number of assignments and earned Ds in the class. The assignments that were turned in were on par with the rest of the work done in class by the students who participated fully. A reflection paper was assigned to the class asking them to evaluate their class performance and identify their strengths and weaknesses. Procrastination and lack of time allotted to complete the assignments were the factors they identified.

M 5: Student Teaching: Praxis success
Theatre Education students will successfully pass the Missouri Content Assessment and student teaching.

Source of Evidence: Academic direct measure of learning - other

Target:
When there are seniors who are preparing to student teach, we will report the pass rate on the MoCA. This year there are no such students.

Finding (2015-2016) - Target: Not Reported This Cycle
There were no eligible students this year.

SLO 2: Performance Skills
Sufficient for demonstration and creditable public performance at professional level.

Related Measures

M 1: Portfolio Review
Each December, external evaluators provide feedback to our students on their preparation to enter the professional world of theatre. Students perform an audition consisting of two monologues or a monologue and song and provide a headshot and resume for critique by external evaluators. Students receive immediate and written feedback from the auditors.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Students receive positive feedback from external evaluators. Progress of students from freshmen through senior level should be apparent in the portfolio evaluations.

Finding (2015-2016) - Target: Met
Our student participation continues to grow and progress in terms of quality and preparation. This is due to our diligence in the department, but also due to stronger collaboration between Theatre Arts and Music. Our students have been meeting with music faculty for vocal training and, starting this year, they have also worked with a professional musician as an accompanist. Portfolio Review gives students the opportunity to perform monologues and songs for a panel of theatre professionals. The students receive immediate verbal and written feedback on their work with specific comments directed toward such areas as: Vocal Quality, Volume, Expressiveness, and Variety; Characterization: goals, obstacles, and tactics; Physical Expressiveness; Musicality: Phrasing, Tonality, etc. All 14 students received positive reviews from our panel of theatre

professionals. Most of the panelists return so they have multiple opportunities to observe our students and note the positive growth areas. 6 of the 14 students received glowing assessments from the panel with specific notes on growth areas. 4 received very positive assessment with specific notes on growth areas. 4 received statements supporting their potential for growth or noting their improvement from previous years.

M 2: Directing Projects

Directing Techniques (TA365) is the Capstone course for Theatre Arts majors, serving as a synthesis of all theatre arts classes and work on productions. The synthesized subject matter from acting classes (TA111 and 211), other performance classes (Stage Movement and Oral Interpretation, TA 252 and 245, respectively) includes the applied analysis of character and script work, which is formalized in the such other classes as Script Analysis (TA113) and Dramatic Lit and Crit (TA388). The historical development of directing as a recognized field in theatre is supported and supplemented by work in the theatre history sequence (TA384 and 386). Technical theatre skills developed in such classes as Stagecraft (TA253), Stage Makeup (TA250), and Theatrical Design (TA354) are also applied to directing projects, as they inform the director's intellectual, artistic, and design vision for each project. These skills implemented in both the Directing Techniques class and individual directing projects prepare students for future work as directors, teachers, and graduate students. Students combine the skills they have learned in the classroom and the rehearsal hall to the full production of a one-act play which is staged at the Little Theatre. Sometimes external evaluation is possible through ACTF. Students prepare a full production for the Little Theatre stage. Must work through the casting and preproduction protocol to directing and producing their chosen show. Rehearse their actors and coordinated technical details.

Source of Evidence: Capstone course assignments measuring mastery

Target:
Students will apply knowledge of acting techniques as they cast and rehearse a one-act play.

Finding (2015-2016) - Target: Met
Three students successfully produced one-act plays in fall 2015. During this process, they were required to assess acting skills of auditioners and to coach actors in their performance skills.

M 4: American College Theatre Festival

The Department of Theatre Arts participates actively in the festivals sponsored by ACTF. External reviewers speak directly to our students after observing our production work. i. External feedback on work in productions. ii. Participation in ACTF events, such as the National Critic's Institute, 10 minute plays, Directing Showcases, Summer Stock auditions. Some students participate as designers in ACTF and receive feedback from external evaluators.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Students will perform at the ACTF to demonstrate their performance skills to external reviewers.

Finding (2015-2016) - Target: Met
Participants in the Irene Ryan Competition are a highly talented group. CMU has only had one participant make it the semi-finals over many years of participation. This year the judges of two participants complimented performances privately to Dr. Kelty.

SLO 3: Technical and Design Skills
Technical and artistic skills necessary to pursue theatre as a profession.

Related Measures

M 2: Directing Projects

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Source of Evidence: Capstone course assignments measuring mastery

Target:
The Stagecraft course will be reintroduced into the curriculum in fall 2015. A primary course outcome is the development of technical and design skills. In this course, students will develop an understanding of the set design work processes for a successful production. When students prepare and present their directing projects, there will be evidence of that understanding in their intellectual, artistic, and design vision for the production.

Finding (2015-2016) - Target: Met
Set design and communication with designers and builders was appropriate in all three student-led one-act plays.

M 3: Design courses and work

TA250: Stage Makeup serves as a learning experience and training ground for design and technical work in the theatre. TA354: Theatrical Design establishes the creative framework for professional work in design. Students work many hours under supervision of design faculty (full-time and adjunct) to create sets, costumes, props, etc.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Successful employment or Grad School acceptance by interested students and/or successful work in the Little Theatre on local productions.

Finding (2015-2016) - Target: Met
Students assisted in set, lighting, prop, and costume design and building for four productions in the 2015-2016

AY. The work of faculty and students was complemented by external reviewers (a sign of successful work in the Little Theatre).

SLO 4: Leading others in making theatre
Synthesis of pedagogy, academic preparation, and performance skills.

Related Measures

M 2: Directing Projects
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Source of Evidence: Capstone course assignments measuring mastery

Target:
Students successfully lead fellow students through rehearsal process: casting, blocking, working, and runthrough rehearsals.

Finding (2015-2016) - Target: Met
Three students successfully directed fellow students in ten minute and one act productions in the Little Theatre. This included holding auditions, casting, designing and teaching blocking, and planning and executing rehearsals.

M 4: American College Theatre Festival
The Department of Theatre Arts participates actively in the festivals sponsored by ACTF. External reviewers speak directly to our students after observing our production work. i. External feedback on work in productions. ii. Participation in ACTF events, such as the National Critic's Institute, 10 minute plays, Directing Showcases, Summer Stock auditions. Some students participate as designers in ACTF and receive feedback from external evaluators.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Students will continue to participate in ACTF workshops.

Finding (2015-2016) - Target: Met
Our students have successfully transformed into a very responsible group who take their ACTF opportunities very seriously. All of our students participate in workshops and carefully arrange their schedules at the Festival. This year, CMU students presented a workshop at ACTF detailing the process of preparing, presenting vignettes, and leading discussions about our InterAct sessions. Not only do our students have the opportunity to lead their classmates in making theatre, but they also create an environment where audience members can participate in the vignettes.

M 5: Student Teaching: Praxis success
Theatre Education students will successfully pass the Missouri Content Assessment and student teaching.

Source of Evidence: Academic direct measure of learning - other

Target:
Positive completion of student teaching.

Finding (2015-2016) - Target: Not Reported This Cycle
There were no student teachers this AY.