Detailed Assessment Report
2016-2017 Accounting-BACC
As of: 4/14/2018 10:40 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 Documents
AC480 Assessment Exam
B.S. Accountancy Curriculum Map

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 Documents
2016-2017 ABE Division Assessment Exam Data
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 (2016-2017) - Target: Not Met
Fall 2016: There were 0 accounting students enrolled in the class.

Spring 2017: There was 1 accounting student enrolled in the class. Class average on this exam was 59%. The exam carried a weight of 25 points. Analysis of core area percent shows this student achieved an 80% in Marketing. All other core areas were below the measure's threshold of 70% with Accounting at 55%, Business Law at 55, Economics at 55% and Management at 50.

Interestingly, the assertion that a higher point value would motivate students to increase their efforts on this exam did not achieve the desired effect. The ABE faculty plan to undertake an in-depth evaluation of Assessment Exam questions to determine if, in fact, academic preparedness, in addition to low motivation, may contribute to less-the-desirable past results. Identifying deficiencies may help faculty incorporate additional tools in their courses to improve student preparedness in all core assessment exam areas. The ABE faculty also believe this exam should be given early in the class session when students aren't so preoccupied with end-of-semester deliverables.

Related Action Plans (by Established cycle, then alpha):

Evaluating the measure
The ABE faculty plan to undertake an in-depth evaluation of Assessment Exam questions to determine if, in fact, academic preparedness, in addition to low motivation, may contribute to less-the-desirable past results. Identifying deficiencies may help faculty incorporate additional tools in their courses to improve student preparedness in all core assessment exam areas. The ABE faculty also believe this exam should be given early in the class session when students aren't so preoccupied with end-of-semester deliverables.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: AC480 Exit Exam | **Outcome/Objective:** Demonstration of Knowledge

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

Connected Document
2017 Accounting Major Field Test (MFT) Assessment Data

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

Finding (2016-2017) - Target: Met
Accounting students on the Fayette campus had a mean score of 152.5 which is 2.4 points higher than the national average. It is well within the standard deviation of 6.7 points of the national mean. This objective's target of within 10 points of the national mean score was met. The campus average for accounting was 152.5 and all campus average was 151.0.

SLO 2: Application of Competencies

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

Connected Document
B.S. Accountancy Curriculum Map

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 Documents
2016-2017 Accounting Comprehensive Case Study Data
AC480 Comprehensive Case Part 1 of 3 Grading Rubric
Paper Rubric

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

Finding (2016-2017) - Target: Met
Fall 2016: There were 0 accounting students enrolled in the class.

Spring 2017: There was 1 accounting student enrolled in the class. A major-related, comprehensive case study was the instrument used to measure this goal. The student earned an 82% on the instrument. This objective's target was met.

Due to evolving technology and a desire to align with CGES BU480 course assignments, the major-related, comprehensive case study will continue to be used as the instrument to measure this objective.

SLO 3: Effective Communication

The effective communication of understanding through writing and presentation

Connected Document
B.S. Accountancy Curriculum Map

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 (2016-2017) - Target: Not Reported This Cycle
Fall 2016: There were 0 accounting students enrolled in the class.

Spring 2017: Efforts are underway to develop an instrument to measure the presentation portion of the major-related comprehensive case assignment. Although students currently present their findings in an informal setting, additional structure will be established so this presentation can serve as an appropriate measure for this objective.

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 Documents
2016-2017 Accounting Comprehensive Case Study Data
AC480 Comprehensive Case Part 1 of 3 Grading Rubric
Paper Rubric

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

Finding (2016-2017) - Target: Met
Fall 2016: There were 0 accounting students enrolled in the class.

Spring 2016: There was 1 accounting student enrolled in the class. A major-related, comprehensive case study was the instrument used to measure this goal. The student earned an 82% on the instrument. This objective's target was met.

Due to evolving technology and a desire to align with CGES BU480 course assignments, the major-related, comprehensive case study will continue to be used as the instrument to measure this objective.

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.

Connected Document
B.S. Accountancy Curriculum Map

Related Measures

M 6: ABE Faculty Informational Exchange
ABE Faculty Informational Exchange

Source of Evidence: Discussions / Coffee Talk

Target:
ABE Faculty will meet on an annual basis to discuss the effectiveness of strategies targeted to improve their responsiveness to student needs.

ABE Faculty met during the reporting period to discuss the effectiveness of strategies targeted to improve their responsiveness to student needs.

Analysis Questions and Analysis Answers

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

The 2016-2017 academic year focused on the following Accounting program student learning outcomes:

SLO 1: Demonstration of Knowledge
SLO 2: Application of Competencies
SLO 3: Effective Communication

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

Listed below are 2016-2017 results from assessment measures related to Accounting program student learning outcomes.

a. Division Assessment Exam

   i. Fall 2016: There were 0 accounting students enrolled in the class.

   ii. Spring 2017: There was 1 accounting student enrolled in the class. Class average on this exam was 59%. The exam carried a weight of 25 points. Analysis of core area percent shows this student achieved an 80% in Marketing. All other core areas were below the measure's threshold of 70% with Accounting at 55%, Business Law at 55, Economics at 55% and Management at 50.

b. MFT

   Accounting students on the Fayette campus had a mean score of 152.5 which is 2.4 points higher than the national average. It is well within the standard deviation of 6.7 points of the national mean. This objective's target of within 10 points of the national mean score was met. The campus average for accounting was 152.5 and all campus average was 151.0.

c. Culminating Major Project (Written & Presentation)

   i. Fall 2016: There were 0 accounting students enrolled in the class.

   ii. Spring 2017: There was 1 accounting student enrolled in the class. A major-related, comprehensive case study was the instrument used to measure this goal. The student earned an 82% on the instrument. This objective's target was met.

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

Proven strengths and progress toward achieving Accounting program student learning outcomes were evident when analyzing MFT results. Regarding the MFT, Accounting Majors have closed the gap between Fayette Campus mean and begun to exceed National mean. This speaks to the quality of program structure and instruction provided by our faculty, as well as the abilities and motivation of our students to learn and retain information.

Regarding the Culminating Major Project objective, due to evolving technology and a desire to align with CGES BU480 course assignments, the Capsim Business Strategy simulation instrument was replaced in Spring 2017 by a major-related, comprehensive case study.

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

During the analysis of 2016-2017 Accounting program assessment data, the following outcome measures require continued attention:

Division Assessment Exam

1. Interestingly, the assertion that a higher point value would motivate students to increase their efforts on this exam did not achieve the desired effect. The ABE faculty plan to undertake an in-depth evaluation of Assessment Exam questions to determine if, in fact, academic preparedness, in addition to low motivation, may contribute to less-the-desirable past results. Identifying deficiencies may help faculty incorporate additional tools in their courses to improve student preparedness in all core assessment exam areas. The ABE faculty also believe this exam should be given early in the class session when students aren't so preoccupied with end-of-semester deliverables.

Culminating Major Project (Presentation Instrument)

1. Efforts are underway to develop an instrument to measure the presentation portion of the major-related comprehensive case assignment. Although students currently present their findings in an informal setting, additional structure will be established so this presentation can serve as an appropriate measure for this objective.

Detailed Assessment Report
2016-2017 Athletic Training-BS
As of: 4/14/2018 10:40 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: Quality Patient Care

Athletic training students will be able to demonstrate advancing clinical proficiency emphasizing sound principles of clinical research and critical thinking skills culminating into a system of quality patient care.

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

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

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

1.4   Apply critical thinking and evidence based decision making in creating quality healthcare patient plans

1.5   Demonstrate integration of prevention, diagnosis, rehabilitation and organizational skills into quality patient care

1.6   Obtain BOC certification

Related Measures

M 1: AT Comprehensive Assessment Report
The athletic training department produces a comprehensive assessment report each year, containing program goals, outcomes, measures and indicators, and a full reflections on results and methods. This report serves as the assessment for the program and supports all learning outcomes and outside national accreditation.

Source of Evidence: External report

Target:
See Included Report

Finding (2016-2017) - Target: Met

Improvements were made across the board with exit exams. Results do not tell us anything concerning first-time pass rates at this time but do help us identify students with content deficiency or lacking in effort. Scores continue to rise

100% compliance

First time assessment of program utilizing the AAC&U Critical Thinking Value rubric. Randomly selected 30% (4) of senior class (12) results revealed those evaluated at a score of 3 out of 4 indicating an improvement.

75% met the criteria.

Since the addition of the requirement of 80 (raw score) on the ACES Prep Course, the 14-15, 15-16 , and 16-17 first-time pass rates are 91%

All students for the past three years have met the 80 raw score requirement on ACES. Program is in full compliance of standard 11. BOC first time three year pass rate.

Connected Document
Athletic Training Assessment Report 2016-17

SLO 2: 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.

Objectives:

2.1   Employ ethical decisions within the scope of professional practice

2.2   Demonstrate a sense of leadership and service to others

2.3   Participate in local, state, regional and national athletic training professional activities

2.4   Work respectfully and effectively with diverse populations and work environments

Related Measures

M 1: AT Comprehensive Assessment Report
The athletic training department produces a comprehensive assessment report each year, containing program goals, outcomes, measures and indicators, and a full reflections on results and methods. This report serves as the assessment for the program and supports all learning outcomes and outside national accreditation.

Source of Evidence: External report

Target:
See included report

Finding (2016-2017) - Target: Met

91% scored 4 or above. In 6 of those one person score 3 in all 6. Areas to investigate are written communication, patient referral, and nutritional aspects.

91 % scored a 2 or 1. Remaining scores were all 3 or above. Organization and Administration and nutritional aspects skill was the score of 3.

Connected Document
Athletic Training Assessment Report 2016-17

SLO 3: Career Readiness

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

Objectives:

3.1   Successful placement in athletic training or related allied health care profession

3.2   Recognition of the impact that athletic training has on the community

3.3   Effectively communicate with all members of the sports medicine team

Related Measures

M 1: AT Comprehensive Assessment Report
The athletic training department produces a comprehensive assessment report each year, containing program goals, outcomes, measures and indicators, and a full reflections on results and methods. This report serves as the assessment for the program and supports all learning outcomes and outside national accreditation.

Source of Evidence: External report

Target:
See included report

Finding (2016-2017) - Target: Met

100 % of students reporting rated questions at a 3 or above.   100 of respondents scored a 4 or above on all survey questions with 100% rating the

overall program as a 4 or above. Lower scores

Connected Document
Athletic Training Assessment Report 2016-17

Detailed Assessment Report
2016-2017 Bachelor of Applied Science in Management-BASM
As of: 4/14/2018 10:40 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.

Related Measures

M 1: Business Assessment Data
The BASM degree is assessed through the same majors and with the same targets and findings as the BA/BS in Business. Please see the entry for Business to view data for the BASM.

Source of Evidence: Administrative measure - other

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).

Finding (2016-2017) - Target: Not Reported This Cycle
There were no students active in this program for the 2016-2017 reporting period.

M 3: MFT-Business
MFT-Business

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 (2016-2017) - Target: Not Reported This Cycle
There were no students active in this program for the 2016-2017 reporting period.

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 4: BU480 Business Research Paper
BU480 Business Research Paper

Source of Evidence: Senior thesis or culminating major project

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

Finding (2016-2017) - Target: Not Reported This Cycle
There were no students active in this program for the 2016-2017 reporting period.

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

Related Measures

M 4: BU480 Business Research Paper
BU480 Business Research Paper

Source of Evidence: Senior thesis or culminating major project

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.

M 5: BU480 Presentation
BU480 Presentation

Source of Evidence: Presentation, either individual or group

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 (2016-2017) - Target: Not Reported This Cycle
There were no students active in this program for the 2016-2017 reporting period.

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.

Related Measures

M 2: ABE Faculty Informational Exchange
ABE Faculty Informational Exchange

Source of Evidence: Discussions / Coffee Talk

Target:
ABE Faculty will meet on an annual basis to discuss the effectiveness of strategies targeted to improve their responsiveness to student needs.

Finding (2016-2017) - Target: Met
ABE Faculty met during the reporting period to discuss the effectiveness of strategies targeted to improve their responsiveness to student needs.

Analysis Questions and Analysis Answers

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

N/A as there were no students active in this program for the 2016-2017 reporting period.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
N/A as there were no students active in this program for the 2016-2017 reporting period.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
N/A as there were no students active in this program for the 2016-2017 reporting period.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
N/A as there were no students active in this program for the 2016-2017 reporting period.

Detailed Assessment Report
2016-2017 Biology-BA/BS
As of: 4/14/2018 10:40 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.

Related Measures

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 (2016-2017) - Target: Met
All biology students completing the science seminar final presentation in the 2016-2017 school year scored above the 75% threshold (the lowest grade was 85%; the average was 93.08%). Specific grades and science division faculty feedback are provided in the attached document.

Connected Document
Biology Science Seminar 2016-17

M 7: Capstone Paper Evaluations
Biology faculty developed a capstone paper rubric that is used to score a capstone paper in each of eight categories (scores assigned 1-10 for each category, 10 being best). Each biology faculty member scores every capstone paper. The same capstone rubric is used for research (SC464), internship (SC468), and special problems (SC460) papers.

Source of Evidence: Capstone course assignments measuring mastery

Target:
There are 8 categories in the rubric that we (the biology faculty) use to grade capstone papers (scores assigned 1-10 for each category, 10 being best). We will look at the average score for each rubric category after all of the student papers are graded (rather than the average score per student when all of the rubric categories are included). Our target is to score at least an average of 80% in each category (average score of 8). Additionally, we will be able to look at the three possibilities for student capstones separately: research, internship, and special problems.

Finding (2016-2017) - Target: <u>Partially Met</u>
Nine capstone papers were scored by each biology faculty member: six SC464 papers, three SC468 papers, and zero SC460 papers.

Our research students (SC464) exhibit proficiency (score above 80%) in all goals except drawing appropriate conclusions and presenting research implications. However, this result is driven by lower faculty scores for a research project that was not carried out to completion despite valiant efforts by the students to modify experimental procedures.

Our internship students (SC468) have traditionally been tasked with keeping a journal throughout their internship experience and writing a reflective paper for their write-up. In Fall 2016 we added a requirement of a literature-based write-up on some aspect of their internship that would allow us to assess Outcome 1 for Biology students who opt to do an Internship Capstone. The SC468 course is coordinated by a faculty member in our division and sometimes students do not sign up for internships until well into summer and sometimes Biology faculty advisors are not necessarily aware that the internship course was added. As a result of our change in policy, many of these students did not receive notification of the requirements for the written paper. The written papers assessed here include a range of reflection writing as well as some literature-based research. Therefore, their scores on many of our rubric categories were low because those components were missing from the write-up.

In the attached document, you will find the average score for each rubric (broken down by type of capstone paper: research (SC464), internship (SC468), and special problems (SC460)), assessment summary, action plan, and faculty comments on all of the papers.

Connected Document
Capstone Paper Evaluations_2016-2017

Related Action Plans (by Established cycle, then alpha):

Action plan for 2016-2017 capstone papers evaluations
To address the deficiencies of our SC468 Internship Capstone outcome for *demonstrating an ability to communicate biological knowledge*, we are working to ensure faculty distribute the expectations to Biology internship students that sign up for SC468. When a student signs up for SC468 they are required to fill out paperwork that identifies their placement, supervisor, responsibilities and expectations for a code of conduct while under their internship supervisor. We will make this rubric and the specifications for the written paper available as an additional part of the internship packet that students download from our Career Services website. Additionally, after grading capstone papers, we are reviewing our rubric and will edit some categories to better assess their ability to communicate content knowledge.

Established in Cycle: 2016-2017
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Capstone Paper Evaluations | **Outcome/Objective:** Communication of Biological Knowledge and Ability

Implementation Description: Throughout the 2017-2018 school year we have been better distributing the rubric to our SC468 internship students, and we have been communicating our expectations to them. In February 2018, we began having conversations about changes that should be made to the rubric for the 2018-2019 school year.
Projected Completion Date: 08/2018
Responsible Person/Group: The Biology Department
Additional Resources: N/A
Connected Document
Capstone Paper Evaluations_2016-2017

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 (2016-2017) - Target: <u>Met</u>
No labs have average scores below 60%, so the target is met. A general report on success in nearly all biology major lab classes is attached (includes the final grades for the classes and a brief reflection on each class written by the professor who teaches it). The biology faculty are working to refine this outcome.

Connected Document
Proficiency in Biological Lab Practices_2016-2017

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 when 30% of institutional means are below our mean, with the goal of having 50% of institutional means below our mean.

Finding (2016-2017) - Target: <u>Met</u>
In 2016-2017, 5 of 15 biology majors completed the Major Fields Test (MFT). These were the students that

graduated in December of 2016. We did not administer the MFT to graduates in spring 2017. This 2016 cohort included several exceptionally talented and conscientious students and this was reflected in their average score of 156. Compared to the institutional means of the 360 institutions taking the MFT in 2015 (the most recent year available for comparison), 62% of institutional means were below our mean of 156; this means that our target is met.

Figure 1 in the attached document shows the mean total score for each year that we have asked students to take the MFT. Over the years, scores have fluctuated. As we have identified in the past, a challenge to interpreting the results of the MFT comes from the wide range among students taking the test in both ability and motivation to score well. Some students taking the MFT are recent transfers to the program from Nursing. There was an unusually large number of these students in the 2009 cohort and that is likely part of the explanation of the low average score in that year. The unusual group taking the test in 2016 suggests that our best students compare favorably with students of other institutions.

See the attached document for more information, including data comparing our MFT results from 2004 to present.

Connected Document
    Biology Major Field Test Results_2016-2017

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 (2016-2017) - Target: Met
All biology students completing the science seminar final presentation in the 2016-2017 school year scored above the 75% threshold (the lowest grade was 85%; the average was 93.08%). Specific grades and science division faculty feedback are provided in the attached document.

Connected Document
    Biology Science Seminar 2016-17

M 4: Bl101/Bl101L General Biology I Reflection

Departmental Faculty utilize a pre/post-test measure and provide reflection on student learning within the General Biology I lecture and lab courses.

Source of Evidence: Academic direct measure of learning - other

Target:
Faculty teaching Bl101/Bl101L General Biology I lecture and lab will record and reflect on progress, performance, and teaching methods for the previous year.

Finding (2016-2017) - Target: Met
The attached summary document includes the Bl101/Bl101L pre/post-test data and the professor's reflection on the Fall 2016 semester. The reflection includes observations made by the professor over the course of the semester, student feedback (taken from the course evaluations), and changes that the professor is planning to make for the Fall 2017 semester.

Pre/Post-Test results:
The average number of correct answers on the Pre-Survey and Post-Survey were compared. The average Pre-Survey score was 13.61 and the average Post-Survey score was 25.30. When I used a t-test to compare these, I found that the Post-Survey average score was significantly higher (p < 0.0001). I looked at each student's improvement from the Pre-Survey to the Post-Survey. All but two students improved their score by at least one correct answer: 97 students improved by at least 6 questions; 69 students improved by at least 11 questions; 32 students improved by at least 16 questions; and 5 students improved by at least 21 questions. Compared to Fall 2014 and Fall 2015, more students improved by a higher number of questions in Fall 2016. I also looked at each of the 35 questions and the percentage of students who answered each of the questions correctly on the Pre-Survey compared to the Post-Survey. For every question, the percent of students who correctly answered the question on the Post-Survey was higher than the Pre-Survey (although for two questions the percentage did not increase by much because the Pre-Survey percentage was already high). For 30 of the 35 questions, over 50% of the students correctly answered the Post-Survey question (same as Fall 2015, in Fall 2014 this was true of only 25 of the 35 questions).

Connected Document
    Bl101 and Bl101L General Biology I Reflection_Fall 2016

M 5: Upper Level Biology 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 (2016-2017) - Target: Met
See the attached assessment summaries for Bl306/Bl306L (Spring 2017) and Bl320/Bl320L (Spring 2017).

Connected Documents
    Bl306 and Bl306L_Reflection_Spring 2017
    Bl320 and Bl320L_Reflection_Spring 2017

M 6: Biology Program Assessment Pre and Post Test Results
The Biology Program Assessment Pre/Post Test was created to assess student knowledge in the required biology courses that all biology majors take: Bl101/L, Bl102/L, and Bl108/L. Ideally these are all taken during a student's freshman year. This Pre/Post Test will be used to assess the Biology Program Student Learning Outcome: Knowledge of Biology. The Pre/Post-Test was created by Drs. Ashley Lough, Greg Thurmon, and Dana Morris, who teach
Bl101/L, Bl102/L, and Bl108/L, respectively. Each professor wrote 10 multiple-choice questions (scantron) that represented the knowledge from their class (30 questions total on the Pre/Post-Test). Students were given the Pre-Test at the beginning of Bl101 and given the Post-Test at the end of Bl102. Students were also told that their grade in the class would not be affected by how well they did on the Pre-Test or Post-Test.

The mean and standard deviation for the Pre-Test and the Post-Test were calculated using Microsoft Excel. The difference in each students' score between the two tests was also calculated. Excel was used to calculate the probability associated with the 2-tailed distribution, paired t-test. The statistical null hypothesis used for the t-test was: "There is no difference between the mean score of the pre-test and the post-test." A summary document with more information has been attached. (More details are saved in an Excel sheet titled, "Analysis of Pre and Post

Biology Assessment Test Results." This document is not attached but can be shown if requested.)

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

Target:
The Biology Program Assessment Pre/Post-Test was created to assess student knowledge in the required biology courses that all biology majors take: BI101/L, BI102/L, and BI108/L. Ideally these are all taken during a student's freshman year. For the students who took all three biology courses in the AY16-17, there should be a significant improvement between the mean score of the pre-test and the post-test.

Finding (2016-2017) - Target: Met
Out of 21 students that were analyzed, no student got a lower score or equal score on the Post-Test compared to their Pre-Test score. Most students had a Post-Test score that was at least 5 points higher than their Pre-Test score. The difference in the mean students' score between the two tests was also calculated. The mean Pre-Test score was 11.19 out of 30 points, with a standard deviation of 2.66. The mean Post-Test score was 18.81 out of 30 points with a standard deviation of 3.41. Excel was used to calculate the probability associated with a 2-tailed distribution, paired t-test. The probability calculated by Excel was 8.10458E-09. This means that our probability was $p < 0.0001$. Therefore, we can reject the statistical null hypothesis: "There is no difference between the mean score of the pre-test and the post-test." Our data supports the idea that students scored significantly higher on the Post-Test than on the Pre-Test, and our target was met. A summary report of this finding is attached.

Connected Document
Biology Program Assessment Pre and Post Test Results_2016-2017

Analysis Questions and Analysis Answers

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

In the 2016-2017 school year, the biology faculty focused on Student Learning Outcomes (SLOs) #1 and #3.

SLO #1 is "Communication of Biological Knowledge and Ability." This focus was illustrated by the introduction of a new measure called "Capstone Paper Evaluations." For this measure, we required students to write a capstone paper before graduating, and we created the rubric that biology faculty use to evaluate the papers across eight rubric categories. The same rubric is used for all three types of capstone projects (research, internship, and special problems). For the first year, we had nine papers to evaluate (6 research and 3 internship). The capstone research papers met our target in seven of the eight categories. The capstone internship papers met our target in only one of the eight categories. The internship papers scored low in almost every category because we did a poor job of communicating the paper requirements to internship students (who are supervised by a non-biology faculty member). Starting in the 2017-2018 school year, we will provide more explicit instructions for students on the rubric and we will better distribute the rubric to internship students (see Finding and Action Plan for more details).

SLO #3 is "Knowledge of Biology." This focus was illustrated by the introduction of a new measure called "Biology Program Assessment Pre and Post Test Results." The Biology Program Assessment Pre/Post-Test was created to assess student knowledge in the required biology courses that all biology majors take: BI101/L, BI102/L, and BI108/L. For 21 students who took all three biology courses in the 2016-2017 school year, there was a significant improvement between the mean score of the pre-test and the post-test; our target was met.

Connected Document
Achievement Summary Analysis

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

For SLO #1: Communication of Biological Knowledge and Ability
Our measures are an oral presentation graded by all science division faculty (Science Seminar) and written communication scored by all current biology faculty (Capstone Paper Evaluations). We feel that the Science Seminar measure does a good job of evaluating the verbal communication skills of our students. We believe that the Capstone Paper Evaluations measure did a good job of evaluating our capstone research students written communication skills, but the process of distributing information to capstone internship (and capstone special problems) students must be improved to accurately evaluate their communication skills. We have taken steps to address this for the 2017-2018 school year. These steps include: communicating more with the advisor for biology capstone internships; and talking directly to our advisees who are doing capstone internships and special problems projects about the rubric.

For SLO #2: Proficiency in Biological Lab Practices
Our one measure for this outcome (Lab Practices) was to list the grades given for individual lab courses and describe the lab skills gained in those courses (other quantitative data was presented if available). Although the target of at least a 60% average in each lab class was met, we have agreed that this measure does not accurately reflect proficiency in lab practices. Starting in January 2018, we began meeting weekly to discuss the results of the 2016-2017 school year measures (for all outcomes) and what changes we want to make to measures in the future. Creating new measures for this outcome is a major point of discussion, and we anticipate having at least one new measure in place for the 2018-2019 school year.

For SLO #3: Knowledge of Biology
There are five measures for this outcome.

The Biology Program Assessment Pre and Post-Test Results measure was created to assess student knowledge in the required biology courses that all biology majors take: BI101/L, BI102/L, and BI108/L. For 21 students who took all three biology courses in the 2016-2017 school year, there was a significant improvement between the mean score of the pre-test and the post-test; our target was met. We believe that this measure is doing a good job now of evaluating student understanding, but before the 2018-2019 school year begins, we will examine the questions again to see if any need to be changed. We may build on this Pre/Post-Test to create a test for graduating seniors to take (see next bullet point).

The Biology Major Field Test (MFT) measure is given to students during the semester that they graduate. Although we met this target in the 2016-2017 school year, this was when only 5 of 15 graduating biology majors took the MFT. This cohort included several exceptionally talented and conscientious students and this was reflected in their average score of 156. The unusual group taking the test in 2016 suggests that our best students compare favorably with students of other institutions. Additionally, especially in recent years, there is no evidence that our students are deficient in knowledge of any particular subsection. Over time, subsection scores appear to be getting more similar and indicate that students are learning well in all four subsections. These and other encouraging results may be the result of successful learning in the introductory biology sequence (BI101/L, BI102/L, and BI108/L) as it introduces student to all of these subject areas. Another factor may be the introduction of new upper level courses in BI320 Molecular and Cell Biology and BI303 Early Vertebrates. However, there are other problems with the MFT. As we have identified in the past, a challenge to interpreting the results of the MFT comes from the wide range among students taking the test in both ability and motivation to score well. We are considering the option to develop our own test for graduating students that will better align with our students' coursework at CMU. The MFT does not align well because it assumes that every student has taken courses in each area (cell biology; molecular biology and genetics; organismal biology; population biology, evolution and ecology). However, because the biology program at CMU allows students to have a great deal of flexibility in which upper-level courses they take, students do not always take advanced courses in each area. This can lead to lower overall scores on the MFT that do not reflect our students' knowledge and understanding. The test that we may develop will build upon the new Biology Program Assessment Pre/Post-Test. If we proceed with this option, we hope to use the new test for the first time in the 2018-2019 school year.

For the Science Seminar measure we are currently evaluating the students' knowledge through their oral presentation. This is the same analysis that is used for SLO #1. Because their average score (compiled from all of the science division faculty scores) includes categories besides the students' knowledge, in the future we may slightly change the measure for this outcome by only looking at scores in the subset of the Science Seminar rubric categories that directly address SLO #3.

The final two measures are reflections written by faculty for individual courses. One measure specifically addresses Bl101/Bl101L General Biology I Reflection. This reflection includes quantitative and qualitative data collected over the course of the semester. The biology professor uses that data to evaluate how the course went that semester and make decisions about how the class should be taught the following school year. This measure is working well for the biology professor and provides some good information for the biology program - especially important because this is a required class for all biology majors. The other measure (Upper Level Biology Course Reflections) is a collection of reflections written by a biology professor about that professor's upper-level courses. These reflections include a mixture of quantitative and qualitative data that the professor uses to decide what changes need to be made for the next time the course is taught. This measure is also working well for the biology professor and provides some good information for the biology program.

Connected Document
Achievement Summary Analysis

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

The biggest strengths in our assessments from the 2016-2017 school year is the improvements made to the measures for SLO #1 AND meetings of the biology department to discuss program assessment. Over a year ago, we as a biology department realized that SLO #1 should have a required capstone paper component with a unified rubric. We developed that rubric together and implemented it during the 2016-2017 school year. This measure showed us that students are getting worthwhile capstone research and internship experiences (on-campus and off-campus). This measure also showed us that the capstone research students are developing good written communication skills. However, because we did not do a good job of distributing the rubric to capstone internship students, that group did not score well. This year, and moving forward, we are more effectively communicating the requirements for this paper to all of our capstone students. In addition to addressing SLO #1, a major accomplishment for the biology department has been meeting weekly since the Spring 2018 semester began to discuss the assessment of our program. These discussions are vital for our department because the outcomes and measures have not been updated for several years, and we've had significant turnover of the faculty in our department. Conversations about biology program assessment will make sure that all of the faculty are working together to improve our program and give our students the best possible education.

Connected Document
Achievement Summary Analysis

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

The biggest weaknesses that we have recognized are the need to improve measures for SLO #2 and SLO #3. The need to improve measures in these SLOs were discussed briefly during the 2016-2017 school year, but now that we are meeting weekly (since January 2018) we are actively talking about changes that we want to make to current measures and new measures we want to create and implement during the 2018-2019 school year. We will also continue to discuss and improve the measures for SLO #1.

Connected Document
Achievement Summary Analysis

Detailed Assessment Report
2016-2017 Business-BA/BS
As of: 4/14/2018 10:40 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 Documents
480 Assessment Exam
B.S. Business Curriculum Map

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

Connected Document
2016-2017 Division Assessment Exam Data

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 (2016-2017) - Target: Not Met
Fall 2016: There were 14 business students enrolled in the class. Summary scores for this exam indicate 36% of students scored GE to 70%. Overall class average on this exam was 66%. The exam carried a weight of 100 points. Only summary scores were available in the myCMU course site for FA16. It appears this was a paper test administered by the previous instructor. The current online version of this test provides an adequate audit trail for performance details of core areas, time spent by students on the exam, etc. The FA16 instructor is no longer a member of the ABE Division, nor are the student-completed exams available for further analysis.

Spring 2017: There were 9 students enrolled in the class. Class average on this exam was 67%. The exam carried a weight of 25 points. Analysis of core area percent of students scoring 70% or higher is as follows: Accounting 20%, Business Law 60%, Economics 30%, Management 60%, Marketing 70%.

Interestingly, the assertion that a higher point value would motivate students to increase their efforts on this exam did not achieve the desired effect. The ABE faculty plan to undertake an in-depth evaluation of Assessment Exam questions to determine if, in fact, academic preparedness, in addition to low motivation, may contribute to less-the-desirable past results. Identifying deficiencies may help faculty incorporate additional tools in their courses to improve student preparedness in all core assessment exam areas. The ABE faculty also believe this exam should be given early in the class session when students aren't so preoccupied with end-of-semester deliverables.

Related Action Plans (by Established cycle, then alpha):

Identifying additional tools

he ABE faculty plan to undertake an in-depth evaluation of Assessment Exam questions to determine if, in fact, academic preparedness, in addition to low motivation, may contribute to less-the-desirable past results. Identifying deficiencies may help faculty incorporate additional tools in their courses to improve student preparedness in all core assessment exam areas. The ABE faculty also believe this exam should be given early in the class session when students aren't so preoccupied with end-of-semester deliverables.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: BU480 Exit Exam | **Outcome/Objective:** Knowledge--Theories & Constructs

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

Connected Document
    2017 Business Major Field Test (MFT) Assessment Data

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

Finding (2016-2017) - Target: Met
Business students on the Fayette campus had a mean score of 147.7, which was 2.4 points lower than the national average. It is well within the standard deviation of 6.7 points of the national mean. This objective's target of within 10 points of the national mean score was met. Our high score was 173, and our low score was 126. The campus average for business was 148.7 and all campus average was 147.4.

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

Connected Document
    B.S. Business Curriculum Map

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 Documents
    2016-2017 Capsim Business Strategy Simulation/Comprehensive Case Assessment Data
    BU480 Comprehensive Case Study Grading Rubric
    BU480 Comprehensive Case Study Questions
    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 (2016-2017) - Target: Met
Fall 2016: A culminating major project, the written portion of the Capsim Business Strategy simulation, was the instrument used to measure this goal. 86% of business students scored GE to 75%. The class average was 83%. This objective's target was met.

Spring 2017: A major-related, comprehensive case study was the instrument used to measure this goal. 89% of business students scored GE to 75%. The class average was 84%. This objective's target was met.

Due to evolving technology and a desire to align with CGES BU480 course assignments, the Capsim Business Strategy simulation instrument was replaced in Spring 2017 by a major-related, comprehensive case study.

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

Connected Document
    B.S. Business Curriculum Map

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 (2016-2017) - Target: Partially Met
Fall 2016: A culminating major project, the presentation portion of the Capsim Business Strategy simulation, was the instrument used to measure this goal. 79% of business students scored GE to 75%. The class average was 79%. This objective's target was met.

Spring 2017: Efforts are underway to develop an instrument to measure the presentation portion of the major-related comprehensive case assignment. Although students currently present their findings in an informal setting, additional structure will be established so this presentation can serve as an appropriate measure for this objective.

Related Action Plans (by Established cycle, then alpha):

New Instrument

Spring 2017: Efforts are underway to develop an instrument to measure the presentation portion of the major-related comprehensive case assignment. Although students currently present their findings in an informal setting, additional structure will be established so this presentation can serve as an appropriate measure for this objective.

Established in Cycle: 2016-2017
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: BU480 Presentation | **Outcome/Objective:** Effective Communication

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 Documents
               2016-2017 Capsim Business Strategy Simulation/Comprehensive Case Assessment Data
               BU480 Comprehensive Case Study Grading Rubric
               BU480 Comprehensive Case Study Questions
               Research Paper Rubric

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

Finding (2016-2017) - Target: Met
Fall 2016: A culminating major project, the written portion of the Capsim Business Strategy simulation, was the instrument used to measure this goal. 86% of business students scored GE to 75%. The class average was 83%. This objective's target was met. Spring 2017: A major-related, comprehensive case study was the instrument used to measure this goal. 89% of business students scored GE to 75%. The class average was 84%. This objective's target was met. Due to evolving technology and a desire to align with CGES BU480 course assignments, the Capsim Business Strategy simulation instrument was replaced in Spring 2017 by a major-related, comprehensive case study.

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.

Connected Document
               B.S. Business Curriculum Map

Related Measures

M 6: ABE Faculty Informational Exchange
ABE Faculty Informational Exchange

Source of Evidence: Discussions / Coffee Talk

Target:
ABE Faculty will meet on an annual basis to discuss the effectiveness of strategies targeted to improve their responsiveness to student needs.

Finding (2016-2017) - Target: Met
ABE Faculty met during the reporting period to discuss the effectiveness of strategies targeted to improve their responsiveness to student needs.

Analysis Questions and Analysis Answers

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

The 2016-2017 academic year focused on the following Business program student learning outcomes:

SLO 1: Demonstration of Knowledge
SLO 2: Application of Competencies
SLO 3: Effective Communication

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
Listed below are 2016-2017 results from assessment measures related to Business program student learning outcomes.

a. Division Assessment Exam

    i. Fall 2016: There were 14 business students enrolled in the class. Summary scores for this exam indicate 36% of students scored GE to 70%. Target was not met. Overall class average on this exam was 66%. The exam carried a weight of 100 points. Only summary scores were available in the myCMU course site for FA16. It appears this was a paper test administered by the previous instructor. The current online version of this test provides an adequate audit trail for performance details of core areas, time spent by students on the exam, etc. The FA16 instructor is no longer a member of the ABE Division, nor are the student-completed exams available for further analysis.

    ii. Spring 2017: There were 9 students enrolled in the class. Class average on this exam was 67%. The exam carried a weight of 25 points. Analysis of core area percent of students scoring 70% or higher is as follows: Accounting 20%, Business Law 60%, Economics 30%, Management 60%, Marketing 70%. Target was not met.

b. MFT

    Business students on the Fayette campus had a mean score of 147.7, which was 2.4 points lower than the national average. It is well within the standard deviation of 6.7 points of the national mean. This objective's target of within 10 points of the national mean score was met. Our high score was 173, and our low score was 126. The campus average for business was 148.7 and all campus average was 147.4.

c. Culminating Major Project (Written & Presentation)

    i. Fall 2016: A culminating major project, the written portion of the Capsim Business Strategy simulation, was the instrument used to measure this goal. 86% of business students scored GE to 75%. The class average was 83%. This objective's target was met.

    ii. Spring 2017: A major-related, comprehensive case study was the instrument used to measure this goal. 89% of business students scored GE to 75%. The class average was 84%. This objective's target was met.

    iii. Fall 2016: A culminating major project, the presentation portion of the Capsim Business Strategy simulation, was the instrument used to measure this goal. 79% of business students scored GE to 75%. The class average was 79%. This objective's target was met.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
Proven strengths and progress toward achieving Business program student learning outcomes were evident when analyzing MFT results. Regarding the MFT, Business Majors continue to close the gap between Fayette Campus mean and the National mean. This speaks to the quality of program structure and instruction provided by our faculty, as well as

the abilities and motivation of our students to learn and retain information.

Regarding the Culminating Major Project objective, due to evolving technology and a desire to align with CGES BU480 course assignments, the Capsim Business Strategy simulation instrument was replaced in Spring 2017 by a major-related, comprehensive case study.

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

During the analysis of 2016-2017 Business program assessment data, the following outcome measures require continued attention:

Division Assessment Exam

Interestingly, the assertion that a higher point value would motivate students to increase their efforts on this exam did not achieve the desired effect. The ABE faculty plan to undertake an in-depth evaluation of Assessment Exam questions to determine if, in fact, academic preparedness, in addition to low motivation, may contribute to less-the-desirable past results. Identifying deficiencies may help faculty incorporate additional tools in their courses to improve student preparedness in all core assessment exam areas. The ABE faculty also believe this exam should be given early in the class session when students aren't so preoccupied with end-of-semester deliverables.

Culminating Major Project (Presentation Instrument)

Efforts are underway to develop an instrument to measure the presentation portion of the major-related comprehensive case assignment. Although students currently present their findings in an informal setting, additional structure will be established so this presentation can serve as an appropriate measure for this objective.

Detailed Assessment Report
2016-2017 Chemistry-BA/BS
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

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 (2016-2017) - Target: Not Met

The class as a whole fell significantly below the target of 30th percentile scoring on average at the 18th percentile. On looking back at the year, the students on average were weaker performers than in years past. All of the exam scores were 4-10 percentage points lower than the previous year. There was no significant change in instruction method or class requirements. Analysis of the final exam reveals no particular area of struggle out of the norm from previous years. The top scoring student was in the 75th percentile. Overall, 16% of the students scored above the 50th% and 21% of the students scored above the 30th%.

Related Action Plans (by Established cycle, then alpha):

Improve Test Performance

additional homework and in-class practive problems will be given in the areas of kinetics and equilibrium to help improve those sections and the overall performance on the ACS Gen Chem exam.

Established in Cycle: 2008 - 2009
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
    Measure: ACS--General Chemistry | **Outcome/Objective:** Knowledge of chemistry

Projected Completion Date: 04/2010

Monitoring Results in the Coming Year

I will monitor grades this next year to see if this year's class performs better or at the same level. We are incorporating the use of new technology into the classrooms and labs with the use of iPads which, hopefully, will help increase student engagement and performance. However, in the coming year our science facility is being renovated which prompted a move of the class from 10:00 AM to 8:00 AM with a change of lab facilities. These factors may negatively effect student engagement.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: ACS--General Chemistry | **Outcome/Objective:** Knowledge of chemistry

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 (2016-2017) - Target: Not Met
The performance of this year's class on the ACS final was at the 10th percentile which is again far below the target goal of the 30th percentile. Students still continue to struggle with the depth of the material. As it past years, this is the first time that students have had to take such an in-depth look at a subject. Students seem to have a major problem in integrating reactions into spectroscopy. However, they do seem to be doing better with understanding reaction mechanisms. It should be noted that the 4 senior students who took the Major Field Test in Chemistry scored on average in the 45th percentile in the Organic Chemistry section. So, an argument could be made that as they have matured as chemists their understanding of organic chemistry along with their ability to deal with more complex information has increased.

Related Action Plans (by Established cycle, then alpha):

Improve Exam Performance
Additional online assignments and in-class assignments will be devised to help improve student comprehension of material.

Established in Cycle: 2008 - 2009
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: ACS--Organic Chemistry | **Outcome/Objective:** Knowledge of chemistry

Projected Completion Date: 04/2010

Organic Chemistry Action Plan 2009-10
Additional online assignments and in-class assignments will be devised to help improve student comprehension of material.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ACS--Organic Chemistry | **Outcome/Objective:** Knowledge of chemistry

Improvement of knowledge retention
We have talked about having a more defined timeline for the due date for homework in Organic. In both General Chemistry and Organic Chemistry, we use an online homework system. It has seemed to helped the General Chemistry students learn and retain information when they have to turn in assignments shortly after the completion of a chapter. The organic students now have until the end of the semester to complete the assignments. They do not seem to be academically mature enough at this point in their career to handle that degree of freedom in pacing themselves throughout the semester. Therefore, having due dates will hopefully help.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ACS--Organic Chemistry | **Outcome/Objective:** Knowledge of chemistry

Responsible Person/Group: Dr. John Bellefeuille

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 (2016-2017) - Target: Partially Met
The new 2013 ACS Exam for Quantitative Analysis was used with this class for the first time. Overall, the students performed well below the target of 30th percentile scoring at the 12th percentile. However, there were only 5 students in the course with 3 of them majoring in other areas besides chemistry. The two chemistry majors scored on average in the 36th percentile. While not exceptional, at least they scored above the target. As a whole, the class was weaker than in year's past. Analysis of the final indicated that this group of students lacked a grasp of some basic concepts that would have helped them in this course.

When I look at the previous 5 times the course was offered - representing 26 students, I find that on average the students scored in the 46th percentile which is just shy of our ultimate goal of scoring at the national average (50% percentile). It is difficult to draw specific conclusions given the few students who take the exam in any given semester. However, on average, over a 5 year period we are meeting our target goals.

Related Action Plans (by Established cycle, then alpha):

Re-evaluate exam
The primary problem when I analyze the exam seems to be retaining concepts over the course of the semester. Weaker students tend to "cram" for each exam which is an ineffective way for learning materials. I will re-evaluate the test results after the course is offered again in the Fall 2016.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ACS--Quantitative Analysis | **Outcome/Objective:** Knowledge of chemistry

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.

Finding (2016-2017) - Target: Met
There were 4 chemistry majors who took the Major Field Test this year. There were two very strong students (scoring at the 64th and 51st percentiles) and two relatively weak students (scoring at the 10th and 11th percentiles). On average, they scored at the 34th percentile which did meet our base goal of the 30th percentile.

Related Action Plans (by Established cycle, then alpha):

Low Physical Chemistry Component
After evaluating the requirements for the major the department does not have sufficient evidence to change requirements in the major. We will provide additional in and out of class assignments during the physical chemistry course to help improve student performance. It should also be noted that our

students are required to take one semester of a traditionally two semester set of classes. The exam covers both semesters, therefore we will re-evaluate the percentile standard we have set for this component of the exam because preliminary evidence suggests it is quite good that our students score at almost the 30th percentile when taking their level of preparation into account.

Established in Cycle: 2008 - 2009
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
      Measure: MFT--Chemistry | **Outcome/Objective:** Knowledge of chemistry

Projected Completion Date: 04/2011

Going forward

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.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: MFT--Chemistry | **Outcome/Objective:** Knowledge of chemistry

Testing

Testing data for MFT and ACS exams will continue to be monitored.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: MFT--Chemistry | **Outcome/Objective:** Knowledge of chemistry

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 (2016-2017) - Target: Met
All lab scores on average were above 60%. However, as always, lab exercises are continually evaluated for their effectiveness as learning opportunities.

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 (2016-2017) - Target: Met
There were 4 chemistry majors who took the Major Field Test this year. There were two very strong students (scoring at the 64th and 51st percentiles) and two relatively weak students (scoring at the 10th and 11th percentiles). On average, they scored at the 34th percentile which did meet our base goal of the 30th percentile.

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 (2016-2017) - Target: Met
All lab scores on average were above 60%. However, as always, lab exercises are continually evaluated for their effectiveness as learning opportunities.

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%.

Finding (2016-2017) - Target: Met
There were 4 chemistry majors during the 2016-17 school year. Each were able to successfully complete research projects either on the CMU campus or during REU experiences at other universities during the summer. All were able to successfully communicate the results and conclusions of their research projects during science seminar. Currently, one of those students is in graduate school in chemistry at the University of Kansas, two are employed as lab technicians, and one is still actively seeking employment.

It is our hope that with the renovated space in Stedman Hall we will be able to be more effective at mentoring students in research on this campus. However, many of them have gained valuable experience during REU experiences at other institutions.

Analysis Questions and Analysis Answers

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

- Knowledge of chemistry
- Critical thinking in Chemistry
- Chemistry research and lab skills
- Scientific Communication skills

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

- This past year our MFT results were lower than usual. However, two of this year's four graduates scored above the 50th percentile.
- All students successfully completed research projects and presented results during Science Seminar which really reflected their demonstration of all four of the program learning outcomes.

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

- As noted below students score poorly on the National ACS final exam in Organic Chemistry. However, on this section of the Chemistry MFT they tend to score at a higher percentile. We believe this indicates an increase in their ability to reason through chemical problems as they progress from the sophomore to the senior year.
- All students successfully completed research projects and presented results during Science Seminar which really reflected their demonstration of all four of the program learning outcomes.
- We are very pleased that one of our students is now in studying bioanalytical chemistry in the Chemistry PhD program at the University of Kansas. Another student is currently waiting on admissions results for graduate school at the Illinois Institute of Technology while working as a full-time lab technician and a third graduate is also a full-time lab technician.
- Our students are able to enter graduate school and/or the workforce without any difficulty. We have been contacted by employers interested in having more of our graduates. We see this as a sign of success for our program.

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

- Students did poorer than usual on the National ACS for General Chemistry but also did poorer on average test scores overall through the year.
- Students are still scoring poorly on the National ACS final exam for Organic Chemistry.
  - It should be noted that for the National ACS exams in General Chemistry and Organic Chemistry there is only a small fraction of the class who are actual chemistry majors. The scores are a reflection of mostly biology majors and some pre-health profession students including Athletic Training.
- The average percentile on the Chemistry MFT for this past year was 34th which the same as the average over the past five years (a total of 10 graduates). While this meets are benchmark of the 30th percentile. We would like to move this average to the 50th percentile.

Detailed Assessment Report
2016-2017 Communication Studies--BA/BS
As of: 4/14/2018 10:40 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 (2016-2017) - Target: <u>Met</u>
The average overall score on senior thesis rubrics was 86% (n=9), therefore the goal was met. The subtopics averages were as follows: editing (78%), structure (84%), research (83%), and oral (86%).

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 (2016-2017) - Target: <u>Met</u>
Communication majors are extremely involved with extracurricular activities in the major. In the 2016-2017 academic year, there were 17 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 2017 was 2.25. 14 students participated in an internship,15 students participated in newspaper, 12 students participated in radio, 2 students attended conferences, and 17 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 (2016-2017) - Target: <u>Met</u>
The average overall score on the ethical quality scale was 100% (n=9), 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 examine to determine what communication contexts students arrest 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 (2016-2017) - Target: <u>Met</u>
The average overall score on the Personal Report of Communication was 48.0 (n=9) [National average=65.6] , therefore the goal was met. The subscore averages include: group (11.7) [National average=15.4] , interpersonal (10.8)[National average=14.2], meeting (11.0) [National average=16.4], , and public speaking (14.6) [National average=19.3]. A lower score indicates less apprehension. Our scores were below the national average on the overall score and all of the subscores.
.

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 (2016-2017) - Target: <u>Met</u>
Communication majors are extremely involved with extracurricular activities in the major. In the 2016-2017 academic year, there were 17 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 2017 was 2.25. 14 students participated in an internship,15 students participated in newspaper, 12 students participated in radio, 2 students attended conferences, and 17 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 (2016-2017) - Target: <u>Met</u>
Of the nine 2017 communication major graduates, only 6 were able to be contacted (5 report full-time employment in the field of communication, 1 is enrolled in graduate school), 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 67%. 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 or enrolled in graduate school.

Analysis Questions and Analysis Answers

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

We are focusing on all outcomes, but specifically focusing on number 4: preparing communication majors for jobs in communication-related fields. We have compiled a database of possible internship opportunities, and are encouraging every communication major to complete an internship prior to graduation. In various communication classes students are making digital portfolios, resumes, and participating in service-learning projects. In other classes, students are using the software from the career development office ("The big interview") to prepare for future job interviews.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
We met all of our goals, which means students are taking away the things from the program that we consider important. It is also nice to compare communication apprehension scores in the various contexts to compare across classes. Since the mean was very similar in each context, we can conclude that we are reaching goal 3 in all of the related classes. Communication Apprehension scores by context were: Group (11.7) corresponds with the small group communication class. Interpersonal (10.8) corresponds with the Interpersonal communication class. Meeting (11.0) corresponds with the Business communication class. Public (14.6) corresponds with the public speaking class.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
Even though our 4th goal: preparing students for jobs in communication-related fields was difficult to determine due to missing data, it was impressive to see the types of jobs and places that students were working post-graduation. For example: Indiana Basketball Academy, Missouri Valley College, Dress Barn, Hibbett Sports, Aries Consulting, Braun home, and American Red Cross.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
For goal number 1, our lowest category was Editing, which means that we need to do a better job of helping students with the editing process. Perhaps assigning multiple versions of the same paper in a class to allow the students to practice revising and improving upon their work. Also, peer review should help with this skill.

For goal number 2, we need a better measure of ethical communication. Our current measure is a dichotomy, and we need a scale variable to measure the level of ethical quality. This will provide us more information that a simple yes/no answer.

For goal number 4, we need a better way to track the employment status of students. Perhaps we could use also use a measure relating to the number of internships students completed prior to graduation. This would help us to determine their preparedness for jobs in the field.

Detailed Assessment Report
2016-2017 Computer Science-BA/BS
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

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:

-

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

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.

<u>Finding (2016-2017) - Target: <u>Met</u></u>
Major projects from students are all unique and cover a broad spectrum of Computer Science topics. Successful projects for the current academic year include a professional commercial advertising website with typical features like fill in forms, contact email, tables and images. Another student wrote an map application for the CMU history museum. The project would show where various historical artifacts were on display. Another student build software to run electrical devices in his home. One student modeled molecule interactions in a confined space. A student build a database to track golf tournaments and wrote software to update database. The program would be deployed at each hole on a mobile device offering real time scores to the clubhouse. Another student built a video game while another build a database for car parts. Lastly, a student researched cloud computing looking at the various vendors and products and how to deploy IT infrastructure to the cloud. Each project was individually negotiated with expectations established at the beginning of the project.

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.

-

<u>Finding (2016-2017) - Target: <u>Not Reported This Cycle</u></u>
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

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

-

<u>Finding (2016-2017) - Target: <u>Not Reported This Cycle</u></u>
The pre-test was first administered 15/16 and our first post-test will be given in 18/19.

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

-

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

-

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

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.

<u>Finding (2016-2017) - Target: <u>Met</u></u>
Major projects from students are all unique and cover a broad spectrum of Computer Science topics. Successful projects for the current academic year include a professional commercial adverting website with typical feature like fill in forms, contact email, table, and images. Another student wrote a map application for the CMU history museum. The project would show where various historical artifacts were on display. Another student built a database to track golf tournaments and wrote software to update the database. The program would be deployed at each hole on a mobile device offering real time scores to the clubhouse. Another student built a video game while another build a database to car parts. Lastly, a student researched cloud computing looking at the various vendors and products and how to deploy IT infrastructure to the cloud. Each project was individually negotiated with expectations established at the beginning of the project.

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

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

<u>Finding (2016-2017) - Target: <u>Not Reported This Cycle</u></u>
The in-house comprehensive pre-test was again administered to declared freshman computer science majors in CMU101. The test has now been given to three freshman cohorts. The first 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 (2016-2017) - Target: Met
Major projects from students are all unique and cover a broad spectrum of Computer Science topics. Successful projects for the current academic year include a professional commercial advertising website with typical features like fill in forms, contact email, tables and images. Another student wrote an map application for the CMU history museum. The project would show where various historical artifacts were on display. Another student build software to run electrical devices in his home. One student modeled molecule interactions in a confined space. A student build a database to track golf tournaments and wrote software to update database. The program would be deployed at each hole on a mobile device offering real time scores to the clubhouse. Another student built a video game while another build a database for car parts. Lastly, a student researched cloud computing looking at the various vendors and products and how to deploy IT infrastructure to the cloud. Each project was individually negotiated with expectations established at the beginning of the project.

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 (2016-2017) - Target: Not Reported This Cycle
Employment data is collected every three years, and will be reported again in AY17-18.

SLO 4: Communication and Interpersonal Skills
Students will acquire communication and interpersonal skills necessary to perform effectively in technical environments.

-

Relevant Associations:

-

Related Measures

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:
To be successful in finding and keeping a job, students must have communication and interpersonal skills. The placement rate is a direct indicator of how students are able to interact with employers. We want 80% of graduates to find employment (or go on to graduate school) within their field of study.

Finding (2016-2017) - Target: Not Reported This Cycle
Employment data is collected every three years, and will be reported again in AY17-18.

Analysis Questions and Analysis Answers

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

The most meaningful data this year came from the senior projects (CS480). Employment data is aggregated every three years and we don't have post-tests to match to pre-tests yet.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
Since we switched from the MFT to the in-house pre-test, we don't yet have enough data to start drawing conclusions. We will be starting to give post-tests in academic year 2018/2019 and will start to have data then.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
The projects were as diverse and in depth as prior projects which reinforces the claim of outcomes being met. However there is not enough data to verify improvement in the program.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
There was nothing that stood out as requiring attention. However the pre-test/post-test data will soon start to become available and that will require analysis and possibly indicate attention there is required.

Detailed Assessment Report
2016-2017 Criminal Justice-BA/BS
As of: 4/14/2018 10:40 AM CST

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%.

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 (2016-2017) - Target: Met
Students across all campuses performed within one SD of the national institutional mean. Fayette campus students had the highest score, with a 150.6, just slightly above the national mean.

Related Action Plans (by Established cycle, then alpha):

Curricular assessment
Faculty will examine the curriculum and required courses, to see if there are areas on the MFT that are not being covered. Curriculum map will be completed in next year.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: MFT-Criminal Justice | **Outcome/Objective:** Methods of inquiry

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.

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%.

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 (2016-2017) - Target: Met
Students across all campuses performed within one SD of the national institutional mean. Fayette campus students had the highest score, with a 150.6, just slightly above the national mean.

Related Action Plans (by Established cycle, then alpha):

Curriculum review
Faculty will examine the curriculum and required courses, to see if there are areas on the MFT that are not being covered. Curriculum map will be completed in next year.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: MFT-Criminal Justice | **Outcome/Objective:** Interviewing interrogation and documentation

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

Source of Evidence: Capstone course assignments measuring mastery

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%.

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.

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
2016-2017 Early Childhood Education
As of: 4/14/2018 10:40 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.

Finding (2016-2017) - Target: <u>Met</u>
Indicators were met. See attached report.

Connected Document
CMU Educator Prep Summary Report - All Areas 2016-17

Detailed Assessment Report
2016-2017 Education Programatic Outcomes
As of: 4/14/2018 10:40 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: Misouri 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

Analysis Questions and Analysis Answers

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

Candidates demonstrate knowledge of developmental and learning theories. Candidates utilize assessment as a learning tool. Candidates demonstrate the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society Candidates integrate appropriate technology to enhance instruction.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
1. Due to the ever-changing nature of our assessments required by the Missouri Department of Elementary and Secondary Education, we must find ways to help our students prepare (other than in their required coursework) for the new assessments. We believe that our pass rates are improving and our ability to advise students who will not be successful out of the program is also improving. With the increased GPA requirement by DESE, we have more students who are on the borderline of not achieving the necessary GPA (especially in the content and/or professional education areas which require a 3.0). We do not want to "water-down" grading in an effort to improve our overall GPA, and we also want to be inclusive with students who might not have been successful when they first started college (some many years ago). However, that lowers our overall student GPA in those areas. 2. Although we have had fairly good results on the Missouri Pre-Service Teacher Assessment (MoPTA) which was implemented last year, we know by those students who did not pass, who had lower than average scores, or who passed only on resubmission, that we may not be using some of the same terminology across courses in our program. One major confusion for students was the difference between teaching strategies and learning activities. After becoming aware of the confusion, we have implemented assignments beginning in our Field Experience I course that require students to reflect on those two concepts. Although we had been doing that in the past, we hadn't used that exact terminology.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
1. All of our programs that were evaluated (some were not if the "n" wasn't large enough over a 5-year period), were placed in Tier 2 for accreditation. Although we would like to be in Tier 1, Tier 2 is still an appropriate area for our programs. We will continue to work to improve areas that we believe are close to Tier 1 as well as work diligently on areas that are close to Tier 3 in an effort to keep them in the Tier 2 range. 2. Our student teachers (other than a few outliers) are well received by our local schools. Many of our students are offered positions in the same schools in which they student taught. Some schools even call and offer our student teachers full-time teaching positions during their student teaching semester. Because of the relationships we have with our school districts and the level at which our teachers are hired, we believe we are preparing quality teachers. We also see in our first-year teacher and principal surveys that while our students have room to grow, they are prepared for their first year of teaching.

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

1. Compared to some institutions providing educator certification in MO, our Missouri Educator Evaluation System scores were lower. Even though our scores were above a 3.0 (which is where DESE says new teachers should score), we were lower than the average. This score, however, is generated by university supervisors and cooperating teachers, and rater reliability is questionable. Even though scorers must attend training, it is still difficult to know whether raters would rate similar candidates similarly. 2. We still have students who must take the Missouri General Education Assessment numerous times before passing all four parts. We have different views on this, however, depending on the students' certification areas. For instance, students who are earning elementary or special education certification will have a MoCA assessment that is very similar to the MoGEA, so failure to pass the MoGEA is an indicator that they will also have trouble passing the MoCA. A student earning music certification (as an example), however, will have a MoCA exam that is very different from the MoGEA, so difficulty passing the assessment may not indicate failure to pass the MoCA. In an effort to help with MoGEA pass rates, we have purchased study materials for students to check out from our office.

Annual Report Section Responses

Executive summary

1. Considering one of our goals is related to using technology to enhance instruction, we believe the new DigitalU initiative will help our students in a number of ways. By having students use their own iPad in the classroom, they can see the advantages and disadvantages of using various technologies in their own classrooms in the future. We also hope they see appropriate modeling of technology use by their own university instructors. The director of the program also met with the creator of the ED122 course to discuss changes that might make the course more effective with our current students. 2. With the creation and implementation of our EN211 (Grammar for Educators) course, we believe we are enforcing grammar skills that our elementary and early childhood educators will use in their future teaching. Although we don't believe the course has been in place long enough to see quantitative changes to pass rates on the Language Arts section of the Missouri Content Assessment, we know anecdotally that students seem to be more prepared for EN329 (Emergent Language) as well as for the MoCA. 3. One innovation for the 2016-17 school year was to create a new course for middle- and secondary-certification students. The course, ED350 Education Methodology, was taught for the first time in Fall 2017 (not part of this period). The purpose of the course is to improve our students' knowledge of pedagogy, lesson planning, MO learning standards, etc. in the middle- and secondary-school areas. Previously these students didn't take a "methods" course until their sixth or seventh semester. We frequently had cooperating teachers tell our university supervisors that our students were prepared as far as their content knowledge, but they didn't have any idea how to teach (prepare lessons, engage students, etc.). This course will be taken in their fifth semester and should be following by a methods course in both their sixth and seventh semesters. We hope that this will improve the "teaching" knowledge that our students have when they begin their student teaching semester.

Detailed Assessment Report
2016-2017 Elementary Education
As of: 4/14/2018 10:40 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.

Finding (2016-2017) - Target: Met
Elementary education indicators were met for the 16-17 academic year. See attached report

Connected Document
CMU Educator Prep Summary Report - All Areas 2016-17

Related Action Plans (by Established cycle, then alpha):

Curriculum changes

Curriculum for Elementary educators will be adjusted to reinforce areas of weakness.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: MO DESE Educator Prep Summary Report | **Outcome/Objective:** MO DESE Educational Outcomes

---

Detailed Assessment Report
2016-2017 English BA
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

Are you passionate about literature? Do you believe in the importance of the written word and its impacts on society? If your interests pull you into areas such as these, you are a great fit for the English major at CMU. Through an exciting variety of classes that emphasize the diverse forms that literature can and does take, you will develop a valuable set of proficiencies that emphasizes critical thinking, imagination, communication, and the ability to discuss, analyze, and create – developing the foundational skillset employers seek.

The English major educates students in writing, language, literature, and influential dialogue of both the past and present. You will gain skills not only in these areas, but in information fluency, analysis, interpretation, and verbal and written expression in a variety of modes. As you closely examine, analyze, and evaluate various literary works and movements from the past as well as recent ideas and trends in literature, you will become prepared for a variety of career paths.

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: Participate in Discourse
Students will recognize and participate in discourses within the field of English.

Related Measures

M 3: English Capstone
EN410 capstone course.

The English capstone project is a culmination of a student's course of study in English in which a student produces a of substantive artifact that demonstrates significant engagement with discourses in the field of English and builds upon the knowledge and skills developed in the student's coursework. The student also compiles a portfolio of past work in the major and writes a reflection essay assessing the extent to which s/he has met the programmatic outcomes.

The project can take many forms, including the following:

-

  - A 15-20 page researched literary analysis essay (this is the default capstone project).

  - Collected and revised creative works with a critical introduction

  - A revision of a project from one of your English courses

  - Critical bibliography

  - Archival research

  - Multimodal projects (a website, a poster presentation, etc.)

  - Something else entirely that is agreed upon by student and faculty

Source of Evidence: Capstone course assignments measuring mastery

Target:
Achieve "meets expectations" for the programmatic outcome "Students will recognize and participate in discourses within the field of English."

During the 2016-2017 academic year, three English majors completed capstone projects.

Student A: Meets expectations in a project that researches pedagogy and gamification.

Student B: Meets expectations in a project that researches YA literature and related controversies.

Student C: Approaches expectations in a project that researches video games and gaming cultures.

Related Action Plans (by Established cycle, then alpha):

Individual projects

It is difficult to plan for changes within the capstone, as the projects are highly individualized. Portfolio collection should enhance the ability to see growth within student writing.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: English Capstone | **Outcome/Objective:** Participate in Discourse

SLO 2: Periods, Movements, and Genres
Students will draw on periods, movements, and genres to create new knowledge.

Related Measures

M 3: English Capstone
EN410 capstone course.

The English capstone project is a culmination of a student's course of study in English in which a student produces a of substantive artifact that demonstrates significant engagement with discourses in the field of English and builds upon the knowledge and skills developed in the student's coursework. The student also compiles a portfolio of past work in the major and writes a reflection essay assessing the extent to which s/he has met the programmatic outcomes.

The project can take many forms, including the following:

-

    -

        A 15-20 page researched literary analysis essay (this is the default capstone project).

    -

        Collected and revised creative works with a critical introduction

    -

        A revision of a project from one of your English courses

    -

        Critical bibliography

    -

        Archival research

    -

        Multimodal projects (a website, a poster presentation, etc.)

    -

        Something else entirely that is agreed upon by student and faculty

Source of Evidence: Capstone course assignments measuring mastery
Target:
Achieve "meets expectations" for the programmatic outcome "Students will draw on periods, movements, and

genres to create new knowledge."

During the 2016-2017 academic year, three English majors completed capstone projects.

Student A: Meets expectations, creating an original role-playing game to be used in classrooms.

Student B: Approaches expectations, not quite synthesizing research effectively to create new knowledge.

Student C: Approaches expectations with a discussion that lacks deep analysis and synthesis.

M 7: EN222 Rubric Scores

For the 2016-17 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:
Achieve a "Milestone" score of 2 on the Reading VALUE Rubric in the categories of Comprehension, Genres, and Relationships to Texts (Making meanings with texts in their contexts).

Finding (2016-2017) - Target: Met

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.

Our assessment concentrates on a random sample of 20% of the students enrolled in EN222 during the 2016-17 academic year. The average score for each developmental area are as follows: Comprehension: 2.40, Genres: 1.99, and Relationship to Text: 2.08.

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 largely exceeded last year's expectations and scores (i.e. 1.5-1.9). This is only the second time we have used this assessment procedure, so it's too early to come to any conclusions about the increase in scores this year. As we gather further data over the next three years and discuss student reflections, we will build more concrete conclusions about our student success in EN222.

SLO 3: Analyze and Evaluate Language
Students will analyze and evaluate language.

Related Measures

M 3: English Capstone
EN410 capstone course.

The English capstone project is a culmination of a student's course of study in English in which a student produces a of substantive artifact that demonstrates significant engagement with discourses in the field of English and builds upon the knowledge and skills developed in the student's coursework. The student also compiles a portfolio of past work in the major and writes a reflection essay assessing the extent to which s/he has met the programmatic outcomes.

The project can take many forms, including the following:

-
  -
    A 15-20 page researched literary analysis essay (this is the default capstone project).

  -
    Collected and revised creative works with a critical introduction

  -
    A revision of a project from one of your English courses

  -
    Critical bibliography

- Archival research

- Multimodal projects (a website, a poster presentation, etc.)

- Something else entirely that is agreed upon by student and faculty

Source of Evidence: Capstone course assignments measuring mastery

Target:
Achieve "meets expectations" for the programmatic outcome "Students will analyze and evaluate language."

Finding (2016-2017) - Target: Partially Met
During the 2016-2017 academic year, three English majors completed capstone projects.

Student A: Meets expectations, creating a framework to help students more effectively analyze and evaluate fictional texts.

Student B: Meets expectations with adequate close reading and analysis of YA literature and criticism.

Student C: Approaches expectations with a thesis that compares game mechanics, but lacks a close, detailed analysis of how strategy games create meaning for the players/gaming culture.

M 7: EN222 Rubric Scores
For the 2016-17 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:
Achieve a "Milestone" score of 2 on the Reading VALUE Rubric in the categories of Analysis, Interpretation, and Reader's Voice (Participating in academic discourse about texts).

Finding (2016-2017) - Target: Met
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.

Our assessment concentrates on a random sample of 20% of the students enrolled in EN222 during the 2016-17 academic year. The average score for each developmental area are as follows: Analysis: 2.08, Interpretation: 2.06, and Reader's Voice: 2.13.

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 largely exceeded last year's expectations and scores (i.e. 1.5-1.9). This is only the second time we have used this assessment procedure, so it's too early to come to any conclusions about the increase in scores this year. As we gather further data over the next three years and discuss student reflections, we will build more concrete conclusions about our student success in EN222.

SLO 4: Composing Effective Texts
Students will compose effective texts in multiple modalities.

Related Measures

M 1: Common Assessment Essay
To measure the efficacy of our writing courses (lower-level and upper-level), we assign a Common Assessment Essay assignment for all our EN110/111, EN120, EN305, and EN306 students at semester's end. We use the scores from this essay assignment 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:
Achieve "meets expectations" is each of five categories, thesis/focus; development and support; organization, structure, and coherence; language; and mechanics.

Finding (2016-2017) - 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 2016-2017 (CLAS and CGES) was 3.01 on a four point scale. This score is also above our 'meets

expectations" benchmark of 3 out of 4.The holistic average for AY 2016-2017 is slightly lower than the holistic average from AY 2015-2016 (3.16), but higher than AY 2013-2014 (2.93).

In AY2016-2017, students on average performed at or near the "meets expectations" benchmarks. Below are our AY2016-2017 results compared to the AY2015-2016 and AY2014-2015 scores.
Thesis/focus: AY2016-2017 = 3.07; AY2015-2016 = 3.23; AY2014-2015 = 3.0.
Development and support: AY2016-2017 = 2.88; AY2015-2016 = 3.11; AY2014-2015 = 2.91. The development and support area showed the largest regression in AY2016-2017, and merits increased scrutiny.
Organization, structure, and coherence: AY2016-2017 = 3.01; AY2015-2016 = 3.22; AY2014-2015 = 2.97.
Language: AY2016-2017 = 3.15; AY2015-2016 = 3.26; AY2014-2015 = 3.03.
Mechanics: AY2016-2017 = 3.01; AY2015-2016 = 2.98; AY2014-2015 = 2.85. The mechanics area has steadily improved over time, here achieving the "meets expectations" benchmark.

M 3: English Capstone
EN410 capstone course.

The English capstone project is a culmination of a student's course of study in English in which a student produces a of substantive artifact that demonstrates significant engagement with discourses in the field of English and builds upon the knowledge and skills developed in the student's coursework. The student also compiles a portfolio of past work in the major and writes a reflection essay assessing the extent to which s/he has met the programmatic outcomes.

The project can take many forms, including the following:

-
    - A 15-20 page researched literary analysis essay (this is the default capstone project).

    - Collected and revised creative works with a critical introduction

    - A revision of a project from one of your English courses

    - Critical bibliography

    - Archival research

    - Multimodal projects (a website, a poster presentation, etc.)

    - Something else entirely that is agreed upon by student and faculty

Source of Evidence: Capstone course assignments measuring mastery
Target:
Achieve "meets expectations" for the programmatic outcome "Students will compose effective texts in multiple modalities."

Finding (2016-2017) - Target: Met
During the 2016-2017 academic year, three English majors completed capstone projects.

Student A: Exceeds expectations in creating an original, educational role-playing game along with lesson plans and thoughtful reflections/analysis.

Student B: Meets expectations with strong, ambitious academic prose.

Student C: Approaches expectations with an underdeveloped argument and uneven academic prose.

Analysis Questions and Analysis Answers

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

Major Outcomes:
1. Students will recognize and participate in discourses within the field of English.
2. Students will draw on periods, movements, and genres to create new knowledge.
3. Students will analyze and evaluate language.
4. Students will compose effective texts in multiple modalities.

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

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

For our composition program, which is focused Outcome #4, the holistic average score for the Common Assessment for AY 2016-2017 was slightly lower than the holistic average from AY 2015-2016 (3.16), but higher than AY 2013-2014 (2.93). The variation in scores over this three-year period is minimal and does not represent a significant shift in student success. Students are largely meeting the expectations for the Composition Program.

For the EN222: Introduction to Literature, a general education course that focuses on Outcomes #2 and #3, we found an increase in student success in both areas. This assessment procedure with the Reading VALUE Rubric was adopted last year. Thus, it is too early to build concrete conclusions, but early evidence of increasing student success is encouraging.

For the English Capstone, the English Department adopted a new rubric based on the newly-developed major outcomes. Three students completed capstone projects for AY 2016-17. Two of the project met and/or exceed expectations for all programmatic outcomes. The third student, who experienced numerous difficulties and delays in his research and writing process, performed at the "approaching expectations" level.

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

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

The assessment procedure for EN222 with the Reading VALUE Rubric was adopted last year. We believe is too early to build concrete conclusions with our current data, but early evidence suggests that our Intro to Literature curriculum is helping students succeed in developing important analytical skills.

The English Capstone recently adopted a new rubric based on the newly-developed major outcomes. We believe it is too early to build concrete conclusions with one-year of data, but the evidence shows us that two of our three students successfully met our programs outcomes.

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

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

See above response to the questions about strengths.

The student who did not meet expectations with the capstone project may be an outlier as he was well-known for his inability to complete coursework in a timely manner. While the student's capstone project was deemed "passable" by the English Department, the final product did not demonstrate proficiency in all of the programmatic outcomes. I don't believe this demonstrates an area of weakness, unless we want to define "weakness" as "giving students multiple chances to work on and produce a semi-adequate project that allows them to graduate."

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

Detailed Assessment Report
2016-2017 Environmental Science-BA/BS
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Environmental Science major is intended for students preparing for environmentally related professional careers. The course work is designed to enable students to learn how the physical, chemical and biological systems interact, and to identify, analyze, communicate and solve problems. Environmental scientists work in many fields including writing, consulting, resource management, regulation, conservation and education related to environmental issues. The skills of an environmental scientist may be in demand for jobs in industry, government and research.

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.

Finding (2016-2017) - Target: Not Met
In light of concerns about the value of the Major Field Test for assessing the Biology Program as well as the Environmental Science Program, administration of the test was suspended for 2016/2017 graduates of these programs. Faculty have been working on administering a pre-post test assessment for the biology program. For ES, we plan to evaluate and learn from the assessment of the Biology program and use that to inform decisions about assessing ES. Though these are separate and distinct programs, there is considerable

overlap in courses, students and faculty between the two (and with the Chemistry program). The small number of graduates in the Environmental Science program is an additional challenge to quantitative assessment of the program.

Related Action Plans (by Established cycle, then alpha):

Develop assessment of knowledge of Environmental Science

Using information gained from assessment of the biology program and other programs in science, we will develop appropriate assessment measures.   That may include re-instating the Major Fields Test and/or creating a pre-post assessment of students majoring in Environmental Science

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Major Field Test | **Outcome/Objective:** Knowledge of Environmental Science

Projected Completion Date: 02/2020
Responsible Person/Group: Faculty teaching in the Environmental Science Program

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.

Finding (2016-2017) - Target: Met

Narrative Summary of assessment of Science Seminar presentations of Capstone Experiences: The students in this cohort of Environmental Science majors all demonstrated a strong ability to communicate their work in Environmental Science. Each student experienced a meaningful capstone work that provided an opportunity to use the knowledge and skills learned in their coursework. Those that interacted with professionals and peers outside of the CMU community reported that they felt well prepared in comparison to their peers and the expectations of their supervisors.

SC425 – Science Seminar
Invasive Plant Species in Relation to Forest Edge at Besgrove Hodge
Ben Lamb
Score: 93.22
Comments:
Good project – very interesting
Would have been nice to include an aerial photo of Besgrove Hodge
Could use less text on slide
Good job
Nice application of your research with the recommendations
Give a bit more on interactions/loss of native species
Cool project
MethodⅡ% cover. Should use a documented method—seems that a more systematic
quantitative method would be more appropriate than subjective estimates
SC425 – Science Seminar
Purposing a need for transparent food, water, and energy data in the MENA region
Michael Gardner-Brown
Score: 93.6
Comments:
Could give a bit more detail of actual analytical techniques
Very good
Define terms
Good internship
Good organization and explanation
Text on some slides was too small
Christal Spurgeon (summer 2017 grad?)
SC425 – Science Seminar
Working with Waterbourne
Christal Spurgeon
Score: 90.9
Comments:
Good overview of working in the field
Comfortable presenting style
Good use of humor
Very relatable and professional
Good example of valuable internship
Good intro
Would be good to have a few more details on what was measured and why.
C.J. Wood
SC425 – Science Seminar
The use Geographic Information Systems in Habitat Management of Besgrove Hodge Wildlife
Sanctuary
Charli Wood
Score: 94.17
Comments:
Good information about animals
Good job on reasoning on placement
Good work
Good application of coursework to research project
Good maps, but could zoom on some areas

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.

Finding (2016-2017) - Target: Met

Scores were above 75%. More importantly, the Science Seminar presentations by students in Environmental Science showed good evidence that students were able to synthesize their learning across several courses in the program. In particular, the work on invasive plants combined knowledge of botany, environmental science, conservation biology, research methods and GIS (Geographic Information Systems). Other projects provided evidence of combining an understanding of environmental issues, policy and analysis. The work with Waterbourne demonstrated use of skills in environmental quality testing and monitoring. The project on habitat management at the Sanctuary combined learning from Conservation Biology, Mammalogy, Ornithology and the use of skills in GIS.

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.

Finding (2016-2017) - Target: Met

As in previous reports, this outcome is important to the program, but finding a useful assessment measure has been a challenge. As we are working on very similar issues within the Biology Program, the plan is to learn from the assessment of biology lab skills and adapt that assessment to the ES program. Biology is moving toward a model of assessment of individual lab courses.

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%.

Finding (2016-2017) - Target: Met

Scores were above 75%. More importantly, the Science Seminar presentations by students in Environmental Science showed good evidence that students were able to communicate their learning across several courses in the program. In particular, the work on invasive plants communicated knowledge of botany, environmental science, conservation biology, research methods and GIS (Geographic Information Systems). Other projects communicated an understanding of environmental issues, policy and analysis. The work with Waterbourne shared the use of skills in environmental quality testing and monitoring. The project on habitat management at the Sanctuary explained how learning from Conservation Biology, Mammalogy, Ornithology and the use of skills in GIS were applied to the project

Analysis Questions and Analysis Answers

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

Science Seminar presentations by students in Environmental Science showed good evidence that students were able to synthesize their learning across several courses in the program. In particular, the work on invasive plants combined knowledge of botany, environmental science, conservation biology, research methods and GIS (Geographic Information Systems). Other projects provided evidence of combining an understanding of environmental issues, policy and analysis. The work with Waterbourne demonstrated use of skills in environmental quality testing and monitoring. The project on habitat management at the Sanctuary combined learning from Conservation Biology, Mammalogy, Ornithology and the use of skills in GIS.

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

As in previous reports, this outcome is important to the program, but finding a useful assessment measure has been a challenge. As we are working on very similar issues within the Biology Program, the plan is to learn from the assessment of biology lab skills and adapt that assessment to the ES program. Biology is moving toward a model of assessment of individual lab courses

<hr>

Detailed Assessment Report
2016-2017 Exercise Science
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Exercise Science major is designed to prepare students to take the national exam to become Certified Strength and Conditioning Specialists and/or enter other health science related fields.

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.

Finding (2016-2017) - Target: Met
52/52 students met the criteria.

M 5: PE440 Supervisor Survey
Completed survey from internship survey

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

Target:
100% of students earned 4+ and above on supervisor evaluation

Finding (2016-2017) - Target: Partially Met
4/6 students met the criteria.

Related Action Plans (by Established cycle, then alpha):

Developing curriculum
Faculty in this program are still developing and refining curriculum and student expectations. The findings from 2016-17 will inform this development.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PE440 Supervisor Survey | **Outcome/Objective:** Effective Communication

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.

Finding (2016-2017) - Target: Met
10/12 students (83%) met the criteria.

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.

Finding (2016-2017) - Target: Met
6/6 students met the criteria.

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.

Finding (2016-2017) - Target: Met
10/14 students (71%) met the criteria.

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 anatomy exam.

Finding (2016-2017) - Target: Met
38/49 of students (77.5%) met the criteria.

Analysis Questions and Analysis Answers

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

1. Students will model effective non-verbal and verbal communication strategies promoting a positive, motivational environment demonstrating leadership in the field. 2. Application of physiology principles to clients of all backgrounds (demographics), employment, race, ethnicity, age, gender, and activity demands. 3. Students will show content knowledge in aerobic and anaerobic exercise prescription 4. Demonstrate knowledge of how the body moves by proficient comprehension of muscles, bones, and connective tissues.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
1. Students will administer a fitness test to their peer students in PE331. 2. Students will design an effective strength and conditioning program prescribing the appropriate training principles to achieve the population(s) desired training outcomes. 3. Students will be able to effectively explain and demonstrate prescribed exercises through a positive environment including spotting techniques, execution techniques, and muscular involvement. 4. Students will complete comprehensive final exam in PE 313 demonstrating content knowledge. 5. Complete student self-survey and information from supervisor in internship.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
Our student evaluation rubrics have been very positive from supervisors. Students are doing well with communication skills and open discussion regarding exercise prescription.

Detailed Assessment Report
2016-2017 General Education
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

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: Communication
Students will be articulate, multimodal, and professional in their written, creative, and oral work.

G 2: Curiosity
Students will discover, analyze, and create

G 3: Community
Students will respect, serve and leaders as members of the CMU community.

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

SLO 1: Articulate
Students are articulate, able to speak and write clearly and effectively.

Related Measures

M 1: 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 (2016-2017) - 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 2016-2017 (CLAS and CGES) was 3.01 on a four point scale. This score is also above our 'meets expectations' benchmark of 3 out of 4.The holistic average for AY 2016-2017 is slightly lower than the holistic average from AY 2015-2016 (3.16), but higher than AY 2013-2014 (2.93). In AY2016-2017, students on average performed at or near the "meets expectations" benchmarks. Below are our AY2016-2017 results compared to the AY2015-2016 and AY2014-2015 scores. Thesis/focus: AY2016-2017 = 3.07; AY2015-2016 = 3.23; AY2014-2015 = 3.0. Development and support: AY2016-2017 = 2.88; AY2015-2016 = 3.11; AY2014-2015 = 2.91. The development and support area showed the largest regression in AY2016-2017, and merits increased scrutiny. Organization, structure, and coherence: AY2016-2017 = 3.01; AY2015-2016 = 3.22; AY2014-2015 = 2.97. Language: AY2016-2017 = 3.15; AY2015-2016 = 3.26; AY2014-2015 = 3.03. Mechanics: AY2016-2017 = 3.01; AY2015-2016 = 2.98; AY2014-2015 = 2.85. The mechanics area has steadily improved over time, here achieving the "meets expectations" benchmark.

M 2: 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 (2016-2017) - Target: Met
Two different sets of rubrics were used this academic year to evaluate student oral communication skills. One set of 39 rubrics (for which the total possible score was 150) indicated that the average total score was 126.21 (84%). The average speech score was 72/80 (90%); the averages speaker score was 35.26/40 (88%); the average outline score was 22/30 (73%). One student scored 0 out of 30 on the outline, bringing the average score down considerably. A second set of _____ rubrics (for which the total possible score was 200) indicated an average of......

Connected Document
SpeechRubricDataAY16-17

M 9: 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

Target:

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

Finding (2016-2017) - Target: Met
Students taking the MOGEA Reading and Writing sections met the benchmark, which is to have the average CMU score be at passing or higher. Across all campuses (CLAS and CGES), Writing scores averaged 215.3 (passing is 193) and Reading scores averaged 231.6 (passing scores is 220).   The n=221 for both tests). These scores show that general education courses in reading and writing are meeting the goal of students being "Articulate", at least in this sample population.

SLO 2: Multimodal
Students are multimodal, able to interpret and express ideas through multiple modes of communication.

Related Measures

M 3: 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

Target:
Meet or exceed national average scores.

Finding (2016-2017) - Target: Partially Met
CMU's results on the Project Sails Exam for 2016 resulted in all scores meeting or exceeding the national mean except those in one area: Evaluating Sources.   See attached report for full score breakdown.

Connected Document
Project Sails Results - Cumulative 2016

Related Action Plans (by Established cycle, then alpha):
New courses/assignments
Because "Evaluating Sources" continues to be a problem area for our students, the library faculty re-worked the CMU101 assignment to include more information and content that covers this area. We are alos working on posters and extra sessions on "Combating Fake News" and are developing 1 hour courses for this area.

Established in Cycle: 2016-2017
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Project SAILS | **Outcome/Objective:** Multimodal

Responsible Person/Group: Library Faculty

SLO 3: Discover
Students can discover, explore, and seek solutions based on accumulated knowledge and current research.

Related Measures

M 4: 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 (2016-2017) - Target: Met
CMU students scored at the national mean in 2016-17 on Critical Thinking.   See attached report.

Connected Document
CAAP Summary Report 2016-17

Related Action Plans (by Established cycle, then alpha):
Interdisciplinary approach
The CAAP is not feel to be an extremely reliable or conclusive measure, since students are financially rewarded for taking the exam and it does not affect their academic performance. We are working on building an interdisciplinary general education program that will more truthful assess student learning across campus, based on the Wheel outcomes created in 2015-16.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: CAAP Critical Thinking | **Outcome/Objective:** Discover

Responsible Person/Group: General Education Committee Assessment Director

M 5: 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.

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.

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:
Achieve an average Milestone score of "2" on the VALUE Rubric across all samples.

Finding (2016-2017) - Target: Met
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. Our assessment concentrates on a random sample of 20% of the students enrolled in EN222 during the 2016-17 academic year. The average score for each developmental area are as follows: Comprehension: 2.40, Genres: 1.99, and Relationship to Text: 2.08. 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 largely exceeded last year's expectations and scores (i.e. 1.5-1.9). This is only the second time we have used this assessment procedure, so it's too early to come to any conclusions about the increase in scores this year. As we gather further data over the next three years and discuss student reflections, we will build more concrete conclusions about our student success in EN222.

SLO 4: Analyze
Students can analyze, evaluate, interpret, and summarize data.

Related Measures

M 6: 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 (2016-2017) - 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.

Connected Document
CAAP Summary Report 2016-17

Related Action Plans (by Established cycle, then alpha):

A new measure
The CAAP test has been discontinued, so we are looking at new measures to help gauge success in general education classes related to "Analyze". The math department is also developing a "Quantitative Reasoning" course to strengthen these abilities in our students and address those students who do not need specific college algebra instruction for their careers.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: CAAP Mathematics | **Outcome/Objective:** Analyze

Projected Completion Date: 09/2018
Responsible Person/Group: Math Department General Education Committee

M 7: 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 (2016-2017) - 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.

Connected Document
CAAP Summary Report 2016-17

Related Action Plans (by Established cycle, then alpha):

Interdisciplinary approach
The CAAP is not feel to be an extremely reliable or conclusive measure, since students are financially rewarded for taking the exam and it does not affect their academic performance. We are working on building an interdisciplinary general education program that will more truthful assess student learning across campus, based on the Wheel outcomes created in 2015-16.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: CAAP Science | **Outcome/Objective:** Analyze

Responsible Person/Group: General Education Committee Assessment Director

M 8: Biology 101 Reflection
Data and reflection from the Biology 101/102 sequence.

-

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

Target:
Data and reflection from the Biology 101/102 sequence.

Finding (2016-2017) - Target: Met
See attached report. Summary findings are below.

After considering all of the above information, I have made several changes to the course for Fall 2017.

- I have continued to arrange the labs so that we have completed the cellular respiration lectures before doing that lab activity.
- I was encouraged by the significant increase in the average score from the Pre-Survey to the Post-Survey, and that most students improved their Survey score. I was also encouraged by the improved survey scores and exam grades in Fall 2016 compared to Fall 2015. This told me that the interactive in-class assignments and lab activities I used are helping the students and I will continue to use them. This also told me that the out-of-class assignments are helping the students better prepare for the quizzes and exams.
- I will try to do more reflection after active learning exercises. For example, I need to do more reflection after the cellular respiration lab activity, which is similar to a game. I will work with the lab assistants to help students reflect instead of immediately leaving the classroom when they are done.
- I was interested in the 5 survey questions that were not answered correctly by over 50% of the students on the Post-Survey. I need to place more emphasis on the topics covered by those questions. I will add emphasis by:
    - Reviewing the ideas in class more – asking the students questions that they answer verbally.
    - Explaining the topics in different ways, including multiple examples.
    - Include that information on in-class assignments (and lab handouts when possible).
    - Include that information on out-of-class assignments.
    - In the future, I will consider offering a textbook option that only includes the chapters we are discussing from the class (about 1/3 of the textbook). That way the students not moving on to BI102 and BI108 could buy a cheaper textbook option.

Connected Document
BIO101 and Lab Reflections 2016

M 9: 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

Target:
The passing score for the Math section of the MOGEA for AY14-15 was 183. Passing scores for 2016-17 are 220 or higher.

Finding (2016-2017) - Target: Met
Students taking the MOGEA Math sections met the benchmark, which is to have the average CMU score be at passing or higher. Across all campuses (CLAS and CGES), Mathematics scores averaged 261.75 (passing is 220) The n=221 for both tests. These scores show that general education courses in mathematics are meeting the goal of "Analyze", at least in this sample population.   If this measure is continued, evaluation of the benchmark should be considered.

SLO 5: Serve
Students will serve others and be ethical, informed citizens.

Related Measures

M 10: 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 HI117 and PS101.

Finding (2016-2017) - Target: Met
The mean score for all students taking the constitution civics exam was 80.6. Students improved this year compared to previous years. See attached score breakdowns.

Connected Document
Civics Scores 2016-17

SLO 6: Respect
Students will understand and respect diversity, including others' viewpoints, positions, and beliefs.

Related Measures

M 9: 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

Target:
The passing score on the Social Studies section of the MOGEA for AY14-15 was 183. Passing scores for 2016-17 were raised to 220.

Finding (2016-2017) - Target: Met
Students taking the MOGEA Social Studies sections met the benchmark, which is to have the average CMU score be at passing or higher. Across all campuses (CLAS and CGES), Social Studies scores averaged 228.05 (passing is 220) The n=221 for the tests. These scores show that general education courses in mathematics are meeting the goal of "Respect", at least in this sample population.

M 11: 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 (2016-2017) - Target: <u>Met</u>

According to the 2016 NSSE report, our students, both first year students and Seniors rate their experiences under "Discussions with Diverse Others" at the same rate as peer institutions. These areas ask students to rate how often they have conversations with people from different ethnic or racial backgrounds, economic backgrounds, political views or religious beliefs.

See attached summary

report: http://www.centralmethodist.edu/academics/provost/_docs/assessment/NSSE16SnapshotCMU.pdf

Analysis Questions and Analysis Answers

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

This is the first year that the new outcomes, know an "The Wheel" were used to report assessment data for general education. The existing measures were re-mapped to the new competencies, which is not ideal, but is providing a stop gap while the General Education Committee meets to plan for a new structure. Data was collected for all outcomes; eventually we plan to analyze the data sets in a three year cycle.

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

Our measures show that our students in the "Communication" section of the Wheel are meeting desired thresholds, while the "

Curiosity" section still needs improvement. However, the measures for communication are direct measures embedded within coursework, which would lead to higher academic performance. There is some alignment and more specific targeting of classes and measures that needs to take place to really draw a true picture of the success of the general education program.

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

The Communication area of the Wheel is being met fairly consistently through writing, speech classes, and library instruction.

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

The "Curiosity" section of the Wheel continues to be problematic for our students. Working with the Math department, a pre/post test format for College Algebra is being developed that should provide a truer measure of the "Analyze" component of the general education program.

Detailed Assessment Report
2016-2017 History-BA/BS
As of: 4/14/2018 10:40 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 (2016-2017) - Target: <u>Met</u>
2016-2017
Students have met or exceeded program goals for writing skills. See attached report.

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 (2016-2017) - Target: <u>Met</u>
Students in the 2016-2017 cycle met or exceeded program goals. See attached report for AY 2016-2017.

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 (2016-2017) - Target: <u>Met</u>
2016-2017

Students have met or exceeded program goals for this measure. See attached report.

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.

Finding (2016-2017) - Target: Met
2016-2017
The objectives have been met. See attached report.

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 (2016-2017) - Target: Met
2016-2017

The program objectives have been met. See attached report.

Analysis Questions and Analysis Answers

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

We are focusing on scores in the MFAT for American and World History. The goal was to have students score at least 80% on the MFAT subsections for those areas.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
The measures demonstrated that we were meeting the target goal of 80% for HI 101 and exceeding the target goal for HI 101, HI 117, and HI 118.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
The assessments demonstrated our program's fundamental strengths in both American and world History.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
There are no trouble spots indicated in the current cycle of assessment.

Detailed Assessment Report
2016-2017 Honors Program
As of: 4/14/2018 10:40 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.

Connected Documents
Honors Students Fall 2017
SP 2017 Honors Students

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 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 2: Honors Thesis - 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.

Source of Evidence: Senior thesis or culminating major project

Target:
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.

Finding (2016-2017) - Target: Met
In 2016-2017 the average score was 37. This meets and exceeds the program goal.

SLO 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.

Related Measures

M 3: Honors Thesis Defense - Oral communications skills
Students will be scored by the Thesis committee during the oral defense using the approved Honors rubric.

Source of Evidence: Senior thesis or culminating major project

Target:
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.

Finding (2016-2017) - Target: Met
in 2016-2017 the average score was nine. This meets and exceeds the program goal.

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
In 2016-2017 the average score was 45. This meets and exceeds the program goal.

Related Measures

M 4: Honors Thesis - 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.

Source of Evidence: Senior thesis or culminating major project

Target:
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.

Finding (2016-2017) - Target: Met
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 In 2016-2017 the average score was 45. This meets and exceeds the program goal.

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

O/O 1: Percentage of student participation
5% of the student body should participate in the honors program.

Connected Document
SP 2017 Honors Students

Related Measures

M 1: Student enrollment in Honors
Student enrollment numbers in all honors classes.

Source of Evidence: Existing data

Connected Documents
Honors Students Fall 2017
SP 2017 Honors Students

Target:
r Student participation in the program should be at or above five per cent.

Finding (2016-2017) - Target: Met
In 2016-17 student participation in the Honors program was nine per cent. The Honors program is more than meeting objectives for student participation on the program which have been set at five per cent.

Analysis Questions and Analysis Answers

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

In 2016-2017 the Honors program is focusing on outcomes one through four.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
Our assessment measures show that the program is meeting and exceeding program goals.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
The assessment measures show that the program is strong in participation and in teaching research skills, oral communications skills, and writing skills.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
Our assessments show that we must continue to monitor program outcomes.

Detailed Assessment Report

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, sampling techniques & Scuba.

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. This is until we get our in house pre-test/ post-test in place in the 18-19 academic year. In addition to the biology component there will be additional marine biology specific questions added for the marine biology majors.

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 (2016-2017) - Target: Met
Only one student took the MFT in 2016-17, and met the benchmark. Measures will be evaluated moving forward.

Related Action Plans (by Established cycle, then alpha):

Marine biology MFT action plan

Marine biology and biology students take many of the same courses. The proposal to add a cell biology course will help students in both of these majors improve their scores on the cell biology portion of the MFT.

In addition we may change our measure to more accurately reflect the course work of the students. Many of our students focus on two of the four fields tested in the MFT. Thus they do considerably better in their focus areas. We may change our evaulation to include just their focus areas.

Established in Cycle: 2008 - 2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: MFT--Biology | **Outcome/Objective:** Marine science knowledge base

Projected Completion Date: 04/2011
Responsible Person/Group: Biology Department
Additional Resources: $1000 for the cell biology lab
Budget Amount Requested: $1,000.00 (recurring)

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.
The grading rubric that is currently used encompasses all science majors.

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. As well as basic snorkel, scuba and underwater collection skills and water quality analysis.

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.
The grading rubric that is currently used encompasses all science majors.

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. This include lab practicals to evaluate laboratory skills. The lab skills involved in field collection such as seining, diving, and snorkeling will be evaluated in the field.

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.

Finding (2016-2017) - Target: Met
Marine Biology students are successfully completing labs and meeting benchmarks (see Biology evaluations).The department is evaluating effective ways to assess this outcome.

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.The majority of the majors will conduct authentic research in marine science and will analyze data and produce a paper on the research, they will then present that research to the faculty at science seminar.

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.
The grading rubric that is currently used encompasses all science majors.

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%.

Analysis Questions and Analysis Answers

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

The program in constantly try to expand the knowledge base, as we expand the summer course selection we are incorporating the needed knowledge into our program.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
In the 16-17 assessment there was only one marine biology major that took the test, thus insufficient data to allow analysis.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
Data not available

Detailed Assessment Report
2016-2017 Masters in Mathematics
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Goals

G 1: MSM Program Goals
The goals of the CMU MSM program include providing a Master's degree program in mathematics that accommodates those students that cannot attend "in seat" classes. The program will serve students seeking dual credit certification. And, the program will provide a solid mathematical foundation for students wanting to pursue a terminal degree in mathematics.

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.

Related Measures

M 2: Student Evaluations of Instruction
Each graduate student will have the opportunity to complete a Student Evaluation of Instruction at the conclusion of each graduate seminar. SEIs will be monitored by the program coordinators, and by the director of graduate studies to identify and remediate areas of the curriculum that may be under performing student expectations.
Source of Evidence: Evaluations

Target:
Students will report positively in regards to the program and instructional methods.

Finding (2016-2017) - Target: Met
The feedback from students in the MSM program has been very positive. One comment regarding the MA522 course, Writing Mathematics, was repeated by several students. As a result, the MA522 course was revised to include instruction on LaTex, a mathematical type setting program that is widely used in upper division mathematics and mathematical research publications.

M 3: GRE Scores
Candidates for the Master of Science in Mathematics will be required to submit score from the Graduate Records Examination [General Test] before the awarding of their degrees. These scores will be used to evaluate the overall quality of academic preparation of degree candidates with the national population of graduate students. Adjustments to curricular requirements will be made based on a careful review of these GRE scores by faculty involved in teaching the graduate mathematics curriculum.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Targets will be set after the program is more completely established.

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported in this cycle.

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.

This is measured and monitored in the discussions, assignments, and exams in each course of the MSM program. And, these are also required in the comprehensive exit exams

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

Related Measures

M 1: Exit Evaluation

Candidates for the MSM degree will be required to complete and submit an exit evaluation of the quality of the program's faculty, curriculum, and support services.

Source of Evidence: Exit interviews with grads/program completers

Target:
Students will report positive impressions of the program.

Finding (2016-2017) - Target: Met

During the 2016-2017 academic year, there were two graduates of the MSM program. Both students stated that they were challenged by the exit exams. Yet, both performed at a level that met the expectations of the program administrators and instructors.

M 2: Student Evaluations of Instruction
Each graduate student will have the opportunity to complete a Student Evaluation of Instruction at the conclusion of each graduate seminar. SEIs will be monitored by the program coordinators, and by the director of graduate studies to identify and remediate areas of the curriculum that may be under performing student expectations.

Source of Evidence: Evaluations

Target:
Students will report positively in regards to the program and instructional methods.

Finding (2016-2017) - Target: Met

The feedback from students in the MSM program has been very positive. One comment regarding the MA522 course, Writing Mathematics, was repeated by several students. As a result, the MA522 course was revised to include instruction on LaTex, a mathematical type setting program that is widely used in upper division mathematics and mathematical research publications.

Analysis Questions and Analysis Answers

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

Communication of solutions and/or strategies in written and verbal form.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
During online discussions, students struggled with proper terms and procedures when explaining solutions and/or strategies.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
By having students post written assignments as part of discussion forums, students have a better means of comparison and are making better inquiries.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
The MSM program is relatively new. As more data becomes available, reflection and re-direction will be the case for many goals. Currently, communication remains the focus.

Detailed Assessment Report
2016-2017 Mathematics-BA/BS
As of: 4/14/2018 10:40 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.

Finding (2016-2017) - Target: Not Reported This Cycle
No graduating seniors took the Mathematics MFT for 2016-2017.

M 3: Senior research project
In order to measure whether students can think quantitatively, problem solve, communicate mathematically, and 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.

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.

Finding (2016-2017) - Target: Met
All three Fayette campus mathematics majors who required a research project completed their capstone successfully.

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

-

Relevant Associations:

-

Related Measures

M 3: Senior research project
In order to measure whether students can think quantitatively, problem solve, communicate mathematically, and 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.

Source of Evidence: Senior thesis or culminating major project

Target:
All students complete SC425 with a C or better and submit a completed capstone research paper.

Finding (2016-2017) - Target: Met
All three mathematics majors complete their capstone research paper satisfactorily.

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

-

Relevant Associations:

-

Related Measures

M 5: Graduate Survey
We presently keep track of our students on an informal basis. This includes employment and graduate school acceptance information.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
The majority of math majors will find employment in a mathematics related field.

-

Finding (2016-2017) - Target: Met
At least one student is participating in our online graduate program in mathematics, and the secondary education students both found positions at high schools in Missouri. I don't have data on the other two mathematics majors that graduated.

Analysis Questions and Analysis Answers

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

Formally, we didn't have a particular outcome upon which the program was focusing. However, informally this was likely on Objective 3, as the application of mathematical concepts to real-world situations was a major focus in the classes I observed, and in the capstone research projects we supervised.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
The assessment measures that were performed this semester demonstrated that students in our program were meeting our goals for student learning. All performance targets were met or surpassed.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
Assessments showed students were successful at applying their mathematical knowledge to real-world situations, as evidenced by the high job placement rate and the successful completion of the capstone research projects. Overall, we felt we produced some strong graduates and were impressed by the work they submitted. We feel like we provide strong support to our students lower-level general education classes, but that this is complicated by a large number of students who feel the mathematics offered there is not relevant to their course of study (specifically in regards to MA103).

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
Certainly, the objective that "Students demonstrate proficiency in mathematics" was not effectively measured. It would appear that we stopped using the MFT, but did not develop another measure to take its place. For 2017-2018, we will use

the MFT for mathematics until we get a better measure in place. While the scores may be depressed due to the design of the test (geared towards pure mathematics majors focusing in a particular area), they will at least provide some relative information between years for comparison.

Another glaring weakness is that we didn't collect much assessment data for 2016-2017, and what was collected was not very detailed or actionable. Largely, this was due to high turnover in the department. However, moving forward, I would like to focus on bringing in more of the assessment data regarding student proficiency. While the MFT may provide a summative assessment, I would like to do a more formative assessment for the program by using data/reports from each course taught.

For example, as shown in the Assessment Summary report I compiled for the two MA 103 sections I taught in 2016-2017, by performing a detailed item analysis on the cumulative final exam and relating this to the Measurable Learning Outcomes for the course, I was able to identify areas of strength and weakness for my students in that course. We can make use of such data to inform the next semester the course is taught and hopefully improve student performance in problem areas. While this is a good amount of work, I believe it helps us to analyze and improve our instructional techniques in a more objective manner than reflecting on "how a class went." For the next academic year, I will be working with other professors in the department to compile these reports for at least all sections of MA103 and MA105, which are our two most populated courses. In aggregate, we can map performance in these Measurable Learning Outcomes for specific courses to our Departmental Learning Outcome of student proficiency.

In the future, I'd also like to build and implement rubrics and consistent measures for our capstone research projects. This may not be feasible for 2017-2018, but it is on the radar and would help informed our communication outcome.

Connected Document
    MA 103 2016-17 Assessment Summary -- Swicegood

Detailed Assessment Report
2016-2017 Middle School Education
As of: 4/14/2018 10:40 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.

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 Middle School Education will be "Met", as indicated by the DESE report.

Finding (2016-2017) - Target: Met
Middle School Education indicators were met for the 16-17 academic year. See attached report .

Detailed Assessment Report
2016-2017 MSN - Clinical Nurse Leader
As of: 4/14/2018 10:40 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.

Related Measures

M 3: SPEP Report - MSN
Systematic Program Evaluation Plan for the MSN programs.   The SPEP report meets all listed objectives, but is displayed under Objective 1. Please see the detailed report for more information.

Source of Evidence: Professional standards
Target:
Program will meet or exceed national and state accrediting standards.

Finding (2016-2017) - Target: Met
See attached report and action plan: MSN SPEP Complete

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.

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.

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.

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.

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.

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

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

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.

Detailed Assessment Report
2016-2017 MSN-Nurse Educator
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Goals

G 1: Program Outcomes
1. Design, coordinate, and evaluate educational experiences provided to student and patient populations.
2. Utilize research-based information to design, implement, and evaluate learning experiences.
3. Analyze issues in education from an ethical, sociopolitical, technological, and historical framework while providing leadership for change.
4. Advocate for policies that improve nursing education and the profession of nursing.
5. Analyze the impact of higher education on nursing education focusing on policy, issues, and trends.
6. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.
7. Integrate findings from the sciences and humanities to impact educational outcomes.
8. Mentor and coach nursing students and other members of the educational team.
9. Effectively utilize varied methods of communication and technologies to enhance learning.
10. Integrate clinical prevention and population health concepts in the development of health education, communication strategies, and interventions.
11. Design strategies that promote lifelong learning of self, peers, and students that incorporate professional nursing standards and accountability for practice.
12. Integrate an evolving personal philosophy of nursing and healthcare into one's educational practice.

For evidence of data analysis, outcomes achievement, or the development of an action plan, please see the linked Systematic Program Evaluation Action Plan Report.

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

SLO 1: SPEP for measures and Outcomes
The Nurse Educator program uses the systematic program evaluation to record outcomes and assessment information. That report is included here.

Related Measures

M 1: MSN SPEP
Comprehensive Evaluation of the program used for national accreditation, meeting all accreditation requirements.

Source of Evidence: External report

Target:
Accreditation Reports are produced each year.

Finding (2016-2017) - Target: Met
MSN SPEP Report 2016-17

Detailed Assessment Report
2016-2017 Music - Masters in Music Education
As of: 4/14/2018 10:40 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 three 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 (2016-2017) - Target: Met

For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.36 (excellent).

SLO 2: Music Pedagogy

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 three 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 (2016-2017) - Target: Met

For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.43 (excellent).

SLO 3: Evaluate current issues in music education

Evaluate current issues in music education from an ethical, philosophical, technological, and historical frameworks 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 three 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 ethical, philosophical, technological, and historical frameworks while providing leadership for change."

Finding (2016-2017) - Target: Met
For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.43 (excellent).

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 three 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, "Communicate effectively through conducting gesture the musical information gathered through score study."

Finding (2016-2017) - Target: Met

For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.58 (proficient).

Related Action Plans (by Established cycle, then alpha):

enhance conducting skills
Though the cohort scored in the proficient area of the rubric for their conducting skills, it was one of the weaker areas. The conducting courses for the MME program are being offered in summer 2018, so the faculty of those courses will review SEIs and student suggestions from the last time the course was offered in an effort to find ways to make the course more effective. The faculty will also consider their observations of student conducting and general areas of weakness as they revise their courses.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Master's Report | **Outcome/Objective:** Enhance conducting skills
Responsible Person/Group: conducting faculty

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 three 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 (2016-2017) - Target: Met
For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.58 (proficient).

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 three 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 (2016-2017) - Target: Met
For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher.

The cohort average was 1.47 (excellent) in demonstrating a thorough understanding of historical and theoretical concepts through score analysis.

The cohort average was 1.58 (proficient) in preparing a musical and technically appropriate concert.

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 three 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 (2016-2017) - Target: Met
For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.43 (excellent).

The cohort scored 1.54 (proficient) in writing effectively and using APA format in the Master's Report.

The cohort scored 1.58 (proficient) in speaking effectively on the MR concert.

Analysis Questions and Analysis Answers

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

Because courses are taught in a three-year cycle, our focus changes depending on the specific courses taught in a given summer. In the summer of 2017, we focused on interpreting music based on historical and theoretical analysis (outcome #6) and managing a music program (outcome #1).

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
Our assessment measures demonstrated that students are mastering both outcomes 1 and 6.

Outcome 1: For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.36 (excellent).

Outcome 6: For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.47 (excellent) in demonstrating a thorough understanding of historical and theoretical concepts through score analysis. The cohort average was 1.58 (proficient) in preparing a musical and technically appropriate concert.

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

Though the rubrics show that students are experiencing mastery of all outcomes, Managing a Music Program (outcome 1) appears to be a particular strength. Students (who are teachers) demonstrate great progress in developing skills in their own students and creating positive learning environments for their own student musicians.

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

Though students demonstrate proficiency, Conducting Skills (#4) is the lowest evaluated outcome. Faculty are investigating student surveys and suggestions, as well as noting the specific conducting weaknesses of some students, as they revise the conducting courses.

Detailed Assessment Report
2016-2017 Music-BA/BM/BME
As of: 4/14/2018 10:40 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 faculty assess student progress and master 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.

We have decided that it is productive to have a formal yearly meeting to discuss assessment. In addition, we will check our progress monthly at our regular department faculty meetings.

Related Measures

M 1: Faculty Assessment Meeting
Every August the full-time faculty will meet to discuss assessment and ways to improve our tracking. The meeting summary will be uploaded in the documents section.
Source of Evidence: Discussions / Coffee Talk

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

Finding (2016-2017) - Target: Met
Our meeting on August 19, 2016 was helpful. Some new ideas were added to our assessment plan (Guitar Tech Rubric, evaluation of Aural Skills curriculum, assessing the teaching strengths and weaknesses (self-reported) of our alumni and creating a class to address those needs). The document with anecdotal entries of the success of our plans is uploaded in the Document Management section (assessment results 2016_2017 summary).

Connected Document
assessment progress 2016-17

SLO 2: Theory knowledge
Students will develop and use a body of knowledge and application skills in the field of music theory.

Related Measures

M 2: 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. Simons (formerly Loehnig) and Waggoner will meet following administration of the survey to analyze the results and determine the appropriate course of action.

Finding (2016-2017) - Target: Met
The survey was completed in fall 2016. Students seemed to focus on an appreciation of time spent on fundamentals, but some wanted even more. Faculty will use iPads to make tutorial videos for Intro to Western Music and Theory I, and provide more efficient in-class feedback to students in Theory II (these students will have iPads).

Survey results are posted in WEAVE (Theory Exit Survey Fall 2016.pdf).

Connected Documents
Theory Exit Survey Discussion
theory exit survey fall 2016

SLO 3: 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 3: 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 (2016-2017) - Target: Met
The music history faculty gathered data and discussed it at length. Both faculty are revising course-related items and are considering big-picture issues. Detailed minutes are in the Document Management section.

Connected Document
History Survey summary

SLO 4: Performance Skills-ensemble
Thread=Performance Skills
Student performs (solo instrument or voice) sufficiently for satisfactory small and large ensemble participation.

Related Measures

M 6: 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 (2016-2017) - 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 5: Performance Skills-solo
The Dean of the Conservatory assesses students at weekly recitals and other solo performances. Concerns will be addressed with the studio faculty and in faculty evaluations.

We are moving toward another type of assessment: a rubric guiding assessment of musical skills, completed by faculty at the entry-level jury of every freshman and again at the senior recital hearing. We are hoping that cohorts will move from the weak side of the rubric to the strong side.

Related Measures

M 4: 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:
Our goal is for every student to make progress as a musician from where they entered the program (remedial, developing, acceptable, excellent, exceptional). Not all students will achieve the highest level, but all will progress.

Finding (2016-2017) - 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.

M 5: jury/hearing rubric
The faculty will evaluate students with the Hearing Rubric at the Entry-Level Jury and the Senior Recital Hearing.

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

Target:
Each cohort of students will move from the lower side of the rubric to the higher side (from remedial toward exceptional). Our goal is to increase the cohort average by one rubric cell.

We began gathering data in Fall 2015. Our first cohort will complete the process in Spring 2019.

Connected Document
hearing rubric

At present, we do not have findings because we haven't been gathering data long enough. We will have completed a four-year cycle (and have data to assess) in spring 2019.

SLO 6: Performance Skills-reference instrument
Students will demonstrate performance skills on a reference instrument (piano/guitar) at a level necessary for demonstration and teaching.

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

Target:
Our goal is to have 80% of students taking the Piano Proficiency Exam earn a 'Pass' or 'Pass with Provisions' on the exam.

Finding (2016-2017) - Target: <u>Met</u>
Though our cohort exceeded the benchmark of having 85% pass the piano proficiency exam, Drs. Simons and Berwin observed that several students struggled with sight-reading. This prompted a discussion about the overall validity of the exam as an assessment tool (see summary of discussion and changes in "piano proficiency changes july 2017" document).

Connected Documents
> piano proficiency proposed changes
> piano proficiency results 2016-2017

Related Action Plans (by Established cycle, then alpha):

piano proficiency revision - pilot program
Drs. Berwin and Simons will revise the piano proficiency exam with a focus on thinking skills, as opposed to rote memorization and muscle memory skills. It is expected that the pass rate may fall in 2017-2018 because of the raised expectations. See attached document (piano proficiency changes july 2017) for more information.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Piano Proficiency Exam | **Outcome/Objective:** Performance Skills-reference instrument

Implementation Description: The piano faculty will design a new exam and methods for developing the necessary skills in the students.
Responsible Person/Group: Barb Berwin, Melissa Simons
Connected Document
> piano proficiency proposed changes

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:
Develop a rubric to assess basic guitar skills (including teaching with the guitar as a tool). Our benchmark is for 80% of the class to score at the 80% or higher.

Finding (2016-2017) - Target: <u>Met</u>
In Fall 2016, 100% of the cohort scored an 80% or higher on the Guitar Tech Assessment.

Connected Document
> Guitar teaching rubric 2016

SLO 7: 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 (2016-2017) - Target: <u>Partially Met</u>
The music education faculty (Vandelicht and Westfall) met to analyze the data related to the MoSPE Quality Indicators and the Student Teacher Survey/Cooperating Teacher Survey. They determined that students need to learn more about:

- Technology in the classroom (Surveys)
- Lessons for Diverse Learners (MoSPE and Surveys)
- Differentiated Lesson Design (MoSPE)
- Behavior Management (MoSPE and Surveys)
- Assessment Strategies (MoSpe)

Faculty will address these areas in greater detail in the spring 2018 semester in ED370 and ED376.

Specific data is in the affiliated document. (There is a typographical error in the header of the document. The capstone ED462: Supervised Student Teaching.)
Connected Document
> Student Teaching assessment data May2017

Related Action Plans (by Established cycle, then alpha):

response to MoSPE Indicators and Surveys
In ED370 and ED376 (spring 2018), faculty will focus on helping students develop skills in:

- Technology in the classroom.
- Lessons for Diverse Learners.
- Differentiated Lesson Design.
- Behavior Management.
- Assessment Strategies.

We suspect that this focused instruction will result in stronger scores during the student teaching evaluations.

Established in Cycle: 2016-2017

Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
      Measure: student teaching evaluations | **Outcome/Objective:** Lead/teach others
Projected Completion Date: 03/2018
Responsible Person/Group: Skip Vandelicht and Claude Westfall

Analysis Questions and Analysis Answers

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

We continue to assess outcomes for all four threads of the curriculum (theory knowledge, history knowledge, performance skills-solo, ensemble, and reference instruments, and leading/teaching others). New focuses in 2016-2017 include: assessing proficiency in using guitar as a reference instrument (outcome #6: performance skills-reference instrument thread) and formalizing assessment data collection of student teachers (outcome #7: leading/teaching others thread).

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

For outcome #6: performance-reference instrument, the Guitar Class Rubric seemed to show that students are mastering the basic guitar skills necessary for using the instrument as a teaching tool. All students completed the required tasks at the 80% level or higher.

For outcome #7: teaching/leading others, faculty analyzed data related to the MoSPE Quality Indicators and the Student Teacher Survey/Cooperating Teacher Survey. They determined that students need to learn more about: Technology in the classroom (Surveys), Lessons for Diverse Learners (MoSPE and Surveys), Differentiated Lesson Design (MoSPE), Behavior Management (MoSPE and Surveys), and Assessment Strategies (MoSPE). The faculty will give more attention to these areas in ED370 and ED376 in the spring 2018 semester.

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

Our theory curriculum and teaching continues to be strong (outcome #2). Surveys showed that student confidence in their theory abilities are reasonable high, they recognize growth in their writing and analytical skills, and they find faculty to be responsive to their learning needs.

Our performance skills (ensemble) continue to be strong (outcome #4). Assessment of concert quality by the department chair and documented in evaluations is high.

Our performance skills (reference instrument) continue to be strong (outcome #6), though faculty are considering implementing a revised system of course goals to better align with skills students need when they begin teaching. The assessment showed that students are mastery the skills necessary for passing the test. The faculty observed the test may no longer be aligned with what new teachers need to be able to do. They will revise the material for the 2017-2018 school year.

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

We are aware of the need to focus on student teaching skills like effective use of technology in the classroom, understanding needs of diverse learners, developing differentiated lessons plans, implementing effective behavior management, and using effective assessment strategies. Faculty will include new and different methods of covering these concepts in ED370 and ED376 in spring 2018 and data will be gathered from student teaching surveys and cooperating teacher surveys.

Detailed Assessment Report
2016-2017 Nursing - All BSN level programs
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Goals

G 1: Program Outcomes

1. Demonstrate professional nursing leadership evidenced by the monitoring and improvement of healthcare systems, including management of physical, fiscal, and human resources.
2. Formulate research questions, critically analyze evidence, and apply evidence to practice.
3. Demonstrate the ability to effectively use technology to analyze, manage, and communicate data information.
4. Provide nursing care based on current knowledge, theory, and evidence to promote safety, holism, adaptation, and quality care as evidenced by the ability to:
    a. Design and implement care based on the nursing process
    b. collaborate as a member of the interdisciplinary health care team.
    c. Incorporate the principles of communication, client education, and client advocacy into practice.

For data analysis and determination of whether outcomes were met or an action plan was developed, please see the Systematic Program Evaluation Plan Report.

G 2: Program Outcomes

1. Demonstrate professional nursing leadership evidenced by the monitoring and improvement of healthcare systems, including management of physical, fiscal, and human resources.
2. Formulate research questions, critically analyze evidence, and apply evidence to practice.
3. Demonstrate the ability to effectively use technology to analyze, manage, and communicate data information.
4. Provide nursing care based on current knowledge, theory, and evidence to promote safety, holism, adaptation, and quality care as evidenced by the ability to:
    a. Design and implement care based on the nursing process
    b. collaborate as a member of the interdisciplinary health care team.
    c. Incorporate the principles of communication, client education, and client advocacy into practice.

For evidence of data analysis, determination of outcomes achievement, or the development of an action plan, please see the linked Systematic Program Evaluation Plan Report.

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

SLO 1: SPEP for measures and Outcomes

All nursing programs report outcomes, measures, and findings through their accrediting body and the systematic program evaluation plan. The full report for AY15-16 can be found here.

Related Measures

M 1: BSN-G SPEP Report
The Systematic Program Evaluation Plan (SPEP) for the Bachelors of Science in Nursing General Program is used as the assessment plan and action plan for this program.

Source of Evidence: Professional standards

    Target:

Completed SPEP Report. Nursing meets targets for national accreditation with this report.

Finding (2016-2017) - Target: <u>Met</u>
See attached SPEP report for all BSN programs.

http://www.centralmethodist.edu/academics/provost/_docs/SPEPBSNGspring2017.pdf

---

Detailed Assessment Report
2016-2017 Occupational Therapy Assistant
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The mission of the Occupational Therapy Assistant program is to prepare students to be competent, professional occupational therapy assistant practitioners. OTA graduates will be qualified in the technical knowledge and professional skills required to practice in healthcare's evolving environment, equipped with both science and evidence as they meet the occupational needs of society. This knowledge is acquired within a liberal arts experience, a combination of didactic and clinical experiences will foster the value of purpose driven by empathy and wisdom. Emphasis will be placed on honesty, integrity, civility and a strong sense of personal responsibility. Successful completion of this program will allow the student to sit for the NBCOT examination.

The Central Methodist University experience stimulates student growth in knowledge, personal integrity, spirituality, and professional competence. In addition, students are challenged to develop a sense of global citizenship and a commitment to the betterment of the world. At CMU we challenge our students in development of these virtues by means of academic and character goals. Successful integration of both academic and character, creates a foundation for students to commit themselves to a life exemplifying values in relationships with self, family, church, university, and community. CMU nurtures a spirit of community and caring among students, faculty, and staff. The OTA Program is an ideal addition to CMU's programs, the mission of OT aligns perfectly with the values of CMU. The philosophy of OT is to help people across the lifespan participate in the therapeutic use of occupations, better known as activities of daily living. It aims to assist people with getting back to the job of living their lives. The values of CMU will provide OTA practitioners with characteristics needed to exude an excellent therapeutic use of self.

Goals

G 1: Program Goal 1
The CMU OTA Program prepares students to be confident entry-level practitioners, understanding the importance of both leadership and service in the communities they serve.

G 2: Program Goal 2
CMU OTA graduates will be able to articulate their roles as practitioners within the lifespan progression and as advocates of the occupational therapy profession.

G 3: Program Goal 3
CMU OTA graduates will exemplify the qualities of professional and social responsibility, excellence and leadership as their role of occupation and client-centered practitioner grows and is defined through the program.

G 4: Program Goal 4
CMU OTA graduates will understand their role as change agents as they engage and inspire clients to reach wellness through the use of occupations that are meaningful to the client.

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

SLO 1: OTA Curriculum Threads
Professional Excellence:

- *Commitment to progressive, lifelong learning as individuals and professionals.*
- *Agents of change; committed to advocacy, leadership, and service.*

Ethical Leadership:

- *Examples of engagement client-centered practice, acts of service, therapeutic use of self with clients and within intra/inter-disciplinary teams.*

Social Responsibility:

- *Values engaging in occupations and occupational performance to humans throughout the lifespan. Exemplifying Client-centered practice.*

Related Measures

M 1: NBCOT Credentialing
NBCOT is setting the standard for lifelong professional growth, advancement, and practice excellence in occupational therapy.

The mission of NBCOT:

Serving the public interest by advancing client care and professional practice through evidence-based certification standards and the validation of knowledge essential for effective practice in occupational therapy.

Students that graduate from the CMU OTA Program must become certified with NBCOT. Successful completion of the NBCOT exam will result in the following credentials:

- COTA® - Certified Occupational Therapy Assistant

COTA professionals have completed occupational therapy education and passed a national certification exam. They have agreed to follow NBCOT's **Practice Standards** and **Code of Conduct**, and to fulfill continual professional development requirements. Only those who maintain an Active in Good Standing status with NBCOT can use the COTA credential. COTA professionals are committed to providing safe and effective services to all clients.

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

M 2: OTKE NBCOT Practice Exam
The OTKE is a tool for assessing a student's occupational therapy knowledge and skills in advance of setting specific fieldwork goals.
It is an online, cohort-based 100-item test designed exclusively for OT program directors to assist with analyzing students' performance related to the validated domain and task statements for entry-level practice.

Source of Evidence: Academic direct measure of learning - other

Connected Document
Cohort #1 OTKE NBCOT Practice Exam

SLO 2: Program Outcome 1

1. Demonstrate qualities of leadership and social responsibility. These qualities will be apparent within the occupational therapy field, professional settings, and within community.

   Related Measures

   M 2: OTKE NBCOT Practice Exam
   The OTKE is a tool for assessing a student's occupational therapy knowledge and skills in advance of setting specific fieldwork goals.
   It is an online, cohort-based 100-item test designed exclusively for OT program directors to assist with analyzing students' performance related to the validated domain and task statements for entry-level practice.

   Source of Evidence: Academic direct measure of learning - other

   Connected Document
   Cohort #1 OTKE NBCOT Practice Exam

SLO 3: Program Outcome 2
Apply critical thinking and problem solving to the provision of occupational therapy services evidenced by successful completion of fieldwork practicums.

   Related Measures

   M 2: OTKE NBCOT Practice Exam
   The OTKE is a tool for assessing a student's occupational therapy knowledge and skills in advance of setting specific fieldwork goals.
   It is an online, cohort-based 100-item test designed exclusively for OT program directors to assist with analyzing students' performance related to the validated domain and task statements for entry-level practice.

   Source of Evidence: Academic direct measure of learning - other

   Connected Document
   Cohort #1 OTKE NBCOT Practice Exam

SLO 4: Program Outcome 3
Incorporate the principles of communication, advocacy and healthcare education into practice.

   Related Measures

   M 2: OTKE NBCOT Practice Exam
   The OTKE is a tool for assessing a student's occupational therapy knowledge and skills in advance of setting specific fieldwork goals.
   It is an online, cohort-based 100-item test designed exclusively for OT program directors to assist with analyzing students' performance related to the validated domain and task statements for entry-level practice.

   Source of Evidence: Academic direct measure of learning - other

   Connected Document
   Cohort #1 OTKE NBCOT Practice Exam

SLO 5: Program Outcome 4
Exhibit commitment to individual and professional growth as a lifelong learner.

   Related Measures

   M 2: OTKE NBCOT Practice Exam
   The OTKE is a tool for assessing a student's occupational therapy knowledge and skills in advance of setting specific fieldwork goals.
   It is an online, cohort-based 100-item test designed exclusively for OT program directors to assist with analyzing students' performance related to the validated domain and task statements for entry-level practice.

   Source of Evidence: Academic direct measure of learning - other

   Connected Document
   Cohort #1 OTKE NBCOT Practice Exam

SLO 6: Program Outcome 5
Demonstrate collaboration with other healthcare providers to promote the full human potential.

   Related Measures

   M 2: OTKE NBCOT Practice Exam
   The OTKE is a tool for assessing a student's occupational therapy knowledge and skills in advance of setting specific fieldwork goals.
   It is an online, cohort-based 100-item test designed exclusively for OT program directors to assist with analyzing students' performance related to the validated domain and task statements for entry-level practice.

   Source of Evidence: Academic direct measure of learning - other

   Connected Document
   Cohort #1 OTKE NBCOT Practice Exam

SLO 7: Faculty Effectiveness

Assure that all faculty are effective in their assigned roles including: teaching, service, scholarly activity/research and administration of duties.

   Connected Document
   Program Evaluation Plan and Report

   Related Measures

   M 3: SEI
   Student Evaluation of Instruction

Source of Evidence: Evaluations

SLO 8: Student Outcome #1
Assure that students are meeting the occupational therapy student competencies (learning goals and objectives) as defined in each course syllabus.

- Students will pass individual courses with competency at a minimum of 75%
- 100 % Students will successfully pass Level II Fieldwork
- 85% of students will pass the NBCOT exam as first time test takers
- 100% of OTA graduates will pass the NBCOT exam as first time test takers within 6 months of graduation.
- Students will pass individual courses with competency at a minimum of 75%
- 90% of graduates who seek employment will be employed within 12 months of graduation

Connected Document
Program Evaluation Plan and Report

Related Measures

M 1: NBCOT Credentialing
NBCOT is setting the standard for lifelong professional growth, advancement, and practice excellence in occupational therapy.

The mission of NBCOT:

Serving the public interest by advancing client care and professional practice through evidence-based certification standards and the validation of knowledge essential for effective practice in occupational therapy.

Students that graduate from the CMU OTA Program must become certified with NBCOT. Successful completion of the NBCOT exam will result in the following credentials:

- COTA® - Certified Occupational Therapy Assistant

 COTA professionals have completed occupational therapy education and passed a national certification exam. They have agreed to follow NBCOT's **Practice Standards** and **Code of Conduct**, and to fulfill continual professional development requirements. Only those who maintain an Active in Good Standing status with NBCOT can use the COTA credential. COTA professionals are committed to providing safe and effective services to all clients.

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

M 4: NBCOT Practice Exams
OTA Practice Tests include:

- COTA General with 3-option and multi-select items (offered in a 2-hour or 4-hour option)
- COTA General with 3- and 4-option items (offered in a 2-hour or 4-hour option)
- COTA Adult Population with 3-option and multi-select items (offered in a 2-hour or 4-hour option)
- COTA Pediatric Population with 3-option and multi-select items (offered in a 2-hour or 4-hour option)

Testing the student readiness by simulating the format and flow of the real exam using the only practice tests available with questions developed using the same methodology as the exam itself.

Source of Evidence: Academic direct measure of learning - other

SLO 9: Student Outcome #2
Assure that student outcomes are met through individual assignments linked to ACOTE Standards.

- 80% of students score 75% or higher on assessments linked to ACOTE standards:

Connected Document
Program Evaluation Plan and Report

Detailed Assessment Report
2016-2017 Philosophy-BA
As of: 4/14/2018 10:40 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

Annual Report Section Responses

Executive summary
The Philospohy degree will be deactivated in AY2016/17, to be reorganized as the "Religion and Philosophy Program".

Detailed Assessment Report
2016-2017 Physical Education-BSE
As of: 4/14/2018 10:40 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
2016-2017 Physical Therapy Assistant
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

To make a positive impact on the physical therapy profession. By incorporating a liberal arts and clinical sciences

perspective, students become competent entry-level physical therapist assistants knowledgeable in fundamental theory and proficient in clinical application under the direction and supervision of the physical therapist. Consistent with the University the program supports a commitment to personal responsibility, professional excellence and ethical leadership in service to others.

The College Mission Statement serves as a guiding element for the mission of the PTA Program. The PTA program mission is highly compatible with the Institutional mission and goals. CMU promotes "academic and professional excellence, ethical leadership and social responsibility" The PTA program, in an effort to produce competent rehabilitation professionals who are ethical leaders, and who are clinicians involved in a process of lifelong learning, will require its students to live up to the high standards held by the institution.

CMU presents a spirit of community that encompasses all faculty, students and programs, allowing a diverse student population to develop the well-rounded educational experience beneficial for aspiring clinicians. CMU offers a unique opportunity to expand the students' knowledge base beyond the technical program requirements with a liberal arts background influenced by its United Methodist heritage.

Further, CMU goals incorporate both academic and character qualities that are ideally reflected in all members of the physical therapy profession including academic and technical competence, problem solving, critical thinking, confident decision making and self-evaluation.

Goals

G 1: Program Goal 1
The PTA program provides a curriculum that includes content and learning experiences that prepare graduates who are competent and safe in the provision of skills essential for carrying out the established plan of care under the direction and supervision of a licensed physical therapist in the current health care environment.

Connected Document
Assessment of PTA Program Goals

G 2: Program Goal 2
To provide the effective resources and mentorship for program graduates to successfully complete the NPTE for PTAs and obtain gainful employment.

Connected Document
Assessment of PTA Program Goals

G 3: Program Goal 3
To graduate knowledgeable entry-level professional physical therapist assistants who are well-versed in the PTA's point of entry in to the patient/client management model, and who communicate effectively to meet the needs of a variety of health care changes.

Connected Document
Assessment of PTA Program Goals

G 4: Program Goal 4
The PTA program provides an environment that encourages students to pursue leadership roles and life-long learning opportunities, with the ability to contribute to the betterment of the profession and community in which they live.

Connected Document
Assessment of PTA Program Goals

G 5: Program Goal 5
The PTA program graduates physical therapist assistants who demonstrate sound critical thinking skills utilizing acquired knowledge, evidence based resources and clinical skills.

Connected Document
Assessment of PTA Program Goals

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

SLO 1: Student skills and knowledge
(1). Program students will be prepared to achieve licensure and practice effectively as an entry-level physical therapist assistant under the direction and supervision of a physical therapist

Connected Document
Graduate Outcomes Data

SLO 2: Professional Behaviors/Skills
(1/2)Demonstrate the necessary skills and professional behaviors to practice as an entry level physical therapist assistant, including competence in performing assessment techniques and treatment interventions from within the physical therapist's plan of care for patients across the lifespan.

Connected Document
Graduate Outcomes Data

SLO 3: Communication
(3) Demonstrate appropriate culturally competent communication with patients/clients, families, colleagues, and other health care providers.

Connected Document
Graduate Outcomes Data

SLO 4: Professional growth
Program graduates will demonstrate a commitment to professional growth, service to others and lifelong learning.

Connected Document
Graduate Outcomes Data

Detailed Assessment Report
2016-2017 Physics BA/BS
As of: 4/14/2018 10:40 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.

Finding (2016-2017) - Target: Partially Met
Two students took the MFT in Physics this year. Both students were Physics majors.

Related Action Plans (by Established cycle, then alpha):

Summarize data
A more complete assessment of MFT data will be completed once the sample pool is larger. Due to the small amount of Physics majors, it is difficult to divine real meaning from extremely small numbers of test scores.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: MFT-Physics | **Outcome/Objective:** Knowledge of Physics

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.

Finding (2016-2017) - Target: Met
No problems were found with the labs this year. Labs are were added to both the Algebra and Calculus physics course that bring in more technology to the labs. These new labs have been more guided exercises but have worked well to introduce the students to the measurement techniques. More development will continue with these new labs.

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%.

Finding (2016-2017) - Target: Met
Two Physics majors presented their research in science seminar this year. Both students received an A on their capstone presentation. The research topic for each student was very different but both students did a fantastic job both during the research and with the presentation of the material. One student presented their research on a summer research program they were involved in. This was a research area the student was very interested in and had a mixture of both hands on construction and data collection and analysis. The student demonstrated the ability to apply their physics and astronomy knowledge to the project. The other student worked with equipment in our physics department and exceeded my expectations on the depth of the research and the quality of the results they obtained. This research project will be starting point for future research with this equipment. The student took hold of the research project as their own and made connections to physics concepts that were learned throughout their time in the physics courses. Both of the student presentations demonstrated the students ability to formulate a research project, conduct the research, and present the findings of that research.

Analysis Questions and Analysis Answers

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

Physics is focusing on Knowledge of Physics this academic year. There are no graduating seniors in Physics this year so the current physics majors are in courses that are setting up the basis for there physics knowledge as they are moving to more upper level courses. Classical Mechanics, an upper level physics course is being taught this year. This is the second offering of this course in the last 3 years. This is a key course to move the physics majors in to more advanced physic topics and more difficult physics problems and concepts.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
In the Knowledge of Physics outcome I did not receive the results from the MFT for the two students that took the Physics MFT but from conversations with these students I found that they felt that they did not do well on the test. I will look at the MFT results when I am given access to them. The Laboratory Performance showed very good results. There were no labs

that needed attention. Communication of Physics Knowledge is assessed with the capstone presentation and paper written about their capstone research. Both graduating physics majors presented in Science Seminar and gave outstanding talks. Both research projects tested the students knowledge of physics and they were able to communicate that knowledge and understanding in both the oral presentation and the submitted paper.

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

Communication of physics knowledge was a strength. The students were well equipped to develop and conduct their capstone research. Both projects were the two students worked on were very different but the ability of the students to communicate their research was outstanding.

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

Knowledge of Physics, I believe will be an area of weakness. This is from the discussions I had with the graduating seniors that took the MFT. I assume this will be confirmed with the results of the MFT data.

Detailed Assessment Report
2016-2017 Political Science-BA/BS
As of: 4/14/2018 10:40 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

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 item for research design within the faculty rubric for evaluating the senior thesis should meet or surpass the 75% threshold.

Finding (2016-2017) - Target: Not Reported This Cycle
There were no new program completers in academic year 2016-2017.

SLO 2: Libarary, 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 (2016-2017) - Target: Not Reported This Cycle
There were no new program completers in academic year 2016-2017.

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

Relevant Associations:

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.

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 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 (2016-2017) - Target: Not Reported This Cycle
There were no new program completers in political science for the academic year 2016-2017.

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 (2016-2017) - Target: Not Reported This Cycle
There were no new program completers in political science for academic year 2016-2017.

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

Related Measures

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 (2016-2017) - Target: Not Reported This Cycle
There were no new program completers in political science during academic year 2016-2017.

Related Action Plans (by Established cycle, then alpha):

PS200 International Relations revision and update.
A full revision of the required seminar PS200, International Relations will be undertaken in place broader emphasis on the role of theory in the study of international relations, with focused attention on a wider variety of theoretic perspectives.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: MFT-Political Science | **Outcome/Objective:** Political science knowledge

Implementation Description: A full revision of the PS200 required seminar in international relations will be implemented to improve the score of coverage of theoretic applications to real world international relations problem solving.
Projected Completion Date: 09/2016
Responsible Person/Group: Dr. John Carter
Additional Resources: A new text has been selected to support the new course design.

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 (2016-2017) - Target: Not Reported This Cycle
There were no new program completers for political science during academic year 2016-2017.

Analysis Questions and Analysis Answers

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

In 2016-2017 The Political Science Program focused on Strengthening student preparation in international relations theory as measured on sub-score 3 on the MFT.

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

For 2016-2017 there were no program completers in political science and no additional MFT score data became available for analysis.

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

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

Given that there were no new program completers in political science for the 2016-2017 cycle there is no evidence regarding progress on outcomes/objectives concerning any performance variables.

Connected Document
Profiles In Success for Pre-Law Grads Updated through 2016

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

Since there were no new program completers for the 2016-2017 cycle the MFT sub-score data from previous cycles is the most contemporary performance evidence and it indicates that the CMU average Sub-score 3 is slightly more than one standard deviation below the national average. Adjustments made during 2016-2017 to the design of PS200 International Relations are intended to address this soft performance. In the 2017-2018 cycle when there are again program completers, we expect improved outcomes for sub-score 3.

Connected Document
PLSC Profiles in Success

Detailed Assessment Report
2016-2017 Psychology-BA/BS
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

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

Students will demonstrate 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

Students will apply knowledge related to the general principles of psychology to develop critical thinking and problem-solving skills.

G 4: The effective communication of understanding

Students will demonstrate effective communication and understanding of the general principles of psychology 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 (2016-2017) - Target: Met

Major Field Test Results for Psychology: Fall 2016-Spring 2017

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
2016-2017	145	156.1	44	56.1	44	55.8	47	55.9	47	56.3
*Stan Dev.		15.1		15.7		15.2		14.6		14.7
Nat. Score @ 1 SD		141		40.4		40.6		41.3		41.6
Within 1 SD?	yes		yes		yes		yes		yes	

*The standard deviation reported is based on September 2014-June 2017 data.

Subscore 1: Learning, Cognition, Memory

Subscore 2: Perception, Sensation, Physiology

Subscore 3: Clinical, Abnormal, Personality

Subscore 4: Development and Social

Related Action Plans (by Established cycle, then alpha):

An action plan to improve student performance next year will include a revision to the administration procedures for the MFT.

After reviewing individual score reports for the nine psychology majors taking the MFT for the AYFL09-SP10, it is suspected that some of the students did not take the assessment seriously. Given the fact that the test is administered at the end of the student's senior year and there is no minimum score required for graduation, student motivation may be less than desired. Since this group was a relatively small sample size (9 students), low scores from only one unmotivated student can have a major impact on meeting the student learning outcomes for this measure.

Also, since the MFT is a nationally administered standardized test, national means are based on samples largely composed of students graduating from much larger institutions who tend to have very diverse curricula and much larger numbers of faculty to support those offerings. Students graduating from Central Methodist University with a major in psychology do not have the opportunity of "specializing" in a particular area but instead, are given a much broader exposure to many of the important topics this diverse field encompasses. Therefore, comparing performances of CMU students to national norms may not be meaningful.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
　　　Measure: MFT | **Outcome/Objective:** The demonstration of knowledge

Implementation Description: Students will be administered the MFT during PY480 (Senior Thesis) as a requirement for successful completion of the course. In addition, the test will be administered in a group setting under the direct supervsion of the PY480 instructor. It is hoped that student performance will increase if the testing environment is more formalized.
Responsible Person/Group: Dr. Elizabeth Gold
Additional Resources: none
Budget Amount Requested: $0.00 (no request)

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 (2016-2017) - Target: Met
Senior Thesis Summary: AY2016-2017

THESIS COMPONENTS	AVERAGE
TOPIC	89%

EDITING	87%
STRUCTURE	84%
RESEARCH	89%
ORAL	88%
TOTAL	87%

n=20

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 (2016-2017) - Target: Met

Senior Thesis Summary: AY2016-2017

THESIS COMPONENTS	AVERAGE
TOPIC	89%
EDITING	87%
STRUCTURE	84%
RESEARCH	89%
ORAL	88%
TOTAL	87%

n=20

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)

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 2: Perception, Sensation, Physiology. This is of particular significance given that CMU graduates of the previous report year scored the lowest on Subscore 2. Additionally, CMU graduates performed equal to or better than the previous year's graduates on all but the structure component of the senior thesis (including total score) on the scoring rubric used in the Division of Social Sciences in spite of the fact that this year's sample size increased from 8 to 20. 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 for AY2016-2017 scored slightly lower on each of the four subscores and total score than the previous report year, this year's psychology graduates have successfully met the department's performance benchmark. Additionally, the overall performance of our CMU students showed a slight decrease on one of the thesis components (structure) on the scoring rubric used in the Division of Social Sciences. The sample size was larger (n=20) in the current report year which could account for the slight 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 2016-2017 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 eight 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. Starting in the Fall 2016 semester, students enrolled in many of the upper-level psychology courses were asked to submit rough drafts of required research papers to CMU's Writing Center for feedback prior to turning in the final draft in hopes of better preparing 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

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 2: Perception, Sensation, Physiology. This is of particular significance given that CMU graduates of the previous report year scored the lowest on Subscore 2. Additionally, CMU graduates performed equal to or better than the previous year's graduates on all but the structure component of the senior thesis (including total score) on the scoring rubric used in the Division of Social Sciences in spite of the fact that this year's sample size increased from 8 to 20. 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. The psychology department members need to continue discussing 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. Starting in the Fall 2016 semester, students enrolled in many of the upper-level psychology courses were asked to submit rough drafts of required research papers to CMU's Writing Center for feedback prior to turning in the final draft in hopes of better preparing 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.

Strengths

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 2: Perception, Sensation, Physiology. This is of particular significance given that CMU graduates of the previous report year scored the lowest on Subscore 2. Additionally, CMU graduates performed equal to or better than the previous year's graduates on all but the structure component of the senior thesis (including total score) on the scoring rubric used in the Division of Social Sciences in spite of the fact that this year's sample size increased from 8 to 20. 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 for AY2016-2017 scored slightly lower on each of the four subscores and total score than the previous report year, this year's psychology graduates have successfully met the department's performance benchmark. Additionally, the overall performance of our CMU students showed a slight decrease on one of the thesis components (structure) on the scoring rubric used in the Division of Social Sciences. The sample size was larger (n=20) in the current report year which could account for the slight 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
2016-2017 Religion and Church Leadership
As of: 4/14/2018 10:40 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 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.

Finding (2016-2017) - Target: <u>Met</u>
Two students successfully completed the RCL Capstone in 2016-17. See attached rubrics.

Connected Document
Fall 2016 RCL Capstone Evaluations

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 (2016-2017) - Target: <u>Met</u>
Exam data from Bible courses

Fall 2016 Lower Level Course Average: 84.65 (2 Majors)

Spring 2017 Lower Level Course Average: 76.32 (4 Majors)

Fall 2016 Upper Level Course Average: 91.37 (4 Majors)

Spring 2017 Upper Level Course Average: 80.5 (2 Majors)

Findings: RCL majors, in general, 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 (RL301 and RL303), RCL majors demonstrated the ability to apply historical-critical methodology to biblical texts. In RL301they examined extra-biblical materials and analyzed their content in comparison to the canonical text.

Next Steps: Continue to monitor student progress. Develop a plan for tracking specific skills across courses.

Related Action Plans (by Established cycle, then alpha):

Skill tracking

Continue to monitor student progress. Develop a plan for tracking specific skill across courses.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Biblical Knowledge Examinations | **Outcome/Objective:** Students will be Biblically literate.

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.

Finding (2016-2017) - Target: <u>Met</u>
Two students successfully completed the RCL Capstone in 2016-17. See attached rubrics.

Connected Document
Fall 2016 RCL Capstone Evaluations

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.

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 (2016-2017) - Target: <u>Met</u>
Fall 2016 Graduates: Two students – One working in church leadership (Faith Bridge UMC, Lake of the Ozarks) and beginning seminary study in the fall (Saint Paul School of Theology). The other is employed in business in Columbia, MO (awaiting spouse to graduate before pursuing career).

Spring 2017 Graduates: Two students. One working in church leadership (First UMC North Kansas City). The other is employed in church leadership (Community UMC, Columbia) and doing seminary studies (Asbury).

Program To Date:

Ten students have graduated with a degree in Religion and Church Leadership.

Along with work in local churches, **six** of our ten graduates are attending seminary –

Duke Theological Seminary (UMC), Saint Paul School of Theology (UMC) (x2), Christian Theological Seminary in Indianapolis (Disciples of Christ), Covenant Theological Seminary (PCA), Fuller Theological Seminary.

Two others are engaged in full-time church leadership work – Student Ministry Director (First UMC, North Kansas City) and Associate Director of Youth (Liberty UMC, Liberty, MO)

Concerning the remaining two, one operates his own construction company and the other is employed in business.

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.

Finding (2016-2017) - Target: Met
Two students successfully completed the RCL Capstone in 2016-17. See attached rubrics.

Connected Document
Fall 2016 RCL Capstone Evaluations

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.

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)?
They are performing well.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
This is the first time we have really done it.

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

Detailed Assessment Report
2016-2017 Sociology-BA/BS
As of: 4/14/2018 10:40 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Sociology Department at Central Methodist University offers a program of study designed to complement and strengthen a broad liberal arts education. In the major, students acquire knowledge and skills related to sociological thought, research methods, and the study of institutions.

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 and analyze a variety of social problems with an emphasis on the complex problems of inequality based on race, class, gender, and sexuality. Within the curriculum, students develop skills in writing and critical thinking. Students are encouraged to engage in active learning in the classroom and in the community.

The department seeks to provide a challenging and well-rounded education serving as a solid foundation for students who pursue professional or graduate studies or who embark on a career after earning their bachelor's degree.

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

SLO 1: Sociological Reasoning
Demonstrate sociological reasoning by describing how individual biographies are shaped by social structures and/or social interactions.

Related Measures

M 1: Portfolio
A professional portfolio of activities within the major will be created for each student in the program.

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

Target:
It's expected that students will receive at least the score of "meets expectations" for sociological reasoning.

Finding (2016-2017) - Target: Met
See 2016-2017 Sociology Assessment Report

Connected Document
2015-2016 Sociology Assessment Report

SLO 2: Research Methods
Demonstrate understanding of qualitative and/or quantitative research methods.

Related Measures

M 1: Portfolio

A professional portfolio of activities within the major will be created for each student in the program.

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

Target:
It's expected that students will receive at least the score of "meets expectations" for their demonstration of skills and knowledge of research methods.

Finding (2016-2017) - Target: Met
See 2016-2017 Sociology Assessment Report

Connected Document
[2015-2016 Sociology Assessment Report](#)

SLO 3: Theory
Demonstrate understanding of classical and/or contemporary sociological theorists.

Related Measures

M 1: Portfolio
A professional portfolio of activities within the major will be created for each student in the program.

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

Target:
It's expected that students will receive at least the score of "meets expectations" for social theory.

Finding (2016-2017) - Target: Met
See 2016-2017 Sociology Assessment Report

Connected Document
[2015-2016 Sociology Assessment Report](#)

SLO 4: Social Inequalities
Demonstrate knowledge of social inequalities based on race, class, gender or sexuality.

Related Measures

M 1: Portfolio
A professional portfolio of activities within the major will be created for each student in the program.

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

Target:
It's expected that students will receive at least the score of "meets expectations" when demonstrating an understanding of social inequalities.

Finding (2016-2017) - Target: Met
See 2016-2017 Sociology Assessment Report

Connected Document
[2015-2016 Sociology Assessment Report](#)

SLO 5: Field of Study
Demonstrate knowledge in a substantive field, for example: deviance, criminology, social psychology, family, or popular culture.

Related Measures

M 1: Portfolio
A professional portfolio of activities within the major will be created for each student in the program.

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

Target:
It's expected that students will receive at least the score of "meets expectations" for demonstrating a working knowledge of any field of study within sociology outside of the required courses.

Finding (2016-2017) - Target: Met
See 2016-2017 Sociology Assessment Report

Connected Document
[2015-2016 Sociology Assessment Report](#)

SLO 6: Professional Employment
Secure professional employment.

Related Measures

M 2: Career Tracking
Career tracking and placement data for each student in the program will be tracked and evaluated.

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

Target:
It's expected that students will establish a professional career after graduation.

Finding (2016-2017) - Target: Met
See 2016-2017 Sociology Assessment Report

Connected Document
[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)?

See Sociology Assessment Report 2016/17

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
See Sociology Assessment Report 2016/17

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
See Sociology Assessment Report 2016/17

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
See Sociology Assessment Report 2016/17

Annual Report Section Responses

Executive summary
The new assessment model for the sociology program appears to be providing adequate information about the sociology program. A few changes will need to be made to the assessment process, specifically more direct assistance with students in terms of creating their portfolio. Based on the first year of using this model, the program appears to be doing what it

attends to do.

Major accomplishments

There were 6 students who graduated with a sociology major in AY2016-2017. This is the second largest graduating class in the known history of CMU.

Innovation

Most of the innovation to the program came in the from small changes to 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 14 majors in 2016-2017, 5 have a double major.

Opportunities

Next year, I need to work on changing the language describing some of the courses. Some of the descriptions are too short.

Detailed Assessment Report
2016-2017 Sports Management-BS
As of: 4/14/2018 10:40 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 Sports 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

Connected Document
B.S. Sports Management Curriculum Map

Related Measures

M 1: Major Field Test

At this time, Sports Management majors take the Business Major Field Test. This is done because we have not yet found an exam which fits our Sports Management program. All seniors who have declared Sports Management 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 (2016-2017) - Target: Not Met
Sports Management students on the Fayette campus had a mean score of 136.25, which was 13.25 points lower than the national average. This objective's target of within 10 points of the national mean score was not met. The campus average for Sports Management was 136.25.

Connected Document
2017 Sports Management Major Field Test (MFT) Assessment Data

Related Action Plans (by Established cycle, then alpha):

New Measure
Currently, sports management majors are taking the business major field test, which is not an accurate measure of their education. Faculty in this program are still developing and refining curriculum and student expectations. The findings from 2016-17 will inform this development.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Major Field Test | **Outcome/Objective:** At this time

M 2: SPM 480 Capstone Assignment

The SPM 480 capstone assignment will be a culminating/integrative project in the student's field.

Source of Evidence: Capstone course assignments measuring mastery

Target:
On the culminating major project, 75% of students will earn a 75% or higher on the content portion of the major-related, comprehensive case study.

Finding (2016-2017) - Target: Met
Fall 2016: There were 0 Sports Management students enrolled in the class.

Spring 2017: There were 3 Sports Management students enrolled in the class. A major-related, comprehensive case study was the instrument used to measure this goal. 100% of Sports Management students scored GE to 75%. The class average was 84%. This objective's target was met.

Connected Document
2016-2017 Sports Management Comp Case-Research Paper Data

M 3: SPM480 Exit Exam

The SPM480 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 Sports Management graduates to correctly answer 70% of the questions in each of the five core areas.

Finding (2016-2017) - Target: Not Met

Fall 2016: There were 0 Sports Management students enrolled in the class.

Spring 2017: There were 3 Sports Management students enrolled in the class. Average score on this exam for those 3 students was 72%. The exam carried a weight of 25 points. Analysis of core area percent of students scoring 70% or higher is as follows: Accounting 67%, Business Law 67%, Economics 0%, Management 67%, Marketing 100%.

Connected Document
2016-2017 Sports Management Division Assessment Exam Data

Related Action Plans (by Established cycle, then alpha):

New measures
Sports Management students currently take the business department exit exam, which is not an accurate measure of their education. Faculty in this program are still developing and refining curriculum and student expectations. The findings from 2016-17 will inform this development.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: SPM480 Exit Exam | **Outcome/Objective:** At this time

M 4: ABE Faculty Informational Exchange
ABE Faculty Informational Exchange

Source of Evidence: Discussions / Coffee Talk

Target:
ABE Faculty will meet on an annual basis to discuss the effectiveness of strategies targeted to improve their responsiveness to student needs.

Finding (2016-2017) - Target: Met
ABE Faculty met during the reporting period to discuss the effectiveness of strategies targeted to improve their responsiveness to student needs.

Analysis Questions and Analysis Answers

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

At the time of the previous reporting period, one, very high-level student learning outcome was established for the Sports Management program. It is entitled "At this time," -- a title born out of recent revisions being made at that reporting time to this major in order to better fit the needs of students wishing to pursue careers in this area. The reader will note there is an action plan that follows to solidify the Sports Management program's assessment activities.

What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)?
a. Division Assessment Exam

i. Fall 2016: There were 0 Sports Management students enrolled in the class.

ii. Spring 2017: There were 3 Sports Management students enrolled in the class. Average score on this exam for those 3 students was 72%. The exam carried a weight of 25 points. Analysis of core area percent of students scoring 70% or higher is as follows: Accounting 67%, Business Law 67%, Economics 0%, Management 67%, Marketing 100%.

b. MFT

Sports Management students on the Fayette campus had a mean score of 136.25, which was 13.25 points lower than the national average. This objective's target of within 10 points of the national mean score was not met. The campus average for Sports Management was 136.25.

c. Culminating Major Project (Written & Presentation)

i. Fall 2016: There were 0 Sports Management students enrolled in the class.

ii. Spring 2017: There were 3 Sports Management students enrolled in the class. A major-related, comprehensive case study was the instrument used to measure this goal. 100% of Sports Management students scored GE to 75%. The class average was 84%. This objective's target was met.

iii. Spring 2017: N/A See #4 below.

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)
Sports Management is an evolving program offered by the ABE division. Opportunities for growth in this major continue to present themselves and the ABE Division is undertaking efforts to fine-tune the degree in order to take advantage of them. As this program is in its very early stages, reported strengths or progress are in the area of possibilities as little data is available, to date.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development)
Efforts are in progress to establish student learning outcomes, appropriate assessment measures and related targets in order to adequately assess the growing Sports Management program.

Efforts are underway to locate an MFT appropriate for Sports Management core course requirements. Many areas covered by the "Business" MFT are not presently integrated into the Sports Management program.

Efforts are planned to establish an objective and related measurement instrument for the presentation portion of the major-related comprehensive case assignment. Although students currently present their findings in an informal setting, additional structure will be established so this presentation can serve as an appropriate measure for the new objective.

The ABE faculty plan to undertake an in-depth evaluation of Assessment Exam questions to determine if, in fact, academic preparedness, in addition to low motivation, may contribute to less-the-desirable past results. Identifying deficiencies may help faculty incorporate additional tools in their courses to improve student preparedness in all core assessment exam areas. The ABE faculty also believe this exam should be given early in the class session when students aren't so preoccupied with end-of-semester deliverables.

Detailed Assessment Report
2016-2017 Theatre Arts-BA/BS
As of: 4/14/2018 10:40 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 the 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

Academic preparation in theatre Theory, History, and Literature results in skills and knowledge to pursue theatre as a profession or for further academic study.

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.
 i. Students perform an audition consisting of two monologues or a monologue and song and provide a headshot and resume for critique by external evaluators.
 ii. Students receive immediate and written feedback from the auditors.

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

Target:

1. Students receive positive feedback from external evaluators in reference to their application of information and skills developed in theatre classes.
2. Progress of students from freshmen through senior level should be apparent in the portfolio evaluations

Connected Documents
2016 Portfolio Review individual summaries
2016 portfolio review summary

Finding (2016-2017) - Target: Met

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 13 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.

7 of the 13 students received glowing assessments from the panel with specific notes on growth areas.

4 received very positive assessment with specific notes on growth areas.

2 received statements supporting their potential for growth or noting their improvement from previous years.

Connected Documents
2016 Portfolio Review individual summaries
2016 portfolio review summary

M 2: Directing Projects
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. In preparing a production for the Little Theatre stage, students develop and demonstrate their skills in the pre-production protocol necessary for their show. They rehearse their actors and provide the artistic and technical vision for the production.

Their work is evaluated formally through a rubric completed by the TA365 course instructor.

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 (2016-2017) - Target: Not Reported This Cycle
No students directed one-act plays in 2016-17 year.

M 5: Student Teaching: Praxis success
Theatre Education students will successfully pass the MoCA and student teaching observations.

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 (2016-2017) - Target: Not Reported This Cycle
There were no student teachers in 2016-2017.

SLO 2: Performance Skills

Students have sufficient performance skills 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.
            i. Students perform an audition consisting of two monologues or a monologue and song and provide a headshot and resume for critique by external evaluators.
            ii. Students receive immediate and written feedback from the auditors.

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

Target:
Students receive positive feedback about their performance skills from external evaluators. Progress of students from freshmen through senior level should be apparent in the portfolio evaluations.

Connected Documents
        2016 Portfolio Review individual summaries
        2016 portfolio review summary

Finding (2016-2017) - Target: Met

All 13 students received positive reviews of their performance skills 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.

7 of the 13 students received glowing assessments from the panel with specific notes on growth areas.

4 received very positive assessment with specific notes on growth areas.

2 received statements supporting their potential for growth or noting their improvement from previous years.

M 4: American College Theatre Festival

        External reviewers from ACTF speak directly to our students after observing our production work. Every production is evaluated through this process.

                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:
External reviewers will give constructive criticism and compliments to students after Little Theatre productions. Students will understand the comments and work to apply them as they develop their skills. Interested students will pursue summer theatre internships and/or audition for roles in ACTF workshop productions.

Finding (2016-2017) - Target: Met
Reviewers attended all four productions of the Little Theatre. Faculty observed growth in areas suggested by reviewers. Faculty discussed reviewers findings as they planned subsequent productions.

Related Action Plans (by Established cycle, then alpha):

AD/SM respondent summary
The Assistant Director/Stage Manager will summarize the ACTF respondent's comments on each production. Those summaries will be used in planning for growth in future productions.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
        Measure: American College Theatre Festival | **Outcome/Objective:** Performance Skills

Responsible Person/Group: Theatre faculty and AD/SM

Document ACTF Reviewer Comments
The AD/SM will take notes at the ACTF Reviewer Session and at the Little Theatre Post-mortem. Faculty will meet at least yearly to discuss whether changes need to be made in curriculum or approach to directing to meet the learning needs of students.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
        Measure: American College Theatre Festival | **Outcome/Objective:** Performance Skills

Responsible Person/Group: Theatre Faculty and Division Chair

M 5: Student Teaching: Praxis success
Theatre Education students will successfully pass the MoCA and student teaching observations.

Source of Evidence: Academic direct measure of learning - other

Target:
All theatre education student teachers will pass the MoCA.

Finding (2016-2017) - Target: Not Reported This Cycle
There were no student teachers in 2016-2017.

SLO 3: Technical and Design Skills

Students have technical and artistic skills necessary to pursue theatre as a profession.

Related Measures

M 3: Design Skills

        Students develop technical design skills through work on Little Theatre productions, and in TA250 Stage Makeup, TA354 Theatrical Design, and TA253 Stagecraft. Assessments will be drawn from the final project in TA250 (instructor-designed rubric) and TA253 (pre-/post-test assessment).

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

Target:
Successful reviews from ACTF respondents on all productions.

Finding (2016-2017) - Target: Met
ACTF external reviewers were complementary of the design work of our department (faculty and students) at each of four productions.

Related Action Plans (by Established cycle, then alpha):

Develop stronger assessment data

A protest/posttest asesment vehicle will be used in TA253 to determine strengths and weaknesses in student learning of design concepts. This will generate useful and trackable data for the technical and design skills portion of the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: Design Skills | **Outcome/Objective:** Technical and Design Skills

Responsible Person/Group: TA253 faculty

M 4: American College Theatre Festival

External reviewers from ACTF speak directly to our students after observing our production work. Every production is evaluated through this process.

    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:
External reviewers from ACTF will offer constructive criticism and positive comments about the technical and design aspects of theater productions. Our goal is to have a majority of comments be positive at each play.

Finding (2016-2017) - Target: <u>Met</u>
Positive comments were abundant in 2016-2017 and the costuming team was honored with a regional award (7-state region).

M 5: Student Teaching: Praxis success
Theatre Education students will successfully pass the MoCA and student teaching observations.

Source of Evidence: Academic direct measure of learning - other

Target:
All theatre education student teachers will pass the MoCA.

Finding (2016-2017) - Target: <u>Not Reported This Cycle</u>
There were no student teachers in 2016-2017.

SLO 4: Leading others in making theatre

Students demonstrate synthesis of pedagogy, academic preparation, and performance skills such that they can lead others in theatre.

<u>Related Measures</u>

M 2: Directing Projects
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. In preparing a production for the Little Theatre stage, students develop and demonstrate their skills in the pre-production protocol necessary for their show. They rehearse their actors and provide the artistic and technical vision for the production.

Their work is evaluated formally through a rubric completed by the TA365 course instructor.

Source of Evidence: Capstone course assignments measuring mastery

Target:
Students successfully lead fellow students through rehearsal process: casting, blocking, working, and runthrough rehearsals.

Finding (2016-2017) - Target: <u>Not Reported This Cycle</u>
TA365 was not offered in the 2016-17 school year.

M 4: American College Theatre Festival

External reviewers from ACTF speak directly to our students after observing our production work. Every production is evaluated through this process.

    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 successfully in ACTF workshops.

Finding (2016-2017) - Target: <u>Met</u>
In January 2016, the InterActors were invited to present a workshop on using acting/improv techniques while helping students explore sensitive topics such as healthy relationships. They also attended workshops and networked with other theatre students.

M 5: Student Teaching: Praxis success
Theatre Education students will successfully pass the MoCA and student teaching observations.

Source of Evidence: Academic direct measure of learning - other

Target:
Positive completion in all areas.

Finding (2016-2017) - Target: <u>Not Reported This Cycle</u>
There were no theatre student teachers this year.

Analysis Questions and Analysis Answers

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

Our focus in 2016-2017 was on developing students design skills and developing meaningful assessments for outcome #3: Technical and Design Skills. A pre-test/post-test model was used in TA253. Faculty determined that incorporating more reviews of material covered early in the semester should help with retention of material and will implement this pedagogical adjustment next time the class is offered. A second assessment of the same outcome in TA354. Designs skills in costuming, lighting, and scenery were asses through a self-reflective process. Following the self-reflection, students were able (required) to revise design plans for a more effective overall design.

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

outcomes (goals)?

In TA253, analysis of assessment data showed that students are assimilating information, but faculty believe the rate could be higher. Faculty will incorporate more review of material with hope that student retention of information will be higher.

In TA354, student mastery of outcome #3 increased with the self-reflection/project revision process.

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

Measure #1: Portfolio Review showed that students continue to demonstrate growth in all both the academic preparation outcome (#1) and the performance skills outcome (#2). All 13 students earned positive reviews from the panel. Seven of the 13 students earned glowing assessments, 4 received very positive assessments, and 2 earned statement noting improvement form previous years and potential for growth.

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

Our assessments do not show areas needing further development, however, this is partly due to the fact that we are working to develop effective assessments that provide useful information. We continue to make progress in that area and anticipate having a greater amount of useful data next year.