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1.4 Communication and Interpersonal Skills

Project Attachments

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Institutional Mission

1 The Bachelor’s degree program in Criminal Justice is designed to prepare students for careers in local, state, and federal 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 and law school. Criminal Justice majors may earn either a Bachelor of Arts or Bachelor of Science Degree.

1.1 Students will understand the methods of research and apply critical thinking skills (Standards: a(6), and b(3)).

1.2 Students will understand and explain the law and legal procedures of the court system. Standards: a(1), a(4), and b(4)

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1.1 Participate in Discourse
1.2 Periods, Movements, and Genres
1.3 Language
1.4 Composing Texts

Environmental Science 2020-2021

Institutional Mission

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

1.1 Knowledge of Environmental Science
1.2 Proficiency in ES Lab Practices
1.3 Communication of ES Knowledge and Ability

Project Attachments

Exercise Science 2020-2021

Institutional Mission

1.1 Students will model effective nonverbal and nonverbal communication strategies promoting a positive and motivatonal environment.
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Institutional Mission
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   1.2 Reflect
   1.3 Create
Project Attachments

Marine Biology 2020-2021
Institutional Mission
1. 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 background in general biology, marine biology is essential for...
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1 Rodeo Program  
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1.3 Achieve Excellence  
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Sports Management  2020-2021  
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1
1.1 Communication: Students will actively be able to access and evaluate relevant information and then be able to communicate effectively, both orally in writing in order to apply sports management knowledge, technical skills and professional competencies needed in order to make sound decisions. 253

1.2 Curiosity: Demonstrate knowledge and create solutions through continuous development of the creative, critical thinking and problem-solving skills that are needed within the sports management profession. 254

1.3 Community: a. Understand team and individual management, organizational skills, supervision and coaching techniques to effectively and ethically lead within the legal, economic and social situations across sport organizations, and work group units to meet diverse stakeholder and organizational goals in a variety of sports management environments. 254

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Accounting Mission Statement
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 emphasize 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.

1.1 Student Learning Outcomes
Communication
a. Actively be able to access and evaluate relevant information and then apply accounting knowledge, technical skills and professional competencies needed in order to make sound decisions.

b. Be able to express ideas through a variety of multimodal channels, (including both the written and spoken word) in a professional, engaged manner.
c. Articulate, explain and compare the organizational elements, structure, performance, terminology, and delivery modalities for the U.S. and global accounting reporting systems.

Action Plan
Establish Presentation Measure for CGES AC-BU480 Currently, there is no measure to assess verbal communication/presentation skills in CGES AC-BU480 courses. We will work to establish a
measure for this for a future reporting period.

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1.1.1 **Assessment Measure**  
AC/BU480 Research Paper
The AC480 research paper is over an individually-chosen topic in the student’s field. See the attached rubric for this measure.

**SOURCE OF EVIDENCE**
Research Paper - Academic Direct

1.1.1.1 **Benchmark**
75% of students will earn a 75% or higher on the AC480 research paper assignment.  
(Met)

**BENCHMARK**
75% of students will earn a 75% or higher on the AC480 research paper assignment.

**FINDINGS**
See analysis for full findings.

**ANALYSIS OF FINDINGS**
FA20: There were 2 accounting students enrolled in the class. Class average on this assignment was 97%. 100% of students had a score GE 75%. (Met)

SP21: There was 1 accounting student enrolled in the class. Class average on this assignment was 81%. 100% of students had a score GE 75%. (Met)

CGES Data

EXFA20: There were 10 accounting students enrolled in the class. Class average on this assignment was 84%. 90% of students had a score GE 75%. (Met)

EXSP21: There were 9 accounting students enrolled in the class. Class average on this assignment was 87%. 100% of students had a score GE 75%. (Met)

EXSU21: There were 9 accounting students enrolled in the class. Class average on this assignment was 88%. 89% of students had a score GE 75%. (Met)

In comparing Fayette Campus and CGES results of the Research Paper, focus was placed on the SP21 semester which had a sufficient population of CLAS students to
make a comparison. Fayette Campus students' average score was approximately 6% lower than CGES students. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.

See Attached 2020-2021 AC-BU480 Assessment Data

### IMPROVEMENT

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#### Assessment Measure

**AC/BU480 Research Paper Presentation**

Students present their AC480 Research Paper findings. See the attached rubric for this measure.

**SOURCE OF EVIDENCE**

Presentation - Academic Direct

#### Benchmark

75% of students will earn a 75% or higher on the AC480 research paper presentation.

**Met**

**BENCHMARK**

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

**FINDINGS**

See analysis for full findings.

**ANALYSIS OF FINDINGS**

FA20: There were 2 accounting students enrolled in the class. A major-related, research topic was the instrument used to measure this goal. Class average for this assignment was 100%. 100% of students earned GE 75% on the instrument. This objective's target was met.

SP21: There was 1 accounting student enrolled in the class. A major-related, research topic was the instrument used to measure this goal. Class average for this assignment was 100%. 100% of
students earned GE 75% on the instrument. This objective’s target was met.

This objective’s target was met for Fayette Campus students. See Action Plan for CGES students.

See Attached 2020-2021 AC-BU480 Assessment Data

### 1.2 Student Learning Outcomes

#### Curiosity

a) Demonstrate knowledge and create solutions through continuous development of the creative, critical thinking and problem solving skills that are needed within the accounting profession.  
b) Explore career opportunities and critically evaluate principles and practices applied to global accounting solutions.  
c) Analyze records, interpret variance and assess opportunities and risks, in order to make recommendations for action based on accounting/budgetary/financial goals.

### Action Plan

In order to achieve more positive achievement results on the Assessment Exam, ABE faculty will continue efforts in Identifying areas of course learning objectives where alternate techniques and learning tools may be employed to enhance student understanding and retention.

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<td>8/2/2022</td>
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### 1.2.1 Assessment Measure

**AC480 Comprehensive Case Study**

Accounting majors will complete a comprehensive case study which will include an examination of the annual report of an international organization and associated case questions. Heavy emphasis will be on comparing and contrasting International Financial Reporting Standards (IFRS) and U.S. GAAP. See the attached rubric for this measure.

**SOURCE OF EVIDENCE**
1.2.1.1 **Benchmark**
75% of students will earn a 75% or higher on the AC480 Comprehensive Case Study

**Partially Met**

**BENCHMARK**
75% of students will earn a summary score of 75% or higher on the comprehensive case study.

**FINDINGS**
See analysis for full findings.

**ANALYSIS OF FINDINGS**

**Fayette Campus**

FA20: There were 2 accounting students enrolled in the class. Class average on this assignment was 69%. 50% of students had a score GE 75%. (Not Met)

SP21: There was 1 accounting student enrolled in the class. Class average on this assignment was 99%. 100% of students had a score GE 75%. (Met)

**CGES Data**

EXFA20: There were 10 accounting students enrolled in the class. Class average on this assignment was 91%. 90% of students had a score GE 75%. (Met)

EXSP21: There were 9 accounting students enrolled in the class. Class average on this assignment was 87%. 89% of students had a score GE 75%. (Met)

EXSU21: There were 9 accounting students enrolled in the class. Class average on this assignment was 93%. 100% of students had a score GE 75%. (Met)

In comparing Fayette Campus and CGES results of the Comprehensive Case Study, focus was placed on the SP21 semester which had a sufficient population of CLAS students to make a comparison. Fayette Campus students’ average score was approximately 12% higher than CGES students. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.

See Attached 2020-2021 AC-BU480 Assessment Data
**Assessment Measure**

Major Field Test

Students complete a major field exam as a division requirement for graduation. Results of the exam are primarily used for program assessment.

**SOURCE OF EVIDENCE**

Standardized test - Academic Direct

**Benchmark**

Students should earn a mean score on the MFT within 10 points of the national mean score. **Met**

**FINDINGS**

See analysis for full findings.

**ANALYSIS OF FINDINGS**

Accounting students on the Fayette campus had a mean score of 143.3 which is 6.1 points lower than the national average. It is within the standard deviation of 6.6 points of the national mean. This objective’s target of within 10 points of the national mean score was met. High score was 165, and low score was 120. The Fayette average for accounting was 141 and all campus average was 146.4.

CGES Accounting students had a mean score of 154, which was 4.6 points higher than the national average. It is well within the standard deviation of 6.6 points of the national mean. This objective’s target of within 10 points of the national mean score was met. CGES Accounting students’ high score was 174, and the low score was 128. The online average for accounting was 147.8 compared to the all campus average of 146.4.

Fayette Campus and CGES Accounting students reflect similar success ratings in this measure. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.
See Attached 2021 Business Accounting MFT Assessments Data.

1.2.3 **Assessment Measure**

**AC 480 Assessment Exam**

The CMU Division of Accounting, Business, and Economics administers an assessment exam to freshmen and seniors in their program. There are questions from each core course area: accounting, business law, economics, management, and marketing. The results of this exam are used to evaluate the progress students through the course of the program.

**SOURCE OF EVIDENCE**

Test/Exam/Quiz - Academic Direct

1.2.3.1 **Benchmark**

70% of our accounting seniors will earn a summary score of 70% or higher on the ABE Assessment Exam. **Partially Met**

**BENCHMARK**

70% of our accounting seniors will earn a summary score of 70% or higher on the ABE Assessment Exam.

**FINDINGS**

See analysis for full findings.

**ANALYSIS OF FINDINGS**

FA20: There were 2 students enrolled in the class. Class average on this exam was 64%. 50% of students scored GE 70% compared to the target of 70% of students. (Not Met)

SP21: There was 1 student enrolled in the class. Class average on this exam was 73%. 100% of students scored GE 70% compared to the target of 70% of students. (Met)

CGES Data

EXFA20: There were 10 accounting students enrolled in the class. Class average on this exam was 66%. 50% of students had a summary score GE 70%. (Not Met)
EXSP21: There were 9 accounting students enrolled in the class. Class average on this exam was 76%. 89% of students had a summary score GE 70%. (Met)

EXSU21: There were 9 accounting students enrolled in the class. Class average on this exam was 73%. 89% of students had a summary score GE 70%. (Met)

In comparing Fayette Campus and CGES results of the ABE Assessment Exam, focus was placed on the SP21 semester which had a sufficient population of CLAS students to make a comparison. Fayette Campus students’ average score was approximately 3% lower than CGES students. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.

See Attached 2020-2021 AC-BU480 Assessment Data

---

### 1.2.4 Assessment Measure

**BU110 Pre-Test ABE Assessment Exam**

The ABE Assessment Exam is administered to BU110 Introduction to Business ABE students as a pre-test to establish a baseline of knowledge in key business categories (Accounting/Business Law/Economics/Management/Marketing). It is also administered as a post-test to AC-BU480 capstone course ABE graduate candidates to provide data needed to analyze more fully the effectiveness of courses in achieving objectives. The exam consists of 100 multiple-choice questions linked to course objectives.

**SOURCE OF EVIDENCE**

Pre/post test - Academic Direct

---

### 1.2.4.1 Benchmark

**Target:** 75% of graduating students should improve their ABE Assessment Exam pre to post test results by 40% **Met**

**BENCHMARK**

Target: 75% of graduating students should improve their ABE Assessment Exam pre to post test results by 40%
See analysis for full findings.

SP21: There was 1 accounting student that completed the cycle. Average Improvement in pre-post ABE Assessment Exam was 52%.

We are now getting student score matches on data we’ve gathered regarding the pre-post ABE Assessment Exam (administered in BU110 and AC-BU480.) We began administering the pre-test in 2019-2020 academic year.

5 total students, Business and Accounting combined, completed the cycle during this academic year. 60% improved their pre-post ABE Assessment Exam scores by 40%. Although this is a small sampling, it’s interesting. Particularly, all students improved their scores and 3 of 5 students completing the cycle now meet the AC-BU480 post-test target of 70% or greater on the exam.

ABE faculty are exploring advantages/challenges to implementing the pre-test in CGES BU110 sections. However, as most CGES students start as juniors, this may not be a viable approach.

See Attached 2020-2021 BU110/ACBU480 Pre-Post Division Assessment Exam Data

<table>
<thead>
<tr>
<th>IMPROVEMENT TYPE</th>
<th>IMPROVEMENT DESCRIPTION</th>
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<tr>
<td>1.3 Student Learning Outcomes Community</td>
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<tr>
<td>a) Show a clear understanding of the microenvironment between the legal, economic, and social environments within the accounting profession.</td>
<td></td>
</tr>
<tr>
<td>b) Demonstrate knowledge and application of prescribed ethical codes, and behaviors and their value within both the workplace and society.</td>
<td></td>
</tr>
<tr>
<td>c) Understand team and individual management, organizational skills, supervision and coaching techniques to effectively lead across organization, department, and work group units to meet diverse stakeholder and organizational goals in a variety of accounting environments.</td>
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</tbody>
</table>
### Assessment Measure

**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**

Research Paper - Academic Direct

### Benchmark

**75% of students will earn a 75% or higher on the AC480 research paper assignment.**

**Met**

**BENCHMARK**

75% of students will earn a 75% or higher on the AC480 research paper assignment.

**FINDINGS**

See analysis for full findings.

**ANALYSIS OF FINDINGS**

**FA20:** There were 2 accounting students enrolled in the class. Class average on this assignment was 97%. 100% of students had a score GE 75%. (Met)

**SP21:** There was 1 accounting student enrolled in the class. Class average on this assignment was 81%. 100% of students had a score GE 75%. (Met)

**CGES Data**

**EXFA20:** There were 10 accounting students enrolled in the class. Class average on this assignment was 84%. 90% of students had a score GE 75%. (Met)

**EXSP21:** There were 9 accounting students enrolled in the class. Class average on this assignment was 87%. 100% of students had a score GE 75%. (Met)

**EXSU21:** There were 9 accounting students enrolled in the class. Class average on this assignment was 88%. 89% of students had a score GE 75%. (Met)

In comparing Fayette Campus and CGES results of the Research Paper, focus was placed on the SP21 semester which had a sufficient population of CLAS students to make a comparison. Fayette Campus students’ average score was approximately 6% lower than CGES students. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.
See Attached 2020-2021 AC-BU480 Assessment Data

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Project Attachments (3)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Applied Behavioral Analysis Program Mission
The Bachelor of Science in Applied Behavior Analysis (ABA) program teaches students how to work successfully with children who have autism, developmental delays, behavioral challenges, and other related conditions. Majors become familiar with contemporary research findings in the field and learn to develop, implement, and monitor behavioral programs to treat various behavior issues. Central Methodist University offers a bachelor’s degree in Applied Behavior Analysis. Our courses are a part of the Verified Course Sequence (VCS) which is overseen by ABAI. Upon completion of the course sequence (and supervision hours that may or may not be obtained at CMU) you will be eligible to sit for the BCaBA (Board Certified assistant Behavior Analyst) exam.

1.1 Student Learning Outcomes
Communication
Effectively communicate and collaborate to meet client needs and goals.

1.1.1 Assessment Measure
BH421 Functional Behavioral Assessment
Students will complete a functional behavior assessment in BH421. A grading rubric is being developed.

SOURCE OF EVIDENCE

1.1.1.1 Benchmark
The Functional Behavior Assessment is an integral part of identifying the needs of clients. The FBA process includes identifying problem behaviors and developing interventions to improve or eliminate those behaviors. (Document attached)

BENCHMARK
Students will complete all parts of the FBA within the class. (Rubric in process)
1.1.2 **Assessment Measure**
BH423 Case Studies
Students will complete case studies throughout BH423. These case studies will offer fictitious examples and information to provide students with practice in identifying responses, interventions and programming.

**SOURCE OF EVIDENCE**

1.1.2.1 **Benchmark**
Students will complete case studies throughout BH423. These case studies will offer fictitious examples and information to provide students with practice in identifying responses, interventions and programming.

**BENCHMARK**
Students must use the required language for ABA professionals in their responses in the case studies. The goal is to have 1 or fewer mistakes in terminology.

**FINDINGS**

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.2 **Student Learning Outcomes**
Utilize and analyze research
Utilize current research to analyze the effectiveness of educational and behavioral programs to develop plans for clients.

**Action Plan**
### 1.3 Student Learning Outcomes

#### Conduct assessments and interpret results

Conduct descriptive and systematic behavioral assessments, including functional analyses, and provide behavior analytic interpretations of the results. (document attached)

### 1.3.1 Assessment Measure

BH421 FBA assignment and BH423 case studies

### 1.3.1.1 Benchmark

**BENCHMARK**  
Students will identify researched based interventions for behavior deficits and excesses

**FINDINGS**

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

### 1.4 Student Learning Outcomes

#### Leadership & Supervision Skills

Demonstrate appropriate leadership skills in the practice setting, including administration and supervision of behavior analytic interventions and educational programs for a variety of
students with and without disabilities.

1.4.1 Assessment Measure

Week 4 Assignment in BH427. See upload

SOURCE OF EVIDENCE

Project Attachments (2)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Department of Athletics
The Central Methodist University Athletics Department is committed to the pursuit of academic and athletic excellence. We strive to mold student-athletes into the best version of themselves through a culture of integrity, respect, responsibility, sportsmanship, and servant leadership. We believe in a diverse environment that supports cultural awareness, teamwork, growth, and development of the whole person along with promoting a sense of school pride.

Student Learning Outcomes
Academics and Athletic Excellence
Improve sports operations & participation of junior varsity teams.

Action Plan

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Assessment Measure
Reserve Operations and Participation
Improve sports operations & participation of junior varsity teams.

SOURCE OF EVIDENCE
Survey - Academic Indirect

Benchmark
Will make changes to gameday operations with managers, streaming, concessions and will add ticketing procedures to monitor attendance. Not Met

FINDINGS
The retention rate reported for reserve athletics in the NAIA Year End report was 44.9% down 30 from the previous reporting year of 2019-20.
Due to the COVID-19 pandemic, reserve athletics programs took a huge hit in the area of retention and student satisfaction.

The institution made a decision to move to online instruction for students and canceled all athletics activities. With the uncertainty surrounding fall 2020 for in person instruction as well as active sport participation, a number of students chose not to return.

Furthermore upon returning in the fall there were a number of factors that affected scheduling of games for reserve athletics. A number of institutions either delayed their fall sports to the spring or canceled athletics all together for the academic year. Many of the community college and junior college leagues that reserve athletes compete against chose to cancel their seasons significantly reducing the number of competitions our teams could participate in. This minimized the experience for many of our reserve athletes in the fall of 2020 impacting their retention into the spring of 2021.

The goal in 2021-22 will be to continue with the implemented changes started in 19-20 and focus on restoring dates of competition for reserve teams in the fall of 2021.

**Improvement Type**
- Non-Academic

**Improvement Description**
- Ongoing process monitoring

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### Student Learning Outcomes

**Student Athlete Well-Being**

Create community engagement opportunities.

---

### Action Plan

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**Assessment Measure**
Community Engagement Opportunities

**SOURCE OF EVIDENCE**
Service Learning Projects - Academic Direct

---

**1.2.1.1 Benchmark**
Athletic teams will complete community service projects throughout the year and all service projects are reported annually on the NAIA Champions of Character.

**BENCHMARK**
Earn a gold level five star rating from the NAIA champions of character, 100 pts.

**FINDINGS**
Teams and athletic staff completed 7 community service projects in combination with other Champions of Character activities. CMU athletics earned an overall score of 63 points. Unfortunately, 40 points were deducted due to ejections.

**ANALYSIS OF FINDINGS**
Due to the pandemic and concerns for safety, teams and staff were limited on the types of community service projects they could complete in the fall of 2020. The department sought after opportunities that provided social distancing such as the quarantine meal deliveries on campus, Christmas toy drive, and local food bank sorting.

The overall scorecard was low because of the pandemic.

The department also lost points because of poor behavior during athletic contest that resulted in ejections.

The goal for 2021-2022 will be to reduce the number of ejections and increase the number of community service and champion of character activities each semester.

---

**1.3 Student Learning Outcomes**
Communication and Recognition

Inspire cooperation, group loyalty, sportsmanship, and school spirit. Create a source of pride for all associated with the University. Respect and appreciate constituents who have a stake in
our mission.

### Action Plan

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1.3.1 **Assessment Measure**

**Increase Promotion**

Increase the promotion of athletics through newsletters to alumni, friends of the university, and other campus constituents.

**SOURCE OF EVIDENCE**

Co-Curricular - Direct

1.3.1.1 **Benchmark**

The area of sports information will create new ways to communicate and promote CMU athletics with internal & external constituents by way of electronic newsletters and CMU Athletics mobile app.

**BENCHMARK**

Increase the number of subscribers to the mobile app by 250.

**FINDINGS**

As of February 2021 the electronic newsletters subscriber total is 521.

**ANALYSIS OF FINDINGS**

When the new electronic newsletters were created in spring of 2020 there was no idea how much this mechanism would play into communication during the pandemic. The number of subscribers increased as more information was released about COVID protocols and sport updates throughout fall 2020. This was extremely helpful in notifying fans and alumni regarding cancellations or game changes due to COVID. By the end of 2022 the department looks to increase the number of subscribers by at least 250.
1.3.2 **Assessment Measure**

**Increase Communication**

Improve internal communications and communication with other departments within the University.

**SOURCE OF EVIDENCE**

Deliverable - Administrative

---

1.3.2.1 **Benchmark**

In collaboration with the Office of Technology and Planning create a program to provide an alternative process to collect "roster by definition" information from athletic staff. **Met**

**BENCHMARK**

**FINDINGS**

By the end of phase one implementation the athletics department increased the number of roster entries from 410 to 800+ capturing more accurate data for athletic team roster reports.

**ANALYSIS OF FINDINGS**

The implementation and revamping of the roster management system have been invaluable to the department as well as the institution overall.

Once the pandemic started in spring 2020 there was an increase need for accurate and reliable roster reporting as well as communication between departments. By implementing this new system the coaches are able to upload, review, and edit their team roster all in one place.

From this system our coaches communicate with faculty members about trip notifications, our institution was able to develop a pandemic monitoring system, and now coaches & financial aid have more accurate reporting for athletic scholarships.

---

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**
1.4 **Student Learning Outcomes**
Revenue Generation and Sustain Fiscal Responsibility
Maximize the generation of revenue to fund the athletic programs and be fiscally responsible.

1.4.1 **Assessment Measure**
Fundraising Plan
Create a plan for fundraising that incorporates annual and long-term focus.

**SOURCE OF EVIDENCE**
Checklist - Budget

---

**Project Attachments (9)**

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Biology Mission Statement
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
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.

Action Plan
Action plan for capstone paper evaluations: In our 2017-2018 action plan, we stated that we would start a separate section of SC468 for biology students to address the deficiencies of our SC468 Internship Capstone scores. In May 2019 we added a separate section of SC468 for Biology majors (taught by a biology professor) so that they are made aware of the expectations of the written work. When a student signs up for SC468 they are required to fill out paperwork through Handshake 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 soon as a student contacts the biology professor about the necessary paperwork. Since creating the new SC468 section, we have seen an increase in our SC468 student papers (meeting the benchmark in all categories except for one). Additionally, we previously said that we would update the rubric as needed after grading capstone papers. We did update the rubric in May 2018. We could not update the rubric in May 2020 due to the COVID-19
pandemic. The rubric was slightly updated in May 2021, and we expect to discuss the rubric during our biology program assessment meetings throughout the Spring 2022 semester.

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| Action Item 1                                      |          |           |            |
| Action plan for capstone paper evaluations         | Created  | 12/19/2019| In Progress|

### 1.1.1 Assessment Measure

**Science Seminar**

All science, math, and computer science majors must give an oral presentation of either a research, internship or special problem capstone project in SC425, Interdisciplinary Science Seminar. Only the presentation grades of biology majors are analyzed for this assessment measure. Biology faculty and other faculty in the Science Division grade the seminar presentation by making written comments and numerically scoring the presentation using a rubric. The faculty members 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**

Presentation - Academic Direct

### 1.1.1.1 Benchmark

All biology students will receive >75% for their science seminar presentation | Met

**BENCHMARK**

It is expected that all biology 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%.

**FINDINGS**

All biology students completing the science seminar presentation in the 2020-2021 school year scored above the 75% threshold (the lowest grade was 85.7%; the average was 93.1%). Specific grades for each student and the rubric are in the attached document.

**ANALYSIS OF FINDINGS**

See the attached document called “Science Seminar Grade Summary_2019-2020” for further data and reflection.

**IMPROVEMENT TYPE**

Academic
Assessment Measure
Capstone Paper Evaluations
The capstone papers are used to assess the Biology program Student Learning Outcome #1 (SLO1): Communication of Biological Knowledge and Ability. The papers are written by students who can take one of three capstone classes: Research (SC464), Internship (SC468), or Special Problems (SC460). Biology faculty read the papers and grade them using the same rubric that we developed and edit as needed. There are 9 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 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). Additionally, we look at the three possibilities for student capstones separately: research, internship, and special problems. Because it takes a great deal of time to read all of the papers for our majors, for the 2020-2021 school year we decided that the 22 papers would be split into two groups of 11 papers each. Three biology faculty members read the first 11 papers and the other three faculty read the last 11 papers. The papers were sorted so that each faculty member had about equal numbers of SC468, SC464, and SC460 papers, and advisors were distributed fairly evenly between groups. Each group of 11 papers also had a mix of subjects, so that each paper was read by a set faculty with a mixture of research backgrounds.

SOURCE OF EVIDENCE
Capstone assignment - Academic Direct

Benchmark
At least an average of 80% in each category of the rubric. Partially Met

Our benchmark is to score at least an average of 80% in each category (average score of 8).

FINDINGS
Our research and special problems students met the benchmark (above 80%) in all categories. Our students enrolled in internships met all the benchmarks except in the category called “proficiency in data collection, representation, and interpretation”.

Central Methodist University
22 capstone papers were each scored by 3 biology faculty members: 7 SC464 research papers, 12 SC468 internship papers, and 3 SC460 special problems papers. We continued using the rubric that was updated in May 2018. Our research students (SC464) once again met the benchmark (score above 80%) in all categories. For the first time since we started using the new rubric (in 2018-2019), the special problems students (SC460) met the benchmark in all categories. For the second year in a row, our students enrolled in internship (SC468) met all the benchmarks except the category called “proficiency in data collection, representation, and interpretation.” This is vastly better than the internship papers from the 2018-2019 year (which did not meet the benchmark on seven of the nine rubric categories). 2020-2021 was the second year that the internship students were enrolled in a SC468 section taught by a biology professor. The consistent improvement likely reflects the work of Dr. Ania S’lusarz working with internship students and providing a more detailed rubric and expectations for SC468. In summer 2019, we added a separate section of SC468 for Biology students enrolled in internship credit. Dr. S’lusarz created several writing assignments to help them formulate a research-focused or literature review component to their internship summaries. We believe students in SC468 continue to score low in data analysis and interpretation because these papers are literature reviews and do not incorporate student-collected data through original research. These students may not be reading previously published work closely enough to fully understand and interpret the information.

In the attached document (“2020_2021CapstonePaperResultsSummary”), you will find the average score for each rubric category (broken down by type of capstone paper: research (SC464), internship (SC468), and special problems (SC460)) and an assessment summary. Raw data and faculty comments on all of the papers are provided in a separate Excel file (“Biology Assessment Rubric Worksheet_2020_2021”).

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and taught by a biology professor has improved the average scores for the internship papers; all but one category met the benchmark for the past two years. The SC460 special problems papers average scores met the benchmark in all categories for the first time. The SC464 research papers continued to meet the benchmark in every category. We will continue to stress the importance of the ability to analyze, interpret, and present previously published work and data through examples and rubrics associated with the internship (SC468) course. We will continue to update the capstone paper rubric as needed; we were not able to do this in May 2020 because of the COVID-19 pandemic. We were able to make minimal updates to the rubric in May 2021, and we will likely discuss the rubric during our biology program assessment meetings throughout Spring 2022.

1.2 Student Learning Outcomes

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.

Action Plan

Action plan for the Biology SLO #2 Lab Skills: This was the first year that the Biology Department tried our new way of evaluating SLO2. We are still figuring out how to collect and analyze the data, which means that the benchmarks may change over the next few years. Over the next few years we will discuss options for collecting and analyzing the lab skills data. We also need to set up a rotation schedule for which lab skills will be evaluated in future years.

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| Action Item 1 |
|---------------|--------|-------|-------------|
| Action plan for the Biology SLO #2 Lab Skills | Created | 5/31/2022 | In Progress |

1.2.1 Assessment Measure

Biological Lab Skills

In the spring 2018 semester, the biology faculty met to create a list of five more specific lab skills that will be assessed in biology major lab classes. The five lab skills are: Scientific Method, Observation and Classification, Measurements, Data Analysis, and Data Presentation. We also developed a curriculum assessment map for these that determined which classes
had lab skills that would be assessed at the beginner’s level and at an advanced level. We will assess 1-2 of the categories per year and cycle through them. The skills will be assessed in beginning and advanced–level lab classes through the use of assignments and/or exam questions.

SOURCE OF EVIDENCE
Laboratory Work - Academic Direct

**1.2.1 Benchmark**
Quantitative or qualitative data of the lab skill(s) being assessed during this year.

**Partially Met**

**BENCHMARK**
Quantitative data benchmark: "Beginning" level = at least 60%; "Advanced" level = at least 70%. Qualitative benchmark: descriptions of the lab assignments and how they are assessed.

**FINDINGS**
This year we are assessing the “Data Analysis” and “Data Presentation” lab skills. Both lab skills’ benchmarks were met at the “beginning” level. Both lab skills’ benchmarks were partially met at the “advanced” level.

**ANALYSIS OF FINDINGS**
See the attached document called “WEAVE_Lab skills_Data Analysis and Presentation_2020_2021”

When quantitative data was available for a specific lab skill, our “beginning” level benchmark…

- If the assessment examined individual questions on an exam, the benchmark was that 60% or higher of the students would not miss any points on each of these questions.
- If the assessment examined total grades on assignments, the benchmark was that 60% or more of the students would earn at least a B on these assignments.

When quantitative data was available for a specific lab skill, our “advanced” level benchmark…

- If the assessment examined individual questions on an exam, the benchmark was that 70% or higher of the students would not miss any points on each of these questions.
- If the assessment examined total grades on assignments, the benchmark was that 70% or more of the students would earn at least a B on these assignments.
Summary of Conclusions For All of the Classes Examined:
“Data Analysis” lab skill – Met at the “beginning” level, “Partially Met” at the “advanced” level
- BI102L – In Spring 2021, all of the assignments met the benchmark.
- BI306L – In Spring 2021, 7 of the 9 exam questions met the benchmark.
- BI/CH317L – In Fall 2020, 2 of the 3 assignments met the benchmark.
“Data Presentation” lab skill – Met at the “beginning” level, “Partially Met” at the “advanced” level
- BI101L – In Fall 2020, all of the exam questions met the benchmark.
- BI306L – In Spring 2021, 1 of the 3 exam questions met the benchmark.
- BI/CH317L – In Fall 2020, 3 of the 4 assignments met the benchmark.

IMPROVEMENT TYPE
Academic

IMPROVEMENT DESCRIPTION
Action plan created

We did form a rotation schedule for assessing the different lab skills. In year 1 (2018-2019), we assess the “Scientific Method” and “Measurement” lab skills. In year 2 (2019-2020), we assess the “Observation and Classification” lab skill. In year 3 (2020-2021), we have assessed the “Data Analysis” and “Data Presentation” lab skills. Then we start the rotation over again. In the future, the Biology department needs to discuss how to report data in more detail to give us more confidence in our results. Project completion date for the action plan was extended to May 31, 2022 because the COVID-19 pandemic delayed our plans.

1.3 Student Learning Outcomes
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.

Action Plan
Action plan for the Biology Major Field Test (MFT) measure: Over the years, MFT 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. Over the next few years we will explore options to address these issues. The discussions will include options such as ways to motivate students and the possibility of developing an in-house exit exam that builds off of our Biology Program Assessment Pre and Post Test. We will also research how other biology departments at our peer institutions conduct exit exams.

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1.3.1 **Assessment Measure**

**Biology Major Field Test (MFT)**

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 - Academic Direct

1.3.1.1 **Benchmark**

30th percentile with the goal of the average moving to the 50th percentile. Not Met

**BENCHMARK**

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.

**FINDINGS**

During the 2020-2021 school year, 19 CLAS biology majors took the MFT. The mean (average) total score was 144.21. The mean total score of the 379 institutions that used the biology MFT was 151.8; 11% of 379 institutions had a mean score less than 144.0

**ANALYSIS OF FINDINGS**

Figure 1 in the attached document shows the mean total score for each year that we have asked CLAS students to take the MFT. The fluctuation in the total score data suggests that the mean and proportion total score data is greatly influenced by the individual students who make up a given cohort. 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.

See the attached document called “MFT.2020-2021.Analysis and Description” for figures, tables, and reflection (including data comparing our MFT results from 2004 to present).

**Improvement**

**Type**: Academic

**Description**: Action plan created

The project completion date was changed to May 2023 because the COVID-19 pandemic has made assessment and meetings to discuss program assessment more challenging. We are planning to meet more often in Spring 2022 to discuss biology program assessment, and this assessment measure will be included in the discussion.

### 1.3.2 Assessment Measure

**Science Seminar**

All science, math, and computer science majors must give an oral presentation of either a research, internship or special problem capstone project in SC425, Interdisciplinary Science Seminar. Only the presentation grades of biology majors are analyzed for this assessment measure. Biology faculty and other faculty in the Science Division grade the seminar presentation by making written comments and numerically scoring the presentation using a rubric. The faculty members 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**

Presentation - Academic Direct

### 1.3.2.1 Benchmark

All biology students will receive >75% for their science seminar presentation **Met**

**Benchmark**

It is expected that all biology 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%.

**Findings**

All biology students completing the science seminar presentation in the 2020-2021
school year scored above the 75% threshold (the lowest grade was 85.7%; the average was 93.1%). Specific grades for each student and the rubric are in the attached document.

**ANALYSIS OF FINDINGS**

See the attached document called “Science Seminar Grade Summary_2020-2021” for further data and reflection.

Right now, this is exactly the same measure that is used for SLO #1.

**IMPROVEMENT TYPE**

Academic

**IMPROVEMENT DESCRIPTION**

No Improvements Deemed Necessary

**IMPONEMENT N/A**

### 1.3.3 Assessment Measure

Biology Program Assessment Pre and Post Test Results

The Biology Program Assessment Pre/Post Test was created to assess student knowledge in the required introductory 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. This Pre/Post Test is 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 BI101/L, BI102/L, and BI108/L, respectively. Each professor wrote 10 multiple-choice questions 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 BI101 and given the Post-Test at the end of BI102. 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.”

**SOURCE OF EVIDENCE**

Pre/post test - Academic Direct
1.3.3.1 **Benchmark**

Significant improvement between the mean scores of the Pre- and Post-test. Met

**BENCHMARK**

For the students who took all three biology courses in the AY20-21, there should be a significant improvement between the mean score of the Pre-test and the Post-test.

**FINDINGS**

Our data supports the idea that students scored significantly higher on the Post-Test than on the Pre-Test.

**ANALYSIS OF FINDINGS**

Out of 15 students that were analyzed, only one student got a lower score on the Post-Test compared to their Pre-Test score. No student got an equal score on the Pre- and Post-Tests. Three students raised their score on the Post-Test by 1-5 points compared to their Pre-Test score (out of 30 points total). Seven students had a Post-Test score that was 6-10 points higher than their Pre-Test score (Figure 2). Four students had a Post-Test score that was 11-15 points higher than their Pre-Test score.

The mean Pre-Test score was 12.87 out of 30 points, with a standard deviation of 3.42. The mean Post-Test score was 20.53 out of 30 points with a standard deviation of 5.28. Excel was used to calculate the probability associated with the 2-tailed distribution, paired t-test. The probability calculated by Excel was 0.001245479. This means that our probability was less than $p = 0.01$. However, it’s important to emphasize here that our sample size of only 15 students was very small.

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. Although our sample size of 15 students was small, it is the largest sample size we’ve had since the 2016-2017 school year (21 students). Our smallest sample size was in 2017-2018 (6 students).

See the attached document summarizing the analysis of the data (“Biology Program Assessment Pre and Post Test Results_2020-2021 school year”).

The raw data and statistical analysis are provided in a separate Excel sheet (“Analysis_of_Pre_and_Post_Biology_Assessment_Test_Results_2020_2021”).

**Improvement Type**

Academic

**Improvement Description**

No Improvements Deemed Necessary

**Improvement**

N/A
Assessment Measure
BI101/BI101L General Biology I Reflection
The faculty teaching member General Biology I lecture and lab classes (BI101/BI101L) will record and reflect on progress, performance, and teaching methods for the previous year.

SOURCE OF EVIDENCE
Self-Reflection - Academic Indirect

Benchmark
Reflection on progress \[\text{Met}\]

BENCHMARK
Faculty member will look for student growth through the General Biology I lecture and lab courses using quantitative and qualitative assessments.

FINDINGS
The attached summary document ("WEAVE_BI101 and BI101L_Fall 2020") includes the BI101/BI101L pre/post-test data, lab exam data, student survey comments, and the professor’s reflection on the Fall 2020 semester.

ANALYSIS OF FINDINGS
The attached summary document ("WEAVE_BI101 and BI101L_Fall 2020") includes the BI101/BI101L pre/post-test data, lab exam data, and the professor’s reflection on the Fall 2020 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 2021 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 13.24 and the average Post-Survey score was 21.64 (these averages are similar to previous semesters). When I used a t-test to compare these averages, I found that the Post-Survey average score was significantly higher than the Pre- Survey average score (p < 0.0001). I looked at each student’s improvement from the Pre-Survey to the Post-Survey. All but 12 students improved their score by at least one correct answer: 10 students’ score got worse on the Post-Survey, 2 students had the same score on both, 96 students improved by at least 1 question, 68 students improved by at least 6 questions; 46 students improved by at least 11 questions; 16 students improved by at least 16 questions; and 1 student improved by at least 21 questions. These are similar numbers from previous years, with slightly more negative and no change scores than in Fall 2018. 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 two questions the percent of students who correctly answered the question on the Post-Survey was lower than the Pre-Survey. For 29 of the 35 questions, over 50% of the students correctly answered the Post-Survey question (the only time I’ve seen a lower number of questions for this criterion was in Fall 2014 - the first semester I taught at CMU). I think that the poor in-person attendance affected the students (students attending on Zoom instead of in-person).

**1.3.5 Assessment Measure**
Upper Level Biology Course Reflections
Faculty that submit course reflections as a part of the assessment process can store them here.

**SOURCE OF EVIDENCE**
Self-Reflection - Academic Indirect

**1.3.5.1 Benchmark**
Reflection on progress [Met]

**BENCHMARK**
Faculty member will look for student growth through the biology sequence.

**FINDINGS**
See the attached assessment summary for BI306/BI306L (Spring 2021).

**ANALYSIS OF FINDINGS**
See the attached assessment summary for BI306/BI306L (Spring 2021).

**IMPROVEMENT TYPE**
Academic

**IMPROVEMENT DESCRIPTION**
No Improvements Deemed Necessary

**IMPROVEMENT**
N/A
## Project Attachments (9)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Business Major Mission Statement
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.

1.1 Student Learning Outcomes
Communication
a. Actively be able to access and evaluate relevant information and then apply business knowledge, technical skills and professional competencies needed in order to make sound decisions.
b. Be able to express ideas through a variety of multimodal channels, (including both the written and spoken word) in a professional, engaged manner
 c. Articulate, explain and compare the organizational elements, structure, performance, terminology, and delivery modalities for the U.S. and global business systems.

Action Plan
Establish Presentation Measure for CGES AC-BU480 Currently, there is no measure to assess verbal communication/presentation skills in CGES AC-BU480 courses. We will work to establish a measure for this for a future reporting period.

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1.1.1 Assessment Measure
AC/BU480 Research Paper
The BU480 research paper is over an individually-chosen topic in the student’s field. See the attached rubric for this measure.
**SOURCE OF EVIDENCE**

Research Paper - Academic Direct

**Benchmark**

75% of students will earn a 75% or higher on the BU480 research paper assignment. (Met)

**BENCHMARK**

75% of students will earn a 75% or higher on the BU480 research paper assignment.

**FINDINGS**

See analysis for full findings.

**ANALYSIS OF FINDINGS**

FA20: There were 10 business students enrolled in the class. Major-related research papers were the instruments used to measure this goal. Class average for this assignment was 90%. 90% of students earned GE 75% on the instrument. (Met)

SP21: There were 15 business students enrolled in the class. Major-related research papers were the instruments used to measure this goal. Class average for this assignment was 88%. 93% of students earned GE 75% on the instrument. (Met)

CGES Data

EXFA20: There were 23 business students enrolled in the class. Class average on this assignment was 88%. 91% of students had a score GE 75%. (Met)

EXSP21: There were 33 business students enrolled in the class. Class average on this assignment was 83%. 85% of students had a score GE 75%. (Met)

EXSU21: There were 15 business students enrolled in the class. Class average on this assignment was 86%. 93% of students had a score GE 75%. (Met)

In comparing Fayette Campus and CGES results of the Research Paper, SP21 Fayette Campus students scored approximately 5% higher than CGES students. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.
See Attached 2020-2021 AC-BU480 Assessment Data

1.1.2 Assessment Measure
AC/BU480 Research Paper Presentation
Students present their BU480 Research Paper findings. See the attached rubric for this measure.

SOURCE OF EVIDENCE
Presentation - Academic Direct

1.1.2.1 Benchmark
75% of students will earn a 75% or higher on the BU480 research paper presentation. (Partially Met)

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

FINDINGS
See analysis for full findings.

ANALYSIS OF FINDINGS
FA20: There were 10 business students enrolled in the class. Major-related research papers were the instruments used to measure this goal. Class average for this assignment was 100%. 100% of students earned GE 75% on the instrument. (Met)

SP21: There were 15 business students enrolled in the class. Major-related research papers were the instruments used to measure this goal. Class average for this assignment was 60%. 60% of students earned GE 75% on the instrument. (Not Met)

CGES Data: Not available; determining future measure
See Attached 2020-2021 AC-BU480 Assessment Data

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.2 **Student Learning Outcomes**

Curiosity

a. Demonstrate knowledge and create solutions through continuous development of the creative, critical thinking and problem solving skills that are needed within the business profession. 
b. Explore career opportunities and critically evaluate principles and practices applied to global business solutions. 
c. Analyze records, interpret variance and assess opportunities and risks, in order to make recommendations for action based on organizational goals.

**Action Plan**

In order to achieve more positive achievement results on the Assessment Exam, ABE faculty will continue efforts in identifying areas of course learning objectives where alternate techniques and learning tools may be employed to enhance student understanding and retention.

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**Assessment Measure**

ABE Assessment Exam

The CMU Division of Accounting, Business, and Economics administers an assessment exam to freshmen and seniors in their program. There are questions from each core course area: accounting, business law, economics, management, and marketing. The results of this exam are used to evaluate the progress students through the course of the program.

**SOURCE OF EVIDENCE**

Test/Exam/Quiz - Academic Direct
Benchmark

70% of our business seniors will earn a summary score of 70% or higher on the ABE Assessment Exam. **Not Met**

**BENCHMARK**

70% of our business seniors will earn a summary score of 70% or higher on the ABE Assessment Exam.

**FINDINGS**

See analysis for full findings.

**ANALYSIS OF FINDINGS**

**FA20:** There were 10 students enrolled in the class. Class average on this exam was 67%. 30% of students scored GE 70% compared to the target of 70% of students. (Not Met)

**SP21:** There were 15 students enrolled in the class. Class average on this exam was 55%. 40% of students scored GE 70% compared to the target of 70% of students. (Not Met)

**CGES Data**

**EXFA20:** There were 23 business students enrolled in the class. Class average on this exam was 69%. 65% of students had a summary score GE 70%. (Not Met)

**EXSP21:** There were 33 business students enrolled in the class. Class average on this exam was 71%. 67% of students had a summary score GE 70%. (Not Met)

**EXSU21:** There were 15 business students enrolled in the class. Class average on this exam was 61%. 40% of students had a summary score GE 70%. (Not Met)

In comparing Fayette Campus and CGES results of the Division Assessment Exam, SP21 Fayette Campus students scored approximately 16% lower than CGES students. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.

**See Attached 2020-2021 AC-BU480 Assessment Data**
1.2.2 Assessment Measure
Major Field Test
Students complete a major field exam as a division requirement for graduation. Results of the exam are primarily used for program assessment.

SOURCE OF EVIDENCE
Standardized test - Academic Direct

1.2.2.1 Benchmark
Students on the Fayette campus should earn a mean score on the MFT within 10 points of the national mean score. **Met**

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

FINDINGS
See analysis for full findings.

ANALYSIS OF FINDINGS
Business students on the Fayette campus had a mean score of 141.3 which is 8.1 points lower than the national average. It is not within the standard deviation of 6.8 points of the national mean. This objective’s target of within 10 points of the national mean score was met. High score was 165, and low score was 120. The Fayette average for business was 141.5 and all campus average was 146.4.

CGES Business students had a mean score of 145.6, which was 3.6 points lower than the national average. It is well within the standard deviation of 6.8 points of the national mean. This objective’s target of within 10 points of the national mean score was met. CGES Accounting students’ high score was 174, and the low score was 128. The online average for accounting was 147.8 compared to the all campus average of 146.4.
Fayette Campus and CGES Business students reflect similar success ratings in this measure. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.

See Attached 2021 Business...Accounting MFT Assessments Data.

**Assessment Measure**

**AC/BU480 Comprehensive Case Study**

Business majors will complete a comprehensive study which will include an examination of marketing/management issues of a major corporation. They will complete associated analysis-based case questions. Areas of analysis may include strategic vision, competitive strategy, company values, social responsibility, leadership and financial performance. See the attached rubric for this measure.

**SOURCE OF EVIDENCE**

Project - Academic Direct

**Benchmark**

75% of students will earn a summary score of 75% or higher on the comprehensive case study. **Partially Met**

**BENCHMARK**

75% of students will earn a summary score of 75% or higher on the comprehensive case study.

**FINDINGS**

See analysis for full findings.

**ANALYSIS OF FINDINGS**

FA20: There were 10 business students enrolled in the class. A major-related, comprehensive case study was the instrument used to measure this goal. Class average for this assignment was 96%. 100% of students earned GE 75% on the instrument. (Met)
SP21: There were 15 business students enrolled in the class. A major-related, comprehensive case study was the instrument used to measure this goal. Class average for this assignment was 90%. 87% of students earned GE 75% on the instrument. (Met)

CGES Data

EXFA20: There were 23 business students enrolled in the class. Class average on this assignment was 82%. 74% of students had a score GE 75%. (Not Met)

EXSP21: There were 33 business students enrolled in the class. Class average on this assignment was 76%. 60% of students had a score GE 75%. (Not Met)

EXSU21: There were 15 business students enrolled in the class. Class average on this assignment was 87%. 87% of students had a score GE 75%. (Met)

In comparing Fayette Campus and CGES results of the Comprehensive Case Study, SP21 Fayette Campus students had a 14% higher average than CGES students. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.

See Attached 2020-2021 AC-BU480 Assessment Data

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BU110 Pre-Test ABE Assessment Exam

SOURCE OF EVIDENCE

Pre/post test - Academic Direct
Benchmark
Target: 75% of graduating students should improve their ABE Assessment Exam pre to post test results by 40% Not Met

BENCHMARK
Target: 75% of graduating students should improve their ABE Assessment Exam pre to post test results by 40%

FINDINGS
See analysis for full findings.

ANALYSIS OF FINDINGS
SP21: There were 4 business students that completed the cycle. Average Improvement in pre-post ABE Assessment Exam was 35%. (Not Met)

We are now getting student score matches on data we’ve gathered regarding the pre-post ABE Assessment Exam (administered in BU110 and AC-BU480.) We began administering the pre-test in 2019-2020 academic year.

5 total students, Business and Accounting combined, completed the cycle during this academic year. 60% improved their pre-post ABE Assessment Exam scores by 40%. Although this is a small sampling, it’s interesting. Particularly, all students improved their scores and 3 of 5 students completing the cycle now meet the AC-BU480 post-test target of 70% or greater on the exam.

ABE faculty are exploring advantages/challenges to implementing the pre-test in CGES BU110 sections. As most students transfer to CGES as a junior, this may pose difficulties. They most often have completed this course already.

See Attached 2020-2021 BU110/ACBU480 Pre-Post Division Assessment Exam Data

Student Learning Outcomes
Community
a. Show a clear understanding of the microenvironment between the legal, economic, and social environments within the business profession. b. Demonstrate knowledge and
application of prescribed ethical codes, and behaviors and their value within both the workplace and society. c. Understand team and individual management, organizational skills, supervision and coaching techniques to effectively lead across organization, department, and work group units to meet diverse stakeholder and organizational goals in a variety of business environments.

1.3.1 **Assessment Measure**

**AC/BU480 Research Paper**

The BU480 research paper is over an individually-chosen topic in the student’s field. See the attached rubric for this measure.

**SOURCE OF EVIDENCE**

Research Paper - Academic Direct

---

1.3.1.1 **Benchmark**

75% of students will earn a 75% or higher on the BU480 research paper assignment. **(Met)**

**BENCHMARK**

75% of students will earn a 75% or higher on the BU480 research paper assignment.

**FINDINGS**

See analysis for full findings.

**ANALYSIS OF FINDINGS**

**FA20:** There were 10 business students enrolled in the class. Major-related research papers were the instruments used to measure this goal. Class average for this assignment was 90%. 90% of students earned GE 75% on the instrument. (Met)

**SP21:** There were 15 business students enrolled in the class. Major-related research papers were the instruments used to measure this goal. Class average for this assignment was 88%. 93% of students earned GE 75% on the instrument. (Met)

**CGES Data**

**EXFA20:** There were 23 business students enrolled in the class. Class average on this assignment was 88%. 91% of students had a score GE 75%. (Met)
EXSP21: There were 33 business students enrolled in the class. Class average on this assignment was 83%. 85% of students had a score GE 75%. (Met)

EXSU21: There were 15 business students enrolled in the class. Class average on this assignment was 86%. 93% of students had a score GE 75%. (Met)

In comparing Fayette Campus and CGES results of the Research Paper, SP21Fayette Campus students scored approximately 5% higher than CGES students. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.

See Attached 2020-2021 AC-BU480 Assessment Data

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Project Attachments (3)

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<td>BU110-ACBU480 Pre-Post Exam 2020-2021 Results.xlsx</td>
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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Chemistry Program Mission
Chemistry is the study of matter and the changes in matter that occur during physical changes and chemical reactions. The major in chemistry is intended to prepare students for employment in industrial and government laboratories, teaching at the middle and high school level, study in various medical professions, and advanced study in major areas of chemistry including analytical, clinical, environmental, forensic, inorganic, organic, physical and biochemistry. Chemistry majors will receive theoretical training in classes and obtain practical hands-on experience through lab exercises and research. The successful chemistry graduate will have a deeper knowledge of chemistry along with the ability to design and safely execute chemical experiments and appropriately communicate chemical information.

1.1 Student Learning Outcomes
Knowledge and Critical Thinking
Chemistry majors should have a thorough knowledge of the fundamental chemical concepts and scientific theories and should be able to apply this knowledge to think critically and analytically in solving both theoretical and experimental problems in the areas of General, Organic, Analytical, and Physical Chemistry.

1.1.1 Assessment Measure
ACS Chemistry Exam
The American Chemical Society – ACS – provides final exams for all major courses in chemistry. Currently, we use those exams as our final exams in all classes for which they are available (General, Organic, Analytical and Physical Chemistry). However, they are designed to be taken primarily by chemistry majors.

SOURCE OF EVIDENCE
Standardized test - Academic Direct

1.1.1.1 Benchmark
Average Goal of 30th percentile Not Reported this Period
Currently, we have set an average goal of the 30th percentile for the General, Organic, and Analytical Chem classes.

Due to COVID and security reasons, we did not give the ACS exam in General Chemistry, Analytical Chemistry, or Organic Chemistry this academic year.

General Chemistry - James Gordon
While the ACS exam wasn’t given for security reasons, in analyzing the individual class exams for CH111 and CH114, it is noted that the scores are significantly lower (5 to as much as 10 percentage points lower) than the running average for the past 10 years. General Chemistry students continue to struggle with dealing with larger volumes of information. Dividing the material into 5 sections instead of 4 as planned from last year’s assessment had little to no affect. Essentially, with more exams there was a need to ask more questions on each specific topic. So, instead of having to deal with more information on few exams, the students had to deal with more detailed information on more exams. Students don’t seem to do well with either of those scenarios. It should also be noted that students were even allowed to use their notes. My supposition is that students are much less academically prepared for this academic year due to the disruption caused by COVID especially for students who graduated in the spring of 2020.

I’m somewhat rethinking the usefulness of the ACS exams in our program. These exams are primarily written for strong and diverse programs containing courses primarily composed of chemistry majors. Our courses - especially General Chemistry - have at most one or two chemistry majors per year. These students make up at most 5% of any given General Chemistry class. Perhaps a better analysis is what I’ve done above in looking at the average exam scores for a given year compared to the average scores over a longer period of time noting any significant deviations from those longer term average scores.

I continue to use an OER textbook for the course to ensure access to course information from the first day of class. I also continue to have practice questions in the lab which are cumulative throughout the semester to provide a means of constantly reviewing the information. I also continue to use an online homework system which provides immediate feedback on student performance and encourages them to work problems as we go through the course.
Analytical Chemistry - James Gordon

Again, due to security reasons, the ACS exam in Analytical Chemistry was not given. However, in analyzing test scores, the students in the course performed on par with students from previous semester. There were no significant issues related to comprehension from any particular section of the curriculum.

Organic - John Bellefeuille

Due to issues of security during the pandemic, we did not give the ACS exam in Organic Chemistry was not given this year. However, an analysis of student performance is given below.

Exam scores for organic students started off low, but improved over the course of the semester. NMR and IR spectroscopy appeared to be understand by most students. They are able to solve the structures of unknown molecules based on spectroscopic data provided. Most started to understand how reactions happened as demonstrated by the reaction mechanisms they produced as the semester went on with one caveat the mechanisms couldn’t deviate too far from ones presented in class. However, explaining trends in reactivity was not a skill that showed spotty improvement.

### Assessment Measure

**Chemistry Major Field Test**

The Major Field Exam in Chemistry is a comprehensive exam for students in all areas of chemistry - inorganic, organic, physical, and analytical.

**SOURCE OF EVIDENCE**

Standardized test - Academic Direct
### Benchmark

**Average at or about 50th percentile on the MFT** Not Met

**BENCHMARK**
The benchmark is for the students on average to score at or above the 50th percentile on the MFT.

**FINDINGS**
A total of 7 chemistry majors took the MFT this spring. The average score was 136 which correlates to the 19% percentile.

**ANALYSIS OF FINDINGS**
We are disappointed with these particular scores. Two students scored far and above better than the other five. They scored in the 47% and 30% percentile. We had scores ranging down into the second percentile. The problem with the MFT remains that no minimum score is required in order to graduate. Students are asked to do their very best, but they don't prepare to take this exam. So we either need to set a minimum score for graduation or design another type of evaluation.

We are discussing creating a pre/post-test that students declaring a chemistry major will be given at the start of their freshman year. The exam would be similar to an MFT but designed more around our particular curriculum which doesn’t require Inorganic Chemistry and only requires one of the two-semester course sequence in Physical Chemistry.

For the most part, these are not particularly poor students academically. Among them, one has been accepted to medical school, one to vet school, one to pharmacy school, and one to law school. We are hopeful that making one of the two changes above will better reflect student preparation provided by our program.

### Improvement

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<th>Improvement Type</th>
<th>Description</th>
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</table>

### Student Learning Outcomes

**Qualitative and Quantitative Laboratory Skills**
Chemistry majors should be able to safely design and conduct an experiment using appropriate labware and instrumentation, 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.

1.2.1 **Assessment Measure**

**Lab Average Score**

Currently we look at the average labs scores in individual classes and look for any with an average < 60%

**SOURCE OF EVIDENCE**

Laboratory Work - Academic Direct

1.2.1.1 **Benchmark**

All Chemistry majors will achieve a 60% of higher lab score **Met**

**BENCHMARK**

Currently we look at the average labs scores in individual classes and look for any with an average < 60%.

**FINDINGS**

There were no labs in which the average percentage was below 60%.

**ANALYSIS OF FINDINGS**

Because of difficulties imposed by COVID, the analysis provided last year is carried over into next year.

One major observation is that students need to take more time when doing the experiment. Instead of really learning the technique and analyzing the data, the focus is on getting the right answer and getting done. It might be helpful to construct more open-ended post-lab questions that force them to think through the process, the data, and their conclusions.

We also need to do more with exposing students more often to analytical instrumentation. Many schools have an instrumental analysis class which might be of benefit to us. Students to get limited exposure to a wide range of spectroscopic and chromatographic instrumentation. Greater exposure would be very beneficial to them.

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**
1.2.2 **Assessment Measure**
Senior Research Project
Every chemistry major must complete a senior research project either at CMU under the
direction of a CMU science faculty member or during a summer REU (research experience for
undergraduates) which is a nationally-funded program by the National Science Foundation.
Other projects may be approved at the discretion of the chemistry faculty. The students are
required to submit a final formal lab report for their project.

**SOURCE OF EVIDENCE**

1.2.2.1 **Benchmark**
Grade for the Research Class **Met**

**BENCHMARK**
Demonstrated the ability to design, implement, and analyzing data from a research
project as seen by earning an A or B in the research class.

**FINDINGS**
The 7 chemistry majors all completed research projects. All students earned an A or
B in their research class.

**ANALYSIS OF FINDINGS**
For the most part, the students did a very nice job with their research projects. Two
in particular lost motivation after being accepted into their professional schools of
choice. However, the others did a very nice job of strongly finishing their projects.

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.3 **Student Learning Outcomes**
Communication
Chemistry majors should be able to clearly articulate experimental and theoretical chemical
concepts and conclusions in both written and oral format.

1.3.1 **Assessment Measure**
Science Capstone
Each chemistry major must make an oral presentation at Science Seminar over their senior
research project. This presentation is made in the presence of other students from the
division as well as faculty member so of the division.
SOURCE OF EVIDENCE

1.3.1.1 **Benchmark**

**Average Score of at least 80%** Met

**BENCHMARK**

Average score of at least 80% on the presentations as graded by the rubric provided in the course.

**FINDINGS**

All 7 of the chemistry majors scored well over 80% on their presentations.

**ANALYSIS OF FINDINGS**

Because of difficulties imposed by COVID the analysis provided last year are carried over into next year.

Increasing oral and written communication could be done in the following ways:

* Oral presentations based on formal lab reports.

* Students could be asked to produce a research-grade poster of their lab experience and present it to the class or a larger audience. Poster presentations are very common at professional meetings.

* At least one formal lab report could be required in each lab course to give students more opportunities for formal scientific writing before their capstone research project.

* Introduce a sophomore-level Major Reading class in which students are immersed in the process of reading chemistry journal articles, writing critical abstracts of the papers, and making oral presentations.

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Communications Mission Statement.
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
Effective Communication
Students will demonstrate effective communication, through written, verbal, organizational, logical, and critical thinking communication skills.

Assessment Measure
Senior Thesis Rubrics
The mean score will be 80 or higher on the senior thesis grading rubric (out of 100).

SOURCE OF EVIDENCE
Research Paper - Academic Direct

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

FINDINGS
The mean score was 85% for the 7 students that graduated this year.

ANALYSIS OF FINDINGS
Topic (average=93%), Oral (average=88%), and editing (average =89%) were the highest sub-scales. Structure (average=83%) and research (82%) were the lowest. However, all sub-scales, and the overall average, meet the benchmark.

IMPROVEMENT
1.2 Student Learning Outcomes
Ethical Communication
Students will learn to communicate ethically.

1.2.1 Assessment Measure
Ethical Quality Scale
Benchmark: The mean score will be 1.8 or above on the EQ scale (2-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
AACU Value Rubric - Ethics - Academic Direct

1.2.1.1 Benchmark
Benchmark: The mean score will be 1.8 or above on the EQ scale (2-point scale). Note: Outside evaluation of ethical communication is a more reliable measure than self-report measures as they tend to be skewed.

BENCHMARK
Benchmark: The mean score will be 1.8 or above on the EQ scale (2-point scale). Note: Outside evaluation of ethical communication is a more reliable measure than self-report measures as they tend to be skewed.

FINDINGS
The average was 2.0. With the dichotomous measure, all students were rated as ethical in their communication by the raters.

ANALYSIS OF FINDINGS
This measure examines the overall ethical quality of the speaker. While it is a good measure of whether or not the speaker was ethical, it does not give us much detail as to how or why the speaker was perceived as ethical.

IMPROVEMENT

TYPE

IMPROVEMENT

DESCRIPTION

IMPROVEMENT

none
1.3 **Student Learning Outcomes**
Confident Communication
Students will be confident in their communication skills.

1.3.1 **Assessment Measure**
Personal Report of Communication Apprehension
Benchmark: The mean score will be below 70 (120 max score, above 72 is considered apprehensive).

**SOURCE OF EVIDENCE**
In-Class Exercise - Academic Direct

1.3.1.1 **Benchmark**
Benchmark: The mean score will be below 70 (120 max score, above 72 is considered apprehensive). Met

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

**FINDINGS**
The mean score was 66.

**ANALYSIS OF FINDINGS**
In examining the sub-scales we can see that students were most comfortable speaking in groups (average=13), followed by meeting (average=14) and interpersonal (average=18). The highest sub-scale was public speaking (average=23). All sub-scales and the overall average score meet the benchmark.

**IMPROVEMENT**

**TYPE**

**DESCRIPTION**

none

1.4 **Student Learning Outcomes**
Professional Placement
Students will be prepared for jobs in communication-related fields.

1.4.1 **Assessment Measure**
Job Placement Rates
Benchmark: 70% of students will be working in a communication-related field, or attending
graduate school, 6 months post-graduation.

**SOURCE OF EVIDENCE**
Placement data - Academic Indirect

---

### 1.4.1.1 Benchmark

**Benchmark:** 70% of students will be working in a communication-related field, or attending graduate school, 6 months post-graduation. [Partially Met]

#### Benchmark

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

#### Findings

2 students were working in the field of communication, 1 student was attending graduate school or law school. 4 students could not be tracked. Therefore, of the students that could be located 100% of students were in communication jobs or further education.

#### Analysis of Findings

Students either entered grad school or took a job in marketing or library science. Unfortunately, 57% of the students were untrackable. This could be due to the COVID pandemic.

#### Improvement

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**Project Attachments (1)**

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Comparative Religion and Philosophy Mission
A major in Comparative Religion and Philosophy will enable students to understand and critically engage the diverse worldviews that shape human life.

Student Learning Outcomes
Articulate
Articulate and support their own positions in written and oral formats.

Assessment Measure
PL450 Religion and Philosophy Capstone
Rubric scored capstone project
SOURCE OF EVIDENCE
Direct - Internal - Academic Direct

Benchmark
Please see the rubric below. [Partially Met]

BENCHMARK
Students completing the capstone for the major should achieve a score of at least 3/4 on the capstone rubric for each outcome. The total score should be a minimum of 9/12.

FINDINGS
Two students completed the capstone in the major. Each received scores of 3 or 4 out of 4 on this category of the departmental rubric.

ANALYSIS OF FINDINGS
Each student scored within the desired range. See the rubric.
1.2 Student Learning Outcomes
Evaluate
Critically evaluate systems of belief and practice.

1.2.1 Assessment Measure
PL450 Religion and Philosophy Capstone
Rubric scored capstone project

SOURCE OF EVIDENCE
Direct - Internal - Academic Direct

1.2.1.1 Benchmark
Please see the rubric below. Met

BENCHMARK
Students completing the capstone for the major should achieve a score of at least 3/4 on the capstone rubric for each outcome. The total score should be a minimum of 9/12.

FINDINGS
Two students completed the capstone in the major. Each received scores of 2 or 3 out of 4 on this category of the departmental rubric.

ANALYSIS OF FINDINGS
Each student scored within the desired range. See the rubric.

1.3 Student Learning Outcomes
Engage
Responsibly and respectfully engage different philosophical and religious worldviews.

1.3.1 Assessment Measure
PL450 Religion and Philosophy Capstone
Rubric for capstone project.

SOURCE OF EVIDENCE
**Benchmark**

Please see the rubric below. Met

**BENCHMARK**

Students completing the capstone for the major should achieve a score of at least 3/4 on the capstone rubric for each outcome. The total score should be a minimum of 9/12.

**FINDINGS**

Two students completed the capstone in the major. Each received scores of 3 or 4 out of 4 on this category of the departmental rubric. One had a total score of 9/12. The other had a total score of 11/12.

**ANALYSIS OF FINDINGS**

Each student scored within the desired range. See the rubric.

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**Project Attachments (1)**

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Computer Science Mission Statement
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.

1.1 Student Learning Outcomes
Problem-solving and Critical Thinking
Students will develop problem-solving and critical thinking skills and use these skills to solve complex computing problems.

Action Plan
Currently benchmarks are being met, so continue what we are currently doing. But in-house CS exams have not provided enough data to do meaningful analysis, so we need to continue giving those exams. The development of a rubric to clearly evaluate the aspects of the project and to review the subscores of the SC425 rubric in areas of presentation and content will provide a better account of performance. --Students scored on average of 8.88/10 on the section, “Demonstrated objective and critical thinking of presentation subject.” This is the lowest area of all areas and will require further analysis. Is it how the information was presented or is it due to lack of critical thinking skills?

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Central Methodist University
1.1.1 Assessment Measure
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

1.1.1.1 Benchmark
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. Met

BENCHMARK
A success rate of 80% is the benchmark.

FINDINGS
100% of graduates passed so the benchmark goal has been met.

ANALYSIS OF FINDINGS
The review suggests that a rubric needs to be developed in order to clearly identify areas of concern in the areas of analysis. In addition, the SC425 rubrics need to be evaluated for presentation and content knowledge. Students scored on average of 8.88/10 on the section, “Demonstrated objective and critical thinking of presentation subject.” This is the lowest area of all areas and will require further analysis. Is it how the information was presented or is it due to lack of critical thinking skills?
1.1.2 Assessment Measure
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

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

Partially Met

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

FINDINGS
Unfortunately, we do not yet have enough data from the tests to draw meaningful conclusions.

ANALYSIS OF FINDINGS
Given that there has not been enough data to evaluate, with the hiring of the new faculty for the division, this measure will be reviewed.

1.2 Student Learning Outcomes
Theoretical Foundations
Students will acquire a working knowledge of theoretical foundations of computer science.

1.2.1 Assessment Measure
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

**1.2.1.1 Benchmark**

**Met**

**BENCHMARK**

Students will meet the benchmark of 8/10 on the rubric.

**FINDINGS**

100% of graduates passed CS480 so the benchmark has been met.

**ANALYSIS OF FINDINGS**

While 100% passed the current benchmark, there will be a new rubric developed to more accurately measure student success of meeting the outcomes. This should be completed in Spring 2022 to allow for evaluation for 22-23 academic year. Students scored an average of 9.26/10 on the section: “Demonstrated clear knowledge of material (correct terms, integration of concepts).” This score is well within the range and is above the average benchmark score. The benchmark is met.

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

---

**1.2.2 Assessment Measure**

**In-house Comprehensive Exam**

SOURCE OF EVIDENCE

**1.2.2.1 Benchmark**

**Partially Met**

**BENCHMARK**

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

**FINDINGS**

We do not yet have enough data to draw meaningful conclusions.

**ANALYSIS OF FINDINGS**

This will be evaluated for appropriateness with the hire of a new faculty.
1.3 Student Learning Outcomes
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.

1.3.1 Assessment Measure
Employment and Placement Data
Computer Science graduates will locate employment in areas directly related to their field of study.

SOURCE OF EVIDENCE

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

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

FINDINGS
Of 8 graduates for 2019-20, the career center has employment information for 7. Of the 7, 6 have gotten jobs. 6/7 = 85% so benchmark has been met.

ANALYSIS OF FINDINGS
The benchmark is based on a very limited number of graduates so I’m not sure how statistically significant the result is. However, the benchmark was met. Further research is also required on the validity of this benchmark.

1.4 Student Learning Outcomes
Communication and Interpersonal Skills
Students will acquire communication and interpersonal skills necessary to perform effectively
in technical environments.

### 1.4.1 Assessment Measure

**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**

### 1.4.1.1 Benchmark

All students getting a 4 year degree from CMU must take CS480 and then present their work in Science Seminar. The CS department considers there to be a problem is not at least 90% of students pass SC425.

**Met**

**BENCHMARK**

All students getting a 4 year degree from CMU must take CS480 and then present their work in Science Seminar. The CS department considers there to be a problem is not at least 90% of students pass SC425.

**FINDINGS**

100% of graduates have passed CS480 and 100% have passed SC425.

**ANALYSIS OF FINDINGS**

While the benchmark is being met, there is a need for the new rubric for the CS 480 project and to analyze the SC425 rubric in the areas of presentation and content. Students scored a 9.32/10 on the section: “Clearly organized the presentation” and 9.4/10 on Professional Presented Materials (Dress, language, length, verbal phrases.” Again, the benchmark was met. It should be noted that this score also meets the University Learner Principle #1, Students are articulate, able to read and write clearly and effectively” and #3, “Students are professional, able to adapt and interact with others in a confident, responsible and engaged manner.”

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**
1.4.2 **Assessment Measure**

**Employment and Placement Data**

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

**SOURCE OF EVIDENCE**

1.4.2.1 **Benchmark**

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. **Met**

**BENCHMARK**

We want 80% of graduates to find employment (or go on to graduate school) within their field of study.

**FINDINGS**

85% of graduates from 2019-20 found work. Out of 8 graduates, the career center has employment data for 7. Six of the seven found a job.

**ANALYSIS OF FINDINGS**

While met, it is important to review this measure to ensure its validity and need as a measure.

---

**Project Attachments (2)**

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
The Bachelor’s degree program in Criminal Justice is designed to prepare students for careers in local, state, and federal 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 and law school. Criminal Justice majors may earn either a Bachelor of Arts or Bachelor of Science Degree.

The criminal justice program utilizes two sets of standards to guide the learning outcomes for the program. The first is the Major Field Test in Criminal Justice created by the Educational Testing Service and the second is the list of criminal justice content areas required for program certification as set forth by the Academy of Criminal Justice Sciences. The criminal justice program is not certified by the ACJS but the standards are used to help set the learning outcomes of the program. a. The Major Field Test consists of 150 multiple-choice questions given within a two-hour time limit. The areas covered are listed below. A more detailed breakdown of these topics is provided in Appendix B.


b. The table below outlines the standards set forth by the ACJS. Content Area

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<td>(1) Administration of Justice--contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice, comparative criminal justice (2) Corrections--History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders (3) Criminological Theory-- The nature and causes of crime, typologies, offenders, and victims (4) Law Adjudication-- Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making (5) Law Enforcement--History, theory, practice and legal environment, police organization, discretion, and subculture (6) Research and Analytic Methods-- Quantitative, including statistics, and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for the undergraduate students</td>
</tr>
</tbody>
</table>

1.1 Student Learning Outcomes
Students will understand the methods of research and apply critical thinking skills (Standards: a(6), and b(3).
1.1.1 Assessment Measure
MFT

SOURCE OF EVIDENCE
Comprehensives - Academic Direct

1.1.1.1 Benchmark

BENCHMARK
Students will score within one standard deviation of the mean on the MFT.

FINDINGS
See attached program review document and the MFT data spreadsheet. Students scored within one standard deviation of the national mean.

ANALYSIS OF FINDINGS
For items 6 and 7 on the MFT, critical thinking and research skills, students scored as follows: Fayette: 50 and 46, with the mean of 57.5 and 48.2. Statewide and Online scored 48 and 48. The standard deviation is 8.4 and 8.6 respectively. Benchmark met.

1.1.2 Assessment Measure
Written Paper/Project

Written Paper/Project--Students will score at or above 70% on the final paper/project rubric.

SOURCE OF EVIDENCE
Capstone assignment - Academic Direct

1.1.2.1 Benchmark

Written Paper/Project--Students will score at or above 70% on the final paper/project rubric.

BENCHMARK
Students will score 70% on the rubric.

FINDINGS
See analysis and attached document on Criminal Justice 480 papers.

ANALYSIS OF FINDINGS
Prior to spring of 2021, students took CJ480 or Senior Thesis. This course is cross listed with other social science classes. There was no separate review of the rubrics for the paper itself or the presentation that specifically addressed the criminal justice program. Since fall of 2020, Criminal Justice majors are expected to take the new
capstone course, currently CJ390. It was taught in the spring of 2021; however, it was not managed well. Therefore, the course is to be taught again in spring of 2022 with clear assessment measures. These measures will include a rubric for a paper that is 10-15 pages with content regarding either a current event in criminal justice or the law. Students will be required to also give a ten-minute presentation of their paper. There will be rubrics and benchmarks developed for these measures. Currently, faculty are considering 70% as a threshold. In addition, there will be a paper of 5-7 pages that reflects on the curriculum, the classes, and how well they believe their experience aligned with the outcomes of the program. This will provide qualitative feedback on curriculum and content in order to strengthen the program and will be reviewed for key themes. Specific changes will then be measured against Major Field Test scores in order to determine is a change is needed. They will also have to create a resume and a cover letter for a specific job that they have identified. And, the Major Field Test will still be considered required for this course and meet the benchmarks identified in the program review.

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<td>Students will score at or above 70% on the oral presentation rubric.</td>
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**SOURCE OF EVIDENCE**

Capstone assignment - Academic Direct

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<td>Benchmark</td>
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<td>70% on oral presentation rubric</td>
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**FINDINGS**

See analysis and attached document on Criminal Justice 480 papers.

**ANALYSIS OF FINDINGS**

Prior to spring of 2021, students took CJ480 or Senior Thesis. This course is cross listed with other social science classes. There was no separate review of the rubrics for the paper itself or the presentation that specifically addressed the criminal justice
program. Since fall of 2020, Criminal Justice majors are expected to take the new capstone course, currently CJ390. It was taught in the spring of 2021; however, it was not managed well. Therefore, the course is to be taught again in spring of 2022 with clear assessment measures. These measures will include a rubric for a paper that is 10-15 pages with content regarding either a current event in criminal justice or the law. Students will be required to also give a ten-minute presentation of their paper. There will be rubrics and benchmarks developed for these measures. Currently, faculty are considering 70% as a threshold. In addition, there will be a paper of 5-7 pages that reflects on the curriculum, the classes, and how well they believe their experience aligned with the outcomes of the program. This will provide qualitative feedback on curriculum and content in order to strengthen the program and will be reviewed for key themes. Specific changes will then be measured against Major Field Test scores in order to determine is a change is needed. They will also have to create a resume and a cover letter for a specific job that they have identified. And, the Major Field Test will still be considered required for this course and meet the benchmarks identified in the program review.

**IMPROVEMENT**

**TYPE**

Academic Process Modifications

**DESCRIPTION**

Action Plan implemented; will assess next semester

**1.2 Student Learning Outcomes**

Students will understand and explain the law and legal procedures of the court system. Standards: a(1), a(4), and b(4)

**1.2.1 Assessment Measure**

Be within one standard deviation of the national average for the subsections noted above on the MFT. Aligns with ULO 3 and 7. Courses: CJ100, CJ202, CJ270 and CJ301

**SOURCE OF EVIDENCE**

Comprehensives - Academic Direct

**1.2.1.1 Benchmark**

Be within one standard deviation of the national average for the subsections noted above on the MFT items 2 and 5. Met
**BENCHMARK**

Be within one standard deviation of the national average for the subsections noted above.

**FINDINGS**

Students scored for Fayette: The Law: 47, CGES: THE LAW: 46, National mean: 52.7 and SD is 7.6 The Court System: 55 CLAS and 61 CGES. National Mean: 63.4 SD is 7.2. Benchmark met.

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

**1.2.1.2 Benchmark**

**1.2.2 Assessment Measure**

**MFT**

Students will demonstrate an understanding of the history and practices of law enforcement

**SOURCE OF EVIDENCE**

Comprehensives - Academic Direct

**1.2.2.1 Benchmark**

**Met**
BENCHMARK

Students will score within one standard deviation on the MFT item 3, Law Enforcement.

FINDINGS

Students scored at Fayette: 47 and CGES 48. The mean was 57.1 and the SD is 8.6. Students did not meet benchmark.

ANALYSIS OF FINDINGS

Benchmark not met. Curricular mapping needs to be re-evaluated.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.3 Student Learning Outcomes

Students will demonstrate an understanding of the history and practices of law enforcement.

1.3.1 Assessment Measure

MFT

Be within one standard deviation of the national average for the subsections noted above on the MFT. ULO: 7, 8 Note: CJ100, CJ201, CJ350

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.3.1.1 Benchmark

Met

BENCHMARK

Students will score within one standard deviation on the MFT.

FINDINGS

See attached program review document and the MFT data spreadsheet. Students scored within one standard deviation of the national mean.
1.4 Student Learning Outcomes
Students will understand the history and practices of corrections Standards: a(3) and b(2)

1.4.1 Assessment Measure
MFT
Be within one standard deviation of the national average for the subsections noted above on the MFT. ULO: 7, 8 Note: CJ203, CJ318
SOURCE OF EVIDENCE
Comprehensives - Academic Direct

1.4.1.1 Benchmark
Met
BENCHMARK
Students scored within one standard deviation of the national mean on item 4, Corrections. Students will score within one standard deviation on the MFT subsection.

FINDINGS
Students scored a 53 for CLAS and CGES. Mean is 58.4 and SD is 8.3.

ANALYSIS OF FINDINGS
Benchmark met.

1.5 Student Learning Outcomes
Students will understand the theories of crime, offenders, and victims.

1.5.1 Assessment Measure
MFT
Be within one standard deviation of the national average for the subsections noted above on the MFT. ULO: 3, 5, 7, 8 Note: CJ315
SOURCE OF EVIDENCE
Comprehensives - Academic Direct
1.5.1.1 Benchmark

**Benchmark**

Met

BENCHMARK

Students will score within one standard deviation of the MFT Theories of Behavior subsection.

FINDINGS

Students scored a 44 in Fayette and 39 overall CGES. Mean is 47 and SD is 8.2.

ANALYSIS OF FINDINGS

Benchmark met.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Cyber Security Program Mission
Cybersecurity is the protection of internet-connected systems, including hardware, software and data, from cyber-attacks. In a computing context, security comprises cybersecurity and physical security, both are used by enterprises to protect against unauthorized access to data centers and other computerized systems. The major of cybersecurity is intended to prepare students for employment in corporations and government intelligence branches playing different security roles. Studies in cybersecurity include network essentials, law, risk compliance, operations, incident response and forensics. Cybersecurity majors will receive theoretical training classes and obtain practical hands-on experience through labs exercises and research. The successful cybersecurity graduate will have a deep knowledge of information security and protection of employer’s assets from brand damaging cyberattacks enabling secure communications standards, retaining world-class resources to defend and respond to cyber threats.

1.1 Student Learning Outcomes
Information Security Risk Analysis
Students with a Major in Cybersecurity will be able to recognize, discuss and explain information security principles and how those apply to the industry and will be able to demonstrate the information security risk analysis and describe/apply various information security tools.

1.1.1 Assessment Measure
Week 5 paper on risk analysis in CYB320
This is the paper students write in week 5 with focus on risk analysis for a company in CYB320.
SOURCE OF EVIDENCE

1.1.1.1 Benchmark
Students will score a minimum of 2.5 on the AACU Valuing critical thinking rubric. The scores will be pulled from the sub areas of explanations and evidence.
BENCHMARK
2.5 average on the critical thinking rubric
FINDINGS
Scored 2.375

ANALYSIS OF FINDINGS
Students earned a 2.375 on the Explanations of Issues and Evidence section of the AACU Critical Thinking and Valuing Rubric. Several students did not follow the prompt for the assignment accurately. It is also a very small sample of 4 students. We will monitor for the next time it is offered.

IMPROVEMENT

1.2 Student Learning Outcomes
Network Essentials
Students will acquire the competency of a mid-level network technician in supporting and configuring TCP/IP clients in terms of network design, cabling, hardware setup, configuration, installation, support, and troubleshooting.

1.2.1 Assessment Measure
Homework Assignments--Discussions in CYB205 Network Essentials
Students formulate discussion responses to (8) questions in which they utilize knowledge and understanding of concepts in Network Essentials

SOURCE OF EVIDENCE

1.2.1.1 Benchmark
Students will earn an average of a B on all 8 discussion assignments.

BENCHMARK
Average of B

FINDINGS
All students scored a B or above on discussion assignments.

ANALYSIS OF FINDINGS
Met the outcome.
1.3 **Student Learning Outcomes**
Cyber Security Operations

Students will obtain the knowledge for penetration testing, also known as pen testing-- an ethical hacking tactic that helps companies protect themselves. Students will write a paper in CYB330 exploring the psychology and business aspects of this kind of hacking, through a paper, Psychology and Hacking Humans.

1.3.1 **Assessment Measure**
The ethical reasoning rubric will be used to assess the paper.

The course assignment needs to be re-written. Students did not understand the prompt in order to accurately meet the assessment measure.

**SOURCE OF EVIDENCE**

1.3.1.1 **Benchmark**
Psychology and Hacking Humans Paper asks students to explore the psychology of hacking--benefits to business and other ramifications. Students will average a 2.5 on the paper.

**BENCHMARK**

2.5 on paper (using the ethical reasoning rubric, Application of Ethical Perspectives and Concept and Evaluation of Different Ethical Perspectives and Concepts

**FINDINGS**

Students scored an average of a 1.5 on the rubric.

**ANALYSIS OF FINDINGS**

Based on the results, even though a small sampling of 5, it is clear the prompt and instructions for the assignment were unclear as students did not focus on the topic equally.

1.4 **Student Learning Outcomes**
Cybersecurity Law and Policy

Students will learn an overview of the legal rights and liabilities associated with operation and
use of computers and information. It discusses the key statutes, regulations, treaties, and court cases (in the United States and abroad) that establish legal rights and responsibilities as to computer security and information privacy.

1.4.1 Assessment Measure
Digital Seizure methodologies paper (CYB350)
SOURCE OF EVIDENCE

1.4.1.1 Benchmark
The Digital Seizure Methodology paper will be assessed using the ethical reasoning rubric.

BENCHMARK
Student papers will score an average of 2.5 on the ethical reasoning rubric.

FINDINGS
Data not available. Course not taught during academic year.
Institutional Mission

Program Mission
Education Mission Statements
CMU's education programs help students build an in-demand skill set while taking classes that prepare them to be engaged educators. Our programs emphasize workplace skills that allow students to naturally analyze information, answer questions, communicate effectively, develop ideas, hold an audience’s attention, and encourage others to grow and learn. Our faculty, who are experienced former teachers, facilitate student participation in hands-on learning through projects, observational and field experiences, and internships to ensure our students are candidates for employment who are highly desired for their creativity, leadership skills, and teaching abilities. We strive for a balance of in-class studies and hands-on experiences designed to transform our students into real-world professionals. All of our programs (early childhood, elementary, middle school, secondary, and K-12) are accredited through the Higher Learning Commission and the Missouri Department of Elementary and Secondary Education.

1.1 Student Learning Outcomes
Concepts and Tools
The teacher candidate understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.

1.2 Student Learning Outcomes
Approaches to Learning
The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and that support the intellectual, social, and personal development of all students.

1.3 Student Learning Outcomes
Planning and Development
The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate develops, implements, and evaluates curriculum based upon student, district and state standards data.
1.3.1 **Assessment Measure**
Annual Performance Report (APR)
The Annual Performance Report is used to assess all outcomes. See attached.

**SOURCE OF EVIDENCE**
External report - Administrative

1.4 **Student Learning Outcomes**
Instructional Strategies
The teacher candidate uses a variety of instructional strategies and resources to encourage students’ development and critical thinking, problem solving, and performance skills.

1.4.1 **Assessment Measure**
Annual Performance Report (APR)
The Annual Performance Report is used to assess all outcomes. See attached.

**SOURCE OF EVIDENCE**
External report - Administrative

1.5 **Student Learning Outcomes**
Motivation and Behavior
The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

1.5.1 **Assessment Measure**
Annual Performance Report (APR)
The Annual Performance Report is used to assess all outcomes. See attached.

**SOURCE OF EVIDENCE**
External report - Administrative

1.6 **Student Learning Outcomes**
Communication
The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
1.6.1 **Assessment Measure**

SOURCE OF EVIDENCE

1.7 **Student Learning Outcomes**

**Assessment**

The teacher candidate understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher candidate monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

1.7.1 **Assessment Measure**

**Annual Performance Report (APR)**

The Annual Performance Report is used to assess all outcomes. See attached.

SOURCE OF EVIDENCE

External report - Administrative

1.8 **Student Learning Outcomes**

**Personal Reflection**

The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

1.9 **Student Learning Outcomes**

**Working Relationships**

The teacher candidate has effective working relationships with students, families, school colleagues and community members.

1.9.1 **Assessment Measure**

**Annual Performance Report (APR)**

The Annual Performance Report is used to assess all outcomes. See attached.

SOURCE OF EVIDENCE

External report - Administrative
## Project Attachments (2)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

1 Program Mission
Education Studies Program
The Education Studies major prepares students for education related careers in non-school settings such as community leadership, student affairs, church leadership, private organizations, customer service and employee training and development. The focus is on education philosophy, sociology and psychology and as they relate to education in the United States. This degree does not lead to teacher certification. Note: This program has one outcome--this is because the program is not one that students normally choose to a major, but one they come into late (after deciding not to pursue teaching), usually in their last year or last semester of college.

1.1 Student Learning Outcomes
Explore Career Options
Explore options for applying education studies knowledge and skills in a profession/occupation or future career.

1.1.1 Assessment Measure
Survey
SOURCE OF EVIDENCE

1.1.1.1 Benchmark

 See report below
## Project Attachments (1)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
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, interaction, and verbal and written expression. As you closely examine literary movements, trends and ideas, you will become prepared for a variety of career paths.

Student Learning Outcomes
Participate in Discourse
Students will recognize and participate in discourses within the field of English.

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

SOURCE OF EVIDENCE
Portfolio - Academic Direct

Benchmark
English Major Portfolio: Discourses in English

BENCHMARK
Achieves "meets expectations" for the programmatic outcome "Students will recognize and participate in discourses within the field of English."

FINDINGS
No thesis defenses to report during the 2020-2021 AY.
1.2 Student Learning Outcomes
Periods, Movements, and Genres
Students will draw on periods, movements, and genres to create new knowledge.

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

SOURCE OF EVIDENCE
Portfolio - Academic Direct

1.2.1.1 Benchmark
English Major Portfolio: Periods, Movements, and Genre Considerations
Not Reported this Period

BENCHMARK
Achieves ”meets expectations” for the programmatic outcome ”Students will draw on periods, movements, and genres to create new knowledge.”

FINDINGS
No thesis defenses to report during the 2020-2021 AY.
1.2.2 Assessment Measure
EN222 Reading VALUE Rubric Scores
For the 2020-21 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 EN111: 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
AACU Value Rubric - Writing - Academic Direct

1.2.2.1 Benchmark
AAC&U Rubric Scores

<table>
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<tr>
<th>BENCHMARK</th>
<th>Achieve an average score of “2” on each area of the AACU Reading Rubric</th>
</tr>
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<tbody>
<tr>
<td>FINDINGS</td>
<td>The average score for each developmental area is as follows: Comprehension: 2.2 Genres: 2.3 Relationship to Text: 2.2 Analysis: 2.4 Interpretation: 2.2 Reader’s Voice: 2.3</td>
</tr>
<tr>
<td>ANALYSIS OF FINDINGS</td>
<td>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&amp;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 2020-21 academic year. Based on the above average scores and our experiences reading student writing, we offer the following observations and conclusions. • 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 enrolled in EN222 include all credit levels (freshman to senior), but typically the highest percentage is sophomore-level</td>
</tr>
</tbody>
</table>
students.

The average scores for 2020-2021 in all six areas have seen a marked increase (2.2-2.4 vs. 1.7-1.84 from the previous year). After last year’s significant drop in student performance scores, we were not confident that student performance would realign with previous average scores during the 2020-2021 academic year. Faculty and curriculum remain unchanged and consistent over the past few years. What interrupted that consistency two years ago was the global pandemic which deeply affected students in a variety of ways, including a campus closure in March 2020. The closure brought with it hastily-constructed online delivery methods for curriculum and unreliable internet access for many. Given the relative stability of EN222 scores during the previous years, we speculated that the drop in student performance scores was directly related to the unprecedented transition to online delivery mid-semester. While the pandemic continued to affect our students and campus community this past year, we believe that the preparations and alterations faculty made to the course curriculum for those in quarantine (Zoom connections, recorded lectures, etc.) helped ameliorate the pandemic’s impact. We are pleased to see that our students’ performances have shifted back into the appropriate Milestone category.

We are currently revamping our general education assessment plan with a portfolio assignment that is like the one adopted for our composition classes. The portfolio will include a reflection essay component that will ask students to address the concepts assessed in the VALUE rubric and used evidence from their portfolio to demonstrate their understanding and engagement with those concepts. While the above data offers a useful overview of student learning and development, we believe that the process of building a portfolio and producing a reflection will provide us with more information on students’ levels of self-awareness about the development, achievements, and the learning process as a whole. We predict that a portfolio and reflection may not only lead students to average scores above a “2” more consistently, but also give us better insight into what challenges or obstacles students confront that may hinder their success. We will be introducing this assessment plan in our course change proposals for EN222, EN224, EN236, and EN238 in the Spring of 2022.
### Student Learning Outcomes

#### Language

Students will analyze and evaluate language.

#### Assessment Measure

**English Capstone**

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

**SOURCE OF EVIDENCE**

#### Benchmark

**English Major Portfolio: Analyze and Evaluate Language**

Achieves "meets expectations" for the programmatic outcome.

**FINDINGS**

No thesis defenses to report during the 2020-2021 AY.
Assessment Measure

EN222 Reading VALUE Rubric Scores

For the 2020-21 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 EN111: 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

AACU Value Rubric - Writing - Academic Direct

Benchmark

AACU Value Reading Rubric Scores

| BENCHMARK | Average scores on each rubric area will be a “2” or higher |
| FINDINGS  | The average score for each developmental area is as follows: Comprehension: 2.2 Genres: 2.3 Relationship to Text: 2.2 Analysis: 2.4 Interpretation: 2.2 Reader’s Voice: 2.3 |
| ANALYSIS OF FINDINGS | 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 2020-21 academic year. Based on the above average scores and our experiences reading student writing, we offer the following observations and conclusions. • 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 enrolled in EN222 include all credit levels (freshman to senior), but typically the highest percentage is sophomore-level |
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<th>IMPROVEMENT TYPE</th>
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<tr>
<td>Assessment Process Modifications</td>
<td>The assessment method revision will be included in a Spring 2022 course change proposal</td>
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</table>

### 1.4 Student Learning Outcomes

**Composing Texts**

Students will compose effective texts in multiple modalities.

#### 1.4.1 Assessment Measure

**Common Final Writing Examination**

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

**SOURCE OF EVIDENCE**

#### 1.4.1.1 Benchmark

Achieve "meets expectations" is each of five categories, thesis/focus; development and support; organization, structure, and coherence; language; and mechanics.

**BENCHMARK**

Achieve "meets expectations" is each of five categories, thesis/focus; development and support; organization, structure, and coherence; language; and mechanics.

**FINDINGS**

The holistic score average (the average score for each of those areas) in Academic Year 2018-2019 (CLAS and CGES) was 3.04 on a four point scale.

**ANALYSIS OF FINDINGS**

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 2018-2019 (CLAS and CGES) was 3.04 on a four-point scale. This score "meets expectations" of our 3.0 out of 4.0 benchmark and is slightly higher than holistic averages from AY2016-2017 and AY2017-2018.

The holistic average for AY2018-2019 was 3.04; AY 2017-2018 was 2.87; AY 2016-2017 was 3.01; AY 2015-2016 was 3.16, and AY 2013-2014 was 2.93.

Below are our AY2018-2019 results compared to the AY 2017-2018, AY2016-2017, AY2015-2016, and AY2014-2015 scores:


It should be noted that during the 2017-2018 academic year, English engaged in a lengthy process of revising the outcomes and assessments for writing courses and began discussing moving to a portfolio-based assessment model (see below). We finally passed the assessment measure, along with curricular changes in 110/111 via faculty vote in AY2018-2019. While the common assessment essay has allowed us to collect data from multiple sites and platforms, there were concerns that the method posed challenges related to grade-norming and that a reporting of numerical scores, especially those represented down to two decimal places, without conversation or
collaboration in the scoring gave an illusion of accuracy to the evaluation of writing that does not fully represent the complex dynamics between reader, writer, writing situation, process, reflection, purpose, and genre. Furthermore, students dislike the assessment measure and faculty rarely find it meaningful for their writing themes, content developments, and topics of interest. From the preliminary collection of pilot portfolios, where instructors collaborated on collecting, analyzing, and evaluating portfolios, we have seen a wider view of the writing process, including pre-writing, drafting, revision, and post-writing reflections.

1.4.2 Assessment Measure
English Capstone

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

SOURCE OF EVIDENCE
Portfolio - Academic Direct

1.4.2.1 Benchmark
English Major Portfolio: Compose Effective Texts

Achieve "meets expectations" for the programmatic outcome "Students will compose effective texts in multiple modalities."

FINDINGS
No thesis defenses to report during the 2020-2021 AY.
Institutional Mission

Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission

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

Student Learning Outcomes

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.

Action Plan

The Environmental Science Program is moving to an assessment schedule in which we analyze results on a recurring 3-year schedule. The small number of students in the program make it difficult to analyze data from any single year and this will summarize results among 3 years of data. We will evaluate results of the in the following manner. Year 1: Assess the past 3 years of data from capstone presentations. (2021-2022) Year 2: Assess the past 3 years of major field test results. (2022-2023) Year 3: Assess the results of lab skills. (2023-2024)

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**Action Item 2**
Year 2: Assess the past 3 years of major field test results. (2022-2023)

**Action Item 3**
Year 3: Assess the results of lab skills. (2023-2024)

---

### Assessment Measure

#### 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**

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### Benchmark

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. **Not Reported this Period**

**BENCHMARK**

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.

**FINDINGS**

Will analyze next in year 2 of the assessment cycle: Assess the past 3 years of major field test results. (2022-2023)

**ANALYSIS OF FINDINGS**

The benchmark for success on the MFT is considered to be scoring within one standard deviation on the MFT for sub sections 1, Cell Biology, and subsection 4, Population Biology, Evolution, and Ecology, having completed the biology sequence. This year, they scored within one standard deviation for cell biology and 40 on the first one. Students scored a 45 on 4, so they also met that benchmark.

Student scores improved on cell biology from 19-20 to 20-21. We recently shifted from a 2 course sequence in biology to a 3 course sequence, which may be the reason, in part, for the improvement. did not meet the benchmark for Cell Biology as they did not achieve one standard deviation of the score. Nationally, the score is 51.9 and CMU students scored 40. The standard deviation was 13.5. Therefore, the score was not achieved. On substandard 4, Population Biology, Evolution, and Ecology, students scored within one standard deviation. The national mean is 51.3, SD is 13.3, and CMU students scored 45. Again, not a good score if looking solely at
IMPROVEMENT TYPE
Academic Process Modifications

IMPROVEMENT DESCRIPTION
Improved Scores

IMPROVEMENT
Student monitoring will continue and be reviewed on an annual basis.

1.1.2 Assessment Measure
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

1.1.2.1 Benchmark
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.

BENCHMARK
It is expected that all students will receive >75% on their formal evaluations for Science Seminar.

FINDINGS
Will analyze next in year 1 of the assessment cycle: Year 1: Assess the past 3 years of data from capstone presentations. (2021-2022)

ANALYSIS OF FINDINGS
See attached report. Students scored a 92/100 on the rubric. There were 12 students in this group. Capstone presentations give faculty and students in the program an opportunity to learn more about student’s capstone experiences. Students in the program learned from a wide variety of undergraduate research projects, internship experiences and special topics investigations. All scores were quite good. One factor that can affect scores is the extent to which students demonstrate objective and critical thinking and this can be more of a challenge for students that present on an internship. Faculty have recognized this and we are
working to help students incorporate outside related research into their presentations to give them a better opportunity to demonstrate their skills. Trends in scores suggest that students are improving.

**Assessment Measure**

**Student Learning Outcomes**

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.

**Action Plan**

Lab skills expected vary widely between courses that are as different as environmental chemistry and ecology and all the other science lab courses that students in the program can choose from. It is important that students are proficient in the lab skills that match their individual goals. Assessing lab skill has been a challenge for all programs in science. We are moving to more course-based assessments of skills based on curriculum mapping in the biology department and will incorporate those into assessment of labs that are cross-listed with the ES program.

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**Action Item 1**

Year 3: Assess the results of lab skills. (2023-2024)  

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<tbody>
<tr>
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</table>
1.2.1 Assessment Measure
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

1.2.1.1 Benchmark
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.

BENCHMARK
It is expected that all students will receive >75% on their formal evaluations for Science Seminar.

FINDINGS
Will analyze next in year 1 of the assessment cycle: Year 1: Assess the past 3 years of data from capstone presentations. (2021-2022)

ANALYSIS OF FINDINGS
See Report. Students scored a 92/100 on the rubric.

1.2.2 Assessment Measure
Lab Practices
Periodically, all labs will be assessed for their effectiveness

SOURCE OF EVIDENCE

1.2.3 Assessment Measure
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.
and how it can be improved to become a better teaching instrument.
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.

SOURCE OF EVIDENCE

1.2.3.1 Benchmark

ny 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.

Nothing Entered

BENCHMARK

FINDINGS

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.3 Student Learning Outcomes

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.

Action Plan

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<tr>
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<td>$0.00</td>
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</tr>
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</table>

1.3.1 Assessment Measure

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**

### 1.3.1 Benchmark

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%.

#### Not Reported this Period

**BENCHMARK**

**FINDINGS**

Will analyze next in year 1 of the assessment cycle: Year 1: Assess the past 3 years of data from capstone presentations. (2021-2022)

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<td>IMPROVEMENT DESCRIPTION</td>
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**Project Attachments (1)**

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<tr>
<td>ES Capstone Paper and Presentation Results F18 to Sp21 (002).pdf</td>
<td>240KB</td>
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</table>
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
The Exercise Science major will prepare you to pursue a career that applies scientific knowledge while training individuals to improve physical abilities. Additionally, you will be qualified to take the national exam to become a Certified Strength and Conditioning Specialist (CSCS).

1.1 Student Learning Outcomes
Students will model effective nonverbal and nonverbal communication strategies promoting a positive and motivational environment.

1.1.1 Assessment Measure
EX/PE203 Presentation
SOURCE OF EVIDENCE

1.1.1.1 Benchmark
75% will score 80% or better

BENCHMARK
75% will score 80% or better

FINDINGS
In the fall, 32 of 37 students met the benchmark. In the spring 18 of 20 students met the benchmark.

ANALYSIS OF FINDINGS
That is 87.7% met the benchmark--this demonstrates that students can communicate what they've learned using appropriate and professional terminology.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT
1.1.2 Assessment Measure
EX/PE440 Supervisor Survey

SOURCE OF EVIDENCE

1.1.2.1 Benchmark
100% of students will earn 4+ on supervisor evaluation—scale is out of 5.

BENCHMARK
100% of students will earn 4+ on supervisor evaluation—scale is out of 5.

FINDINGS
8/8 of the students earned a 4 or higher.

ANALYSIS OF FINDINGS
100% of the students met the benchmark which demonstrates our students can communicate effectively with clients while applying knowledge.

IMPROVEMENT

1.2 Student Learning Outcomes
Application of Physiology Principles: Students will show application of physiology principles.

1.2.1 Assessment Measure
EX/PE331 Testing Administration

SOURCE OF EVIDENCE

1.2.1.1 Benchmark
Target is 75%; Target changed from 75% to 80%.

BENCHMARK
80% of students will earn 3/5 points on the assignment rubric for proper administration of the fitness test.

FINDINGS
28/31 earned 3 or more points

ANALYSIS OF FINDINGS
That is 90.3% of the students showed the ability to administer the fitness test to their peer students appropriately.

IMPROVEMENT TYPE

1.2.2 **Assessment Measure**
Program Design: EX/PE 440 Students will design an effective strength and conditioning program prescribing the appropriate training principles to achieve the desired training outcomes.

**SOURCE OF EVIDENCE**

1.2.2.1 **Benchmark**

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

**FINDINGS**
In the fall 3/3 students and in the spring 6/7 students earned an 80% or better on the final design program project.

**ANALYSIS OF FINDINGS**
While 90% of the students earned an 80% or higher on the final design program project, we believe 100% should be at that level.

---

1.3 **Student Learning Outcomes**
Content knowledge
Students will show content knowledge in aerobic and anaerobic exercise prescription.

1.3.1 **Assessment Measure**

**EXPE331 Comprehensive final exam**

**SOURCE OF EVIDENCE**

1.3.1.1 **Benchmark**

**BENCHMARK**
70% of students will score 70% or higher on the comprehensive final exam
In the fall semester 24/31 students earned a 70% or higher on the comprehensive final.

This is 77.4% That is down from last year’s percentage, but up from the 2018/2019 year. We also had a larger number of students this year which is a better representation of our students. In the two previous years we had small enrollment which skewed the numbers (both higher and lower).

**1.3.2 Assessment Measure**
EX/PE203 Anatomy Exam

**SOURCE OF EVIDENCE**

**1.3.2.1 Benchmark**

**BENCHMARK**
70% of students will earn a 70% or higher on the anatomy exam in Intro to Exercise Science

**FINDINGS**
In the fall 30/38 earned a 70% or higher and in the spring 16/20 earned a 70% or higher.

**ANALYSIS OF FINDINGS**
This is a sophomore course that students take when they are starting out in the major. That is 79.3% of students met the benchmark.
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
General Education Mission
General Education at Central Methodist University provides a foundation of knowledge and skills that prepares graduates to be successful and reflective citizens and leaders, and to make a difference in local and global communities. General Education incorporates core courses that focus on our University Learning Principles of Communication, Curiosity, and Community to build the groundwork for an educational experience that will empower students within a culture of engaged learning.

Student Learning Outcomes
Multimodal
Students are multimodal, able to interpret and express ideas through multiple modes of communication.

Assessment Measure
EN222 Rubrics
For the 2020-2021 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
AACU Value Rubric - Writing - Academic Direct

Benchmark
AACU Value Reading Rubric Scores
BENCHMARK
Students will achieve an average score of "2" in each area of the rubric.
The average score for each developmental area is as follows: Comprehension: 2.2 Genres: 2.3 Relationship to Text: 2.2 Analysis: 2.4 Interpretation: 2.2 Reader’s Voice: 2.3

ANALYSIS OF FINDINGS

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 2020-21 academic year.

Based on the above average scores and our experiences reading student writing, we offer the following observations and conclusions. • 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 enrolled in EN222 include all credit levels (freshman to senior), but typically the highest percentage is sophomore-level students.

The average scores for 2020-2021 in all six areas have seen a marked increase (2.2-2.4 vs. 1.7-1.84 from the previous year). After last year’s significant drop in student performance scores, we were not confident that student performance would realign with previous average scores during the 2020-2021 academic year. Faculty and curriculum remain unchanged and consistent over the past few years. What interrupted that consistency two years ago was the global pandemic which deeply affected students in a variety of ways, including a campus closure in March 2020. The closure brought with it hastily-constructed online delivery methods for curriculum and unreliable internet access for many. Given the relative stability of EN222 scores during the previous years, we speculated that the drop in student performance scores was directly related to the unprecedented transition to online delivery mid-semester. While the pandemic continued to affect our students and campus community this past year, we believe that the preparations and alterations...
faculty made to the course curriculum for those in quarantine (Zoom connections, recorded lectures, etc.) helped ameliorate the pandemic's impact. We are pleased to see that our students’ performances have shifted back into the appropriate Milestone category.

We are currently revamping our general education assessment plan with a portfolio assignment that is like the one adopted for our composition classes. The portfolio will include a reflection essay component that will ask students to address the concepts assessed in the VALUE rubric and used evidence from their portfolio to demonstrate their understanding and engagement with those concepts. While the above data offers a useful overview of student learning and development, we believe that the process of building a portfolio and producing a reflection will provide us with more information on students' levels of self-awareness about the development, achievements, and the learning process as a whole. We predict that a portfolio and reflection may not only lead students to average scores above a "2" more consistently, but also give us better insight into what challenges or obstacles students confront that may hinder their success. We will be introducing this assessment plan in our course change proposals for EN222, EN224, EN236, and EN238 in the Spring of 2022.

1.2 Student Learning Outcomes

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

1.2.1 Assessment Measure

Common Portfolio
To measure the efficacy of our writing, students first year and upper level writing courses submit a portfolio of their work, which also includes a reflection in which they assess their
growth and development as a writer. The same assessment is used across all delivery modes, including dual credit.

SOURCE OF EVIDENCE

Written assignment - Academic Direct

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<td>FINDINGS</td>
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The proposed changes to writing assessment, for AY2020-2021, are below: EN110/111: Instructor Guidelines for the Composition Portfolio and Final Reflection Overview At the end of the semester, each student will submit a portfolio that includes written work and a reflection essay. While a portfolio and reflection essay are required components, instructors have some discretion as to what students collect in their portfolio and what topics students reflect on in their essays. Instructors have complete control over how the portfolio/reflection essay is graded and how it is weighted within their composition courses. Instructors are required, though, to submit their students’ portfolios to the Composition Program Director. Each year, a random sample of student portfolios will be assessed blindly using the AAC&U VALUE Written Communication Rubric (see pages 3-4). Please note that the VALUE rubric is designed to measure students throughout their college careers. For students completing the College Composition sequence, we aim for 110 students to meet the “Benchmark” status and 111 students to cross over into the “Milestone” status. The portfolio assessment procedure will be used to track program strengths and determine trends in student writing, both challenges and successes. The portfolio is NOT an assessment of individual instructors or their students. Portfolio Components: To satisfy the minimum requirements of the portfolio, each student should include selections of artifacts that demonstrate the writing process as well as
completed, polished written work. As noted above, the exact components of the student portfolio are left to instructor discretion and interest. The portfolio may include the following examples of the writing process: ? Prewriting documents ? Research ? Drafts ? Process Reflections ? In-class writing ? Discussion forum posts ? Revisions of written work ? Multimodal/multimedia work Final Course Reflection Essay: The final course reflection gives each student a chance to reflect on their progress throughout the semester. Instructors should feel free to revise and adapt the following questions to fit the design of their individual composition courses. Still, the reflection essay should include these two essential parts: Part 1: Challenges and Successes in Writing Questions may include the following examples: ? What have you learned about writing? ? What aspects of your writing have improved over the semester? ? What challenges do you still face? ? To what extent has this course helped prepare you for future writing tasks? Part 2: The Writing and Revision Process Questions may include the following examples: ? How has your approach to writing changed throughout the semester? ? How did the instructor and/or peer feedback affect your revision process? ? What specific steps did you take to revise your work? ? Identify and explain a particular section of at least one final draft that you revised. ? How has your writing improved this semester?

1.2.2 Assessment Measure
CT101 Speech Rubrics
A common rubric scored out of 200 points is used for all sections of CT101.

SOURCE OF EVIDENCE
Rubric Scored Assignments - Academic Direct

1.2.2.1 Benchmark
Average Rubric Score

BENCHMARK
All sections will score an average of 80% or higher on the common rubric.

FINDINGS
Campus scores averaged 83%, online 87 % and dual credit 84 %.

ANALYSIS OF FINDINGS
Online, dual credit, and CLAS students met the benchmark, but the average is down from last year in each group. This might be attributed to changes and challenges from another pandemic year.

IMPROVEMENT TYPE
1.3 **Student Learning Outcomes**

**Analyze**
Students can analyze, evaluate, interpret, and summarize data.

### Action Plan

The assessment committee is discussing the questions related to higher order learning and will be supporting discussions around these topics at faculty lunch and learn events this spring. It is hoped that some new measures to increase student performance and understanding of academic challenge and higher order learning will result.

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**Action Item 1**
Offering incentive to students who take NSSE to get a larger data pool

Created 1/5/2022  Due 4/4/2022  Status In Progress

1.3.1 **Assessment Measure**

**MOGEA Math**

Education students must achieve a passing score on the MOGEA as a pre-license exam. These students come from a wide swath of majors, so their performance can be used a a gauge for general education success. Student scores may decline as beginning in 19-20, students are only required to take the MOGEA if they do not meet a certain ACT score (22).

**SOURCE OF EVIDENCE**
Licensure exam - Academic Direct

1.3.1.1 **Benchmark**

Average score above passing of 220

Students will score an average above the passing score needed for the math section of the MOGEA.

**FINDINGS**
Students met and exceeded the benchmark in math: 234.39 average, with a passing
score of 193 required.

Students performed well on this measure, with an average of 234.9 for the 20-21 academic year, but this is down from 246.69 two years ago. The score has gone down a little bit each year. As the population of students taking the exam shifts, there may be lower scores in 20-21, and a new measure may be needed. Further, the new regulations regarding ACT may have altered the level of student performance to lower achieving students.

**1.3.1.2 Benchmark**

Lab skills in general biology  
Partially Met

**BENCHMARK**

Students will achieve 70% in lab skills data analysis and data presentation.

**FINDINGS**

See attached report.

**ANALYSIS OF FINDINGS**

See attached report.

**1.3.2 Assessment Measure**

Chemistry Common Final  
**SOURCE OF EVIDENCE**  
Test/Exam/Quiz - Academic Direct

**1.3.2.1 Benchmark**

Students will describe their learning and make connections.  
Partially Met
BENCHMARK
50%

FINDINGS
Students met the benchmark.

ANALYSIS OF FINDINGS
• From Fall 2013 to Fall 2018 (pre-COVID), the average raw score on the General Chemistry I (CH111) common final for CMU students was 43.3/75 and the average for all high schools taking the exam (ranging from 7 to 3 schools) was 38.4/75.
• During Fall 2019, there was such a big difference in how high schools were handling COVID and the requirements for their students, the common final was not given to DC classes.
• In Fall 2020, I gave the CH111 final as optional to improve grades so only 12/65 students took it, and they were poorer performing students. The average was 36.3/75 and the average for 2 of 3 schools that gave the common final was 45.9/75.
• With things more back to normal, I will give the common final to all CH111 students this fall and will hopefully see the same thing from the three schools that are offering DC through CMU.

I don’t see huge differences in performance between my college students and the high school DC students.

IMPROVEMENT TYPE
IMPROVEMENT DESCRIPTION

1.3.3 Assessment Measure
NSSE Higher Order Learning Questions
The National Survey of Student Engagement asks students to report their higher order learning--ability to apply prior learning, analyze an idea, evaluate a source or idea and form a new idea from existing information.

SOURCE OF EVIDENCE
Survey - Academic Indirect

1.3.3.1 Benchmark
Students will report academic challenge that engages their higher order learning at

Central Methodist University
or above students at peer institutions.

FINDINGS

In the 2020-2021 AY, CMU freshmen and seniors fell below students at other institutions in the higher order learning questions.

ANALYSIS OF FINDINGS

The number of students testing was at an all time low, as was morale, as this was a year of coping with COVID and virtual learning, and mental health stresses. This is still an area that needs improvement. There is a new Freshmen Experience course, CMU 110 that is incorporating meta-cognition and Bloom’s Taxonomy of Learning. This awareness and focus on how they learn should result in improvements in this area.

IMPROVEMENT

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<td>Assessment Measure</td>
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<tr>
<td>CMU 101 (Freshmen Survival Skills Surveys) Section on General Knowledge &amp; Section on Transition to College</td>
<td></td>
</tr>
<tr>
<td>Surveys cover a wide range of questions to gauge how students are learning and discovering resources on campus, connecting with the campus community and learning about degree requirements, majors and careers.</td>
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</table>

SOURCE OF EVIDENCE

BENCHMARK

80% of students will mark “agree” or “strongly agree” on the survey sections General Knowledge and Transition to College showing they are discovering how college is different from high school and learning strategies for success. See CMU101 Survey Report.

FINDINGS

The majority of the categories show 85% of students are choosing agree and strongly agree with statements related to general knowledge and transition to college.
The course is meeting its objectives. In the future, it would be nice to have anecdotal evidence and artifacts that shows the true depth of understanding. There is a desire to alter the course to offer multi-measures of assessment to provide a more detailed picture of students’ mastery of objectives. The need for multi-measures and a desire to have a more standard unified syllabus template would allow multi-measures and a more consistent course. Please see attached Assessment Discussion Document and Data to Support Curricular Change.

### IMROVEMENT

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<td><strong>Assessment Measure</strong></td>
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<tr>
<td>CMU 101 (Freshmen Survival Skills Surveys) Section on CMU Community</td>
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<td><strong>SOURCE OF EVIDENCE</strong></td>
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</table>

#### Benchmark

80% of students will mark "agree" or "strongly agree" in the CMU Community Section showing they are discovering their community. See CMU101 Survey attached.

The majority of the categories show 85% of students are choosing agree and strongly agree with statements related to CMU Community.

The course is meeting its objectives. In the future, it would be nice to have anecdotal evidence and artifacts that shows the true depth of understanding. There is a desire to alter the course to offer multi-measures of assessment to provide a more detailed picture of students’ mastery of objectives. The need for multi-measures and a desire to have a more standard unified syllabus template would allow multi-measures and a more consistent course. Please see attached Assessment Discussion Document and Data to Support Curricular Change.
1.4 **Student Learning Outcomes**

**Discover**

Students can discover, explore, and seek solutions based on accumulated knowledge and current research.

1.4.1 **Assessment Measure**

**MOGEA Scores - Reading and Writing**

Education students must achieve a passing score on the MOGEA as a pre-license exam. These students come from a wide swath of majors, so their performance can be used as a gauge for general education success.

**SOURCE OF EVIDENCE**

Licensure exam - Academic Direct

1.4.1.1 **Benchmark**

*Passing scores of 193 or better* Met

**BENCHMARK**

The average score on the reading and writing sections of the MOGEA should be above the passing score: of 193 for Reading and 193 for Writing.

**FINDINGS**

Students met and exceeded the benchmark in both areas: 225.98 average score in Reading, and 209.36 in Writing.

**ANALYSIS OF FINDINGS**

As students with a 22 composite score on the ACT are no longer required to take the MOGEA, it was anticipated that scores for 20-21 might be lower than the previous year. Last year students scored an average of 233 on reading, and 224 on writing, so scores are down in both categories as anticipated.

**Improvement Type**

**Improvement Description**

**Improvement**

1.4.2 **Assessment Measure**

**NSSE Academic Challenge**

The NSSE Academic Challenge, Question 4B, Applying Facts, Theories, or Methods to New
Problems or Situations shows that while seniors did better in 2019, they performed poorly in 2020, due to in part to the pandemic. Scores will be monitored for the 2021-22 academic year.

SOURCE OF EVIDENCE
Direct - External - Academic Direct

1.5 Student Learning Outcomes
Respect
Students respect the feelings, rights, beliefs, and traditions of others.

1.5.1 Assessment Measure
RL122 Data
RL122 Common Assessment exam

SOURCE OF EVIDENCE
Test/Exam/Quiz - Academic Direct

1.5.1.1 Benchmark
Exam results: Met

BENCHMARK
Students will score in the "Thoroughly (4)" or "Adequately (3)" section of the RL122 common assessment.

FINDINGS
The majority of students met the benchmark. See attached documents.

ANALYSIS OF FINDINGS
The data as reported by professors reflects a holistic assessment of the students’ capabilities in relation to the stated objectives. This holistic assessment draws in part on student responses to essay prompts and objective (e.g. multiple choice) quizzes and exams. Examples of each have been included with the assessment data.

1.5.2 Assessment Measure
NSSE Valuing Questions
The National Survey of Student Engagement asks students to report behavioral activities, including “discussions with diverse others” during their time at CMU.
1.5.2.1 **Benchmark**
NSSE Respect and Diversity Questions  

**BENCHMARK**
Students will report quality interactions with "diverse others" at or above students at peer institutions.

**FINDINGS**
In the AY20-21 period, the majority reported conversing with people with differing backgrounds and viewpoints, at a rate higher than peer institutions. The difference was especially significant between CMU seniors and seniors at peer institutions.

**ANALYSIS OF FINDINGS**
Based on the finding, CMU students, from the time they are freshmen recognized that they are having discussions with other people who are different from themselves--in race, ethnicity, religion, economic backgrounds and political views. Students are seeing this and recognizing it as valuable. By the time students are seniors, their numbers in this category are often significantly higher than peer institutions, and notable higher than they were as CMU freshmen. This shows that respect and diversity are CMU students begin to really value and respect diversity as freshmen, and that value and respect for diversity continues to grow throughout their education at CMU.

---

**1.6 Student Learning Outcomes**
**Serve**
Students will serve others and be ethical and informed citizens,

**1.6.1 Assessment Measure**
**Constitution Exam**
A multiple choice exam is given to all students in HI117 & 118, through CLAS, Dual Credit, and Online. This assessment was revised for Spring 2021. The NEW assessment which is worth 50 points---in Fall 2020 we were still using the old assessment which was only worth 40 points
There were 5 sections that contained the entire assessment, and 2 sections that contained only the Missouri section of the assessment. The US Constitution is still included as well.

**SOURCE OF EVIDENCE**

Multiple Choice Exam - Academic Direct

---

### 1.6.1 Benchmark

**Questions are in:** basic US government functions, Constitutional amendments, constitutional interpretation, historical development of federalism, the structure of and history of the Constitutions, the Missouri Constitution **[Partially Met]**

**BENCHMARK**

All sections of HI117/118 and PS101 give a common Constitution exam. The benchmark is set at all sections achieving a 75% or better score.

**FINDINGS**

CLAS average was 98%. Online average was 93 and the Dual credit average was 68%.

**ANALYSIS OF FINDINGS**

This is a 16% percent drop in dual credit performance. It looks like some dual credit teachers may have accidentally given the old assessment which would have skewed numbers low. We will have better data after the new assessment has been in place a full AY.

---

### 1.6.2 Assessment Measure

Student participation in service activities in and out of class.

**SOURCE OF EVIDENCE**

---

### 1.6.2.1 Benchmark

**Service Day participation**

**BENCHMARK**

None set.

**FINDINGS**

In 2020-2021, Service Day was not held due to COVID-19. In 2019, the campus wide Service Day, had 843 participants. In 2018, the number was in the 800’s, which was double from 2017.
No new data due to navigating the pandemic.

**Benchmark**

**1.6.2.2 Student Athlete Handbook**

**Benchmark**

Student athlete handbook shows the service requirement and opportunity for student athletes.

**Findings**

Link to handbook: https://www.cmueagles.com/general/2020-21/files/Student_Athlete_HandBook_2019-20_-1-.pdf

**1.6.2.3 See attached information about Champions of Character service projects.**
### 1.6.2.4 Benchmark
PY342 Psychology of the Exceptional Child Service Project--this started in 2015 and continues through the present

**BENCHMARK**

**FINDINGS**

See document below

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

### 1.6.2.5 Benchmark
Service Projects/Community Involvement in ED programs.

**BENCHMARK**

See detailed information in document below

**FINDINGS**

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

### 1.6.2.6 Benchmark
1.6.2.7 **Benchmark**
Center for Faith & Service--participation and attendance at programs and chapel service.

**BENCHMARK**

**FINDINGS**
See attached report.

**ANALYSIS OF FINDINGS**

1.6.2.8 **Benchmark**
DECA involvement in service work.

**FINDINGS**
See documents below.

**ANALYSIS OF FINDINGS**

1.6.2.9 **Benchmark**

Central Methodist University
1.7 Student Learning Outcomes
Students develop habits of mind to become solid communicators, critical thinkers, and problem solvers. This outcome is tied to the kinds of additional general education study students undertake in "Tier 2" of general education.

1.7.1 Assessment Measure
MOGEA Scores

1.7.1.1 Benchmark
85% of the students taking the MOGEA will reach the 80% mark.

Findings
Met. See MOGEA scores median chart.

Analysis of Findings
Students scored above the required score of 193 with median scores above 210 for writing and 225 for reading. See MOGEA Scores Median Chart.
Due to the pandemic in 20-21, the institution did not offer the Proficiency Profile that was adopted as part of the General Education assessment in 2019-20.

### SOURCE OF EVIDENCE

#### Project Attachments (17)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Health Care Administration Mission Statement
The mission of the Healthcare Administrative program is to prepare students and foster healthcare leaders who are able to create and apply evidence-based knowledge in order to enhance the health of individuals and communities worldwide. The program combines professional preparation with a liberal arts education to develop students who will cultivate an environment that will make a difference in their world though ethical service leadership and social responsibility.

1.1 Student Learning Outcomes
Curiosity
a) Demonstrate knowledge and create solutions through continuous development of the creative, critical thinking and problem solving skills that are needed within the business/healthcare major/profession. b) Explore career opportunities and critically evaluate principles and practices applied to global business solutions. c) Analyze records, interpret variance and assess opportunities and risks, in order to make recommendations for action based on organizational goals.

Action Plan
Regarding the HCA/Business case study measure, as complete follow-through and following directions is extremely important in the health care field, the main instructor for this course is currently writing an instrument that will address the importance of following directions, critical thinking and problem solving. Current research is also being done, to see how other institutions are addressing these problems in their HCA programs. It is planned to also introduce an instrument such as what was just described in the introduction class to hopefully build upon these concepts throughout the program.

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1.1.1 **Assessment Measure**

**HS420: HCA/Business Case Study Analysis & Presentation**

Students are required to complete a full analysis of a HCA/Business case study in order to demonstrate competency in communication, the material learned in their major and complex problem solving. This assignment requires both a written component, and a presentation. As this is an online course, students are given the option of either doing a ppt, with verbal narration, or completing a video.

**SOURCE OF EVIDENCE**

Research Paper - Academic Direct

---

1.1.1.1 **Benchmark**

**Performance benchmark**  
**Met**

**BENCHMARK**

A major-related, (HCA/Business) comprehensive case study was the instrument used to measure this goal. The target is set at 75%.

**FINDINGS**

See 2020-2021 assessment for Business Case Study in Analysis.

**ANALYSIS OF FINDINGS**

**Fall 2020**

Business Case Study: All 7 students completed the assignment, and achieved a score of higher than 75%, there was an average of 91%, target met

**Spring 2021**

Business case study: All 4 students completed the case study successfully, the average was 85%, the target was met

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

---

1.1.1.2 **Benchmark**

**Performance benchmark**  
**Exceeded**

**BENCHMARK**

A major-related, (HCA/Business) comprehensive case study presentation was the instrument used to measure this goal. The target is set at 75%.

**FINDINGS**

See 2020-2021 assessment for Business Case Study Presentation in Analysis.
Fall 2020
Business Case Study Presentation; 1 student did not complete the assignment, 3 chose not to complete the audio/video portion of the assignment. 3 students successfully completed the assignment, and exceeded our target goals.

Spring 2021
Business case study presentation. Three of the four students successfully completed the assignment and exceeded our target goals. 1 student chose not to complete the assignment.

### Improvement

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#### Assessment Measure

**Major Field Test**

Students complete a major field exam as a division requirement for graduation. Results of the exam are primarily used for program assessment.

**SOURCE OF EVIDENCE**

Standardized test - Academic Direct

#### Benchmark

**MFT Performance**

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

**FINDINGS**

See 2020-2021 assessment for Major Field Test in Analysis.

**ANALYSIS OF FINDINGS**

2020-2021

Business students on the Fayette campus had a mean score of 141.3 which is 8.1 points lower than the national average. It is not within the standard deviation of 6.8 points of the national mean. This objective’s target of within 10 points of the national mean score was met. High score was 165, and low score
was 120. The Fayette average for business was 141.5 and all campus average was 146.4.

CGES Business students had a mean score of 145.6, which was 3.6 points lower than the national average. It is well within the standard deviation of 6.8 points of the national mean. This objective’s target of within 10 points of the national mean score was met. CGES Accounting students’ high score was 174, and the low score was 128. The online average for accounting was 147.8 compared to the all campus average of 146.4.

Fayette Campus and CGES Business students reflect similar success ratings in this measure. We will continue to analyze future results to see if a trend is indicated and/or intervention suggested.

### Benchmark

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#### 1.1.2.2

**Benchmark**

Not Reported this Period

BENCHMARK

FINDINGS

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION
1.1.3 **Assessment Measure**

**SOURCE OF EVIDENCE**

---

1.2 **Student Learning Outcomes**

**Communication**

a) Actively be able to access and evaluate information and then apply the knowledge, technical skills and professional competencies that are needed in order to make sound business/healthcare decisions. 
b) Be able to express ideas through a variety of multimodal channels, (including both the written and spoken word) in a professional, engaged manner 
c) Articulate, explain and compare the organizational elements, structure, performance, terminology, and delivery modalities for the U.S. and global healthcare systems.

1.2.1 **Assessment Measure**

**HS 420 HIPAA Training Exam**

In HS420 students are required to view a HIPAA training video and online materials created for this training by HHS.gov, and take the online quiz located on mycmu. Though the post test was written by CMU faculty, it follows the same guidelines and principles as those given in the U.S. HCA industry.

**SOURCE OF EVIDENCE**

Licensure exam - Academic Direct

---

1.2.1.1 **Benchmark**

**Test Performance**

**Met**

**BENCHMARK**

Benchmark targets are 75% or above on the HIPAA exam

**FINDINGS**

Fall 2020 HIPAA assessment: All students completed the assignment, with an average of 96% the target was met 
Spring 2021 HIPAA assessment: All 4 students completed the assignment, with an average of 93%. The target was met

**ANALYSIS OF FINDINGS**

See completed action plan item for this outcome.

---

**IMPROVEMENT TYPE**
1.2.1.2 Benchmark

Exceeded

Fall 2019 7 students took the class. The average score for the training was 92%.
Spring 2020 6 students took the class. The average score for the training was 88%.
The benchmark was met both fall 2019 and spring 2020

FINDINGS

ANALYSIS OF FINDINGS

The tool was evaluated and deemed appropriate. In order to be kept up-to date, the actual e video and quiz were updated with new HIPPA wording. Summer 2020

IMPROVEMENT TYPE

Academic Process Modifications

IMPROVEMENT DESCRIPTION

Action Plan implemented; will assess next semester

1.3 Student Learning Outcomes

Community

a) Show a clear understanding of the microenvironment between the legal, economic, and social environments within the business of healthcare
b) Demonstrate knowledge and application of prescribed ethical codes, and behaviors and their value within both the workplace and society.
c) Understand team and individual management, organizational skills, supervision and coaching techniques to effectively lead across organization, department, and work group units to meet diverse stakeholder and organizational goals in a variety of healthcare environments

1.3.1 Assessment Measure

HS420 Comprehensive Final exam

As the concepts throughout this program build upon one another, a comprehensive final exam is given in HS420. This exam consists of 75 (from a question pool) multiple choice questions

SOURCE OF EVIDENCE
1.3.1.1 Benchmark
Test performance Met

BENCHMARK
All students should score a 75% or better in the final exam.

FINDINGS
Fall 2020 Comprehensive Final Exam: All students completed the exam with an average of 96%, the target was met. Spring 2021 Comprehensive final exam: All students completed the exam with an average of 93%, the target was met.

ANALYSIS OF FINDINGS

IMPROVEMENT
TYPE
IMPROVEMENT DESCRIPTION

1.3.1.2 Benchmark
Not Reported this Period

BENCHMARK
All students should score a 75% or better in the final exam.

FINDINGS

ANALYSIS OF FINDINGS

IMPROVEMENT
TYPE
IMPROVEMENT DESCRIPTION

IMPROVEMENT

Central Methodist University
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
The Health Sciences program (bachelor’s and degree completion) equips students for an in-demand career in ever-evolving and growing field. Students receive challenging and rewarding academic experiences, as well as hands-on learning. The program prepares students for entry-level administrative positions in the health care industry, or graduate studies in a health-related field.

Student Learning Outcomes
Demonstrate Leadership
Demonstrate leadership with technical proficiency and graduates demonstrate use of principles of management and leadership evidence in: management of fiscal, physical and human resources.

Action Plan

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1.1.1 Assessment Measure
weekly quizzes
Weekly quizzes in HS400

SOURCE OF EVIDENCE
Test/Exam/Quiz - Academic Direct

1.1.1.1 Benchmark
Weekly quizzes in HS400 Met

BENCHMARK

FINDINGS
82% of students had an average quiz score of 80% or higher

ANALYSIS OF FINDINGS
### 1.1.2 Assessment Measure

**Final paper**

Final paper in HS400

**SOURCE OF EVIDENCE**

Research Paper - Academic Direct

---

#### 1.1.2.1 Benchmark

**HS400 Final Paper** 
**Met**

**Benchmark**

80% of students score 80% or higher

**FINDINGS**

95% of students scored 80% or higher

---

### 1.1.3 Assessment Measure

**Case Studies**

HS420 Business Case Study Analysis

**SOURCE OF EVIDENCE**

Problem Based Learning Scenarios - Academic Direct

---

#### 1.1.3.1 Benchmark

**HS420 Business Case study Analysis** 
**Not Met**

**Benchmark**

80% of students will score 80% or higher
FINDINGS
74% of students earned a score of 80% or higher

ANALYSIS OF FINDINGS

IMPROVEMENT
TYPE
Academic

IMPROVEMENT
DESCRIPTION
No Improvements Deemed Necessary

IMPROVEMENT

1.1.4 Assessment Measure
Final Exam
HS420 Final Exam

SOURCE OF EVIDENCE
Final Exam - Academic Direct

1.1.4.1 Benchmark
HS420 Final Exam Met

BENCHMARK
80% of students will score 80% or higher on the HS420 Final Exam

FINDINGS
93% of students scored 80% or higher

ANALYSIS OF FINDINGS

IMPROVEMENT
TYPE

IMPROVEMENT
DESCRIPTION

IMPROVEMENT

1.1.5 Assessment Measure
Practicum Log
Practicum Hour Log

SOURCE OF EVIDENCE
Internship evaluation - Academic Direct
1.1.5.1 Benchmark
HS440 Practicum Hour Log

Benchmark
100% of students will complete the required number of hours

Findings
100% of students completed the required number of hours

Analysis of Findings

Improvement

1.1.6 Assessment Measure
Presentation
HS440 Practicum Presentation

Source of Evidence
Presentation - Academic Direct

1.1.6.1 Benchmark
HS440 Practicum Presentation

Benchmark
90% of students will earn a 90% or higher on their final presentation

Findings
100% of students earned a 90% or higher

Analysis of Findings

Improvement

Type

Description

Improvement
1.2 **Student Learning Outcomes**

Critical thinking and problem solving

Apply critical thinking and problem solving to the provision of health care services evidenced by successful completion of internships or clinical practicums.

1.2.1 **Assessment Measure**

final exam (HS314)

HS314 Final exam

SOURCE OF EVIDENCE

Final Exam - Academic Direct

1.2.1.1 **Benchmark**

HS314 Final Exam **Met**

**BENCHMARK**

80% of students will score 80% or higher on the final exam

**FINDINGS**

85% of students scored 80% or higher on the final exam

ANALYSIS OF FINDINGS

1.2.2 **Assessment Measure**

final paper

HS400 Final Paper

SOURCE OF EVIDENCE

Research Paper - Academic Direct

1.2.2.1 **Benchmark**

See Outcome 1 Assessment Measure 1.1.2 **Met**
### 1.2.3 Assessment Measure

**weekly quizzes**

HS400 Weekly Quizzes

**SOURCE OF EVIDENCE**

Test/Exam/Quiz - Academic Direct

#### 1.2.3.1 Benchmark

See Outcome 1 Assessment Measure 1.1.1 **Met**

### 1.2.4 Assessment Measure

**Final exam (HS 420)**

HS420 Final Exam

**SOURCE OF EVIDENCE**

Final Exam - Academic Direct

#### 1.2.4.1 Benchmark

See Outcome 1 Assessment Measure 1.1.4 **Met**
1.2.5  **Assessment Measure**  
Practicum Log  
HS440 Practicum Hour Log  
**SOURCE OF EVIDENCE**  
Internship evaluation - Academic Direct

1.2.5.1  **Benchmark**  
See Outcome 1 Assessment Measure 1.1.5  
**Met**

1.2.6  **Assessment Measure**  
Presentation  
HS440 Practicum Presentation  
**SOURCE OF EVIDENCE**  
Presentation - Academic Direct
1.2.6.1 **Benchmark**

See Outcome 1 Assessment Measure 1.1.6 **Met**

---

**Student Learning Outcomes**

**Putting principles in practice**
Incorporate the principles of communication, advocacy, and health care education into practice.

---

**Assessment Measure**

**Systematic literature review**
AH317 Systematic Literature Review

**Source of Evidence**
Research Paper - Academic Direct

---

1.3.1.1 **Benchmark**

AH317 Systematic Literature Review **Not Met**

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1.3.2 Assessment Measure
Philosophy
HS300 Philosophy paper
SOURCE OF EVIDENCE
Rubric Graded Reflection - Academic Direct

1.3.2.1 Benchmark
HS300 Philosophy Paper Met

BENCHMARK
80% of students will score 80% or higher

FINDINGS
100% of students scored over 80%

ANALYSIS OF FINDINGS

IMPROVEMENT

1.3.3 Assessment Measure
Final paper
HS300 Final Paper
SOURCE OF EVIDENCE
Research Paper - Academic Direct

1.3.3.1 Benchmark
HS300 Final Paper Met

BENCHMARK
80% of students will score 80% or higher

FINDINGS
100% of students scored 90% or higher

ANALYSIS OF FINDINGS

IMPROVEMENT
1.3.4 **Assessment Measure**

Reading journals

**HS300 Reading Reflections**

**SOURCE OF EVIDENCE**

Self-Reflection - Academic Indirect

---

**1.3.4.1 Benchmark**

**HS300 Reading Reflections**  | **Met**

**BENCHMARK**  
80% of students will score 80% or higher on 100% of journal entries (4 total)

**FINDINGS**  
89% of students scored 80% or higher on all journal entries

---

1.3.5 **Assessment Measure**

Position Paper

**HS304 Position Paper**

**SOURCE OF EVIDENCE**

Research Paper - Academic Direct

---

**1.3.5.1 Benchmark**

**HS304 Position Paper**  | **Not Met**

**BENCHMARK**  
80% of students will score 80% or higher

**FINDINGS**  
79% of students scored 80% or higher
ANALYSIS OF FINDINGS

IMPROVEMENT TYPE  Academic

IMPROVEMENT DESCRIPTION  No Improvements Deemed Necessary

IMPROVEMENT

1.3.6 Assessment Measure
Final Exam
HS304 Final Exam

SOURCE OF EVIDENCE
Final Exam - Academic Direct

1.3.6.1 Benchmark
HS304 Final Exam  Met

BENCHMARK
80% of students will score 80% or higher on the final exam

FINDINGS
96% of students scored 80% or higher on the final exam

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.3.7 Assessment Measure
Case Studies
HS410 Case Studies

SOURCE OF EVIDENCE
Problem Based Learning Scenarios - Academic Direct

1.3.7.1 Benchmark
HS410 Case Studies  Met
### BENCHMARK

80% of students will average 80% or higher on case study assignments

### FINDINGS

96% of students averaged 80% or higher on case study assignments

### ANALYSIS OF FINDINGS

### IMPROVEMENT

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#### 1.3.8 Assessment Measure

**Activities**

HS410 Educational Activities

**SOURCE OF EVIDENCE**

Homework assignment - Academic Direct

#### 1.3.8.1 Benchmark

**HS410 Educational Activities** Met

**BENCHMARK**

80% of students will average 80% or higher on educational activities

**FINDINGS**

90% of students averaged 80% or higher on educational activities

#### 1.3.9 Assessment Measure

**Practicum Log**

HS440 Practicum Hour Log

**SOURCE OF EVIDENCE**

Internship evaluation - Academic Direct
### 1.3.9.1 Benchmark

**HS440 Practicum Hour Log**

**BENCHMARK**  
View Outcome 1 Assessment Measure 1.1.5

**FINDINGS**

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

---

### 1.3.10 Assessment Measure

**Presentation**

**HS440 Practicum Presentation**

**SOURCE OF EVIDENCE**

Presentation - Academic Direct

---

### 1.3.10.1 Benchmark

**HS440 Practicum Presentations**

**BENCHMARK**  
View Outcome 1 Assessment Measure 1.1.6

**FINDINGS**

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

---
1.4 **Student Learning Outcomes**
Commitment to lifelong learning & individual growth.
Exhibit commitment to individual growth as a lifelong learner evidenced by:

- a. continuing formal education, informal education.
- b. reading professional refereed journals.
- c. participating in shaping the healthcare delivery system.
- d. Demonstrate collaboration with other healthcare providers to promote the full human potential.

1.4.1 **Assessment Measure**
Systematic literature review
AH317 Systematic Literature Review

**SOURCE OF EVIDENCE**
Research Paper - Academic Direct

1.4.1.1 **Benchmark**
AH317 Systematic Literature Review **Not Met**

**BENCHMARK**
View Outcome 3 Assessment Measure 1.3.1

**FINDINGS**

**ANALYSIS OF FINDINGS**

**IMPROVEMENT**

**TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

1.4.2 **Assessment Measure**
Research Worksheets
AH317 Research Worksheets

**SOURCE OF EVIDENCE**
Homework assignment - Academic Direct

1.4.2.1 **Benchmark**
AH317 Research Worksheets **Met**

**BENCHMARK**
80% of students will average 80% or higher on research worksheets

**FINDINGS**
96% of students averaged 80% or higher on research worksheets
1.4.3 **Assessment Measure**
**Philosophy**
HS300 Philosophy Paper

**SOURCE OF EVIDENCE**
Self-Reflection - Academic Indirect

1.4.3.1 **Benchmark**
HS300 Philosophy Paper **Met**

**BENCHMARK**
View Outcome 3 Assessment Measure 1.3.2

---

1.4.4 **Assessment Measure**
**Final Paper (HS300)**
HS300 Final Paper

**SOURCE OF EVIDENCE**
Research Paper - Academic Direct

1.4.4.1 **Benchmark**
HS300 Final Paper **Met**
1.4.5 **Assessment Measure**
Final Paper (HS400)
HS400 Final Paper

**SOURCE OF EVIDENCE**
Research Paper - Academic Direct

1.4.5.1 **Benchmark**
HS400 Final Paper **Met**

1.4.6 **Assessment Measure**
Weekly Quizzes
HS400 Weekly Quizzes

**SOURCE OF EVIDENCE**
Test/Exam/Quiz - Academic Direct
### 1.4.6.1 Benchmark

**HS400 Weekly Quizzes**

**Benchmark**

**View Outcome 1 Assessment Measure 1.1.1**

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### 1.4.7 Assessment Measure

**Practicum Log**

**HS440 Practicum Hour Log**

**SOURCE OF EVIDENCE**

Internship evaluation - Academic Direct

### 1.4.7.1 Benchmark

**HS440 Practicum Hour Log**

**Benchmark**

**View Outcome 1 Assessment Measure 1.1.5**

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1.4.8 **Assessment Measure**
Presentation
HS440 Practicum Presentation

**SOURCE OF EVIDENCE**
Presentation - Academic Direct

1.4.8.1 **Benchmark**
HS440 Practicum Presentation **Met**

**BENCHMARK**
View Outcome 1 Assessment Measure 1.1.6

**FINDINGS**

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
History Department Mission
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.

1.1 Student Learning Outcomes
Written Communication
Students will demonstrate the ability to write clearly and objectively

1.1.1 Assessment Measure
Senior Thesis
Objectives 1.1, 1.2, and 1.3 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
Thesis/project - Academic Direct

1.1.1.1 Benchmark
Thesis Score
Not Reported this Period

BENCHMARK
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.

FINDINGS
There were no graduating seniors this year to measure.
1.2 Student Learning Outcomes
Oral Communication
Students will demonstrate the ability to explain a research question and results in an oral presentation.

1.2.1 Assessment Measure
Senior Thesis
Objectives 1.1, 1.2, and 1.3 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
Thesis/project - Academic Direct

1.2.1.1 Benchmark
Thesis Score: Not Reported this Period

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.

FINDINGS
There were no graduating seniors this year to measure.

ANALYSIS OF FINDINGS
There were no graduating seniors this year to measure.
1.3 Student Learning Outcomes
Historical Methodology and Critical Analysis
Students will demonstrate a mastery of historical methodology and critical analysis

1.3.1 Assessment Measure
Senior Thesis
Objectives 1.1, 1.2, and 1.3 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
Thesis/project - Academic Direct

1.3.1.1 Benchmark
Thesis scores: Not Reported this Period

BENCHMARK
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.

FINDINGS
There were no graduating seniors this year to measure.

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.3.2 Assessment Measure
There is no data to report for this period.

SOURCE OF EVIDENCE

1.4 Student Learning Outcomes
American History
Students will demonstrate an understanding of the concepts, theories and general knowledge in American history
1.4.1 Assessment Measure
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
Test/Exam/Quiz - Academic Direct

1.4.1.1 Benchmark
Exam Score - American History

Not Reported this Period

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

FINDINGS

There were no graduating seniors this year to measure.

1.5 Student Learning Outcomes
World History

Students will demonstrate an understanding of the concepts, theories and general knowledge in world history

1.5.1 Assessment Measure
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
Test/Exam/Quiz - Academic Direct

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<td>The target for world history is to score 80 % or higher on questions related to HI 101, HI 102, and HI 205.</td>
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<td><strong>FINDINGS</strong></td>
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<td>There were no graduating seniors this year to measure.</td>
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</table>
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Honors Program Mission
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.

1.1 Student Learning Outcomes
Student Involvement
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.

1.1.1 Assessment Measure
Student enrollment data
The Honors program should have student participation in the program totaling at least 5% of the total student population.

SOURCE OF EVIDENCE
Enrollment Records - Administrative

1.1.1.1 Benchmark
5% student enrollment [Met]

BENCHMARK
Five per cent of total student population should participate in the Honors program.

FINDINGS
Enrollment was 7.5 per cent.

ANALYSIS OF FINDINGS
Even with COVID-19, Honors enrollment was strong.
1.2 Student Learning Outcomes
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.

1.2.1 Assessment Measure
Senior thesis
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
Thesis/project - Academic Direct

1.2.1.1 Benchmark
30/40 point total [Met]

- 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.

FINDINGS
All honors students met or exceeded the desired rubric score. The Average was 35.

ANALYSIS OF FINDINGS
All Honors students met or exceeded the desired rubric score.

1.3 Student Learning Outcomes
Oral Communication 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.

1.3.1 **Assessment Measure**  
**Senior Thesis**  
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.  

**SOURCE OF EVIDENCE**  
Thesis/project - Academic Direct

1.3.1.1 **Benchmark**  
7/10 Met  

**BENCHMARK**  
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.  

**FINDINGS**  
All honors students met or exceeded the desired rubric score.  

**ANALYSIS OF FINDINGS**  
Students met or exceeded the desired rubric score.

1.3.2 **Assessment Measure**  
Students met or exceeded the desire score. The average score was 8. Students are scored by a committee in a live defense.  

**SOURCE OF EVIDENCE**  
Observation of Students - Academic Direct

1.3.3 **Assessment Measure**  

**SOURCE OF EVIDENCE**
1.4 Student Learning Outcomes
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

1.4.1 Assessment Measure
Senior Thesis
The objective is 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

SOURCE OF EVIDENCE
Thesis/project - Academic Direct

1.4.1.1 Benchmark
Average Score

BENCHMARK
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.

FINDINGS
All honors students met or exceeded the desired rubric score.

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT
Institutional Mission

Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission

IDS Mission Statement

The IDS degree will allow students to design a multidisciplinary degree program relative to an educational or vocational objective that would not be possible with existing division/department degree plans. This will allow students with degree and job interests not served by current degree programs to be better served by CMU in their college career and career goals. It also will allow students that have completed significant amount of work in more than one area of study to better realize potential career goals and complete a four year degree.

Student Learning Outcomes

Areas of Study

Explore at least two areas of study with sufficient depth to be able to analyze and discuss their areas of study in detail

Assessment Measure

IDS 420 Capstone

Students that take CMU420 will have both a graded capstone project that will be evaluated using a Capstone Project rubric in which the section, Content, provides information on this outcome.

SOURCE OF EVIDENCE

Capstone assignment - Academic Direct

Benchmark

Met

BENCHMARK

Students will score an average of a 3/4 on this section.

FINDINGS

Students scored an average of 3.52.

ANALYSIS OF FINDINGS

Students are engaging with and understanding course content.
1.2 **Student Learning Outcomes**

**Reflect**
Reflect on their learning experiences at CMU in the context of career preparation and vocational objectives.

1.2.1 **Assessment Measure**
**IDS420 Capstone**

**SOURCE OF EVIDENCE**
Capstone assignment - Academic Direct

1.2.1.1 **Benchmark**

**Met**

**BENCHMARK**
Students will score a 3/4 on the Content section of the rubric.

**FINDINGS**
Students scored an average of 3.52.

**ANALYSIS OF FINDINGS**
Students are able to reflect on course content and objectives and connect to their goals.

1.3 **Student Learning Outcomes**

**Create**
Create logical, informed project that explains how educational path leads to vocational objectives to be achieved after graduation.
1.3.1 Assessment Measure
IDS420 Capstone
SOURCE OF EVIDENCE
Capstone assignment - Academic Direct

1.3.1.1 Benchmark
Met

BENCHMARK
Students will score a 3/4 on the section related to Content.

FINDINGS
Students scored a 3.52 on average.

ANALYSIS OF FINDINGS
Students are making connections between their course content and their future goals and career.

1.3.2 Assessment Measure
SOURCE OF EVIDENCE

Project Attachments (1)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
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 background in general biology, marine biology is essential for continued monitoring of marine organisms and environment for recreation, biodiversity, and food production.

1.1 Student Learning Outcomes
Marine Biology knowledge base
Students should have the ability to demonstrate a fundamental level of academic competence in core biological content and issue knowledge.

1.1.1 Assessment Measure
Major Field Test
Marine Biology majors are required to take the Major Field Test (MFT) in biology before graduation, preferably during their senior year.

SOURCE OF EVIDENCE

1.1.1.1 Benchmark
The benchmark for success on the MFT is considered to be scoring within one standard deviation on the MFT for sub sections 1, Cell Biology, and subsection 4, Population Biology, Evolution, and Ecology, having completed the biology sequence. Met

<table>
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<tr>
<th>BENCHMARK</th>
<th>Students will score within one standard deviation on subsections 1 and 4.</th>
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<tr>
<td>FINDINGS</td>
<td>This year, they scored within one standard deviation for cell biology/a 40 on the first one. Students scored a 45 on 4, so they also met that benchmark.</td>
</tr>
<tr>
<td>ANALYSIS OF FINDINGS</td>
<td>Student scores improved on cell biology from 19-20 to 20-21. We recently shifted from a 2 course sequence in biology to a 3 course sequence, which may be the reason, in part, for the improvement. did not meet the benchmark for Cell Biology as they did not achieve one standard deviation of the score. Nationally, the score is 51.9 and CMU students scored 40 The standard deviation was 13.5. Therefore, the</td>
</tr>
</tbody>
</table>
score was not achieved. On substandard 4, Population Biology, Evolution, and Ecology, students scored within one standard deviation. The national mean is 51.3, SD is 13.3, and CMU students scored 45. Again, not a good score if looking solely at the mean.

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Students seemed varied in their efforts. More emphasis must be placed on its value to the program through education and tying of it to course grades. This will be considered for the AY21-22 academic year.

1.1.2 **Assessment Measure**

Science Seminar

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

**SOURCE OF EVIDENCE**

1.1.2.1 **Benchmark**

It is expected that all students will receive >75% on their formal evaluation rubric for Science Seminar "Demonstrated clear knowledge of material (correct terms, integration of concepts)."

**MET**

It is expected that all students will receive >75% on their formal evaluation rubric for Science Seminar "Demonstrated clear knowledge of material (correct terms, integration of concepts)."

**FINDINGS**

Students scored an average of 9.0/10 on this section.

**ANALYSIS OF FINDINGS**

Benchmark has been met and exceeded.
1.2 **Student Learning Outcomes**  
Marine Biology Concepts  
Students will use the principles of biological classification to examine the diversity of life and identify the phylogenetic relationships of the major groups of organisms.

1.2.1 **Assessment Measure**  
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 rubric. 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**

1.2.1.1 **Benchmark**  
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. ![Met](https://example.com/met_icon)

**BENCHMARK**  
Students will score greater than 75% on the section of the Science Seminar Presentation rubric, "Demonstrated clear knowledge of material (Correct terms, integration of concepts)"

**FINDINGS**  
Students scored a 9.2/10 on that section of the rubric.

**ANALYSIS OF FINDINGS**  
Benchmark was met.
1.2.2 **Assessment Measure**

Major Field Test

**SOURCE OF EVIDENCE**

Standardized test - Academic Direct

1.2.2.1 **Benchmark**

Students will score within one standard deviation on the MFT section 3, Organismal Biology. **Met**

**BENCHMARK**

Students will score within one standard deviation on the MFT, section 3, Organismal Biology.

**FINDINGS**

Students scored within the standard deviation of 13.5 of the total scores 44. The total was then 55, but the national score was 51.7 stand alone.

**ANALYSIS OF FINDINGS**

Met—Students scored within one standard deviation of 55, as the SD is 13.2. However, without it, the score was 41.8 compared to the national norm of 51.7. There was a significant difference between several of the participants. This suggests it may have been taken seriously by some but not by all students.

**IMPROVEMENT TYPE**

Academic

**IMPROVEMENT DESCRIPTION**

Action plan created

**IMPROVEMENT**

Students will have the requirement of taking the exam and it will count for a higher percentage of their grade. In addition, further education is needed as its value to the program.

1.3 **Student Learning Outcomes**

**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.

1.3.1 **Assessment Measure**

**Science Seminar**

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

SOURCE OF EVIDENCE

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

BENCHMARK

Three areas of the rubric provide data regarding this outcome: Clearly organized the presentation, cited sources of information, an accurately and thoroughly answered audience questions.

FINDINGS

Clearly organized the presentation: 9.6/10, Cited sources of information: 9.2/10 and Accurately and Thoroughly answered audience questions: 9.2/10

ANALYSIS OF FINDINGS

All benchmarks are met.
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Mathematics Department Mission
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.

1.1 Student Learning Outcomes
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

Action Plan
AY2021-2022 Initiatives

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1.1.1 **Assessment Measure**
Major Field Test - Mathematics
Mathematical test of general knowledge majors who are not working towards certification take the MFT.

SOURCE OF EVIDENCE
Multiple Choice Exam - Academic Direct

1.1.1.1 **Benchmark**
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.

BENCHMARK 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.

FINDINGS For AY2020-2021, we had n=7 students take the MFT math exam. The mean score was at the 29th percentile, while the mean score was at the 19th. The top 3 students scored at the 34th, 56th, and 68th percentiles. The strongest area was Applied (58th).

ANALYSIS OF FINDINGS Considering the challenges of this year due to Covid, we're relatively pleased with these results. We came very close the goal of 30th percentile for an average score, and saw a few students at significantly higher scores. Considering the variety of content on this exam that is not covered in our typical course sequence (such as Real Analysis, which we can rarely offer), the students did well. Almost half the students hit our benchmark.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION Academic support

IMPROVEMENT Over the past couple of years we’ve begun to make improvements to our math curriculum, and we believe these are starting to pay off in terms of the students’ overall knowledge base. As a math faculty, we’re discussing content and connections between classes more purposefully, adjusting topics as needed to match current trends in the field, and adding or modifying classes (such as a proofs class). Of course, these changes are just now beginning to impact the MFT, and due to our small sample size, it’s hard to judge success. However, we look forward to seeing how these numbers change over time. Anecdotally, this was not our strongest class
(though we had more majors/double majors), so their performance being so close the benchmark is a positive indicator, especially considering the time many of these students spent having to Zoom into classes.

### 1.1.2 Assessment Measure

**Senior research project**

In order to measure whether student can think quantitatively, problem solve, communicate mathematically, make connections among the various branches of mathematics and to areas outside of mathematics, the mathematics department requires each major to complete a three hour mathematics special problems course, MA 480 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**

#### 1.1.2.1 Benchmark

All majors must successfully complete MA480 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. **Met**

**BENCHMARK**

All majors must successfully complete MA480 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.

**FINDINGS**

In F2020-S2021, the 4 students enrolled in MA480 on-ground received 3 A’s and 1 B. The other math majors who presented on their primary major at SC425 received satisfactory scores (according to the SC425 data) as well.

**ANALYSIS OF FINDINGS**

This met our desired benchmark. The Capstone Rubric Data along with a Capstone Assessment summary is included in the Project Files.

**IMPROVEMENT TYPE**

Academic
McCrady and Kenefake have also begun to work with MA480 students in online sections, and are bringing consistency to our approach for these capstones. Kenefake developed a common rubric for the Capstone papers which was first tested in F2021. We will make improvements to the rubric to better focus it for math papers for S2022. Once students have completed their capstone papers for F21, we'll discuss the results as a faculty and see what modifications we want to make for the spring in our approach to the course.

1.1.3 Assessment Measure

Course Assessments

Course Assessment Summary Reports for MA103, MA105, and MA109.

SOURCE OF EVIDENCE

1.1.3.1 Benchmark

Gather course assessment data for our major service courses (MA109/I, MA103/I, MA105)

FINDINGS

Assessment summaries in Project Attachments

ANALYSIS OF FINDINGS

Results were generally satisfactory, but areas for improvement in each course are noted in the assessment summaries.

IMPROVEMENT TYPE

Academic

IMPROVEMENT DESCRIPTION

Action plan created

IMPROVEMENT

We created a common final and updated learning outcomes for MA105 in Swicegood and Kenefake’s sections. For the first time, we were able to gather data from MA103, MA105, and MA109!
1.2 **Student Learning Outcomes**

**Communicate Mathematical Concepts**

Students majoring in mathematics should be able to communicate, through writing and oral communication, their understanding of mathematical concepts and functions.

1.2.1 **Assessment Measure**

**Senior Research Project**

In order to measure whether students can think quantitatively, problem solve, communicate mathematically, make connections among the various branches of mathematics and to areas outside of mathematics, the mathematics department requires each major to complete a three hour mathematics special problems course, MA 480 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**

Thesis/project - Academic Direct

1.2.1.1 **Benchmark**

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

**BENCHMARK**

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

**FINDINGS**

All 4 students successfully completed their presentation and capstone research papers.

**ANALYSIS OF FINDINGS**

The Capstone Rubric Data along with a Capstone Assessment summary is included in the Project Files.

**IMPROVEMENT TYPE**

Academic Process Modifications

**IMPROVEMENT DESCRIPTION**

Assessment Revision Needed
Just collecting capstone papers and using a common rubric has been a good first step in this process. Going forward, we need to ensure consistent collection and storage of papers, as well as update the rubrics as needed for our department. Another issue is that most people who receive math majors do so as a second major. We’ll have to work with other departments to collect better data and track these students more effectively.

### 1.3 Student Learning Outcomes

#### Application of Mathematical Knowledge

Students majoring in mathematics will be able to apply their knowledge practically, using critical thinking skills and methods.

### 1.3.1 Assessment Measure

#### Graduate Survey

We presently keep track of our students on an informal basis.

### 1.3.1.1 Benchmark

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

**Met**

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<thead>
<tr>
<th>BENCHMARK</th>
<th>FINDINGS</th>
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<tbody>
<tr>
<td>The majority of math majors will find employment in a mathematics related field.</td>
<td>No specific survey information has been received. From last year, 4 majors found work in a math related field, while 2 are in grad school and 1 is teaching math at the secondary level.</td>
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### ANALYSIS OF FINDINGS

### IMPROVEMENT TYPE

**Academic Process Modifications**

### IMPROVEMENT DESCRIPTION

We need to have a better way to track math majors, especially since it is a second major for so many students. Currently, we’ve had to directly request data from Amber, but having the ability to access this data easily and on demand would be much more helpful.
## Project Attachments (9)

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Institutional Mission
Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

Program Mission
Music Program Mission Statement
The faculty of the Swinney Conservatory are committed to facilitating student growth. Daily, we create opportunities for engaged students to develop musical maturity, intellectual curiosity, and commitment to the community. Our graduates demonstrate professional and musical excellence, creative and analytical thinking, articulate and thoughtful communication, and a commitment to service and leadership. The Conservatory serves three constituencies: scholar-musicians preparing for a career in music, students participating in music as an additional dimension to their studies, and those who participate in music to increase their knowledge and aesthetic sensitivity.

Student Learning Outcomes
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. Discovering, analyzing, and creating music and the skills necessary to communicate effectively orally and in writing are key to developing mastery of this thread.

Action Plan

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<th>Due</th>
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Assessment Measure
Student Survey - Theory Sequence
The Theory faculty will discuss and analyze the results of the Theory Sequence Survey completed by students during MU465 Form & Analysis. When evidence suggests that change is needed, action plans will be developed.

SOURCE OF EVIDENCE
Student Exit Survey - Academic Indirect
Benchmark
Theory sequence exit survey Met

BENCHMARK
All students will perceive that they grew as theorists and thinkers as a result of the theory courses.

FINDINGS
All students perceived personal growth as theorists and thinkers.

ANALYSIS OF FINDINGS
Theory faculty met on Thursday, July 8 to discuss the results of the end-of-theory-sequence survey administered to 14 juniors at the end of MU465. Survey results are stored in the Program Attachments section.

The results of the Theory Sequence Exit Survey were largely positive and specifically complimentary of the faculty and cohesiveness of the sequence. Detailed results are included in the document “Theory Sequence Exit Survey Spring 2021.”

A few specific things were discussed regarding comments and suggestions from students and observations of faculty:

- We received several comments about the desire for more time spent on modern theory analysis in Theory III. In order to adjust the curriculum to allow for this, starting this coming fall, Dr. Simons will add one subject (Altered Dominants) to Theory II. This will hopefully allow Dr. Waggoner more time in Theory III for discussion of modern theory.
- Many students commented on the helpfulness of the writing sequence; however, a few stated that they would appreciate more smaller writing assignments in Theory II and Theory III. While there just is not time in Theory II and Theory III to make this change, we discussed the need to hold them accountable earlier for finding direct evidence in the music to support their writing. This will manifest itself in the requirement of using in-text musical examples in their writing (perhaps even starting in Theory I).
- The comments regarding the alignment of MU465 (Form) and MU322 (History II) continue to improve. Dr. Simons made a larger effort to corroborate with Dr. Perkins, and it paid off. We are on the right track and the students are seeing the connections.
- A few students commented on the desire to analyze music more specific to their area (specifically regarding commercial music, jazz, and music ministry). This past
spring, Dr. Simons implemented a new Extra Credit assignment in MU465 that allowed the students to pick and analyze two pieces they were currently studying either in lessons or ensembles. This assignment was well received. Dr. Waggoner will consider adding something similar to Theory III.

• Several students commented on the desire to study modern music in the context of MU465 (instead of focusing on Bach and Beethoven). While studying Bach and Beethoven are crucial to gain an understanding of the form, Dr Simons will attempt to add some contextual listening to each unit that explores music using these forms from the 20th century and beyond.

• Overall, a general consensus was made that while Theory I and Theory II will stay specific to the study of individual chords and how they fit into part-writing, Theory III and Theory IV will focus more on synthesis and application of ideas.
thought out.
• Paper has clear, easy to follow structure with sufficient development. Presentation of analysis is thorough and specific in proving thesis.
• Academic tone is consistent throughout. Paper is clear, concise, and compelling. No grammatical errors.
• Conclusion is thought provoking and speculative.

All students showed improvement in writing introductions. Specifically, all improved in organization of the introduction and narrowing to the thesis statement, and 3/4 showed significant gains. One student was an exemplary writer upon matriculation and showed improvement throughout the sequence. Three of the four students employed greater sophistication in the writing style (sentence structure, flow) and the fourth student made appropriate gains but began the sequence with stronger skills. All students did well in the structure category. Specifically, one showed marked improvement in structure of the overall paper while the other three all showed improvement in explaining their analyses. All students made gains in crafting thought-provoking conclusion that avoided summary.

**Improvement**

**Type**

Academic

**Improvement Description**

No Improvements Deemed Necessary

---

### Assessment Measure

**MoCA theory results**

All senior BME students take the Missouri Content Assessment exam prior to student teaching. It covers music theory, aural skills, music history/culture, and music education/technology.

**Source of Evidence**

Licensure exam - Academic Direct

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### Benchmark

**MoCA**

**Met**

**Benchmark**

80% of students who matriculate and graduate from CMU in the BME program will earn a 3 on the music theory and aural skills portions of the exam.
100% (5/5) earned a 3 or 4 on the theory portion of the Missouri Content Assessment. 100% earned a 3 or a 4 on the aural analysis portion of the same exam.

Students are learning the material necessary to pass the MoCA and presumably have the theory and aural analysis skills necessary to teach.

**1.2 Student Learning Outcomes**

**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. Discovering, analyzing, and creating music and the skills necessary to communicate effectively orally and in writing are key to achieving this thread.

**1.2.1 Assessment Measure**

**Student Survey - History Sequence**

The History professor analyzes the results of the History Sequence Survey completed by students during MU423 American Music History. When evidence suggests that change is needed, action plans will be developed.

**SOURCE OF EVIDENCE**

Student Exit Survey - Academic Indirect

**1.2.1.1 Benchmark**

History sequence exit survey  Not Reported this Period

**BENCHMARK**

80% of students will see value in the study of music history.

**FINDINGS**

Typically, the survey is completed on paper in class. Given the pandemic and the number of students in quarantine, the survey was emailed and students were asked to return it to the administrative assistant. None were returned.

**ANALYSIS OF FINDINGS**

As everyone recalls, the last 5 weeks of Spring 2020 were a surprise; several faculty, myself included, were not ready to go to an immediate virtual environment. Music
History II caught the professor off-guard in those weeks, but believes he was fair when it came to administering quizzes and tests and continuing with students giving presentations and summaries to the class. Students were given ample time to complete assignments and everything proceeded as seamless as possible as if meeting on-ground.

The prep work involved for American Music included setting aside two weeks in the summer to convert to the new edition of the textbook. Many class documents required change-over and re-aligning the course objectives. And with senior staff working on the COVID-19 perimeters during the summer months, The professor felt prepared to teach the course this fall. Not anticipated however was the excessive number of teaching in hybrid settings. It was expected these would only take place in the event students were quarantined, and not having an attendance policy was perhaps a partial reason for this. There are several drawbacks teaching in this environment: inability and lack of freedom to move around in the classroom, students’ temptations to cheat on exams, amount of time required to login into Zoom, publisher website for listening to playlists, Youtube, and Spotify (for pieces that are not on the publisher website), and the lack of video usage for Zoom dialogue via black screen. As a result, we only completed three units instead of the usual four or five.

In the absence of surveys returned this fall, the professor kept in mind the feedback from last year. The paper requirement in American Music continues to be of interest (proposal, paper proper, presentation). It has been noticed in the last couple of years that while there have been less stellar papers, they have been more mid-level ones. This is not necessarily a bad thing; papers seem to be better across the board. Students appear to enjoy researching and writing on their chosen topics.

The professor is looking forward to teaching his music history courses in face-to-face settings in the next semester or two.

<table>
<thead>
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<th>IMPROVEMENT TYPE</th>
<th>IMPROVEMENT DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>Academic</td>
<td>The revised survey instrument seems to have produced more helpful data than its</td>
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<td>No Improvements Deemed Necessary</td>
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</table>

Central Methodist University

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predecessor.

1.2.1.2 **Benchmark**

**Music history sequence survey**

**BENCHMARK**
All students will perceive that they grew as historians and thinkers as a result of the music history courses.

**FINDINGS**
Survey participation was voluntary and students chose not to participate.

**ANALYSIS OF FINDINGS**
Survey participation cannot be voluntary in the future.

**IMPROVEMENT TYPE**
Academic Process Modifications

**IMPROVEMENT DESCRIPTION**
Assessment Revision Needed

**IMPROVEMENT**
The survey will be administered during class.

1.2.2 **Assessment Measure**

**MoCA history**
All senior BME students take the Missouri Content Assessment exam prior to student teaching. It covers music theory, aural skills, music history/culture, and music education/technology.

**SOURCE OF EVIDENCE**
Licensure exam - Academic Direct

1.2.2.1 **Benchmark**

**MoCA**

**BENCHMARK**
80% of students who matriculate and graduate from CMU in the BME program will earn a 2 (just below state standard) on the music history/culture portion of the exam.

**FINDINGS**
80% (4/5) of qualified students earned a 2 or higher.

**ANALYSIS OF FINDINGS**
Students are learning the material necessary to pass the MoCA and presumably have an understanding of music history to be successful teachers.

A lower score requirement is expected because students have not completed the
history sequence of courses when they take the MoCA. If scores drop and students are not passing, we will encourage them to wait longer to take the exam.

1.3 Student Learning Outcomes
Performance Skills
Students will acquire a body of knowledge and performance skills in three areas: 1. Playing or singing skills sufficient for small and large ensemble participation. 2. Play or singing skills sufficient for performing a creditable public recital. 3. Playing reference instruments (piano and guitar) with a level of proficiency necessary for demonstration and teaching. The development of curiosity and the discipline to master skills is required for acquisition of performance skills at any level. Performing music is always an act of communication and often serves the community.

1.3.1 Assessment Measure
Performance skills - ensemble
Students perform sufficiently for satisfactory small and large ensemble participation. The Dean of the Conservatory attends nearly every concert performance (small and large ensemble). At these concerts she assesses 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. Some faculty also document goals and reflections of student/ensemble progress.

SOURCE OF EVIDENCE
Performance - Academic Direct

1.3.1.1 Benchmark
Ensemble skills Met

BENCHMARK
Students will musically perform concerts with technical and stylistic accuracy.

FINDINGS
Students in small and large ensembles are consistently performing with appropriate technical and stylistic skills.
The Dean of the Conservatory attended nearly all concert performances (either live or livestream) and found the performances to show evidence that students are performing musically with accuracy and appropriate style in spite of the requirements of masking and distancing.

The faculty and students are to be commended for their efforts in trying times.

**Improvement**

**Type**

Academic

**Description**

No Improvements Deemed Necessary

---

**Assessment Measure**

**Performance skills - solo**

Students perform with solo instrument/voice at a level sufficient for creditable public performance by one who professes music.

**Source of Evidence**

Performance - Academic Direct

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**Benchmark**

senior reflections by faculty Met

**Finding**

80% of students will experience appropriate growth.

**Analysis of Findings**

100% of students experienced appropriate growth.

Studio faculty assessed their students’ growth from matriculation to graduation. Students are learning well in the studio setting. (see 1.3.2.1 student evaluations document)

**Improvement**

**Type**

Academic

**Description**

No Improvements Deemed Necessary
1.3.3 Assessment Measure
Performance skills - reference instruments
Students are proficient with reference instruments at the level necessary for demonstration and teaching.

SOURCE OF EVIDENCE
Performance - Academic Direct

1.3.3.1 Benchmark
piano proficiency exam  Met

BENCHMARK
85% of students will earn a pass or provisional pass on the piano proficiency exam

FINDINGS
12/14 (86%) students passed the piano proficiency exam in May 2021.

ANALYSIS OF FINDINGS
The 12 students who passed the exam had strong class attendance records and appropriate work ethic. It seems likely the course material and faculty pedagogy are strong. The two students who didn't pass were often absent from class or did not come with the proper materials. These two individuals are struggling in other areas, too.

IMPROVEMENT TYPE
Academic

IMPROVEMENT DESCRIPTION
No Improvements Deemed Necessary

1.3.3.2 Benchmark
guitar playing and teaching assessment  Met

BENCHMARK
85% of students will earn an 80% on the assessment

FINDINGS
100% of students passed the assessment with an 80% or higher.

ANALYSIS OF FINDINGS
All students passed the guitar assessment with an 80% of higher.

IMPROVEMENT TYPE
Academic

IMPROVEMENT DESCRIPTION
No Improvements Deemed Necessary
1.4 **Student Learning Outcomes**
Leading and 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. Leading and teaching require effective communication, curiosity about the subject matter and pedagogy, and service, respect, and leadership of the community.

1.4.1 **Assessment Measure**
Student Teaching Assessments

The music education faculty will meet annually to analyze data collected from the student teacher surveys and the cooperating teacher surveys. Action plans will be developed as necessary.

**SOURCE OF EVIDENCE**
Clinical Evaluations, Reviews - Academic Direct

1.4.1.1 **Benchmark**

**MEES and cooperating teacher survey**

- **BENCHMARK**
  The cohort average will be at or above 3.0 in all categories on the MEES and the cooperating teacher survey.

- **FINDINGS**
  The cohort average exceeded the 3.0 "skilled candidate" status.

- **ANALYSIS OF FINDINGS**
  Students are meeting expectations in all areas. However,

1.4.2 **Assessment Measure**
Music Ministry Leading and Teaching

Music Ministry faculty will observe students as they progress through the degree and specifically in MU401 Commercial/Worship Rehearsal Techniques to determine their progress.
as music leaders and teachers.

SOURCE OF EVIDENCE
Observation of Students - Academic Direct

1.4.2.1 Benchmark
Students will attain a level of teaching/leading skills appropriate for a beginning professional in the field. Not Reported this Period

BENCHMARK
85% of students will consistently display effective teaching and leading skills.

FINDINGS
This course is offered in fall of odd years.

ANALYSIS OF FINDINGS

IMPROVEMENT
TYPE

IMPROVEMENT DESCRIPTION

1.4.3 Assessment Measure
MoCA music ed/tech
All senior BME students take the Missouri Content Assessment exam prior to student teaching. It covers music theory, aural skills, music history/culture, and music education/technology.

SOURCE OF EVIDENCE
Licensure exam - Academic Direct

1.4.3.1 Benchmark
MoCA Met

BENCHMARK
80% of students who matriculate and graduate from CMU in the BME program will earn a 2 (just below state standard) on the music education/technology portion of the exam.

FINDINGS
100% of students scored a 2 or higher. 5/5 scored a 3 or 4. The cohort average was 3.4.
ANALYSIS OF FINDINGS

Students are learning the material necessary to pass the MoCA and presumably have an understanding of music history to be successful teachers.

A lower score requirement is designated because students have not completed the music education sequence of courses when they take the MoCA. If scores drop and students are not passing, we will encourage them to wait longer to take the exam.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

Project Attachments (3)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission

Nursing Mission Statement - Undergraduate
CMU's Bachelor of Science in Nursing program prepares students to be competent and compassionate nursing professionals. It teaches the skills required for nursing, while emphasizing honesty, integrity, and a strong sense of personal responsibility.

Student Learning Outcomes

CCNE Standard I - Program Quality: Mission and Governance
The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve quality.

Assessment Measure

SPEPs - All programs
The Systematic Program Evaluation Plans contain detailed information regarding each outcome and how it is assessed. See attachments.

SOURCE OF EVIDENCE
External report - Administrative

Student Learning Outcomes

CCNE Standard II - Program Quality: Institutional Commitment and Resources
The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.
1.2.1 **Assessment Measure**
SPEPs - All Programs
The Systematic Program Evaluation Plans contain detailed information regarding each outcome and how it is assessed. See attachments.

**SOURCE OF EVIDENCE**
External report - Administrative

1.3 **Student Learning Outcomes**
CCNE Standard III - Program Quality: Curriculum and Teaching-Learning Practices
The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

1.3.1 **Assessment Measure**
SPEPs - All Programs
The Systematic Program Evaluation Plans contain detailed information regarding each outcome and how it is assessed. See attachments.

**SOURCE OF EVIDENCE**
External report - Administrative

1.4 **Student Learning Outcomes**
CCNE Standard IV - Program Effectiveness: Aggregate Student and Faculty Outcomes
The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing improvement.

1.4.1 **Assessment Measure**
SPEPs - All programs
The Systematic Program Evaluation Plans contain detailed information regarding each outcome and how it is assessed. See attachments.

**SOURCE OF EVIDENCE**
External report - Administrative
## Project Attachments (2)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
To prepare students as confident entry-level practitioners, understanding the importance of both leadership and service in the communities they serve.

Student Learning Outcomes
Apply critical thinking and problem solving to the provision of occupational therapy services evidenced by successful completion of fieldwork practicums.

Assessment Measure
OTA FWPE: Fieldwork Performance Evaluation: Sections II, III, IV
The primary purpose of the Fieldwork Performance Evaluation (FWPE) for the OTA student is to measure entry-level competence of the OTA. It differentiates the competent student from the incompetent student. Performance is measured in the following categories; Fundamentals of Practice, Basic Tenets of OT, Evaluation and Screening, Intervention, Communication, and Professional Behaviors. Students who successfully complete level II Fieldwork (passing score of 70 points + at Final) are eligible to graduate and to sit for the NBCOT OTA exam.

Benchmark
Students are currently completing level II FW, completion date December 2021
Not Reported this Period
1.2 **Student Learning Outcomes**
Demonstrate qualities of leadership and social responsibility. These qualities will be apparent within the occupational therapy field, professional settings, and within community.

1.2.1 **Assessment Measure**
OTA FWPE: Fieldwork Performance Evaluation: Section IV Professional Behaviors

1.2.1.1 **Benchmark**
Not Reported this Period

1.2.2 **Assessment Measure**
OTKE: Occupational Therapy Knowledge Exam Assessment
The NBCOT Occupational Therapy Knowledge Exam (OTKE) is an online test designed exclusively for OT Program Directors to assist with analyzing students’ performance related to the validated domains and task statements for entry-level practice. The OTKE is an excellent tool for assessing a student’s occupational therapy knowledge and skills in advance of setting specific fieldwork goals.
1.2.2.1 Benchmark
2 of 2 students completed Met

BENCHMARK

FINDINGS
Completed in semester 3 of 4; all students performed above national average.

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.2.3 Assessment Measure
Final Paper: Grant Proposal: Community Project
300 Points: Service is a distinguishing feature of the education provided at Central Methodist University and as such we promote service in the communities where we learn and live. At CMU we believe that service opportunities provide students with transformational experiences and that these experiences enable our students to further positive changes in the broader world. This project provides you with the opportunity to connect service and occupational therapy. Students compete for a grant based on completed research in an area of interest. The goal is to further OT practice, or to improve the health & wellness in the community. Using the information provided in class and the step by step grant writing text as a resource, students will write a grant proposal convincing a grant review panel that you should receive the requested funds. This grant will be submitted a funding agent and students will present to an audience of their choice: OTA professors, peers, community members, workmates, state organization, or other professionals. The Rubric assesses written components, critical thinking, reflection of the process, professionalism (presentation), and writing center participation.

SOURCE OF EVIDENCE
Rubric Scored Assignments - Academic Direct

1.2.3.1 Benchmark
Partially Met

BENCHMARK
1.3 Student Learning Outcomes
Incorporate the principles of communication, advocacy and healthcare education into practice.

1.3.1 Assessment Measure
OTA FWPE: Fieldwork Performance Evaluation: Section V
Scored on a scale of 1-4, Communication: Verbal/Nonverbal, Written

1.3.1.1 Benchmark
Data will be available in December 2021

FINDINGS
ANALYSIS OF FINDINGS
IMPROVEMENT TYPE
IMPROVEMENT DESCRIPTION
IMPROVEMENT
1.3.2 **Assessment Measure**

**Final Paper: Grant Proposal: Community Project**

300 Points: Service is a distinguishing feature of the education provided at Central Methodist University and as such we promote service in the communities where we learn and live. At CMU we believe that service opportunities provide students with transformational experiences and that these experiences enable our students to further positive changes in the broader world. This project provides you with the opportunity to connect service and occupational therapy. Students compete for a grant based on completed research in an area of interest. The goal is to further OT practice, or to improve the health & wellness in the community. Using the information provided in class and the step by step grant writing text as a resource, students will write a grant proposal convincing a grant review panel that you should receive the requested funds. This grant will be submitted a funding agent and students will present to an audience of their choice; OTA professors, peers, community members, workmates, state organization, or other professionals. The Rubric assesses written components, critical thinking, reflection of the process, professionalism (presentation), and writing center participation.

**SOURCE OF EVIDENCE**

Rubric Scored Assignments - Academic Direct

---

1.3.2.1 **Benchmark**

**Partially Met**

**BENCHMARK**

**FINDINGS**

**ANALYSIS OF FINDINGS**

met in semester 3 of 4, 1 of 2 students.

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

---

1.4 **Student Learning Outcomes**

Exhibit commitment to individual and professional growth as a lifelong learner.

Exhibit commitment to individual and professional growth as a lifelong learner.
1.4.1 **Assessment Measure**
OTA FWPE: Fieldwork Performance Evaluation: Sections I, II, & VI
Scored on a scale of 1-4; Fundamentals of Practice, Basic Tenets of OT, Professional Behaviors

**SOURCE OF EVIDENCE**

1.4.1.1 **Benchmark**
Data will be available in December 2021 - Not Reported this Period

**BENCHMARK**

**FINDINGS**

**ANALYSIS OF FINDINGS**

**IMPROVEMENT**

**TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

---

1.4.2 **Assessment Measure**
Literature Review
Total Points 260; You are to locate research articles on your pre-approved topic, your topic must comply with current coursework. You are to write a minimum of 10 pages summarizing the general theme(s) of these articles as it pertains to your topic, please refer to the provided PowerPoint for specific formatting and organization direction. An appendix table, listing the articles should also be included (this does not count toward your page limit). This literature review should serve as the background/foundation for your grant writing project in the subsequent Fall semester. The typed summary should adhere to APA format. Rubric categories include Literature Review Articles, Summary, Presentation (in person and powerpoint), mechanics (APA format).

**SOURCE OF EVIDENCE**
Rubric Scored Assignments - Academic Direct

1.4.2.1 **Benchmark**
Met by 1 of 2 students, semester 2 of 4 - Partially Met

**BENCHMARK**
1.5 **Student Learning Outcomes**
Demonstrate collaboration with other healthcare providers to promote the full human potential.
Demonstrate collaboration with other healthcare providers to promote the full human potential.

1.5.1 **Assessment Measure**
OTA FWPE: Fieldwork Performance Evaluation: Section VI
Scored on a scale of 1-4, Professional Behaviors Categories.

**SOURCE OF EVIDENCE**

1.5.1.1 **Benchmark**
Data will be available in December 2021

**Not Reported this Period**
## Project Attachments (3)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
To offer an advanced degree in OTA--see full description below.
The Post-Professional Bachelors of Science in OTA at CMU provides OTAs with an advanced skill set that sets them up for professional success. This program is designed for students who have already acquired an associate level degree in OTA and have passed the NBCOT exam. Upcoming graduates from an Associate of OTA program may be accepted on a provisional basis.

Student Learning Outcomes
1. Have acquired an educational foundation in the liberal arts and sciences?and be educated as a generalist OTA practitioner (ACOTE, 2018).

Assessment Measure
OTA Coursework
SOURCE OF EVIDENCE

Benchmark Coursework requirement Not Reported this Period

BENCHMARK
Students must complete each OTA course with a passing grade of 75% or better to progress to the next semester of OTA coursework.

FINDINGS
Program is brand new in this academic year. Data will be available in the fall of 2022 for the 2021-22 AY.
1.1.2 Benchmark
NBCOT Practice Exams - 2 Not Reported this Period

BENCHMARK
Score of 450 (passing grade needed for final certification)

FINDINGS
Program is brand new in this academic year. Data will be available in the fall of 2022 for the 2021-22 AY.

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.1.2 Assessment Measure
OTKE: Occupational Therapy Knowledge Exam

SOURCE OF EVIDENCE

1.1.2.1 Benchmark
Will be completed Fall 2022 Not Reported this Period

BENCHMARK

FINDINGS

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.1.3 Assessment Measure

SOURCE OF EVIDENCE
1.2 **Student Learning Outcomes**

2. Demonstrate the ability to synthesize in-depth knowledge in a practice area in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and/or education (ACOTE, 2018).

1.2.1 **Assessment Measure**

Baccalaureate project

SOURCE OF EVIDENCE

1.2.1.1 **Benchmark**

Baccalaureate project focused on clinical practice skills, administration, leadership, advocacy, and/or education (ACOTE, 2018). **Not Reported this Period**

**BENCHMARK**

Students must complete the project with a grade of at least 75% and they must submit a final manuscript which encompasses the entire project series. See attached.

**FINDINGS**

Program is brand new in this academic year. Data will be available in the fall of 2022 for the 2021-22 AY.

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

---

1.2.2 **Assessment Measure**

SOURCE OF EVIDENCE

1.2.2.1 **Benchmark**

**BENCHMARK**

**FINDINGS**

**ANALYSIS OF FINDINGS**
1.3 **Student Learning Outcomes**

3. Demonstrate clinical competence as an entry-level practitioner by successful completion of fieldwork practicums (AOTA, 2002).

1.3.1 **Assessment Measure**

Field work or clinical coursework

**SOURCE OF EVIDENCE**

1.3.1.1 **Benchmark**

Field work or clinical coursework  

**Not Reported this Period**

**BENCHMARK**

Students must pass all field work or clinical coursework in sequence to progress through the program and to pass the program. Field work is assessed using the FWPE + objectives and tracking forms.

**FINDINGS**

Program is brand new in this academic year. Data will be available in the fall of 2022 for the 2021-22 AY.

**ANALYSIS OF FINDINGS**

Project Attachments (3)
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Physics

Program Mission
Physics Department Mission
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.

1.1 Student Learning Outcomes
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.

1.1.1 Assessment Measure
Major Field Test
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
Multiple Choice Exam - Academic Direct

1.1.1.1 Benchmark
Not Reported this Period

BENCHMARK
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.

FINDINGS
This year one physics major took the Physics Major Field test. Due to only one
student taking the exam I do not have data on the results of the test.

I attempt to gather data from the major field test from the physics majors but as
with previous years the low number of students does not allow the viewing of this
data.

I am still considering a possible in house exam that would be a better way to
measure this outcome.

I did talk with the physics major after the exam to get a feeling of how he preformed.
He commented that the test does cover all he learned in the physics course and also
went a bit deeper in some areas. He did say the material that was on the test he had
seen in their courses.

**1.2 Student Learning Outcomes**
**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

**1.2.1 Assessment Measure**
**Lab Course scores**
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.

**SOURCE OF EVIDENCE**
Laboratory Work - Academic Direct

**1.2.1.1 Benchmark**
60% or better **Met**

**BENCHMARK**
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.

FINDINGS
No class averages were below the 60% threshold.

ANALYSIS OF FINDINGS
Students are seeing the connection between lab and lecture. This has been mentioned in the evaluations for the lab.
The use of the iPad for data collection has continued to help all students to see the data not just the person collecting the data, this has helped the students understanding of what the data represents and how they can analysis it.
The physics majors are continuing to give presentations of their data they take in select labs and this has further helped the proficiency in the labs and the student’s understanding of the material.

IMPROVEMENT TYPE

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<th>IMPROVEMENT DESCRIPTION</th>
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<tr>
<td>1.3 Student Learning Outcomes</td>
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<tr>
<td>Communication of Physics Knowledge and Ability</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>1.3.1 Assessment Measure</td>
</tr>
<tr>
<td>Science Seminar</td>
</tr>
<tr>
<td>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.</td>
</tr>
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SOURCE OF EVIDENCE
1.3.11 Benchmark
75% or above Exceeded

BENCHMARK
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%.

FINDINGS
The physics major presented at science seminar and received an A in the course.

ANALYSIS OF FINDINGS
The physics major this year did a experimental research project. The presentation incorporated a heavy math component.
The research topic was a first step study that challenged the student and required the student to do independent research on the topic.
I am very pleased with the outcome of the project and there is a current student that will be using this first step of research in their research experiment.
Institutional Mission
Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

Program Mission
Political Science Mission Statement
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.

1.1 Student Learning Outcomes
Library, archival and database research
Students will display a capacity to effectively employ library, archival and electronic databases for research purposes.

1.1.1 Assessment Measure
Senior Thesis
Senior students complete a senior thesis as part of the requirement for the senior thesis seminar (480). The thesis is written under the direct supervision of the 480 instructor. The project is designed to require the student to demonstrate both content knowledge in the discipline of their major as well as key research and writing skills. Students must defend their thesis in an oral presentation to a panel of three faculty members. Each defense panel member must certify that the thesis and oral defense meets their standard for quality undergraduate research as to content, writing, logical analysis and oral presentation. 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
Rubric Graded Exam - Academic Direct

1.1.1 Benchmark

Benchmark Met

BENCHMARK
Each class cohort average the thesis rubric item for "Research" should meet or surpass the 32/40.

FINDINGS
For the 2020-21 cohort the average for the "Research" item on the faculty rubric was 39.1.

ANALYSIS OF FINDINGS
The benchmark was exceeded.

1.2 Student Learning Outcomes
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.

1.2.1 Assessment Measure
Senior Thesis
Senior students complete a senior thesis as part of the requirement for the senior thesis seminar (480). The thesis is written under the direct supervision of the 480 instructor. The project is designed to require the student to demonstrate both content knowledge and writing skills. Each student must defend their thesis in an oral presentation to a panel of three faculty members. 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
Each cohort should meet or exceed the 75% score threshold on the overall senior thesis rubric.

The 2020-21 PLSC cohort had an overall average of 95.1% on the logical structure of the senior thesis.

The 2020-21 cohort average of 95.1% exceeded the benchmark.

The cohort average on the research design item (3) of the thesis rubric will meet the 75% threshold (23). The 2020-21 cohort average was 97.75%.

The threshold was exceeded.
1.2.3 **Assessment Measure**
Profiles in Success - Political Science

Political Science Profiles in Success and Pre-Law Profiles in Success contain profiles of the immediate post-graduate undertakings of political science majors (those for whom data can be collected) and for pre-law program completers regardless of major. These profiles are posted on the program’s website and used for recruiting purposes.

**SOURCE OF EVIDENCE**
Observation of Students - Academic Direct

1.2.3.1 **Benchmark**

**Quality Measure** Met

**BENCHMARK**
Include profiles of recent graduates

**FINDINGS**
The profiles in success provides the interested reading with a sense of the quality of the program’s preparation of its students and the range of career paths open to those students after graduation.

**ANALYSIS OF FINDINGS**
Political Science Profiles in Success as well as Pre-Law Profiles in Success present concrete evidence of the program’s real-life outcomes in preparing a small number of highly motivated liberal arts students for career success beyond the academy.

---

1.3 **Student Learning Outcomes**

**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
Assessment Measure
Major Field Test
Political Science majors must complete the Major Field Test in political science during their senior thesis seminar. The test results allow us to compare our seniors to a national population of political science majors. The test provides results in three sub-fields (American institutions and processes; International Relations; and area studies) as well as a composite score.
SOURCE OF EVIDENCE
Standardized test - Academic Direct

Benchmark

Each three-year rolling cohort of CMU political science seniors will have average composite MFT scores within two standard deviations of the national average for the same period.

FINDINGS
The CMU three-year rolling average (2021-21; 2019-20; 2018-2019) is 147.66 and the national average composite for the same period is 160 with a standard deviation of 14.

ANALYSIS OF FINDINGS
The benchmark was exceeded.

Student Learning Outcomes
Research communication proficiency
Students will be able to present, discuss and defend their own research at a high level of professional discourse.
1.4.1 Assessment Measure
Senior Thesis

Item 5 on the faculty scoring rubric for senior theses - "The oral presentation is articulate and the defense clearly addresses the questions from the committee members.

SOURCE OF EVIDENCE
Thesis/project - Academic Direct

1.4.1.1 Benchmark

Met

BENCHMARK
Average Faculty scores on rubric item #5 will be 7.5/10 or above.

FINDINGS
The average item #5 score for the 2020-21 faculty rubrics was 9.3/10.

ANALYSIS OF FINDINGS
The benchmark was fulfilled.

Project Attachments (4)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Psychology Department Mission
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.

1.1 Student Learning Outcomes
The demonstration of knowledge
A specific student-outcome goal for the CMU psychology program includes the demonstration of knowledge regarding the general principles of psychology, the major theoretical frameworks, and the process of designing and conducting empirical research.

1.1.1 Assessment Measure
Major Field Test
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.

SOURCE OF EVIDENCE
Standardized test - Academic Direct
Benchmark
Major Field Test  Partially Met

BENCHMARK
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.

FINDINGS
Overall, CMU graduates from AY20-21 were unable to fully meet the desired student learning outcomes established by the Psychology Department.

ANALYSIS OF FINDINGS
A total of nine graduates from the Fayette campus completed the MFT. In all four subscore areas as well as total score, individual students were able to meet the desired benchmark. In fact, some scores were significantly higher than the benchmark. However, the overall group performance of CMU students for AY20-21 fell short of the desired learning outcome.

While there was an increase on Subscore3: Clinical, Abnormal, Personality; there was a decrease in performance on Subscore1: Learning, Cognition, Memory; Subscore2: Perception, Sensation, Physiology; Subscore 4: Development and Social; and total scores than the previous report year (AY18-19). Of note, all data reported is from CMU’s main campus only.

A number of factors may have contributed to not fully meeting the performance benchmark. Due to the abrupt change to online learning in March 2020, the MFT was not administered to our psychology majors and our course delivery method varied between online-only and hybrid learning during the next two semesters. In addition, last minute staffing changes were needed to cover courses that were previously assigned to Dr. Anson prior to her sudden passing during the FL20 semester. Finally, although our majors are required to take the MFT, it does not impact them in any way. The psychology department will continue to search for ways to increase student motivation while completing the MFT.

IMPROVEMENT TYPE
Academic Process Modifications

IMPROVEMENT DESCRIPTION
Target not met but acceptable

IMPROVEMENT
The overall group performance of CMU students for AY20-21 showed an increase on Subscore3: Clinical, Abnormal, Personality;
1.2 Student Learning Outcomes
The application of competencies
The application of these competencies to the continuous development of critical thinking and problem-solving skills.

1.2.1 Assessment Measure
Senior Thesis
The thesis and its defense are the central components of a senior capstone course entitled Senior Thesis (PY480). 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.

SOURCE OF EVIDENCE
Thesis/project - Academic Direct

1.2.1.1 Benchmark
Senior thesis Met

BENCHMARK
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.

FINDINGS
CMU students performed within the desired student learning outcomes on the scoring rubric used in the Division of Social Sciences.

ANALYSIS OF FINDINGS
Scores from the AY20-21 report year were higher on every section of the department’s scoring rubric, with the exception of writing mechanics which was identical at 92%. No senior thesis scores were reported for the AY19-20 WEAVE cycle. A number of students completed their senior thesis during the SP20 semester via Zoom and the scores were collected and stored by Dr. Anson. Sadly, Dr. Anson passed away and no one within our division was able to recover the data.

Overall, the psychology faculty have noticed a continued improvement in the quality of the thesis over the past 4-5 years. In an effort to better quantify these improvements, a new senior thesis rubric was developed, in which specific quantitative numbers were anchored to the students’ demonstration of their grasp on various learning outcomes. The new rubric also attempted to better map the
thesis scores to the newly created University Learning Principles. It is hoped that using the new rubric for the next four-five years will not only reveal a more accurate picture of the abilities of our Psychology majors, but will also provide our students with more information about what is expected as they complete this capstone project.

**IMPROVEMENT TYPE**  
**Assessment Process Modifications**

**IMPROVEMENT DESCRIPTION**  
**Assessment Method Revised**

Scores from the AY20-21 report year were higher on every section of the department’s scoring rubric, with the exception of writing mechanics which was identical at 92%.

### 1.3 Student Learning Outcomes

The effective communication of understanding.  
The effective communication of understanding through written and oral expression.

#### 1.3.1 Assessment Measure

**Senior Thesis**

The thesis and its defense are the central components of a senior capstone course entitled Senior Thesis (PY480). 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).

**SOURCE OF EVIDENCE**  
Thesis/project - Academic Direct

#### 1.3.1.1 Benchmark

**Senior thesis**

**Met**

**BENCHMARK**  
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.

**FINDINGS**  
CMU students performed within the desired student learning outcomes on the scoring rubric used in the Division of Social Sciences.
Scores from the AY20-21 report year were higher on every section of the department’s scoring rubric, with the exception of writing mechanics which was identical at 92%. No senior thesis scores were reported for the AY19-20 WEAVE cycle. A number of students completed their senior thesis during the SP20 semester via Zoom and the scores were collected and stored by Dr. Anson. Sadly, Dr. Anson passed away and no one within our division was able to recover the data.

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**IMPROVEMENT TYPE**

Assessment Process Modifications

**IMPROVEMENT DESCRIPTION**

Assessment Method Revised

Scores from the AY20-21 report year were higher on every section of the department’s scoring rubric, with the exception of writing mechanics which was identical at 92%.

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Project Attachments (2)

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<td>WEAVE tables AY2021.docx</td>
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</table>
Institutional Mission

Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission

The Physical Therapist Assistant program at CMU prepares students for a rewarding career as a physical therapist assistant (PTA). A PTA is an educated and licensed clinician that works under the direction and supervision of a licensed physical therapist. PTAs help people of all ages who have health-related conditions that affect physical function in their daily lives.

1.1 Student Learning Outcomes

Entry-level competence

100% of students will demonstrate entry-level competence in PTA 207, the terminal clinical education experience, by obtaining final CPI scores of "Entry Level" in all 14 criteria.

1.1.1 Assessment Measure

Final CPI scores of "entry level on all 14 criteria. This exam is taken in PTA207, the terminal clinical education experience.

CPI

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

1.1.1.1 Benchmark

Met

BENCHMARK

100% will achieve entry level competence.

FINDINGS

100% of the students met the benchmark.

ANALYSIS OF FINDINGS

The outcome was met.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

Central Methodist University
1.2 Student Learning Outcomes
Pass NPTE (licensure) exam

1.2.1 Assessment Measure
NPTE Exam
SOURCE OF EVIDENCE
Licensure exam - Academic Direct

1.2.1.1 Benchmark
BENCHMARK
90% will pass

FINDINGS
5/6 have passed board exam, 1 has not attempted, 1 failed and will retake

ANALYSIS OF FINDINGS
Not met yet. Faculty are working with the students to help them pass.

1.3 Student Learning Outcomes
Obtain employment as PTA
At least 90% of program graduates that have passed the NPTE and are seeking employment will have obtained employment as a PTA within 1 year of graduation.

1.3.1 Assessment Measure
Employment as a PTA
SOURCE OF EVIDENCE

1.3.1.1 Benchmark
BENCHMARK
job placement as a PTA
FINDINGS
100% of those that passed have been placed in PTA positions.

ANALYSIS OF FINDINGS
Met. Program is meeting goals as students are getting employed as PTA’s.

IMPROVEMENT

1.4 Student Learning Outcomes
Graduate clinical performance (#1-11) will be at least “Meets Entry Level Expectations”.

1.4.1 Assessment Measure
employer survey
Employer Survey

SOURCE OF EVIDENCE
Evaluations - Administrative

1.4.1.1 Benchmark

BENCHMARK
80% of the students will get “meets expectations” on employer survey

FINDINGS
Insufficient data--some difficulty getting surveys back

ANALYSIS OF FINDINGS
Insufficient data

IMPROVEMENT

1.5 Student Learning Outcomes
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
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.

1.1 Student Learning Outcomes
Students will be Biblically literate.

1.1.1 Assessment Measure
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
Test/Exam/Quiz - Academic Direct

1.1.1.1 Benchmark
Average scores Met

BENCHMARK
Students will meet 80% threshold on scores, students will perform at higher levels than non-majors.

FINDINGS
Final grades from Bible courses (majors) Fall 2020 Lower Level Course Average: 94.64 (1 Student) Spring 2021 Lower Level Course Average: 94.97 (5 Students) Fall 2020 Upper Level Course Average: 90.84 (2 Students) Spring 2021 Upper Level Course A

ANALYSIS OF FINDINGS
RCL majors, in general, performed well on in their biblical studies coursework.
1. They demonstrated adequate knowledge of biblical content, concepts, and historical-critical methodology in the introductory level classes.
RL201 Majors avg. = 94.64
Others avg. = 73.35
2. RCL majors demonstrated the ability to apply historical-critical methodology to biblical texts.
   • In RL201, they passed examinations including the history and composition of the Old Testament. (96% avg.) Critical Essays (92% avg.)
   • In RL202, they worked with the synoptic problem and its relationship to the canonical Gospel tradition. The passed examinations in this subject matter (92% avg. quizzes 1-3).
   • In RL301, Jesus’s teaching and ministry were placed in their historical context. The composition and transmission history of the Gospel texts was examined. Testing demonstrated a mastery of this material. (Exam #1, 89.5 avg.; Exam #2, 92.5 avg.)
   • In RL303, students examined Ancient Near Eastern prophetic examples and compared them to the biblical prophetic traditions. They also examined the historical setting for the prophetic proclamations in the OT. Graded assignments demonstrated appropriate mastery.

We will continue to monitor student progress. Limited data allows for general observation which are recorded and compared.

Student Learning Outcomes
Fundamental Skills
Students will have fundamental vocational skills necessary to succeed in leading ministry programs.
1.2.1 **Assessment Measure**
Internship Reflections and Evaluations
Students will reflect on experiences encountered within a required internship.

**SOURCE OF EVIDENCE**
Internship evaluation - Academic Direct

1.2.1.1 **Benchmark**
Reflections and assessment rubrics need to be collected. **Not Reported this Period**

BENCHMARK

FINDINGS

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

1.2.2 **Assessment Measure**
Survey of Graduates
The vocational or professional careers of graduates should reinforce the successful completion of the program. Data will be gathered for the 2022 Program Review.

**SOURCE OF EVIDENCE**

1.2.2.1 **Benchmark**
**Not Reported this Period**

BENCHMARK

FINDINGS

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION
1.3 **Student Learning Outcomes**

**Theological Analysis and Reflection**

Students will be able to analyze concrete ministry situations and reflect theologically on those situations.

1.3.1 **Assessment Measure**

**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**

Direct - Internal - Academic Direct

1.3.2 **Assessment Measure**

**SOURCE OF EVIDENCE**

1.3.2.1 **Benchmark**

*Not Reported this Period*

**BENCHMARK**

**FINDINGS**

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

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Project Attachments (1)
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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Rodeo Program
To provide a caring and supportive environment for team members to pursue the tradition of rodeo through participation in the national intercollegiate rodeo association.

Student Learning Outcomes
Sportsmanship
Demonstrate sportsmanship and humane treatment of livestock in accordance with the rules of conduct by NIRA.

Assessment Measure
Events and Competitions
Rodeo students will help out on the farm and set up for practices, events, and care for livestock.

SOURCE OF EVIDENCE
Participation - Academic Indirect

Benchmark
Participation of 80% Met

FINDINGS
Over 80% of students help on the farm. All students but one attend practice regularly; Their responsibilities include gathering cattle from the pasture, helping coach load and open calf roping box during practice, they help doctor cattle when they need it

ANALYSIS OF FINDINGS
Student involvement in the work on the farm, team practices, and the variety of tasks they perform, including caring for the animals; shows they value the livestock and the whole team having a successful practice.
1.2 Student Learning Outcomes
Leadership
Develop citizenship and leadership values and skills by participation in the governance of the organization.

1.2.1 Assessment Measure
Students will participate in the organization and planning of a NIRA sanctioned rodeo.

SOURCE OF EVIDENCE

1.2.1.1 Benchmark
Participation in governance and planning Met

BENCHMARK
80% participate in the organization and planning of the Institutional sponsored rodeo.

FINDINGS
Met

ANALYSIS OF FINDINGS
The team’s efforts made this rodeo a success. Months in the planning, our team helped set up pens, hang signs, work chutes, gates, change out goats, run-down cattle, trash clean up, sponsorships and advertisements, etc.

1.3 Student Learning Outcomes
Achieve Excellence
Achieve excellence in skills and competition.
1.3.1 Assessment Measure
Competition Participation
Students will compete in rodeo competitions held throughout the Ozark Region. They compete in 10 NIRA sanctioned rodeos a year; five per semester.

SOURCE OF EVIDENCE
Participation - Academic Indirect

1.3.1.1 Benchmark
Success in competition - Partially Met

BENCHMARK
2 members of the team will make it to short-go in each competition

FINDINGS
The team was successful in having one student making each rodeo short round and having two students make it a few times. The one student who has made short round has managed to earn our team some points.

ANALYSIS OF FINDINGS
To improve this goal we work diligently on mental game reflections and perfect practice. We hold regular team meetings working on mental game, goals and of course academics. The team practices in the arena working on fundamentals and performance 4-5 times a week. We also engage on team bonding projects.

1.4 Student Learning Outcomes
History and Heritage
Demonstrate knowledge of the sport of rodeo as well as its heritage and lifestyle

1.4.1 Assessment Measure
Reflection
Survey: How are you carrying on the tradition of rodeo through your participation on the team? (Complete after first year of participation)

SOURCE OF EVIDENCE
Student Exit Survey - Academic Indirect
1.4.1.1 Benchmark
Survey
Not Reported this Period

Benchmark
All rodeo students will complete a survey on the heritage and history of rodeo, to be reviewed by program facilitator.

FINDINGS

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.4.2 Assessment Measure

SOURCE OF EVIDENCE

1.5 Student Learning Outcomes

Scholastic Advancement
Demonstrate scholastic advancement and complete post-secondary degrees.

1.5.1 Assessment Measure

GPA and Graduation
Everyone will graduate within 3 years and maintain a cumulative 2.5 GPA upon graduation.

SOURCE OF EVIDENCE
School performance - Academic Indirect

1.5.1.1 Benchmark

Benchmark
graduation within 3 years + cumulative GPA of 2.5

FINDINGS
Three students graduated, but they were transfer students. One had been on the rodeo team 2 years and one had been on the rodeo team 1 year.

ANALYSIS OF FINDINGS
IMPROVEMENT
TYPE

IMPROVEMENT
DESCRIPTION

IMPROVEMENT
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Sociology Mission Statement
Students majoring in sociology acquire a broad understanding of the discipline with special emphasis on the sociological perspective, social theory, social research methods and data analysis. Students develop abilities to explain the important influence of culture, social structure, and social processes on human behavior; to recognize continuing sources of social inequality; and to develop an awareness and appreciation of cultural diversity. Within the curriculum, students develop skills in writing, oral presentation, critical thinking, and use of the computer in the acquisition and analysis of information and data. Students are encouraged to engage in active learning in the classroom and in the community.

Student Learning Outcomes
1.1 Sociological Reasoning
Demonstrate sociological reasoning by describing how individual biographies are shaped by social structures and/or social interactions.

1.1.1 Assessment Measure
See the uploaded document.
In their senior year, students sign up for one of three capstone courses (Senior Thesis, Internship, or Sociology Senior Seminar). As part of the requirements for their capstone, they construct a digital portfolio of their work in the major. Students select their best papers illustrating how they achieved the six student learning outcomes. Students include responses to the following questions in the portfolio, as well as their resume. 1. What sociology courses did you take at CMU and other institutions? 2. Discuss how well you fulfilled the sociology major learning outcomes. Please discuss each learning outcome. 3. Which of the six learning outcomes do you feel your major prepared you the best? Use examples from your time at CMU or other institutions to support your statement. 4. Which of the six learning outcomes do you feel your major prepared you the least? Use examples from your time at CMU or other institutions to support your statement. 5. Are there sociology courses you wished you
could have taken but were not offered? 6. After graduation, how will you market your skills learned in sociology to potential employers? 7. What kind of jobs do you feel prepared to pursue?

SOURCE OF EVIDENCE
Portfolio - Academic Direct

1.1.1.1 Benchmark

BENCHMARK  
It’s expected that all students meet the expectations of the program.

FINDINGS  
All is well.

ANALYSIS OF FINDINGS  
See the uploaded document.

1.2 Student Learning Outcomes
Research Methods
Demonstrate understanding of qualitative and/or quantitative research methods.

1.2.1 Assessment Measure
Portfolio
Portfolio assessment

SOURCE OF EVIDENCE
Performance - Academic Direct

1.2.1.1 Benchmark

BENCHMARK  
Students should meet expectations.

FINDINGS  
All is well.

ANALYSIS OF FINDINGS  
See the uploaded document.
1.3 **Student Learning Outcomes**

**Theory**
Demonstrate understanding of classical and/or contemporary sociological theorists.

1.3.1 **Assessment Measure**

**Portfolio**
Portfolio assessment

**SOURCE OF EVIDENCE**

Portfolio Artifact - Academic Direct

1.3.1.1 **Benchmark**

**Met**

**BENCHMARK**
Students should meet expectations.

**FINDINGS**
All is well.

**ANALYSIS OF FINDINGS**
See the uploaded document.

1.4 **Student Learning Outcomes**

**Social Inequalities**
Demonstrate knowledge of social inequalities based on race, class, gender or sexuality.
1.4.1 **Assessment Measure**  
Portfolio  
Portfolio  
**SOURCE OF EVIDENCE**  
Portfolio - Academic Direct

1.4.1.1 **Benchmark**  
**BENCHMARK**  
Meet expectations  
**FINDINGS**  
All is well.  
**ANALYSIS OF FINDINGS**  
See the uploaded document.

1.5 **Student Learning Outcomes**  
Field of Study  
Demonstrate knowledge in a substantive field, for example: deviance, criminology, social psychology, family, or popular culture.

1.5.1 **Assessment Measure**  
Portfolio  
Portfolio  
**SOURCE OF EVIDENCE**  
Portfolio - Academic Direct

1.5.1.1 **Benchmark**  
**BENCHMARK**  
Meet expectations  
**FINDINGS**  
All is well.
### 1.6 Student Learning Outcomes
#### Professional Employment
Secure professional employment.

#### 1.6.1 Assessment Measure
**Employment**
Students should be able to find employment or go to graduate school after graduation.

**SOURCE OF EVIDENCE**
Alumni efforts - Alumni

#### 1.6.1.1 Benchmark
**Finding employment**

- **BENCHMARK**: Finding employment
- **FINDINGS**: All is well
- **ANALYSIS OF FINDINGS**: See the uploaded document.
- **IMPROVEMENT TYPE**
- **IMPROVEMENT DESCRIPTION**
- **IMPROVEMENT**

---

**Project Attachments (1)**
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
The mission of the Division of Accounting, Business and Economics at Central Methodist University is to educate future business leaders who will make a difference in the world, by developing professional excellence, ethical leadership and social responsibility. The Division promotes knowledge through various learning environments that encourage the development of both personal and intellectual discovery that equip students with the skills to access complex problems and create the innovative solutions that are required within the business world.

1.1 Student Learning Outcomes
Communication: Students will actively be able to access and evaluate relevant information and then be able to communicate effectively, both orally in writing in order to apply sports management knowledge, technical skills and professional competencies needed in order to make sound decisions.

Action Plan
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1.1.1 Assessment Measure
Risk Management Project/Presentation
SOURCE OF EVIDENCE

1.1.1.1 Benchmark
BENCHMARK
Students will get at least a 70%

FINDINGS
In Fall 2020, 100% of students received a score of >70%, with an overall average of 89%.
Students are exceeding the benchmark. Data has been challenging to collect as this course is only taught in even falls. As a result, it will take longer to observe a trend in how students are performing on the assessment.

1.2 Student Learning Outcomes

Curiosity: Demonstrate knowledge and create solutions through continuous development of the creative, critical thinking and problem-solving skills that are needed within the sports management profession.

1.2.1 Assessment Measure

Risk Management project/presentation

SOURCE OF EVIDENCE

1.2.1.1 Benchmark

BENCHMARK

Students will get at least a 70%

FINDINGS

All students met the benchmark with an 89% average.

ANALYSIS OF FINDINGS

Students are exceeding the benchmark. Data has been challenging to collect as this course is only taught in even falls. As a result, it will take longer to observe a trend in how students are performing on the assessment.

1.3 Student Learning Outcomes

Community: a. Understand team and individual management, organizational skills, supervision and coaching techniques to effectively and ethically lead within the legal, economic and social situations across sport organizations, and work group units to meet
economic and social situations across sport organizations, and work group units to meet diverse stakeholder and organizational goals in a variety of sports management environments.

### 1.3.1 Assessment Measure
Risk Management project and presentation

#### SOURCE OF EVIDENCE

#### 1.3.1.1 Benchmark

**BENCHMARK**

Students will score at least a 70%

**FINDINGS**

In Fall 2020, 100% of students received a score of >70%, with an overall average of 89%.

**ANALYSIS OF FINDINGS**

Students are exceeding the benchmark. Data has been challenging to collect as this course is only taught in even falls. As a result, it will take longer to observe a trend in how students are performing on the assessment.

### Project Attachments (2)

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Institutional Mission
Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

Program Mission
Office of Student Development Mission
The Office of Student Development focuses on providing high-quality personalized service and a robust student experience while helping students reach their full potential in pursuing their academic and personal goals.

Student Learning Outcomes
Students will recognize, respect, and value diverse experiences, ideas and backgrounds.
Residence Life

Assessment Measure
Number of attendees
SOURCE OF EVIDENCE

Benchmark
BENCHMARK
Participant reports from each program
FINDINGS
We hoped to see an increase in overall program attendance and maintain at least 70% participation for each residence hall program.
ANALYSIS OF FINDINGS
In Fall 2020 the focus was on campus health and safety as we continue to battle the COVID-19 pandemic. To limit exposure and in following CDC guidelines event programming was very limited or non existent. As conditions improved and virus positivity rates declined on campus events resident hall programming resumed in the spring of 2021. There were 13 events held total in the spring with a total of 583 participants. We will continue to evaluate and changes in 2021-22 as progress with the pandemic.

IMPROVEMENT TYPE
1.2 **Student Learning Outcomes**
Students will develop a framework of consistent ethics, leadership, respect, and sportsmanship that can be used in their daily lives.

**Student Activities/Intramurals**

1.2.1 **Assessment Measure**
Number of participants

**SOURCE OF EVIDENCE**

1.2.1.1 **Benchmark**
Eagle Connect reports

**BENCHMARK**
75% of student body participation rate in at least one event over the course of a year.

**FINDINGS**

In the fall of 2020 the campus instituted COVID 19 protocols and were following CDC guidelines for social distancing. There were a total of 1213 Eagle connect events held and very limited opportunities for intramural sports as precaution and to reduce exposures to the COVID virus. As the pandemic continues we will review and work to offer opportunities for participation in 2021-22.

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.2.1.2 **Benchmark**

**BENCHMARK**
Number of events and percentage of participants.

**FINDINGS**

Were unable to complete this goal due to COVID 19 restrictions.
1.3 Student Learning Outcomes
Students will develop skills to establish and sustain healthy, meaningful interpersonal relationships.

Student Activities/Student Campus Engagement

1.3.1 Assessment Measure
Number of events and retention of Greek membership

SOURCE OF EVIDENCE

1.3.1.1 Benchmark
Maintain 90% retention

FINDINGS
Events and programming were very limited or canceled due to the COVID pandemic. Under the new reorganization and staff restructuring we hope to have better data for Greek Life in 2021-22.

1.3.2 Assessment Measure
Event Participation

SOURCE OF EVIDENCE
### Benchmark

**BENCHMARK**

Increase Campus and Philanthropic Programming

**FINDINGS**

Events and programming were very limited or canceled due to the COVID pandemic. Under the new reorganization and staff restructuring we hope to have better data for Greek Life in 2021-22.

**IMPROVEMENT TYPE**

**DESCRIPTION**

**IMPROVEMENT**

---

### 1.4 Student Learning Outcomes

Students will develop an honest understanding and appreciation of themselves and an ability to make individual choices that promote their health and well-being.

**Student Life/Health and Well Being**

---

### 1.4.1 Assessment Measure

**Number of counseling appointments**

**SOURCE OF EVIDENCE**

---

### 1.4.1.1 Benchmark

**Comparative data over 5 years**

**BENCHMARK**

Increased participation with the addition of part-time staff.

**FINDINGS**

In the summer of 2020, the full-time counselor resigned from her position and a new counselor was hired in August of 2020. With the transition of staff and the continuation of the pandemic, August counseling numbers were low. Counseling appointments significantly increased in 2020-21 overall with a total of 771 appointments completed. The increased service to students can be attributed to the addition of an intern in the fall of 2020 and a second intern in January 2021. Also due to social distancing rules and quarantines/isolation of students more appointments were completed virtually. We will continue looking at more ways to provide service...
and programming to students in 21-22.

<table>
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<th>IMPROVEMENT DESCRIPTION</th>
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### 1.4.2 Assessment Measure
**Student Satisfaction Survey**

**SOURCE OF EVIDENCE**

<table>
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<th>IMPROVEMENT DESCRIPTION</th>
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<td>Increase awareness</td>
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### 1.5 Student Learning Outcomes
**Center for Faith & Service**

Students will explore faith, service within a caring community.

### 1.5.1 Assessment Measure
**Chapel attendance**

See attached report.

**SOURCE OF EVIDENCE**

<table>
<thead>
<tr>
<th>BENCHMARK</th>
<th>IMPROVEMENT DESCRIPTION</th>
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BENCHMARK
Consistent chapel attendance in the 40s.

FINDINGS
This benchmark is usually met.

ANALYSIS OF FINDINGS
Activities and opportunities for involvement offered by CFS are doing is consistently reaching students.

Project Attachments (4)

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
The Theatre Program Mission Statement
The faculty of the CMU Theatre Arts department provide education, training, and experience in the demanding collaborative art of theatre that fully complements and emphasizes the importance of a well-rounded engagement with life, one that is intellectual, psychological, artistic, curious, and collaborative. The faculty is dedicated to preparing students for any and all work involving public presentation; to supporting and expanding the understanding of human culture and history through theatre, its influence on the development of societal institutions, and the role theatre has played in the expression of human emotion; to educating students in the exploration and expression of the complexity and diversity of human existence, whether in the classroom or on stage; and to developing graduates with a holistic approach to their studies, and a panoramic perspective to human relationships. Theatre is above all a collaborative art that sets an example for how life should be lived. Artistic works of all kinds, especially in the influential world of the theatre strive to make the world a better place for all to live, requiring dedication to the community, while also challenging the society to expand its horizons and its understanding of life.

1.1 Student Learning Outcomes
Academic Preparation
Theory, history, and literature understanding sufficient to pursue theatre as a profession or for further academic study.

1.1.1 Assessment Measure
Portfolio Review
Students prepare two monologues (or a monologue and a song) to perform for a panel of leading experts from the area. They also prepare a resume and head shot for evaluation by the panel.

SOURCE OF EVIDENCE
Performance - Academic Direct
1.1.1.1 Benchmark
Portfolio Review preparation

**BENCHMARK**

80% of students will have their monologues/songs memorized and headshot and resume prepared

**FINDINGS**

8 of the 8 students successfully prepared for the Portfolio Review.

**ANALYSIS OF FINDINGS**

COVID-19 altered our usual Portfolio Review experience for the students. This year we invited a single respondent to lead individual workshops with the students. This was a valuable experience for our students. Our preparation stage continues to adequately prepare our students for a professional career in theatre, even during a year so radically altered and affected by the pandemic. Nonetheless, the annual nature of the exercise is one that builds their audition experiences, their repertoire (since we encourage them to expand their horizons with a variety of monologues and songs). Just as important to the performance/audition is the practice of building a state of readiness for professional opportunities. Some improvement needs to be made in terms of resume preparation.

**IMPROVEMENT TYPE**

Academic Process Modifications

**IMPROVEMENT DESCRIPTION**

Incorporate more resources for students

We provide students with guidance on resumes, but further resources/links will be provided to students for reference purposes.

1.1.2 Assessment Measure

**MoCA pass rates**

Missouri Content Assessments (MoCA) are standardized tests required to be passed by all candidates for a teaching or student services certificate.

**SOURCE OF EVIDENCE**

Standardized test - Academic Direct

1.1.2.1 Benchmark

**MoCA pass rates Not Reported this Period**

**BENCHMARK**

All theatre education students will pass the Missouri Content Assessment (theatre) before student teaching.
FINDINGS
No theatre students took the MoCA during the 2020-2021 academic year.

ANALYSIS OF FINDINGS
No data to analyze.

IMPROVEMENT TYPE
Academic

IMPROVEMENT DESCRIPTION
No Improvements Deemed Necessary

1.1.3 Assessment Measure
Directing Projects
Students prepare a ten minute play and a one act play for presentation. This begins with selecting and analyzing the script to striking the set. This includes: recruiting and auditioning cast, setting rehearsal schedules, directing rehearsals, and organizing the box office.

SOURCE OF EVIDENCE
Presentation - Academic Direct

1.1.3.1 Benchmark
Ten minute and one act play planning, directing, and production.
Not Reported this Period

BENCHMARK
All TA365 students will successfully meet both production objectives for the semester.

FINDINGS
TA365 was not taught during 2020-2021.
1.2 Student Learning Outcomes

Performance Skills
Performance Skills sufficient for demonstration and creditable public performance at professional level.

1.2.1 Assessment Measure

ACTF Reviewers and Post-Mortems
ACTF Respondents give Production Team feedback on all areas of production. Post-Mortem is a report generated after each show closes, involving all production team members.

SOURCE OF EVIDENCE
Direct - External - Academic Direct

1.2.1.1 Benchmark

External Review of Little Theatre Productions  Met

BENCHMARK
Attention to detail provided from external evaluators and applying constructive criticism from production team.

FINDINGS
Due to COVID-19, no ACTF responses were received. We requested two virtual responses, but the respondents were not available.

ANALYSIS OF FINDINGS
Post-mortem: This year, we did not hold our customary post-mortem discussions in lieu of coordinated meetings between our new designer, Lonna Wilke, Terri Rohlfing, and Mark Kelty as a means of fine-tuning our process as a production team first.

1.2.2 Assessment Measure

Portfolio Review
Students perform two monologues (or a monologue and a song) for a panel of leading experts from the area. They also present a resume and head shot for evaluation by the panel.

SOURCE OF EVIDENCE
Performance - Academic Direct
1.2.2.1 Benchmark
Portfolio Review performance

**BENCHMARK**
At least 80% of the students will successfully perform their monologues and songs, in addition to having completed resumes and headshots.

**FINDINGS**
8 of the 8 students who prepared for the Portfolio Review successfully completed their auditions. There were others who signed up for Portfolio Review, but the effects of COVID-19 overwhelmed them and they decided not to participate.

**ANALYSIS OF FINDINGS**
3 of the 8 students received glowing assessments from the panel with specific notes on growth areas.

4 of the 8 students received very positive assessment with specific notes on growth areas.

1 of the 8 students received statements supporting their potential for growth or noting their improvement from previous years.

<table>
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<th>IMPROVEMENT DESCRIPTION</th>
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1.2.3 Assessment Measure
MoCA pass rates
Missouri Content Assessments (MoCA) are standardized tests required to be passed by all candidates for a teaching or student services certificate.

**SOURCE OF EVIDENCE**
Standardized test - Academic Direct

1.2.3.1 Benchmark
MoCA pass rates
Not Reported this Period
All theatre education students will pass the Missouri Content Assessment (theatre) before student teaching.

No theatre students took the MoCA during the 2020-2021 academic year.

No data to analyze.

---

1.3 **Student Learning Outcomes**

**Technical and Design Skills**
Technical and artistic skills necessary to pursue theatre as a profession.

1.3.1 **Assessment Measure**

**TA253 Pre-/Post-tests**
Faculty will give a pre-test to students at the beginning of the course and the same test to students at the end.

**SOURCE OF EVIDENCE**
Pre/post test - Academic Direct

1.3.1.1 **Benchmark**

*Met*

All students will increase their scores.

100% of students increased their scores.

Hands-on experience working in the shop continues to reinforce the knowledge and skills students need to successfully demonstrate and master the skills necessary to excellent stagecraft.
1.3.2 **Assessment Measure**
ACTF Reviewers and Post-Mortems
ACTF Respondents give Production Team feedback on all areas of production. Post-Mortem is a report generated after each show closes, involving all production team members.

**SOURCE OF EVIDENCE**
Direct - External - Academic Direct

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1.3.2.1 **Benchmark**
External Review of Little Theatre Productions [Met]

**BENCHMARK**
Attention to detail provided from external evaluators and applying constructive criticism from production team.

**FINDINGS**
Due to COVID-19, we did not have any ACTF responses this year.

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1.3.3 **Assessment Measure**
MoCA pass rates
Missouri Content Assessments (MoCA) are standardized tests required to be passed by all candidates for a teaching or student services certificate.

**SOURCE OF EVIDENCE**
Standardized test - Academic Direct

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1.3.3.1 **Benchmark**
MoCA pass rates [Not Reported this Period]

**BENCHMARK**
All theatre education students will pass the Missouri Content Assessment (theatre) before student teaching.
No theatre students took the MoCA during the 2020-2021 academic year.

No data to analyze.

Student Learning Outcomes

Leading Others
Synthesis of pedagogy, academic preparation, and performance skills sufficient to lead others in making theatre.

Assessment Measure

Directing Projects

SOURCE OF EVIDENCE

Benchmark

Exceeded

ACTF Respondents give Production Team feedback on all areas of production. Post-Mortem is a report generated after each show closes, involving all production team members.
1.4.2.1 **Benchmark**

External Review of Little Theatre Productions  

**BENCHMARK**

Attention to detail provided from external evaluators and applying constructive criticism from production team.

**FINDINGS**

We did not receive any ACTF responses this year due to COVID-19 restrictions.

**ANALYSIS OF FINDINGS**

**IMPROVEMENT**

**TYPE**

**DESCRIPTION**

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1.4.3 **Assessment Measure**

MoCA pass rates

Missouri Content Assessments (MoCA) are standardized tests required to be passed by all candidates for a teaching or student services certificate.

**SOURCE OF EVIDENCE**

Standardized test - Academic Direct

1.4.3.1 **Benchmark**

MoCA pass rates  

**BENCHMARK**

All theatre education students will pass the Missouri Content Assessment (theatre) before student teaching.

**FINDINGS**

No theatre students took the MoCA during the 2020-2021 academic year.

**ANALYSIS OF FINDINGS**

No data to analyze.