

Central Methodist University

Detailed Assessment Report 2016-2017 Masters in Clinical Counseling

As of: 4/14/2018 10:47 AM CST

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**)

Mission / Purpose

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

VISION

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

Goals

G 1: MSCC Goals

1. Professional Counseling Orientation & Ethical Practice: Students will demonstrate an understanding of the counseling profession, develop an identity as a counselor, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. 2. Counseling and Human Relationships: Students will demonstrate effective individual and group counseling skills which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals. 3. Professional Disposition: Students will demonstrate a positive attitude and eagerness toward professional growth and development.

G 2: Counseling and Human Relationships

Students will demonstrate essential interviewing, counseling, and case conceptualization skills.

G 3: Professional Disposition

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

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

SLO 1: MSCC Outcomes/Objectives

1. Professional Counseling Orientation & Ethical Practice Goal: Outcome: Students will understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. 2. Counseling & Human Relationships Goal: Outcome: Students will demonstrate essential interviewing, counseling, and case conceptualization skills. 3.

Related Measures

M 1: MSCC Measures & Findings

1. Professional Counseling Orientation & Ethical Practice Goal: Three measures over the course of the program: 1) Midterm exam in CL500, Introduction to Clinical Counseling 2) Final exam in CL525, Legal & Ethical Issues in Counseling 3) Score on the professional orientation & ethical practice portion of the CPCE exam (a national exam) 2. Counseling & Human Relationships Goal: Four measures over the course of the program: 1) Therapeutic conversation assignment in CL 535, Techniques of Interviewing 2) Group facilitation in CL552, Group Counseling Techniques 3) Integrated therapy case conceptualization assignment in CL544, Advanced Counseling with Evidence Based Therapies 4) Client case conceptualization assignment in CL573, Counseling Internship I 3. Professional Disposition Goal: Annual average evaluation by instructors

Source of Evidence: Standardized test of subject matter knowledge

SLO 2: Interviewing, counseling & case conceptualization

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

Related Measures

M 2: 4 measures - all performance assignments

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

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

SLO 3: Positive attitude & eagerness toward professional growth & development

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

Related Measures

M 3: Annual average of instructor evaluations

3. Professional Disposition Goal: Annual average evaluation by instructors

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

Detailed Assessment Report 2016-2017 Masters in Education

As of: 4/14/2018 10:47 AM CST

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

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

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

Goals

G 1: Career Advancement

Students acquire the familiarity with the canon of education and learning theory necessary to fulfill the next professional step in the career plan.

Connected Document

[Final Project Results 2014-2017](#)

G 2: Research design and data collection skills

The student will demonstrate proficiency in graduate level research design and data collection.

Connected Documents

[Final Project Results 2014-2017](#)

[M.Ed. Final Project Data 2016](#)

G 3: Proficiency in Research

Student will demonstrate graduate level proficiency in library, archival and database research.

Connected Documents

[Final Project Results 2014-2017](#)

[M.Ed. Final Project Data 2016](#)

G 4: Communication of Research Findings

The student will demonstrate proficiency in the written analysis and explanation of research findings.

Connected Documents

[Final Project Results 2014-2017](#)

[M.Ed. Final Project Data 2016](#)

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

SLO 1: Data Analysis Skills

Students will demonstrate capacity for the application of qualitative and quantitative data analysis.

Connected Documents

[Final Project Results 2014-2017](#)

[M.Ed. Final Project Data 2016](#)

Related Measures

M 1: Final Project

Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers are made available to all members of the graduate committee for review and comment through a dedicated graduate program space in the mycmu software.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[M.Ed. Final Project Data 2016](#)

Target:

Annual cohorts will average 80% or higher on item 2 of the final project rubric, The paper asks a clear question and organizes and presents research that is relevant to answering that question.

Connected Document

[Final Project Results 2014-2017](#)

SLO 2: Research Skills

Student will demonstrate proficiency in library, archival and database research.

Connected Documents

Related Measures

M 1: Final Project

Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers are made available to all members of the graduate committee for review and comment through a dedicated graduate program space in the mycmu software.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[M.Ed. Final Project Data 2016](#)

Target:

Annual cohorts will average 80% or above on rubric item 3, Paper draws on sufficient high quality research within the appropriate discipline to be credible.

Connected Document

[Final Project Results 2014-2017](#)

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

For full information, see the *Details of Action Plans* section of this report.

More emphasis on online research skills

Established in Cycle: 2015-2016

Instructors in the ED 595 Research Seminar will spend more time developing students' skills in exploiting online research data b...

SLO 3: Research Design

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

Connected Documents

[Final Project Results 2014-2017](#)

[M.Ed. Final Project Data 2016](#)

Related Measures

M 1: Final Project

Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers are made available to all members of the graduate committee for review and comment through a dedicated graduate program space in the mycmu software.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[M.Ed. Final Project Data 2016](#)

Target:

Annual cohorts will average 80% or above on rubric item 2, Logical Structure.

Connected Document

[Final Project Results 2014-2017](#)

SLO 4: Research Communications

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

Connected Documents

[Final Project Results 2014-2017](#)

[M.Ed. Final Project Data 2016](#)

Related Measures

M 1: Final Project

Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers are made available to all members of the graduate committee for review and comment through a dedicated graduate program space in the mycmu software.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[M.Ed. Final Project Data 2016](#)

Target:

Annual cohort averages on the evaluator rubric will equal or exceed 80% on item1 "Mechanics and editing and item 2, "Logical Structure".

Connected Document

Details of Action Plans for This Cycle (by Established cycle, then alpha)

More emphasis on online research skills

Instructors in the ED 595 Research Seminar will spend more time developing students' skills in exploiting online research data bases in connection with their research topics.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Final Project | **Outcome/Objective:** Research Skills

Implementation Description: More instructional emphasis on exploiting online data bases for the student's chosen research question.

Projected Completion Date: 07/2017

Responsible Person/Group: ED595 Faculty Program Wide

Detailed Assessment Report 2016-2017 Masters in Mathematics

As of: 4/14/2018 10:47 AM CST

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Goals

G 1: MSM Program Goals

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

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

SLO 1: Methods

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

Related Measures

M 2: Student Evaluations of Instruction

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

Source of Evidence: Evaluations

Target:

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

Finding (2016-2017) - Target: Met

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

M 3: GRE Scores

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

Source of Evidence: Standardized test of subject matter knowledge

Target:

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

Finding (2016-2017) - Target: Not Reported This Cycle

Not reported in this cycle.

SLO 2: Identification and Application

Students will identify pertinent information in an applied setting and then choose the appropriate methodologies for arriving at a valid and meaningful solution. This is measured and monitored in the discussions, assignments, and exams in each course of the MSM program. And, these are also required in the comprehensive exit exams

SLO 3: Communication

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

Related Measures

M 1: Exit Evaluation

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

Source of Evidence: Exit interviews with grads/program completers

Target:

Students will report positive impressions of the program.

Finding (2016-2017) - Target: Met

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

M 2: Student Evaluations of Instruction

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

Source of Evidence: Evaluations

Target:

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

Finding (2016-2017) - Target: Met

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

Analysis Questions and Analysis Answers

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

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

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

During online discussions, students struggled with proper terms and procedures when explaining solutions and/or strategies.

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

By having students post written assignments as part of discussion forums, students have a better means of comparison and are making better inquiries.

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

The MSM program is relatively new. As more data becomes available, reflection and re-direction will be the case for many goals. Currently, communication remains the focus.

Detailed Assessment Report 2016-2017 Music - Masters in Music Education

As of: 4/14/2018 10:47 AM CST

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

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

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

SLO 1: Manage a music program

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

Related Measures

M 1: Master's Report

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

Source of Evidence: Senior thesis or culminating major project

Target:

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

Finding (2016-2017) - Target: Met

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

was 1.36 (excellent).

SLO 2: Music Pedagogy

Students will enhance their skills in assessing the instructional needs of students and employ a variety of pedagogical techniques to help students develop musical skills.

Related Measures

M 1: Master's Report

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

Source of Evidence: Senior thesis or culminating major project

Target:

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

Finding (2016-2017) - Target: Met

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

SLO 3: Evaluate current issues in music education

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

Related Measures

M 1: Master's Report

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

Source of Evidence: Senior thesis or culminating major project

Target:

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

Finding (2016-2017) - Target: Met

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

SLO 4: Enhance conducting skills

Students will use conducting gesture to communicate musical information gathered through score study.

Related Measures

M 1: Master's Report

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

Source of Evidence: Senior thesis or culminating major project

Target:

85% of each cohort will perform at the proficient level or higher on Item 4, "Communicate effectively through conducting gesture the musical information gathered through score study."

Finding (2016-2017) - Target: Met

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

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

For full information, see the *Details of Action Plans* section of this report.

enhance conducting skills

Established in Cycle: 2016-2017

Though the cohort scored in the proficient area of the rubric for their conducting skills, it was one of the weaker areas. The ...

SLO 5: Implement technology

Students will assess the usefulness of a variety of technologies available to music educators and appraise the usefulness of the technologies in the classroom.

Related Measures

M 1: Master's Report

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

Source of Evidence: Senior thesis or culminating major project

Target:

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

Finding (2016-2017) - Target: Met

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

SLO 6: Interpret music based on historical and theoretical analysis

Students will apply knowledge of music history and music theory to develop informed interpretations of music and communicate to students a deeper understanding of music they hear or perform.

Related Measures

M 1: Master's Report

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

Source of Evidence: Senior thesis or culminating major project

Target:

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

Finding (2016-2017) - Target: Met

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

SLO 7: Communicate clearly

Students will express themselves effectively, orally and in writing, amongst a community of scholars and practitioners.

Related Measures

M 1: Master's Report

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

Source of Evidence: Senior thesis or culminating major project

Target:

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

Finding (2016-2017) - Target: Met

For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.43 (excellent). The cohort scored 1.54 (proficient) in writing effectively and using APA format in the Master's Report. The cohort scored 1.58 (proficient) in speaking effectively on the MR concert.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Begin Master's Report Process

During the summer of 2015, the first students to enter the MME program will complete their coursework. These students will research and write their Master's Reports during AY 2015-2016 with the intention of completing their document in time to graduate in May 2016. Dr. Waggoner, Dr. Westfall, Dr. Atteberry, and Prof. Vandelicht will serve as advisors for the students as they write embark on this major project. Ultimately, student work will be evaluated through the use of a rubric and evaluation by the four advisors.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Responsible Person/Group: Dr. Waggoner will serve as coordinator. She, Westfall, Atteberry, and Vandelicht will advise 2-3 students each.

Additional Resources: salaries for professors (as noted in original budget - this expense has been planned for)
Budget Amount Requested: \$5,500.00 (recurring)

enhance conducting skills

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

Established in Cycle: 2016-2017

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Master's Report | **Outcome/Objective:** Enhance conducting skills

Responsible Person/Group: conducting faculty

Analysis Questions and Analysis Answers

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

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

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

Our assessment measures demonstrated that students are mastering both outcomes 1 and 6. Outcome 1: For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.36 (excellent). Outcome 6: For the purposes of the Master's Report Scoring Guide, an average of 1-1.50 is designated as excellent, 1.51-2.5 is proficient, and 2.5-3.0 is weak. All students were at the proficient level or higher. The cohort average was 1.47 (excellent) in demonstrating a thorough understanding of historical and theoretical concepts through score analysis. The cohort average was 1.58 (proficient) in preparing a musical and technically appropriate concert.

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

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

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

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