

LINDENWOOD

2010-2011

Academic Assessment at Lindenwood University

Section II: General Education

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Introduction

Lindenwood University believes that the purpose of education is to enhance the whole person. To this end, the University's general education (GE) program is designed to give students a core of knowledge, experiences, and skills that should be common to all college-educated individuals. The GE classes introduce students to a variety of thoughts, ideas, and ways of viewing the world. These classes are the beginning of the process of education for our students that will continue not only throughout their formal education, but also throughout their lives.

To accomplish the above purposes, the Lindenwood GE program is designed with two general goals in mind:

1. To expose students to a broad series of ideas, concepts, cultures, and thought processes.
2. To teach students how to critically think about and communicate ideas.

These broad concepts are manifested in a more specific set of goals that reflects the joint efforts of the Lindenwood faculty and students. The current University GE program is a cross between a class-based and a knowledge (concept)/skills-based system in which classes are defined by the eight GE objectives and the nine knowledge (concept)/skills areas. The broad range of categories of classes students must take requires them to be exposed to ideas, concepts, and skills they might, on their own, never choose to engage. The requirements in science, history, literature, and composition are particular strong points, but the whole program is as strong as that of any four-year institution. Our GE program is one of the great strengths of the University's liberal arts education.

The GE Goals

Through teaching and learning in an atmosphere of academic freedom, students will be able to

- develop as more complete human beings who think and act freely both as individuals and as community members;
- gain the intellectual tools and apply the range of perspective needed to understand human cultures as they have been, as they are, and as they might become;
- apply the basic skills – listening, speaking, reading, writing, researching, observing, reflecting, and other forms of intellectual interaction – needed for the productive communication and study of ideas;

- acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration of ideas;
- apply analytical reasoning to both qualitative and quantitative evidence;
- acquire guidelines for making informed, independent, socially-responsible decisions respectful of others and the environment and develop a willingness to act accordingly.

The GE objectives and Classes Designated to Fulfill These Requirements

The class-based GE program requires students take between 49 and 50 credit hours of classes that cover the eight GE objectives. The only differences between the Bachelor of Arts and Bachelor of Science degree programs is that the Bachelor of Science degree requires students to take one more science course and one more math course, and students do not have to fulfill the cross cultural requirement.

1. Develop a clear written and oral argument, to include the following:
 - State a thesis clearly.
 - Illustrate generalizations with specific examples.
 - Support conclusions with concrete evidence.
 - Organize the argument with logical progression from induction through the body to a conclusion.

Classes: Composition

Composition I - ENG 15000
English Composition for Non-Native Speakers - EPP 15000
Composition II - ENG 17000
Writing Proficiency Lab - ENG 21000

Classes: Communications

Effective Speaking/Group Dynamics - COM 10500
Fundamentals of Oral Communication - COM 11000
Cross Cultural Communication - SW 10000

2. Demonstrate the computational skills necessary to solve specified types of mathematical problems and correctly select and apply the mathematical principles necessary to solve logical and quantitative problems presented in a variety of contexts.

Classes: Mathematics

- Contemporary Math - MTH 12100
- Quantitative Methods - MTH 13100
- Concepts of Math I - MTH 13400
- Concepts of Math II - MTH 13500
- Basic Statistics - MTH 14100
- College Algebra - MTH 15100
- Pre-calculus - MTH 15200
- Survey of Calculus - MTH 17100
- Statistics for the Natural Sciences - MTH 24100
- Calculus I - MTH 27100
- Calculus II - MTH 27200
- Modern Symbolic Logic - PHL 21600

3. Recognize and identify the fundamental concepts, principles, and professional vocabulary of several specific social science disciplines and demonstrate an awareness of how such concepts and principles influence behavior and values at the individual, social, and cultural levels.

Classes: Social Sciences

Anthropology

- Cultural Anthropology - ANT 11200
- Human Evolution - ANT 12200

Criminal Justice

- Criminology - CJ 20000

Economics

- Survey of Economics – ECON 23010
- Principles of Microeconomics – ECON 23020

Psychology

- Principles of Psychology -PSY 10000
- Interactive Psychology - PSY 10100 (not for Psychology majors)

Recreation Leadership

- Leisure and Quality of Life – RLS 30000

Social Work

- Human Diversity & Social Justice - SW 24000
- Human Behavior in the Social Environment - SW 28000

Sociology

- Basic Concepts of Sociology - SOC 10200
- The Family - SOC 21400
- Social Problems - SOC 22000
- Sociology of Gender Roles - SOC 24000

4. Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.

Classes: Fine and Performing Arts

Art

Fundamentals of Drawing - ART 10000
3-D Design - ART 13600
Introduction to Photography - ART 18100
Introduction to Digital Photography - ART 18101
Concepts in the Visual Arts - ART 21000
History of Art - ART 22000
Introduction to Ceramics - ART 24000

Dance

Introduction to Dance - DAN 10100
Dance as an Art - DAN 11000
Dance in the 20th Century - DAN 37100

Music

Music in America - MUS 15000
Introduction to Music - MUS 16500
Music Business - MUS 33000
History of Music I - MUS 35500
History of Music II - MUS 35600
World Music - MUS 35700

Theatre

Fundamentals of Acting - TA 10500
Introduction to Technical Theatre I - TA 11100
Introduction to Theatrical Arts - TA 11700
History of Costume and Fashion - TA 31700
Modern Drama - TA 33500
Survey of Dramatic Literature - TA 33600
History of Theater - TA 37000
Special Topics – TA 38600/38700

5. Demonstrate a grasp of the scientific method and the fundamental concepts and principles of several specific disciplines drawn from the biological, physical, and earth sciences. Identify how these concepts and principles relate to historical and contemporary scientific discoveries and to the interrelationship between human society and the natural world.

Classes: Natural Science - the classes that fulfill the GE requirement differ for science majors; those differences will be discussed in the program report.

Biology

- Concepts in Biology - BIO 10000
- Modern Topics in Biology - BIO 10600
- Human Biology - BIO 10700
- Principles of Biology - BIO 11000
- Environmental Biology - BIO 11200 (4 hours)
- Principles of Environmental Biology - BIO 11400
- Environmental Biology Lab - BIO 11500 (1 hours)
- Nutrition - BIO 12100
- General Biology I w/ lab - BIO 25100
- General Biology II w/ lab - BIO 25200
- Human Anatomy and Physiology w/ lab - PE 20700 (4 hours)
- Ethical Problems in Science - SCI 21400

Earth Sciences

- Physical Geology - ESC 10000
- Survey of Geology - ESC 10500
- Introductory Meteorology - ESC 11000
- Oceanography - ESC 12000
- Introductory Astronomy - ESC 13000

Physical Science

- Concepts of Chemistry - CHM 10000
- World of Chemistry - CHM 10100
- Chemistry in Society - CHM 10500
- Environmental Science - CHM 11100
- Concepts of Physics - PHY 11100
- Concepts of Physics lab - PHY 11200

6. Recognize and identify relationships among seminal human ideas, values, and institutions in Western and non-Western societies and demonstrate a grasp of their historical development in aesthetic, intellectual, political, and social contexts.

Classes: Civilization - World History
World History - His 10000

Classes: Philosophy and Religion

The Moral Life: A Study in Ethics - PHL 10200
Introduction to Philosophy - PHL 15000
Special Topics – PHL 18000/18100
Philosophy of Human Nature - PHL 19000
Ethics - PHL 21400
Traditional Logic - PHL 21500
Bioethics - PHL 24000
Contemporary Moral Theory – PHL 25000
Dante and Virtues – PHL 25200
Philosophy of Science - PHL 26500
Special Topics – PHL 28000/28100
Political Philosophy - PHL/PS 30500
Ancient Philosophy - PHL 31100
Medieval/Renaissance Philosophy - PHL 31200
Modern Philosophy - PHL 31300
Philosophy of Religion - PHL/REL 32500
Introduction to Religion - REL 10000
World's Sacred Texts - REL 13000
World Religions - REL 15000
Religion in America - REL 20200
Old Testament - REL 21000
New Testament - REL 21100
Practices of Religion - REL 22000
Special Topics – REL 28000/28100
Religion, Science, and Faith - REL 30000
Psychology of Religion – REL/PSY 30500
Christian Doctrine - REL 32000
Philosophy of Religion – REL/PHL 32500
Special Topics – PHL 28000/28100

Classes: Cross Cultural / Foreign Language**Cross Cultural**

Cultural Anthropology - ANT 11200
Native American Indians - ANT 21000
Focus on Modern Asia - ANT 30000
Social and Cultural Change - ANT 31700
Religion and Culture - ANT 32400
Islamic Societies - ANT 33400

History of Art - ART 22000
Nineteenth Century Art - ART 35400
Baroque Art - ART 35600
Ancient Art - ART 35700
Twentieth Century Art / Modern - ART 36100
Twentieth Century Art / Contemporary - ART 36200
Women Artists - ART 36300
Renaissance Art - ART 38300
Current Economic & Social Issues - ECON 33035
International Business and Cross Cultural Communications - INTL 48070
Comparative Criminal Justice Studies - CJ 22500
History of Film - COM 37000
Asian Cinema - COM 38601
Dance as an Art - DAN 11000
Dance in the 21st Century - DAN 37100
World Lit I - ENG 20100
World Lit II - ENG 20200
Comedy: Its Origin and Development - ENG 21600
Special Topics – ENG 28100
Modern Drama - ENG/TA 33500
Folklore and Fables - ENG 34500
Myth and Civilization - ENG 35000
Special Topics – ENG 38100
Chinese Culture - FLC 10300
History of French Civilization - FLF 33700
Masterpieces of French Literature to 1800 - FLF 35000
Masterpieces of French Literature since 1800 - FLF 35100
Seminar on Selected Authors and Genres of French Literature - FLF 40000
From the Berlin Wall to the Bavarian Alps – FLG 32000
Special Topics in German – FLG 38000
Advanced Spanish Conversation and Grammar – FLS 31100
Advanced Spanish Conversation and Grammar – FLS 31200
Travel Experience in Spanish Speaking Country - FLS 32000
Peninsular Spanish Culture and Civilization - FLS 33500
Latin American Culture and Civilization - FLS 33600
Masterpieces of Peninsular Spanish Literature - FLS 35000
Masterpieces of Spanish-American Literature - FLS 35100
Seminar on Selected Authors and Genres of Spanish and Spanish-American
Literature - FLS 37000
World Regional Geography - GEO 20100

Concepts of Geography – GEO 20200
World Economic Geography – GEO 20700
History of Asia - HIS 20500
History of Latin America - HIS 22000
History of Western Music I - MUS 35500
History of Western Music II - MUS 35600
World Music - MUS 35700
Selected Topics in Philosophy – PHL 18100
Selected Topics in Philosophy – PHL 28100
Asian Philosophy - PHL 31800
Selected Topics in Philosophy – PHL 38100
Comparative Analysis - PS 30000
International Relations - PS 35000
World Religions - REL 15000
Practices of Religion - REL 22000
Asian Religions - REL 23000
Selected Topics in Religion – REL 28100
Selected Topics in Religion – REL 38100
Race and Ethnicity: A Global Perspective - SOC 31800
Survey of Dramatic Literature - TA 33600
History of Theatre - TA 37000
Special topics in Theater – TA 38700

Foreign Languages

Elementary - French I - FLF 10100
Elementary - French II - FLF 10200
Intermediate French I - FLF 20100
Intermediate French II - FLF 202 00
Elementary German I - FLG 10100
Elementary German II - FLG 10200
Intermediate German I - FLG 20100
Intermediate German II - FLG 20200
Elementary Spanish I - FLS 10100
Elementary Spanish II - FLS 10200
Intermediate Spanish I - FLS 20100
Intermediate Spanish II - FLS 20200
Elementary Chinese - FLC 10100
Elementary Chinese II - FLC 10200

7. Recognize and identify relationships among political systems and policy-making processes in the United States and demonstrate awareness of their historical development and contemporary manifestations at the federal, state, and local levels.

Classes: American Government / American History

History

America: Colony to Civil War - HIS 10500

America: Civil War to World Power - HIS 10600

Government

American Government: The Nation - PS 15500

American Government: The States - PS 15600

US Government: Politics and History - HIS 15500

8. Demonstrate fundamental proficiency in literary analysis, apply those skills in interpretive and expressive exercises related to specific works of literature, and identify the usefulness of literature in assessing human behavior and values.

Classes: Literature

All of the literature classes offered at Lindenwood University by the English Department fulfill this goal of the University. The following are a few examples, not a comprehensive list, of those classes:

Introduction to Literature – ENG 20000

World Literature I - ENG 20100

World Literature II - ENG 20200

Comedy: Its Origin and Development - ENG 21600

American Literature I - ENG 23500

American Literature II - ENG 23600

African American Literature - ENG 27600

Latino Literature - ENG 27800

Selected Topics in Literature - ENG 208000/28100

British Literature I - ENG 30500

British Literature II - ENG 30600

The English Novel - ENG 30900

Modern Fiction - ENG 31000

Chaucer - ENG 33200

Shakespeare - ENG 33300

Modern Drama - ENG/TA 33500
Survey of American Literature - ENG 33700
Medieval English Literature - ENG 33800
Renaissance English Literature - ENG 33900
Restoration and 18th Century Literature - ENG 34100
English Romantic Literature - ENG 34200
Victorian Literature - ENG 34300
Folklore and Fables: The Telling of Tales - ENG 34500
Topics in American Literature - ENG 34700
Myth and Civilization - ENG 35000
Modern Poetry - ENG 35100
Epic and Tragedy: The Hero and the City - ENG 35600
Advanced Topics in Literature - ENG 38000
Advanced Topics in Literature - ENG 38100
Survey of Dramatic Literature - TA 33600

GE Knowledge (Concept)/Skills Areas

1. English Composition
2. Communications
3. Humanities
4. Fine Arts
5. American Government/History
6. Culture and Civilization
7. Social Sciences
8. Mathematics
9. Natural Sciences

While the University has had an effective assessment program for our GE program for many years, we are continuing to strengthen assessment of those classes. Assessment has been, and will continue to be, important to our understanding of the extent to which our GE assessment goals are being met at Lindenwood. The University realizes that the eight general education objectives are also taught throughout the curriculum during a student's entire academic career, thus the classes students take within their major also play a significant role in achieving our general education goals. For this reason, in the coming years the University will be working to expand its assessment of general education and examine the GE goals in a more comprehensive manner.

Syllabi for courses satisfying the general education requirements are constructed to reflect the goals, objectives, and purposes of the general education program. A wide variety of summative

and formative assessment instruments are used to measure student learning in general and the GE program in specific.

Evolving Assessment

Over time, schools and departments periodically discover that their assessment tools are no longer giving them the data that they need for the continuous improvement of the University's general education program. When this occurs, they either revise, expand, or discard the previous methods and focus on putting in place new tools, methods, and procedures to assess the success of the GE classes. Since Lindenwood students take a variety of courses to fulfill their general education requirements, no single method of assessment, such as a single comprehensive examination, will work. We use a third-party English examination for those completing the ENG 17000 requirement or who have transferred in having a course equivalent to ENG 17000. We will continue to use the CBASE and Praxis examinations, which are standardized instruments required of prospective teachers, to provide comparison with the broad cohort to which our education students belong.

The General Education Committee and University Assessment Committee have agreed to continue implementation of measurements of our success in conveying "core competencies" related to our general education goals, a process that began during the academic year 1999-00. Individual academic areas continue to develop and refine methods that will be scored locally and then tabulated for inclusion in a review of the GE program's success.

General Education Assessment by Area

Written and Oral Communications

English Composition

ENG 11000 is not a GE course, but it is a developmental class for those students determined by the English Department, through the Criterion writing test, to need additional preparation before taking the required ENG 15000 class.

ENG 11000 - Effective Writing

Course Goals

1. Understand that writing is a process and not just a product.
2. Analyze and evaluate students' own writing.
3. Improve grammar within the context of students' own writing.

Course Objectives

Students will be able to do the following:

1. Write a well-developed five-paragraph essay that is grammatically correct.
2. Have a basic understanding of various rhetorical methods and purposes.
3. Understand the necessity of prewriting and revising when drafting an essay.
4. Edit for Standard American grammar, spelling, punctuation, usage, and mechanics.

Methods of Assessment Used

The assessment is based on the understanding of standard American English. A student needs to have a basic understanding of sentence grammar and punctuation in order to be able to spot deficiencies in his or her own work. As such, the English 11000 pre- and post-assessment is a computer-based assessment (My Writing Lab) consisting of 130 questions.

With the My Writing Lab grammar program, students take a pre-diagnostic to determine their grammar strengths and weaknesses. They are tested in four areas: sentence grammar, punctuation and mechanics, usage and style, and basic grammar. The categories can be further broken down as follows:

Sentence Grammar

- pronoun-antecedent agreement
- pronoun reference
- parts of speech, phrases , and clauses
- run-ons
- subject-verb agreement
- sentence fragments
- misplaced or dangling modifiers
- parallelism
- consistent verb tense and active voice
- combining sentences

Punctuation and Mechanics

- capitalization
- spelling
- commas
- apostrophes
- semicolons, colons, dashes, and parentheses
- quotation marks
- end punctuation

Usage and Style—standard and non-standard English

Basic Grammar

- subjects and verbs
- verb tense
- regular and irregular verbs
- pronoun case
- adjectives
- adverbs

After the diagnostic testing, ENG 11000 students complete the computer component of My Writing Lab in conjunction with the classroom activities and papers. My Writing Lab asks students to learn in three ways: recall, apply, and write. The “recall” section asks students to answer the questions based on their knowledge of specific grammar rules. The “apply” section asks the students to edit a prewritten paragraph for a specific grammar error. The “write” section asks the students to correctly rewrite a paragraph based on the principle being taught. (For example, if the lesson covers compound sentences, the student will be given a series of simple sentences and will be asked to combine those sentences into compound sentences.)

This year, all ENG 11000 classes introduced sentence diagramming as a means to bridge the gap between the grammar exercises and a student's own writing.

Results and Observations

The areas assessed are labeled A, B, C, and D; the pre-tests are marked with subscript 1; and the post-tests are marked with subscript 2. Both the pre- and post-assessment contained all four categories of assessment:

- A = Sentence Grammar
- B = Punctuation and Mechanics
- C = Usage and Style
- D = Basic Grammar

RAW SCORES - The columns Q1 and Q3 are the first and third quartiles.

<u>N=49</u>	<u>Variable</u>	<u>Mean</u>	<u>SE Mean</u>	<u>StDev</u>	<u>Low</u>	<u>Q1</u>	<u>Median</u>	<u>Q3</u>	<u>High</u>
Sentence Grammar	A1	48.3	1.4	9.6	24.0	44.0	47.0	53.0	78.0
	A2	78.5	1.4	9.9	55.0	71.0	80.0	86.0	95.0
Punctuation and Mechanics	B1	71.4	1.3	8.9	45.0	65.0	73.0	78.0	85.0
	B2	78.4	1.3	8.8	57.0	73.0	78.0	85.0	95.0
Usage and Style	C1	70.1	1.4	9.7	47.0	67.0	73.0	80.0	87.0
	C2	86.8	1.3	8.9	67.0	80.0	87.0	93.0	100.0
Basic Grammar	D1	73.1	1.7	11.8	32.0	68.0	76.0	84.0	88.0
	D2	85.8	1.0	7.1	64.0	84.0	88.0	92.0	96.0
	avg1	65.3	1.1	7.4	39.0	60.0	67.0	70.0	82.0
	avg2	81.9	0.9	6.3	68.0	77.5	83.0	86.0	93.0

The median scores increased on all of the post-tests. Interestingly, for test A the absolute lowest score on the post-test (55.0) was higher than the Q3 value on the pre-test (53.0). For the other tests, in each case, the post-test results were significantly better than the pre-test distributions.

The improvement from pre- to post-test is seen in terms of raw points, then as a percentage of the pre-test value. Test A showed the most improvement while the minimums improved immensely in test D.

	<u>Mean</u>	<u>SE Mean</u>	<u>StDev</u>	<u>Minimum</u>	<u>Q1</u>	<u>Median</u>	<u>Q3</u>	<u>Maximum</u>
A	30.1	0.0	0.3	31.0	27.0	33.0	33.0	17.0
B	7.0	(0.0)	(0.1)	12.0	8.0	5.0	7.0	10.0
C	16.7	(0.1)	(0.8)	20.0	13.0	14.0	13.0	13.0
D	12.7	(0.7)	(4.7)	32.0	16.0	12.0	8.0	8.0
AVG	16.6	(0.2)	(1.1)	29.0	17.5	16.0	16.0	11.0
A	62%	3%	3%	129%	61%	70%	62%	22%
B	10%	-2%	-2%	27%	12%	7%	9%	12%
C	24%	-9%	-8%	43%	19%	19%	16%	15%
D	17%	-40%	-40%	100%	24%	16%	10%	9%
AVG	25%	-14%	-14%	74%	29%	24%	23%	13%

The large drop in standard deviation for test D is good as it shows that in this area students begin the course with a wide range of understanding but the range narrowed upon completion of ENG 11000.

A t-test was used to compare the scores of tests A1 against A2 to determine if the differences could just be by random chance instead of as a result of having taken ENG 11000. What the faculty is interested in is the P-value, the measurement of the probability that any differences were from random chance. If the P-value is less than 0.05, the department feels confident in saying that the difference in the results are not from chance. The P-values on all pairs of numbers, the four tests, and the average are clearly significant with a less than .001 percent probability these are due to chance, suggesting that it is highly likely these changes can be attributed to English 110. The t-test results are listed below.

Two-Sample t-Test and CI: Sentence and Grammar

	N	Mean	StDev	SE Mean
Pre-test	49	48.33	9.62	1.4
Post-test	49	78.47	9.89	1.4

Difference = μ (a1) - μ (a2)
 Estimate for difference: -30.14
 95% CI for difference: (-34.06, -26.23)
 T-Test of difference = 0 (vs not =): T-Value = -15.29 P-Value = 0.000 DF = 95

Two-Sample t-Test and CI: Punctuation and Mechanics

	N	Mean	StDev	SE Mean
Pre-test	49	71.35	8.94	1.3
Post-test	49	78.39	8.80	1.3

Difference = $\mu (b1) - \mu (b2)$
 Estimate for difference: -7.04
 95% CI for difference: (-10.60, -3.48)
 T-Test of difference = 0 (vs not =): T-Value = -3.93 P-Value = 0.000 DF = 95

Two-Sample t-Test and CI: Usage and Style

	N	Mean	StDev	SE Mean
Pre-test	49	70.06	9.70	1.4
Post-test	49	86.76	8.89	1.3

Difference = $\mu (c1) - \mu (c2)$
 Estimate for difference: -16.69
 95% CI for difference: (-20.43, -12.96)
 T-Test of difference = 0 (vs not =): T-Value = -8.88 P-Value = 0.000 DF = 95

Two-Sample t-Test and CI: Usage and Style

	N	Mean	StDev	SE Mean
Pre-test	49	73.1	11.8	1.7
Post-test	49	85.8	7.12	1.0

Difference = $\mu (d1) - \mu (d2)$
 Estimate for difference: -12.65
 95% CI for difference: (-16.57, -8.73)
 T-Test of difference = 0 (vs not =): T-Value = -6.42 P-Value = 0.000 DF = 78

Two-Sample t-Test and CI: Average Pre-test and Average Post-test

	N	Mean	StDev	SE Mean
Pre-test	49	65.31	7.36	1.1
Post-test	49	81.94	6.29	.9

Difference = $\mu (avg1) - \mu (avg2)$
 Estimate for difference: -16.63
 95% CI for difference: (-19.38, -13.89)
 T-Test of difference = 0 (vs not =): T-Value = -12.02 P-Value = 0.000 DF = 93

Action Plan

The department will

1. continue to incorporate sentence diagramming into the coursework and utilize an approach that includes standard textbook grammar exercises alongside student-created grammar exercises;
2. revise the assessment tool to include a sample of student writing to ensure course objectives are met.

ENG 15000 Composition I

Course Goals

Students will do the following:

- Understand that writing is a process and not just a product.
- Critically compare ideas and information and synthesize material to achieve specific purposes.
- Analyze and evaluate their own and other's writing.
- Read and write more effectively and efficiently whatever the purpose.

Course Objectives

Students will do the following:

- Write an essay that has a clear thesis and is cogently developed and adequately supported.
- Choose an effective rhetorical strategy or strategies to achieve a particular purpose.
- Understand the concepts of diction, style, and tone and manage them effectively.
- Edit for Standard American grammar, spelling, punctuation, usage, and mechanics.

Methods of Assessment Used

During the 2010-2011 academic year, the ENG 15000 Assessment Committee made the formal request that the Criterion testing software be implemented as the assessment tool for ENG 15000. The proposal was approved, and the department went forward with a small-scale version in the 2010-11 academic year. For this initial trial-run, the department asked for volunteers from those professors teaching ENG 15000 who would be willing to designate their final exam as an in-class essay to be written from a Criterion prompt in the Spellmann

Computer Lab. We were able to get 127 student essays in the fall semester and 72 essays in the spring.

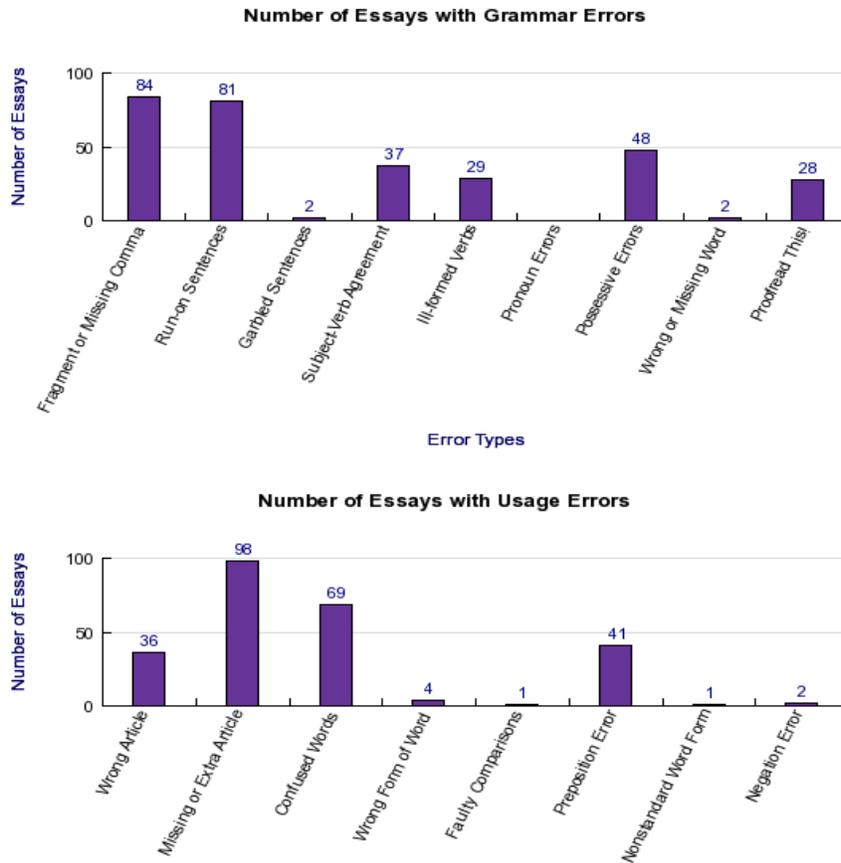
Results

An initial analysis of these 199 essays has shown that a high percentage of our students can write an effective short essay, given adequate time and knowledge of the prompt beforehand. Of the fall-semester students, 64 percent scored a 5 or a 6 on the test (6 being the highest score possible), and just over 95 percent scored a 4, 5, or 6. 62 percent of the spring semester students scored a 5 or a 6 on the test; 93 percent scored a 4, 5, or 6.

Observations

If this were the only data available from the test, it would only be marginally helpful. However, Criterion's evaluation of the essays also gives us a quantitative picture of the grammatical shortcomings of our students. The graphs below show the most common grammar and usage errors. These graphs represent only the fall-semester sample but serve as an adequate

sampling for the year. The spring errors followed a very similar pattern.



Action Plan

Based on this year's trial-run, the ENG 15000 Assessment Committee recommends that the use of Criterion be extended to a larger pool of students in the 2011-2012 academic year. Using Criterion will have several important benefits.

1. Although the test cannot replace human evaluation of writing, it does serve as a worthwhile complement to the human evaluation that already takes place within our ENG 15000 courses. There is a kind of objectivity that comes from computer evaluation that, if used cautiously, can provide another angle of insight into our students' writing.
2. The quantitative analysis of grammar, style, mechanics, and usage through Criterion will allow the English Department to make decisions about which areas of sentence-level instruction might need extra attention in the following year(s). For example, this small

sampling of student work shows that sentence fragments and run-ons should receive extra attention during next year's instruction.

3. The Criterion assessment of ENG 15000 will give us an extra data point for our students' progress through their four years at Lindenwood. We have the placement exam through Criterion at the front end and the proficiency test at the back end. Now we have the possibility of evaluating students partway through their composition coursework.

All in all, this year's work was a modest success, which we hope to expand in the coming years.

ENG 17000 Composition II

Course Goals

1. Reinforce and build upon the basic language skills developed in English 150.
2. Improve critical-thinking skills.
3. Achieve greater stylistic maturity.
4. Introduce the techniques of research and of writing the research argument.

Course Objectives

Students will be able to do the following:

1. Write a clear, coherent, persuasive essay with an explicitly stated thesis.
2. Research both print and electronic sources and assess their applicability and quality.
3. Write effective summaries and paraphrases of research materials.
4. Use quotations and other borrowed materials judiciously and introduce them in a variety of ways.
5. Identify the parts of an argument and apply them in a persuasive essay.
6. Recognize fallacious reasoning and explain why it is fallacious.
7. Document a research essay correctly using a standard academic format.

Methods of Assessment Used

Students were given a multiple-choice pre- and post-test. Specifically, questions 1–3 deal with citations of borrowed material; questions 4–8 and 11 cover different types of proof; questions 9–10 ask students to differentiate between appeals to logos, pathos, and ethos; questions 12–13 cover Toulman's model of argumentation; question 14 asks students to consider a proof in the context of an argument and determine which fallacy is represented; question 15 deals with the matter of audience; and questions 16–20 ask students to identify fallacies.

Results by Area

	2010-11			2010-11		
	Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
Borrowed Material	60%	71%	11%	69%	82%	13%
Different Types of Proof	40%	51%	11%	41%	47%	6%
Logos, Pathos, And Ethos	26%	30%	5%	30%	30%	0%
Toulman’s Model Of Argumentation	35%	45%	10%	34%	43%	8%
Determining Fallacy	42%	51%	9%	42%	33%	-8%
Audience	26%	23%	-3%	27%	19%	-8%
Identifying Fallacies	52%	58%	6%	57%	55%	-2%

Observations

There are problems with the assessment instrument, in that some of the questions do not adequately reflect the content they are designed to reflect. Other questions are not clear enough to be useful.

Action Plan

Revisions of the University assessment process, which will take place over the next few years, will lead the English Department to consider a new organization of its assessment system.

Oral Communications

COM 11000 - Fundamentals of Oral Communication

General Education Objectives

Develop a clear written and oral argument to include the following:

- State a thesis clearly.
- Illustrate generalizations with specific examples.
- Support conclusions with concrete evidence.
- Organize the argument with logical progression from induction through the body to a conclusion.

Course Objectives

Students will be able to do the following:

1. Develop more effective listen skills.
2. Learn the theories and techniques of non-written communication in business and society.
3. Participate in communication activities as well as research, organize, and present formal speeches.
4. Identify the parts and functions of a speech.
5. Apply the basic principles and theories to preparing an organized presentation.
6. Deliver effective individual and group presentations.
7. Understand and be able to execute various speeches for different situations.
8. Gain confidence in communicating with others and performing before an audience.

Methods of Assessment Used

Objective

Test A is a pre-test and post-test comprised of 15 (30 percent) short answer, 20 (40 percent) multiple choice, and 15 (30 percent) true-false questions. These 50 questions appraise the knowledge of speech parts, functions, delivery, plagiarism, citing sources, organization patterns, research topics, types of speeches, and motivated sequence for persuasion. The examination is given the first week of the semester and, again, the last week of the semester.

Subjective

Test B is composed of four speeches with different general purposes (introduction, demonstration, informative, inspirational, entertaining, or persuasive) that are presented over the course of the semester and scored by the instructor along with input/feedback from the class. Grading is based on how well the student communicates the central idea of the speech in the introduction, develops the main points in the body, and prepares the audience for the end of the speech in the conclusion. Other proficiencies evaluated as part of the grade include delivery, gestures, movement, eye contact, pronunciation, vocal variety, posture, poise, and use of visual aids.

Student attitude/response

Test C was a part of Test A in 2006 and 2007. Students were given the opportunity to assess themselves on confidence and nervousness. Students were asked to rate their confidence and nervousness levels when in an oral communication situation.

At the end of the course, most had gained confidence and were less nervous. Test C will be reinstated starting in fall 2011.

Results

Test A

Semester	N	Pre-test % Correct	Post-test % Correct
Fall 08	90	50	68
Spring 09	98	54	67
Fall 09	111	56	72
Spring 10	98	54	68
Fall 10	95	52	70
Spring 11	92	58	67

Test B

Speeches - #1-Introduction, #2 Demonstrate, #3-Inform, Inspire or Entertain, and #4-Persuade (group)

Semester	Speech #1	Speech #2	Speech #3	Speech #4
Fall '08 Average	94%	95%	95%	95%
Spring '09 Average	95%	96%	96%	97%
Fall '09 Average	94%	96%	95%	96%
Spring '10 Average	95%	96%	96%	95%
Fall '10 Average	95%	95%	95%	96%
Spring '11 Average	93%	95%	96%	96%

Test C

This test was last used in 2006-07 and being reinstated for the 2011-12 academic year.

Lessons Learned

In test A, we saw improvements of 18 percent, 13 percent, 16 percent, 18 percent, and 9 percent respectively.

Test B

- Presentation one showed strong scores because of the lower degree of difficulty, easier general purpose (demonstration) and topic choices, 3-5 minute speech length, and no professional dress requirements.
- Even with the greater degree of difficulty and expectations given to the second presentation (two or more oral footnotes, semi-professional dress, 4-6 minute speech length, and a typed outline or PowerPoint required), scores averaged slightly higher.

The final (group) presentation showed a minimal improvement over the first and second presentations. Even though the degree of difficulty and additional expectations (three or more oral footnotes, professional dress, 7-9 minute speech length, and PowerPoint required) increased to an even greater level over the first and second presentations, being able to draw on the strengths of the group account for the slightly improved scores. Minimal change or improvement occurred between the fall and spring classes, showing a consistency in material coverage.

Students who had taken a speech class in high school as well as those who were involved in theater or performance arts, as a whole, scored higher because most had overcome their public speaking phobias. Other variables that should also be considered are the size of the class, international students with some language mastery problems, and time of day in which the class was offered.

Action Plan

Student survey questions will be added to the pre- and post-test questions.

- Review of syllabi to ensure continuity in course content.
- A review of the data shows the instructors who teaching Oral Communication are consistent in the material coverage.
- Instructors will continue to strive to maintain this consistency.

Impacts and changes on classes for the following year

Test C, an assessment of nervousness and confidence, will be reinstated starting beginning in the fall of 2011.

There will be a greater use of Blackboard's **"One-Stop Teaching & Learning."** Through an exclusive agreement between Blackboard Learn™ and McGraw-Hill, the publisher of the current text of COM11000, there will be an "unprecedented integration of publisher-

provided content and tools into a learning management system that offers an enhanced experience of all course resources in a single, online environment.”

SW 10000 - Intercultural Communication

Objectives

University Goals and Objectives

The broad goals of the general education curriculum at Lindenwood University are to help students do the following:

1. Develop as more complete human beings who think and act freely as individuals and as members of the community.
2. Acquire the intellectual tools and the range of perspectives needed to understand human cultures as they are, as they have been, and as they might be.
3. Refine and apply the basic skills needed for productive study and communication of ideas. These skills include listening, speaking, reading, writing, researching, observing, and reflecting.
4. Develop and use the “higher levels” of thinking including analysis, synthesis, evaluation, and integration. Whenever feasible, students’ efforts in the areas of divergent and creative thinking are also encouraged and supported.
5. Reason analytically about both qualitative and quantitative evidence.
6. Develop personal guidelines for making informed, independent, socially-responsible decisions that are respectful of other people and of the environment. The general education curriculum also seeks to foster students’ willingness to act according to those guidelines.

Course Goals and Objectives

Upon course completion, students will be able to

1. recognize and modify their own physical and verbal communication styles;
2. understand how they interact with others;
3. appreciate the effects of culture on their own and other’s behavior and communication;
4. separate facts from cultural assumptions and beliefs from those facts;
5. shift between their own cultural perspectives and their understanding of others’ cultural perspectives;
6. differentiate between personal discomfort and intellectual disagreement;
7. become more effective in day-to-day communication;
8. more clearly organize and express thoughts in formal situations;
9. understand and improve communication skills related to academic and career success.

Methods of Assessment Used

- Objective: Pre- and post-multiple-choice course content assessment
- Combination Objective/Subjective: In-class quizzes, final exam, debates, speeches
- Student Attitude/Response: Pre- and post-Likert scale self-evaluation
- Student Self-Assessment of Skills: Pre- and post-Likert scale self-evaluation
- Subjective: Qualitative Questions Post course student self-evaluation

Results

Objective: Pre-Post Multiple-Choice Course Content Assessment

Academic Year	Pre-test	Post-test	Change
2010 - 11			
Total	9.37 (47%)	11.58 (58%)	+2.20 (11%)

Students complete a 20-item multiple choice inventory based on course content. According to the above data, students' knowledge of intercultural communication increased in each of the course sections. These scores are marginally within acceptable ranges when compared to scores to previous years. Students are only averaging 12 correct answers out of a possible 20.

Results on a year-to-year comparison are the following:

Academic Year	Pre—% Correct	Post—% Correct	Change—% Correct of Pre to Post Difference
2006-07	26%	64%	+38%
2007-08	34%	62%	+28%
2008-09	27%	51%	+24%
2009-10	46%	74%	+28%
2010-11	47%	58%	+11%

Determination of the low post difference (11 percent) from previous years is difficult, but 58 percent post correct falls just below the mean score from the previous four years (62 percent). This year marks the highest pre-test score during the previous four years (47 percent). For the first time, one section of this course was offered online. Outcome measures showed no significant differences. According to the above outcomes, more attention may need to be given to the textbook, which deals specifically with intercultural biases, attitudes and values, and increasing knowledge about delivering a speech.

Combination Objective/Subjective: In-Class Quizzes, Final Exam, Debates, Speeches

Student grades, along with University-administered electronic student evaluations, are taken into consideration by the instructors when assessing if GE and course objectives are being met. Course grades this academic year followed a general bell curve with only a very small percentage of students failing the course (1 percent). Course evaluations for all sections were consistently above average.

Student Attitude/Response: Pre- and Post-Likert Scale Self Evaluation

These scores represent a composite of students' self-evaluation regarding intercultural attitudes/values and communication skills prior to enrolling and after completing the course.

1 = Strongly Disagree 2 = Disagree 3 = Neither Agree/Disagree 4= Agree 5 = Strongly Agree

	QUESTION	PRE AVG.	POST AVG.	% CHANGE
1.	I am quite comfortable around people from different cultures.	4.30	4.45	+ .15
2.	It would be better if English were spoken as a universal language.	2.83	2.11	- .72
3.	Most people don't know what is good for them.	2.87	2.77	- .10
4.	My interpersonal communication abilities seem to be fairly effective in working with persons of different economic classes	2.91	4.1	+1.19
5.	Visitors to the U.S.A will naturally want to adopt our customs as soon as possible.	2.17	1.24	- .93
6.	I get angry when a person stubbornly refuses to admit that my values are right.	2.17	1.33	- .84
7.	The rapid flux of immigrants into the USA will eventually ruin our country.	2.17	1.81	- .36
8.	In this complicated world of ours, the best way to know what's going on is to rely on leaders and experts who can be trusted.	2.70	2.66	- .04
9.	U.S. citizens tend to be smarter than the people from most other countries.	1.83	1.32	- .51
10.	Of all the different religions which exist in this world, there is probably only one that is true.	2.39	2.33	- .06
11.	Women are better communicators than men.	2.83	2.45	- .38
12.	There is no need to learn a foreign language if you	1.78	1.55	- .23

	QUESTION	PRE AVG.	POST AVG.	% CHANGE
	live in the U.S.			
13.	People are poor because they do not take advantage of their education or they are lazy.	2.17	2.10	-.07
14.	Women should let men speak first when in a business setting.	1.70	1.45	-.35
15.	People who are in authority should always communicate as if they are in charge.	2.43	2.21	-.22
16.	When speaking with someone from another culture one should speak a little louder so that they can understand us.	2.09	1.32	-.77
17.	People from different cultures should adapt to my style of communication.	2.09	1.34	-.75

There appears to be a shift in attitudes and beliefs in desired directions in all categories regarding sexism, ethnocentrism, racism, and authority figures. A composite and/or average score would be misleading since for some questions an increase in student scores is desirable (#1 and #4). In order to run a mean score, the wording of these questions will need to change.

It is noteworthy that #4 indicates a significant change (+1.19) as does #5 (-.93). Both of these questions support GE and course objectives, which clearly state that LU seeks to prepare students for a global workplace. Professions in the 21st century will demand awareness and sensitivities towards diverse cultures along with accompanying effective communication skills. These data indicate that students are receiving an excellent foundation for achieving this knowledge and skills in this GE course and are meeting GE objectives 1, 2, 3, 4, 6.

Student Self-Assessment of Skills: Pre- and Post-Likert Scale Self Evaluation

The following student self-assessment tool provides an opportunity for students to assign a value to the level of expertise in delivering a speech and their knowledge of intercultural communication both pre- and post-course completion. According to the assessment data, students indicate a significant level of knowledge, skills, and values based upon course objectives (see below). These scores might be perceived as inflated but, comparing course grades with self-assessment scores, there appears some degree of validity to the data. These scores support all GE objectives with students demonstrating an increase in both knowledge and skills regarding intercultural communication.

1 = No ability 2 = Some ability 3 = Average ability 4 = Good ability 5 = Exceptional ability

QUESTION	PRE AVG.	POST AVG.	CHANGE
1. Recognize and modify different verbal and non-verbal communication styles.	3.71	4.43	+0.72
2. Am aware of how I interact with others and the impression I leave with them	3.43	4.14	+0.71
3. Understand the effects of culture on my own and other's communication styles	3.71	4.57	+0.86
4. Am able to separate the facts from cultural assumptions and personal biases	3.71	4.57	+0.86
5. Can shift from my own cultural perspective and understand another's cultural perspective	3.86	4.57	+0.71
6. Can distinguish my personal opinions and culture biases	3.57	4.71	+1.14
7. Am effective in my personal communication with others	3.86	4.43	+0.57
8. Can clearly organize my thoughts and express them when speaking in front of others	3.86	4.00	+0.14
9. Understand the connection between my communication skills and my career success	3.71	4.57	+0.86
10. Can speak comfortably and effectively in front of a crowd of people	3.29	4.14	+0.85
Average	3.67	4.41	+0.74

Year	2008 - 09	2009 - 10	2010 - 11
Change	+0.53%	+0.87%	+0.74%

Students' self-assessment moved in the direction of increased skills and intercultural awareness in all categories. This movement is fairly consistent with previous years, although it is important to note that the 10 questions were reworded this year to align with course and GE objectives, so any direct correlation to previous years may be misleading. This year all post scores range between "good & exceptional" abilities in their capacity to communicate sensitively across cultures, especially in the categories of "understand the effects of culture on my own and other's communication styles (4.57)," "distinguishing my personal opinions and culture biases (4.71)" and "can shift from my own cultural perspective and understand another's cultural perspective (4.57)." Meeting these objectives directly supports GE objectives. Also, students indicated in the qualitative assessment tool that linking communication skills with career

success is very important to them, and in # 9 students self assess their skills as “good to exceptional” ability.

Subjective: Qualitative Questions Post-Course Student Self Evaluation

During fall, spring, and summer sessions, a total of 12 sections of SW 1000 are generally offered. One instructor piloted a new assessment model and asked students in five sections the following questions.

1. What are some of the biases you brought with you into this class regarding: age, race, gender, religion, nationality, income, sexual orientation, to name a few? (You do not have to respond to each category.)
2. According to your perspective, what prejudices exist in society towards these groups?
3. What are the pre-judgments about these groups of people? Why do these labels persist?
4. What forms of oppression keep certain groups marginalized and unequal?
5. We do not judge cultures based upon the members’ age, race, gender, religion, nationality, income, but we do judge cultures by the standards found in the United Nations Declaration of Human Rights. What did you learn about this document and how does it inform your life as a global responsible citizen?
6. Reflect upon your own cultural heritage; how does it live up the Declaration of Human Rights that are basic to every person on the planet?
7. Looking at the course objectives in the syllabus, how many of these objectives do you believe were met and which objective is most important to you and why?
8. What did you learn about giving a speech and communication? What skills have improved?
10. What is your favorite aspect of this course? What was your least favorite?
11. What knowledge, skills, and values from this course will you bring with you into your future professional career?

Students overwhelmingly report that all course objectives were met. The course objectives that these students most valued are:

- # 5 (shift between their own cultural perspectives & understanding others’ cultural perspectives)
- # 7 (become more effective in day-to-day communication)
- # 9 (understands and improves communication skills related to academic and career success)

In five sections of SW 10000, students evaluate their classmates' speeches utilizing a Likert scale assessment and qualitative comments. These written peer evaluations determine the student's grade and are given to the student as feedback. (The instructor has the ultimate authority in determining the student's speech grade). During fall semester, students graded each other in section 14, and the instructor graded students in section 15; students scored their classmates' performance slightly lower. During spring and summer semesters, all sections were scored by students. The professor reviewed student assessments and comments, and the data indicate that students appear to be consistent and fair in their evaluations of classmates' public speaking skills. Students are evaluated on content, style, delivery, and adherence to the assignment. This activity supports GE objectives 3, 4, and 6.

Based upon a possible score of 100, the mean scores of all speeches for five course sections were:

Course	Cultural Hero Speech	Interview Speech	Average
Fall SW 10000-14	89.8	87.2	88.5
Fall SW 10000-15	92.7	94.3	93.5
Spring SW 10000-11	91.7	90.1	90.9
Spring SW 10000-13	91.8	92.7	92.2
Summer SW 10000	93.7	95.1	94.4

Another activity introduced in five of the 11 sections offered was using the United Nations Declaration of Human Rights document (1948) as a tool to assess cultural values and critically understand behaviors, laws, policies, and practices that diverse cultures support and promote. According to data generated from students, most students were not familiar with this document, much less able to apply it to intercultural communication, critical analysis, and conflict resolution. Almost every student reported that he/she greatly appreciated having knowledge of this document when interpreting laws and policies and learning to respect cultural practices. This document directly relates to GE objectives 1, 2, 4, and 6.

Interpreting the data from these questions, a significant number of students indicated biases towards international students. Pre-course prejudiced comments were mostly directed towards "Mexicans and Muslims." Some students reported that they are not prepared to communicate and live with people from other countries; that they come to LU with many biases; and it is difficult to overcome these biases because of perceived silo cultures on campus. Assisting students in understanding and overcoming these biases directly supports GE objectives 2, 3, 4, and 6.

Overall data analysis of these 10 questions also indicated that students arrive in class with self-identified biases regarding classism, ageism, and heterosexism. These biases are addressed in this course in order to meet all GE and course objectives.

Lessons Learned

1. It is important for instructors to relate course content, lectures, assessments, assignments, and activities that will enhance meeting GE and course objectives. Students indicated in the Qualitative Post Course Self Evaluation that Course Objectives # 5, 7, and 9 are most important to them.
2. Connecting this course with career success and everyday life makes the course relevant to the students and simultaneously supports all six GE objectives. Course objectives directly and indirectly pertain to enhancing career success as well as the formation of our students as “responsible global citizens.”
3. The debate is an important assignment that is built around supporting all GE objectives by educating students how to be critical in analyzing cultural beliefs and applying these beliefs to current cultural conflicts. Cultural conflicts directly impact their lives. Examples (not exhaustive) of students’ debate topics were:
 - a. Reinstating the military draft
 - b. Gay couples/individuals adopting/fostering children
 - c. Government sponsored heroin dispensary clinics
 - d. Conceal & carry guns on LU campus
 - e. Adult LU students possessing alcohol on campus
 - f. Legalizing medical marijuana

By learning to debate through the lens of the Declaration of Human Rights and government constitutions, and then applying this knowledge to their intercultural communication styles, students can create a direct link between course objectives and their personal/professional lives. Students who excel in their intercultural communication skills can enhance both their careers and their roles as “complete human beings, who think and act freely,” and make “socially-responsible decisions that are respectful of other people.”

4. Students who participated in peer speech evaluation were overwhelmingly positive in their responses. The speech scores are used as an assessment tool to determine if course objectives) are being met related to skill development (1, 7, 8, 9). By learning peer evaluation methods, students report that they are developing intercultural communication skills that meet course objectives. These objectives support GE objectives 1, 3, 4, and 6. Students are instructed and given guidelines for assessing classmates’ skill levels. Helping students learn how to assess themselves and others based upon course objectives is a valuable tool for intercultural communication.
5. Motivating students to read the text remains a challenge. Weekly quizzes are one strategy to support students in their retention of content from the textbook. What is critical is that quizzes are aligned with course objectives. Basically, all course sections are using the same quizzes. This needs to be revisited by faculty who teach this course.

6. Students report that after taking this course there is a significant shift away from prejudices towards persons from different cultures, reporting an increase in tolerance, understanding, and acceptance. These data support course objectives 2, 3, 4, 5, 6, 7, and 9 and GE objectives 2, 3, 4, and 6.
7. Qualitative data obtained in five of the course sections indicate that classism exists between socioeconomic status (SES) groups of students, with self-identified wealthy students reporting their stereotypes towards poorer students and vice versa. Continued attention to this prejudice needs to be addressed. Also, most students report that they do not associate with aging populations other than grandparents. Providing opportunities for students to be exposed in meaningful ways may assist students to be able to communicate with older adults. According to the 2010 census, St. Charles County and the State of Missouri have significantly aged during the past decade, with St. Charles having the largest increase of older adults in the St. Louis metropolitan area (ages 65 – 74: +58%). Thus it is imperative that local and regional students become sensitive and culturally astute in their communication with older adults, since it is highly probable that they will be working with and for aging populations.

Action Plan for next year

1. Instructors will meet in August to discuss strategies, activities, and lesson plans that will enhance our ability to meet course objectives. This in turn will support meeting GE objectives, which seek to responsibly prepare LU students for entering a workforce that will entail a multicultural global economy.
2. Faculty assigned to teaching this course will review other intercultural communication textbooks and make recommendations to the department chair and social work faculty whether to continue using or changing the text. Secondly, faculty assigned to teach this course will revisit the 20 pre-post course content questions to assess if these questions best capture the knowledge content that the SW faculty members deem pertinent and valuable.
3. Faculty will discuss approaches to address “isms” through new class activities, lesson plans, guest speakers, and out of class assignments. Also, faculty will determine if every section should ask the same qualitative questions in order to generate data that will assess if program objectives are met.
4. There are many teaching techniques for enriching the debate process. Instructors will meet to discuss resources from library and Web-based resources to continually improve this assignment, which is critical in meeting all GE and course objectives. Learning how to research and critically analyze cultural topics while debating these topics is a vital skill for students graduating from LU as stated in the GE objectives 3 and 4.

Impacts and changes on classes for the following year

1. Possibly designate a new text for academic year 2013.
2. Invite to class guest speakers who represent the Mexican, Muslim, and older adults' cultures.
3. Faculty will discuss approaches to address "isms" through new class activities, lesson plans, guest speakers, and out of class assignments.
4. New lesson plans will be developed to prepare students for the debate that will enhance their experiences and support course and GE objectives.
5. Revisit how quizzes are being used in all sections of this course.
6. Even though the Declaration of Human Rights is presented in SW 24000, generally only social work majors take both SW 10000 and Human Diversity & Social Justice (SW24000). Integrate this document into all sections of SW 1000 is important, as it appears that familiarity with this document is critical in meeting program and course objectives.

Analysis of Written and Oral Communications for 2010-11

The general education goals represented by these classes are further enhanced and reinforced in many of the classes and programs by requirements that students write papers or make in-class presentations. The realization that these general education requirements cross all aspects of the University has led the University Assessment Committee to begin to discuss how to assess GE requirements across the whole of the University curriculum.

English Composition

ENG 11000, while not a GE class, is an important part of improving the University's GE program. The assessment program for this class has been improved over last year. The data they have accumulated this year show signs that the class is being quite successful in preparing students for success in later English classes. These initial impressions will need both further years of assessment from the department and potentially a study of the success of ENG 11000 students in ENG 1500 and ENG 17000.

The English Department's new efforts at assessment for ENG 15000 represent an interesting idea and should be continued. The use of the Criterion test as a source of information on student success in technical areas is good and will prove to be very useful over time. There is still a need to find ways to work on the less technical aspects of writing. The use of a rubric rather than grades as the measure will also allow for more

focused measurement of the essays. The department might wish to consider focusing on one or two objectives each year when doing assessment.

The ENG 17000 class assessment, while being done, is not getting sufficient analysis in order to give the department data it can use for changes and improvements. Part of this deficit of analysis is due to time limitations (the vast majority of personnel are on nine-month contracts and are not available after May 31), and part of the deficit is due to the fact that faculty members have not fully connected their assessment tools to their student learning outcomes. Given the limitations of the current instrument that are described, it is important to adopt or develop a new tool. Moreover, given the fact this is a writing class, it would seem a qualitative tool for assessing writing skills would be more useful for gauging whether a course is meeting its goals.

Oral Communications

COM 11000 has two good methods of evaluation for the speech components of the class and will be adding a third in 2011-12. The written objective test can be a useful method of evaluating the amount of knowledge gained by students and is providing useful data on what students are learning. Still, more specifics as to areas of strength and weakness would be useful in the report. The evaluation of actual presentations is a good idea but currently has some weaknesses. As to the use of the presentation scores, it is impossible to know if the students are actually learning anything about the process of physically giving presentations. The scores are constantly in the mid-to-high 90s on all of the presentations, and while this may be perfectly valid because of the increasing difficulty and standards of the presentations in class, this homogeneity makes it difficult to assess what has been learned. Moreover, for some semesters, improvement was not evidenced with the scores on Presentations 2 and 4 either remaining the same or declining by one percentage point (in Spring 2010.) We need to look for methods of scaling and breaking down success into areas of public presentations (such as poise, use of PowerPoint, and use of the voice). These could possibly be integrated into a single rubric built around key criteria that would allow a more refined analysis of students' progress. A number of variables in the success of classes are discussed; it would be worth examining these.

SW 10000 uses two interesting methods of evaluation for the course. The more objective testing is interesting but needs to be broken down more to show its ties to the course objectives. The drop in improvement from 28 last year to 11 percent this year should be investigated. The self-evaluation pre- and post-tests are particularly useful in understanding the degree of confidence gained by students in the class. Confidence is a central feature of being able to be a successful presenter of information and, therefore,

is a very valuable measure of success. The objective test used measures whether or not students learned the principles of public presentations, but more data about the specific areas of learning would make this tool more useful. The central weakness for this class is a lack of a measure of actual implementation of these principles and whether or not the confidence students feel they have is actually present while making presentations. When student evaluate their colleagues, how does the professor determine the students were being fair? Also, make sure to define terms not readily familiar to someone outside of the discipline. Terms such as “silo culture” should be defined or referred to in more general terms when reporting assessment results.

Humanities

Understanding people and cultures is an important part of success in life in the modern world. Literature, philosophy, and religion each give individuals important insights into aspects of how people, cultures, and societies see themselves and each other. They also give us common areas to act as starting places for discussion and building relationships. The general education humanities requirement is composed of two literature classes and one philosophy or religion class, and it is designed to ensure that students are exposed to not just important ideas and concepts but to the tools necessary to understand, analyze, and discuss them. By better understanding literature, philosophy, and religion, students come to a better understanding of not just the authors and their cultures, but also themselves.

Literature Courses

All Lindenwood students are required to take two literature courses as part of their GE program. The first class must be at the 20000 level and the second can be at either the 20000 or 30000 level. The number of classes used to meet this requirement is extensive and changes from year-to-year based on specialty classes that are offered. For assessment purposes, we keep track of the four largest literature classes.

ENG 20100 World Literature I

Course Goals

1. Read representative works from both ancient and medieval literature.
2. Become familiar with the literary traditions, genres, and forms exemplified in the readings.
3. Consider the critical attitudes that have shaped our responses to these works.
4. Improve basic reading and reasoning skills such as comprehension, analysis, and synthesis.

Course Objectives

Students will be able to do the following:

1. Recognize major themes, stylistic features, and literary devices evident in the literature.

2. Understand and correctly use the vocabulary associated with specific literary genres, movements, and periods.
3. Identify key attributes of literary genres, movements, and periods and understand how they contribute to the development of the literary canon.

Methods of Assessment Used

Students were given a multiple-choice pre- and post-test focusing on elements outlined in the above objectives. The assessment tool measures linguistic knowledge, comprehension, application, and analysis.

Students were asked to apply their knowledge to 15 literature question. Eight questions tested their abilities to read, comprehend, and analyze passages from representative works. Seven questions used specific passages of literature to test their knowledge of literary terms. We do not assume that all sections of the course read the same selections from the anthology; we do, however, assume that all sections cover the major genres from the ancient and medieval periods.

Results

Question	% Correct Pre-test	% Correct Post-test	Difference
Reading, Comprehension, and Analysis	43.25	75.63	+33.63
Terms	39.43	64.71	+25.29
Average	41.5	70.5	+29.7

Observations

Although the overall pre-test average of correct answers was lower than in the previous two years (41.5 percent for '10-11 compared to 45.9 percent in '09-10 and 49.1 percent in '08-09), the overall average improvement appears to be dramatic in comparison (70.5 percent for '10-11 compared to 63.9 percent in '09-10 and 62.1 percent in '08-09). Furthermore, the total post-test improvement of the scores is the highest by more than 11 percent of results recorded over the past six years: 29.7 percent in '10-11 compared to 18.1 percent in '09-10, 15.1 percent in '08-09, 10.4 percent in '07-08, 13.8 percent in '06-07, 10 percent in '05-06. The reasons for this improvement appear to be that students are receiving better preparation in their English Composition I and II classes in reading comprehension and that instructors are being more successful in getting across the material that is tested by this document.

All fifteen questions had improved scores from the pre- to the post-testing. Only two questions (numbers 9 and 11) had single-digit improvement; all other questions had between 20 and 49 point improvement. Perhaps more significantly, all questions but one (number 11) had improvements higher than the overall percentage improvement on individual questions for the past two years. In terms of the quantifiable measurement of improvement on the post-test, this year students improved on three questions to where 80-89 percent got the correct answer, contrasted to two questions improving within that range in each of the past two years. And this year, seven questions where 70-79 percent of the students got the correct answer, contrasted with only three questions in that range in '09-10 and two questions in that range in '08-09.

Questions 9 and 11 had the least improvement in correct answers this year (+6 and +4 points respectively), the only percentage improvements in the single-digits this year. In the previous two years, question 9, about the role of the chorus in Greek tragedy, had negative improvement (-4 and -11 points respectively). Perhaps instructors, many of whom emphasize the epic genre, stress plot, character, and theme in tragedies, with less attention to the dramatic chorus. Question 11, which asks students to identify the dates of the Middle Ages, had less improvement in correct answers compared to the last two years (rising only to 52 percent this year compared to 67 percent in '09-10 and 72 percent in '08-09). Perhaps we need to stress the obvious: if a course that ends with the Middle Ages includes works of Dante and/or Chaucer, the Middle Ages would not have ended in 1000 AD.

Action Plan

We will share this report among department faculty. Next semester, we should gather more sections' results. During the week previous to fall semester, we need to be sure that every ENG 20100 full-time instructor administers the pre- and post-tests. We need to be sure that each newly hired instructor administers these tests. If post-tests are administered to students before the last few days of the semester, these can be graded, we can eliminate scores from students who did not take both tests, and we can prepare the final tabulations. The department should invite the instructors to submit their results from these tests at the end of fall semester, rather than our calling them all in at the end of the spring semester.

ENG 20200 - World Literature II

Course Goals

1. Read representative works from all periods of literary history covered in the course.
2. Become familiar with the literary traditions, genres, and forms exemplified in the readings.

3. Consider the critical attitudes that have shaped our responses to these works.
4. Improve basic reading and reasoning skills such as comprehension, analysis, and synthesis.

Course Objectives

Students will be able to

1. recognize major themes, stylistic features, and literary devices evident in the literature,
2. understand and correctly use the vocabulary associated with specific literary genres, movements, and periods,
3. identify key attributes of literary genres, movements, and periods and understand how they contribute to the development of the literary canon.

Methods of Assessment Used

All sections of ENG 20200 read one play by Shakespeare and at least one work from each of the periods of literary history through the modern; all sections study poetry, drama, non-fiction prose, and fiction. Students were given a pre- and post-test focusing on elements outlined in the above objectives. The assessment tool measures linguistic knowledge, comprehension, application, and analysis and is comprised of 24 questions: 23 are multiple-choice and one (6) is true/false. Seven questions incorporate passages of various lengths from the literature.

Results

Observations - These results are compiled from a total of 188 students who took both the pre- and the post-tests in a total of nine sections.

Question	% Correct Pre-test	% Correct Post-test	% Of Difference Pre to Post 2011
Average	52	62	+10

Action Plan

- Instructors should emphasize literary periods, historical contexts.
- Possibly throw out question #15, which some instructors independently threw out when testing their students.
- Question #11 needs revision because the term “invocation” is an ENG 20100 term; students may not know the answer if their ENG 20200 class did not include a mock epic or epic.

- Suggest to the faculty that the post-test be part of the course grade in order to dissuade students from taking the post-test lightly. Instructors, of course, should then check that the material on the test is covered in the class.
- Addressing the changes we might make so that the test is better representative of all sections, we could increase the number of questions on the Shakespeare question.
- The literature specifically referred to on the test includes only English literature, which may mean we should review not only the test, but also the reading selections on the syllabi in terms of our objective of covering world literature.
- We might benefit from comparing the ENG 20200 results with the ENG 20100 assessment test results.

ENG 23500 - American Literature I

Course Objectives

Students will be able to do the following:

1. Identify trends in American literature.
2. Identify particular authors' styles.
3. Identify literary periods.
4. Associate authors with genres.
5. Identify Puritanism, Deism, Pragmatism, and Transcendentalism as applied to language acts and other forms of expression.
6. Identify authors of particular works.

Methods of Assessment Used

Students were given a multiple-choice pre- and post-test covering the factors outlined in the above objectives. All questions measure knowledge.

Results

	% Correct (pre-test)	% Correct (post-test)	Difference
Average	46	69	+23

Observations

Students' performances on the post-test showed an increase on most questions (23 out of 25). Considering that all material had been covered in class, possible explanations for a weak performance are student absences, failure to buy books, foreign language speakers not

understanding American dialect, and a failure to retain information beyond quiz and exam time. While some students had outstanding scores, others were abysmal, which brought the overall average down. Also, measuring results from two professors with very different teaching styles leads to a very weak conclusion. In fact, considering emphasis on a certain topic or writer will vary according to the professor, the time limitations, and the class reception of the lesson, the department is not sure that this test leads to any conclusion.

Action Plan

The department will revise the assessment test as needed to cover adequately all of our stated objectives and goals. We will review the test to assure that all material on it is sufficiently covered in class, and we will encourage absent students to cover material missed. Also, we will insist that all students buy books. The testing tool will also be revised to focus on student interpretation of literature based on genre, literary periods, and literary terms. In addition, the assessment test will be counted as part of the final exam or essay grade so the students will take it more seriously.

ENG 23600 - American Literature II

Objectives

Students will be able to do the following:

1. Identify trends in American literature.
2. Identify particular authors' styles.
3. Identify literary periods.
4. Associate authors with genres.
5. Identify Transcendentalism, Romanticism, Realism, Naturalism, Modernism, and Post-Modernism as applied to language acts and other expressive forms.
6. Identify authors of particular works.

Methods of Assessment Used

Students were given a multiple-choice pre- and post-test covering the factors outlined in the above objectives. All questions measure knowledge.

Results

	% Correct (pre-test)	% Correct (post-test)	Difference
Average	34	47	+13

Observations

Student's performances on the post-test showed an increase on all questions (25 out of 25). Considering that all material had been covered in class, the only explanations for a weak performance are student absences, failure to buy books, foreign language speakers not understanding American dialect, and a failure to retain information beyond quiz and exam time. While some students had outstanding scores, others were abysmal, which brought the overall average down. Considering emphasis on a certain topic or writer will vary according to the time limitations and the class reception of the lesson, the department is not sure that this test leads to any conclusion.

Action Plan

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Philosophy/Religion

Students are required to take one philosophy or religion class at Lindenwood to fulfill the Humanities portion of their GE requirements. The nature of the Philosophy/Religion requirement allows for a wide range of classes to meet this requirement.

Religion

A large number of the religion classes at Lindenwood fulfill the University Philosophy/Religion requirement as well as the requirement for the major. For this reason, the 20000-level-specific class information is listed in the program assessment document.

[REL 10000 - Introduction to Religion, REL 13000 - Introduction to World's Sacred Texts, and REL 15000 - World Religions](#)

Goals and Objectives

University Objectives

Recognize and identify relationships among seminal human ideas, values, and institutions in Western and non-Western societies and demonstrate a grasp of their historical development in aesthetic, intellectual, political, and social contexts.

Course Objectives

REL 10000

As a result of taking REL 10000, the student should be able to

- give an account of the development of religion through the stages of Primal, Archaic, Historic, and Modern, focusing especially on the situation of religion in the modern world and list the characteristics of each stage of development and give examples of each stage in modern society;
- explain the many different approaches to studying religion in an “academic” way;
- describe, interpret, and give examples of the most common religious phenomena, including sacred symbol, myth, doctrine, ritual, scripture, and the others presented in class and analyze ways that these phenomena work in the student’s life and in the society around them;
- explain the differences among the variety of concepts of numinous persons and forces (e.g., Mana, spirits, gods, God, Brahman, Tao) that have appeared in religion;
- list and explain some religious accounts of the origins of the universe, of the human place in it, and of the problem of evil;
- list the sources of human morality and describe and define the four basic forms of the practice of morality along with the strengths and weaknesses of each form of morality;
- explain the variety of beliefs of salvation and eschatology and weigh the strengths and weaknesses of each understanding and explain why individuals would find these concepts helpful or important in their lives.

REL 13000

As a result of taking REL 13000, students should be able to

- name some of the scriptures and other sacred texts of the world’s religions,
- recognize and interpret some key passages from these sacred texts,

- explain the relation of sacred texts to the beliefs and practices of the religions of which they are a part,
- explain something of the variety of understandings of what is meant by “scripture;” distinctive features of scripture; the roles and functions of scriptures in their respective religions; and problems of authority, canonicity, interpretation and translation.

REL 15000

The student will be able to

- list, name, or describe the founders, the sacred texts, key religious terms, and the origination of the each of the religions covered;
- define the major beliefs of each religion;
- describe the implications of the various beliefs and practices for the particular culture;
- outline the strengths and weakness of each religion;
- articulate why and how each religion might satisfy the needs and answer the important questions for each individual in that culture;
- delineate the ways in which each religion answers the basic questions of human existence;
- describe how these religions relate to the student's understanding of the world and to their life, now and in the future.

Methods of Assessment Used

Three forms of assessment will be used to evaluate whether or not the new approach, described in the Action Plan section of this report, to teaching religion leads to higher forms of critical thinking and learning: 1) short evaluative essays, 2) critical thinking short answer and essay questions on exams, and 3) faculty evaluation of classroom discussions.

Lessons Learned

REL 10000

After teaching and evaluating this course for the past several years, the department has decided to drop it from the rotation and the catalog. The course is designed to introduce students to the study of religion, rather than to the specific religions themselves. It was felt that students who were taking the course for general education credits were not interested in the theories and tools of the academic study of religion nor would they particularly benefit from this study.

REL 13000

This course was implemented three years ago as an attempt to introduce students to the major primary texts that have formed, informed, and guided the major religions of the world. It was felt that it was important that students have the opportunity to read and study the scriptures that have had and continue to have such a profound influence in the cultures of the world. But after teaching and evaluating this course for the past few years, it was found that there was too much overlap between this course and the world religions course.

Action Plan**REL 10000**

After teaching and evaluating this course for the past several years, the department has decided to drop it from the rotation and the catalog. Those students who were majoring or minoring in religion will get most of these theories and techniques in other classes during their time at Lindenwood. General education students would be better served by studying the major religions of the world and being introduced to the history of Christianity or religion as it has developed in America, etc. Some of the important concepts from Introduction to Religion will be incorporated into the other general education courses.

REL 13000

This course was dropped from the rotation and the catalog. Instead, the World Religions course was revamped to include the sacred texts.

REL 15000

This course will now become, along with History of Christianity, the main course that will be offered in multiple sections for those seeking to fulfill their GE requirement in religion and philosophy. Not only is World Religion one of the most popular courses with students, but it is an excellent class to fulfill the goals and objectives of a GE course. REL 1500 introduces students to the deep and profound effect that world religions have had on culture, history, society and humanity and is also a substantive cross cultural course that helps students understand differing world views and societal answers to life's difficult existential questions.

Instead of using a world religion textbook, the course will require that students purchase paperback versions of seven of the major religious texts. In this way, they will have the opportunity to actually read, criticize, and discuss these seminal texts. The history, terms,

major concepts, and teachings of the religions will be covered in lecture and discussion. Not only will this approach introduce students to the primary texts, it will save them money. Buying the seven paperback books will cost approximately half of what they would pay to purchase a current world religion textbook. And hopefully the students will be inspired to read those sections of the scriptures that are not assigned or discussed in class.

Analysis of Humanities for 2010-11

Literature

The current testing methods for the ENG 20100 class are useful in that they test skills more than specific knowledge. In ENG 20100, there is significant success in getting across concepts and terms rather than teaching students to read specific works. This is shown in the success in improving student understanding of both application of their knowledge and in the use of literary terms. This understanding will allow students to read and apply their education to new works. But there are still some significant areas of weaknesses that have been identified by the English Department.

For ENG 20100 and ENG 202000, the improvement was good, but the analysis should be broken down into the component objectives being tested to look for specific areas of weakness or strength. The analysis should include more of how this will influence the conduct of the class or changes the department sees necessary to strengthen the class. There is a need to review the objectives as there are more goals than objectives, and there should be at least one objective for each goal.

For ENG 23500 and 23600, the data is a start but only a start. More analysis will need to be done on what is being successfully conveyed in class. The assessment instruments appear to be too specific; they should be revised to reflect skill rather than pure knowledge that will both better reflect the nature of the class and objectives. The observations tend to be more focused on generic student issues and the students themselves. Possible concerns with the nature of the class or instruction are noted but should be more prominent. The action plans cover many of the concerns mentioned here.

Faculty should also carefully consider whether the existing assessment methods are effective gauges of student learning and the extent to which they are valid measures of the both course and general education objectives.

An expanded analysis of a writing component in the literature class would be useful, as would a check back on the success of the ENG 10000-level classes. This would have the

advantage of being done by the same department with the same standards as in the 10000-level classes.

Religion

In the last four years, the Religion Department has been restructured both in size and the types of classes being offered. The elimination of REL 10000 and 13000 will allow the department to focus on its GE efforts. It would be useful to know what data led to such significant changes; the statements tend to be general and could use some support from specifics. The department also needs to work on an assessment that measures the Student Learning Objectives and use it to get some idea if they are really doing what they are attempting. The “faculty evaluation of classroom discussions,” referenced in the “Methods of Assessment” used, sounds promising as a qualitative evaluation tool, but more information is needed regarding how this will be conducted. Some consideration might be given to creation of a rubric to assess the quality of early- and late-semester classroom discussions.

Fine and Performing Arts

Lindenwood University believes that exposure to the arts allows students to grow in their understanding of the arts as an expression of the human condition and through that knowledge to come to a better understanding not just of the creator, author, and performer, but also of themselves. For this reason, Lindenwood students are required to take one class from the School of Fine and Performing Arts, which includes art, dance, music, and theatre.

Art

Art History

This is the first year that art history is reporting as a separate entity.

ART 22000 - History of Art and ART 21000 - Concepts in the Visual Arts

GE Goals and Objectives

Goals

1. Develop a clear written and oral argument. This will include the abilities to
 - state a thesis clearly,
 - illustrate generalizations with specific examples,
 - support conclusions with concrete evidence,
 - organize the argument with logical progression from argument introduction, through argument body, to argument conclusion.
2. Recognize and identify the fundamental concepts, principles, and professional vocabulary of several specific social science disciplines and demonstrate an awareness of how such concepts and principles influence behavior and values at the individual, social, and cultural levels.
3. Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.
4. Recognize and identify relationships among seminal human ideas, values, and institutions in Western and non-Western societies and demonstrate a grasp of their historical development in aesthetic, intellectual, political, and social contexts.

Course Goals and Objectives

Students will

1. learn and appreciate the role of the visual arts and the artist in society throughout history;
2. understand, identify, and appreciate the work of diverse artists from various cultures and times;
3. develop and apply terminology commonly used in visual arts;
4. develop the ability to analyze and interpret works of art;
5. develop the ability to critique art in oral and written formats;
6. understand and develop aesthetic perceptions;
7. learn how to reflect on and respond to works of visual art through written, oral, and visual formats;
8. recognize the interrelationships of the fine arts.

Methods of Assessment Used

Assessment in these courses involves objective- quantifiable answers on exams and essays, as well as class discussion- subjective –qualifiable improvement on essays- and, finally, student response- the feedback on evaluations and separate evaluations given by students in class on the effectiveness of different modes of delivery in the classroom and on-line.

Testing in these courses should have students demonstrating their mastery of the relevant vocabulary, identification of artists and movements (i.e. artist, title and date of works), and ability to communicate their ideas clearly in the form of essays. Assignments in these courses should foster the development of these skills in the form of verbal presentations and/or, especially, written work demonstrating a knowledge of the material covered, as well as the student's ability to reason critically about the artworks covered.

- Exams should test for knowledge of vocabulary, works of art, and ability to reason in essays.
- Exams should test a knowledge of works through identification including artist, title, and date.
- In surveys, students must be tested on 150 works of art divided into groups of 50 for three exams or 75 for two exams.
- Essays on exams should test for contextual information and critical thinking skills.
- Paper assignments/ presentations should foster the development of writing and reasoning skills.

Results

As it is the art history professor's first year with the University, the data he has is limited, and comparisons cannot be made.

Lessons Learned

This is the first year art history is reporting as a separate assessment report. Therefore, there is not enough data from which to draw conclusions.

Action Plan

The course offerings for Art History were unstructured and not unified when I began in fall 2010. The actions taken over the last year have been to standardize the curriculum; expand course offerings for the degree; ensure consistency in course delivery through guidelines distributed to all art history faculty (full- and part-time); expansion of online offerings (ART 22200 and ART 22400); development of study abroad program to be offered annually (Lindenwood in Italy); and stricter hiring protocol for adjuncts with a requirement that they be, at least, ABD.

Impacts and changes on classes for the following year

With consistency in our general education surveys, we can ensure that all students are receiving the same information, skill sets, and experiences. University-wide availability of studying abroad will improve exposure to other cultures and broaden students' collegiate and life experience.

Dance

DAN 10100 - Introduction to Dance

Goals and Objectives

University GE Goals and Objectives

Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.

Course Goals and Objectives

1. Affording cultural enrichment—students study, watch videos, and discuss various world dance forms including the social relevance for each dance form and its country of origin. Students also learn about the production process for a theatrical dance event including the proper etiquette expected at a live dance performance.
2. This course is a beginning movement course in dance techniques and styles including elements of ballet, jazz, modern, tap, contemporary, social, and world dance forms.
3. The main objective of this course is to help students develop body awareness, flexibility, and creativity while broadening their knowledge about various forms of dance and where these forms developed.

Methods of Assessment Used

Objective Assessment

The pre-/post-tests address a very basic level of knowledge of dance with questions about ballet, jazz, tap, modern, social, and contemporary dance forms, choreographers, dancers, and dances. Below is a sample table used to compare the pre-/post-tests.

Subjective assessment

Students are asked to establish goals at the beginning of the semester and then to address the goals again at the end of the semester. They are asked to “self reflect” not only on the material taught in the class, but also on their participation in the class.

Results

	Pre test %	Post test %	Improvement %
Averages	38%	72%	33%
Highest % improvement			56%
Lowest % improvement			12%
High/low scores	80%/20%	96%/32%	

Last year (2009-2010) high, low, and average scores were calculated differently, so it is difficult to compare. It was also difficult to “grade” some of the tests because it was obvious—by some answers given—that many of the students did not take the tests seriously.

Lessons Learned

Faculty members should be reminded of the importance of the assessment tests and that they should encourage their students to take both tests seriously. If necessary, the assessment tests can count toward the student's final grade.

Action Plan

Develop a rubric for the Intro to Dance classes that includes required course content. In addition, instructors will be required to give the same pre-/post-tests to all sections of Intro to Dance. (This will not necessarily affect the instructor's grading policy).

Impacts and changes on classes for the following year

Next year, the pre-test will be graded and recorded immediately—during the first week of class—to allow all *Intro to Dance* instructors adequate time to make any necessary changes to their course content. Instructors should address each section of the course according to the needs of those particular students.

DAN 11000 - Dance as an Art

Goals and Objectives for GE Class

University GE goals and Objectives

Develop a clear written and oral argument. This will include the abilities to do the following:

- State a thesis clearly
- Illustrate generalizations with specific examples
- Support conclusions with concrete evidence
- Organize the argument with logical progression from argument introduction, through argument body, to argument conclusion

Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.

Course Goals and Objectives

1. Affording cultural enrichment—students study, watch videos, and discuss various world dance forms including the social relevance for each dance form and its country of origin. Students also learn about the production process for a theatrical dance event including the proper etiquette expected at a live dance performance.
2. “...demonstrate an awareness of the historical role played by the arts in shaping and expressing human values...”—students develop the ability to know the difference between personal gratification (enjoying dance) and artistic appreciation (understanding the significance of various dance forms).
3. To develop the student’s ability to enjoy and analyze dance performance through a consideration of dance style, technique, choreography and the role of dance in culture.
4. Encourage students to explore their individual relationship with dance including how, when, and why they developed their current attitudes about dance and how they can develop a broader perspective through observation, participation, and reflection.

Methods of Assessment Used

Objective Assessment

The pre-test addresses information that will be covered over the semester. The final exam includes all of the information from the pre-test and is used for comparison.

Subjective Assessment

Students are required to write an evaluation of every video shown in class. They are also required to attend a live dance concert and write a critique using information from class readings, discussions, and their own dance background when applicable.

Results

Fall 2010

	Average pre test %	Average final exam %	Average Improvement
2009-10 entire class	17	80	63
2010-11 entire class	15	93	78
2009-10 dance majors	31	98	67
2010-11 dance majors	18	92	74

Average improvement percentages were higher for 2010-2011 academic year.

Lessons Learned

The current assessment for this course works fairly well.

Action Plan

The department plans to re-structure the current assessment tools with consideration to attendance and previous dance experience.

Impacts and changes on classes for the following year

The grading policies for this course will be changed with regard to how attendance and each assignment is “weighted” toward the final grade.

DAN 37100 - Dance in the 21st Century

Goals and Objectives for GE Class

University GE goals and objectives

Develop a clear written and oral argument. This will include the abilities to do the following:

- State a thesis clearly
- Illustrate generalizations with specific examples
- Support conclusions with concrete evidence
- Organize the argument with logical progression from argument introduction, through argument body, to argument conclusion

Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.

Course Goals and Objectives

Student will do the following;

1. Develop clear written and oral arguments
 - a. Students are required to participate in class discussions and write personal responses to each video shown in class.

- b. These discussions and written assignments are intended to help students develop their own ideas about dance and its place in their individual lives.
2. "...demonstrate an awareness of the historical role played by the arts in shaping and expressing human values..."
 - a. Students develop the ability to know the difference between personal gratification (enjoying dance) and artistic appreciation (understanding the significance of various dance forms).
3. Broaden their perspective on dance and its importance to cultures around the world
4. Develop the ability to enjoy and analyze dance performance through a consideration of dance style, technique, choreography, and the role of dance in culture
5. Be afforded cultural enrichment
 - a. Students will study, watch videos, and discuss various world dance forms including the social relevance for each dance form and its country of origin.
 - b. Students will also learn about the production process for a theatrical dance event including the proper etiquette expected at a live dance performance.

Methods of Assessment Used

Objective Assessment

- The pre-test addresses information that will be covered over the semester. The final exam includes all of the information from the pre-test and is used for comparison. Below is a table of scores.

Subjective Assessment

- Students are required to write an evaluation of every video shown in class.
- They are also required to attend a live dance concert and write a critique using information from class readings, discussions, and their own dance background.
- In addition, the final exam is an essay comparing and contrasting three or four of the dances/countries studied during the semester and an essay on what the student believes to be the importance of the course and what information they might use in their future.

Results

Spring 2011

Student	Pre-test %	Post-test %	Improvement	Final Exam %
Overall Averages	5	58	53	83
Dance majors	11	66	55	91
High scores	22	92		99
Low scores	0	16		0

	Avg pre-test %	Avg final exam %	Avg Improvement
2009-10 entire class	20	88	68
2010-11 entire class	5	58	53
2009-10 dance majors	44	96	52
2010-11 dance majors	11	66	55

The average improvement among all students was lower for 2011, while the average improvement for dance majors was higher for 2011.

Lessons Learned

Some students do not take assessment testing seriously and will not study the same as they will for a final exam. If the post-test score is counted toward the students' final grade, they are more likely to apply the knowledge acquired throughout the semester.

Action Plan

The post-test questions will become part of the final exam. This should encourage students to apply their knowledge to those questions as well as the final written assignment.

Impacts and changes on classes for the following year

Grading policies for this course will change with regard to how attendance and each assignment is "weighted" toward the final grade.

Music

MUS 15000.OL - Music in America

Goals and Objectives for GE Class

University GE Goals

Students will do the following:

- Develop as more complete human beings who think and act freely both as individuals and as community members.
- Gain the intellectual tools and apply the range of perspective needed to understand human cultures as they have been, as they are, and as they might become.

- Apply the basic skills – listening, speaking, reading, writing, researching, observing, reflecting, and other forms of intellectual interaction – needed for productive communication and study of ideas.
- Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration of ideas.

Course Goals

This course is intended to extend and refine the students' ability to analyze and describe music accurately, evaluate music coherently, and relate music meaningfully through examination of the distinctive voices, historical and cultural underpinnings, elements, and evolutionary track of American music.

Objectives

University GE Objectives

Students should be able to do the following:

1. Develop a clear written and oral argument. This will include the abilities to
 - state a thesis clearly,
 - illustrate generalizations with specific examples,
 - support conclusions with concrete evidence,
 - organize the argument with logical progression from argument introduction through argument body to argument conclusion.
4. Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.
8. Demonstrate fundamental proficiency in literary analysis, apply those skills in interpretive and expressive exercises related to specific works of literature, and identify the usefulness of literature in assessing human behavior and values.

Course Objectives

Students will

1. develop the ability to analyze and describe music and music performances accurately, giving details of constituent elements and how they relate to each other;

2. develop the ability to relate music meaningfully and find, understand, use, and/or enjoy important or significant connections between art, history, culture, and self;
3. develop the ability to evaluate music coherently and create an account of the value, quality, importance, extent, or condition that is logically or aesthetically consistent and holds together as a harmonious or credible whole.

Methods of Assessment Used

In order to monitor and measure achievement of GE goals and objectives in MUS courses, the music faculty embarked on a complete revision of assessment practices during the 2009-2010 academic year. This initiative was driven by the following beliefs:

- The purpose of assessment is continuous *improvement*.
- Improvement initiatives should be data-driven.
- The data collected, reported, and used for improvement must be easily measurable and clearly aligned with (reflective of) GE goals and objectives.
- The data collected, reported, and used for improvement must be within the music faculty's reach—we can only measure what we can manage; we can only change what we can control.

Recent changes to the PRAXIS test and a unanimous decision of the music faculty to pursue accreditation by the National Association of Schools of Music (NASM) were also factors that influenced revisions to our assessment practices.

To design new assessment practices, the music faculty began meeting on a weekly basis. The agenda of these meetings was to establish (a) authentic indicators (assessment-tasks) for measuring achievement of appropriate GE goals and objectives and (b) five-year targets for each indicator. As a result of this focused collaboration, the following assessment framework represents the music faculty's answer to "How will we measure success?" Although the new assessment plan has not yet been fully implemented, we are most confident that collaborative analysis and response to this data will drive and demonstrate continuous improvement.

Revision and Reporting Cycle:

MUS 15000 Music in America (GE-Fine Art)

- 2009-2010: Revision
- 2010-2011: Begin Reporting

MUS 16500 Introduction to Music Literature (GE-Fine Art)

- 2010-2011: Revision

- 2011-2012: Begin Reporting

MUS 35700 World Music (GE-Fine Art/Cross-Cultural)

- 2011-2012: Revision
- 2012-2013: Begin Reporting

MUS 35500/35600 History of Western Music I/II (GE-Fine Art/Cross-Cultural)

- 2012-2013: Revision
- 2013-2014: Begin Reporting

Two methods of assessment were designed for MUS 15000 Music in America:

1. Pre- and post-survey results (student self-assessment). Target: On a Likert scale, by 2014, 90 percent of students will indicate an increase of at least 50 percent between pre- and post-surveys.
 - a. Topics Covered:
 - i. Musical style
 - ii. Definitions of popular music
 - iii. Properties of musical sound
 - iv. Elements of popular music
 - v. Sources of popular music
2. Student performance on authentic assessment-tasks aligned with GE and course objectives. This methodology is synonymous with standards-based accountability through authentic assessment of essential content. Target: By 2014 (5-Year) ninety percent of students will score eighty percent or above on assessment-tasks aligned with (that clearly provide convincing evidence of) GE and course objectives.

Results

MUS 15000.OL Spring 2011, Student Self-Assessment Data (Pre- and Post-Tests)

Student ID	<i>n</i>	Pre	Post	% Incr.	2014 Target	% > 50%
1	79	163	258	58.28	90% > 50%	90%
2	79	150	282	88.0		
3	79	110	272	147.27		
4	79	166	350	110.84		
5	79	150	243	62.0		
6	79	155	257	65.8		

7	79	152	322	111.84		
8	79	139	293	110.79		
9	79	209	321	53.58		
10	79	185	249	34.59		

Summary

Count	Null	<i>n</i>	Mean Incr.
10	14	79	84.29

MUS 15000.OL Spring 2011, Student performance on authentic assessment-tasks aligned with LU GE Objectives

LU GE Obj	Assessment ID	<i>n</i>	Count	Null	80-89	90-100	2014 Target	% > 80%
1, 4, 8	2.4	24	17	7	1	16	90% >	100
1, 4, 8	3.4	24	16	8	1	14	80%	93.75
1, 4, 8	4.5	24	19	5	2	16		94.73
4, 8	5.5	24	17	7	0	17		100
1, 4, 8	6.4	24	16	8	2	14		100

Performance Objectives - Assessment-Tasks

2.4 The student will create an annotated YouTube playlist of early American popular music that clearly answers the following questions: What style of music does this song represent? Why is this song musically, commercially, and/or socially important?

3.4 The student will create a personal top-10 list of American music from c. 1910-1950 and explain the musical, commercial, social, and/or personal reasons for including each song

4.5 The student will create a comprehensive listening guide for a song representative of Latin Music in the United States, a chart-topper between 1945-1964, or the Rock Revolution that includes an explanation of its musical, commercial, and/or social importance.

5.5 The student will nominate two songs, albums, artists, or groups representative of American Popular Music between 1965 and 1979 for a GRAMMY Award. The student will defend each nomination by explaining the unique or special musical, commercial, and/or social characteristics of the song, album, artist, or group.

Notes: GE Objective 8 was assessed in the context of music literature. For each assessment-task, students were given detailed instructions for completion and a comprehensive scoring

guide (rubric) in advance. Additionally, students were required to complete at least three corresponding chapter quizzes prior to each authentic assessment; the quizzes served to introduce the content knowledge needed for successful completion of each corresponding authentic assessment-task.

Lessons Learned

The data reflects extremely positive results from students who completed the assessment-tasks. However, there were far too many students who did not complete the assessment-tasks; on average, there were seven students who did not complete each assessment-task (29.16 percent).

Action plan for next year

- To reduce the number of students who do not complete course assignments and surveys, correspondence with students who show patterns of incompleteness should be documented and reported in future assessment reports.
- Investigate alternative texts. Many publishers now have tests and quizzes that are designed to integrate seamlessly with the Blackboard grade center.

Impact and changes on classes for the following year

- Points for pre- and post-surveys will be increased.
- Rubrics for assessment-tasks will be reviewed and refined to show clear connections with the corresponding GE objectives.
- Due to the positive results, all sections of this course will have similar architecture and identical assessment-tasks.

Theatre

These courses serve to educate students to recognize and identify relationships among the forms and techniques of the performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.

GE Objectives	Theater Courses
Develop a clear written and oral argument. This will include the abilities to do the following: <ul style="list-style-type: none"> • State a thesis clearly • Illustrate generalizations with specific 	TA 11700: Introduction to The Theatrical Arts TA 33500: Modern Drama TA 33600: Survey of Dramatic Literature TA 33700: Seminar in American Drama

<p>examples</p> <ul style="list-style-type: none"> • Support conclusions with concrete evidence • Organize the argument with logical progression from argument introduction, through argument body, to argument conclusion 	
<p>Recognize and identify the fundamental concepts, principles, and professional vocabulary of several specific social science disciplines and demonstrate an awareness of how such concepts and principles influence behavior and values at the individual, social, and cultural levels.</p>	<p>TA 11700: Introduction to The Theatrical Arts TA 33500: Modern Drama TA 33600: Survey of Dramatic Literature TA 33700: Seminar in American Drama</p>
<p>Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.</p>	<p>TA 11700: Introduction to The Theatrical Arts TA 10500: Fundamentals of Acting TA 33500: Modern Drama TA 33600: Survey of Dramatic Literature TA 33700: Seminar in American Drama TA 37000: History of Theatre</p>
<p>Recognize and identify relationships among seminal human ideas, values, and institutions in Western and non-Western societies and demonstrate a grasp of their historical development in aesthetic, intellectual, political, and social contexts.</p>	<p>TA 11700: Introduction to The Theatrical Arts TA 37000: History of Theatre TA 33500: Modern Drama TA 33600: Survey of Dramatic Literature TA 33700: Seminar in American Drama</p>
<p>Demonstrate fundamental proficiency in literary analysis, apply those skills in interpretive and expressive exercises related to specific works of literature, and identify the usefulness of literature in assessing human behavior and values.</p>	<p>TA 11700: Introduction to The Theatrical Arts TA 33500: Modern Drama TA 33600: Survey of Dramatic Literature TA 33700: Seminar in American Drama</p>

TA 10500 - Fundamentals of Acting

Objectives

University Objectives

Objective # 1: Develop clear written and oral arguments.

Objective #4: Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role

played by the arts in shaping and expressing human values at the individual and cultural levels.

Objective #8: Demonstrate fundamental proficiency in literary analysis, apply those skills in interpretive and expressive exercises related to specific works of literature, and identify the usefulness of literature in assessing human behavior and values.

Course Objectives

1. Students will demonstrate the ability to produce written production critiques utilizing proper acting terms and defending and supporting their conclusions with specific facts from the production.
2. Students will demonstrate the ability to orally defend their character choices during in-class rehearsals and following performances.
3. Students will develop communication skills to deliver and receive constructive criticism.
4. Students will articulate his or her understanding of acting as an art.
5. Students will study the principles of different acting theories and practices as they relate to the historical development of acting and our current practices.
6. Develop an understanding and appreciation of the rehearsal process.
7. Students will define the given circumstances of a play.
8. Students will demonstrate the ability to make acting choices based on careful analysis of their character's dialogue.
9. Students will perform a monologue from a play.
10. Students will perform in a scene from a play.

Methods of assessment used

Objective

Pre- and post-tests to assess our success in teaching each of the course objectives.

Subjective

- Video - in the future, we will record the first and final performance to document student growth.
- Performance rubric - these would show continual improvement in scores between the first and last performance.
- Production critiques - evaluate the level at which the student has grasped the acting vernacular and process.

Student Response

- Verbal and written acting critiques of student performances, in-class discussions
- Course evaluations

Results

The fall 2011 semester will be the first to include the pre-and post-tests and video, but in the future we will compare the student scores of those tests in addition to the video of the first and last performances to ensure the students are grasping the material and showing significant growth throughout the semester.

Lessons Learned

Basic Information

Students are gaining knowledge in the overall acting process, specifically how to approach developing a character. They learn and are capable of using proper acting and theatrical terminology when speaking in class and in their written work for class.

The students seem to have a better grasp of the terms and the overall acting process by the end of the semester if the basic terms and process are discussed early in the semester. For many students, it takes the entirety of the semester for all of the pieces of the puzzle to fit together/fall into place.

Develop Skills

Students are more capable and confident public speakers upon leaving this course. They are learning to work cooperatively through the improvisation exercises and scene work required by the course.

Time must be spent in the first two weeks of class to create a safe learning environment for the students. They have to learn to trust one another before they open up and feel comfortable performing and speaking in front of one another. If this trust is not established early on, the students are hesitant to volunteer and lack the motivation to participate. Improvisation games and introductory acting games seemed to help expedite this process. Also, early class discussion of popular celebrity actors seemed to help get them talking about acting and helped them gain confidence in speaking in front of the class.

Expand Thought

Students are exposed, many for the first time, to live theatre through the production attendance requirement. Having the students attend each of the three main stage productions was helpful in discussing different acting styles and how those relate to the various genres of theatre. Also, the concepts the students learn in class are supported in these productions and the time spent in-class discussing the productions was incredibly helpful in assessing how well the students were grasping the terminology and concepts being taught.

Encourage Critical Thinking

The students learn the first few steps of script analysis and how to use the given circumstances in a script to develop their characters. They are able to write these ideas into a formal character analysis supporting their ideas about the character with facts from the script. After attending the main stage productions, students evaluate the work of our theatre majors and minors via production critiques. This requires the students to connect and support their subjective view of the actors' work with the terminology and the process they are learning in class. Students are required to critique not only their own acting after each performance, but also their peers' work.

A more formal written evaluation is needed for the students to critique themselves and the other actors in the class. Without this formality, the comments given by the students were vague and were not constructive.

Action Plan for next year- how is the course/department/school planning to improve student learning?

Course

The department will implement video-taping of the first and last performances along with pre-/post-tests to more accurately assess the students' level of comprehension and skill improvement from the beginning to the end of the semester.

Department

The Fundamentals of Acting instructors will be meeting once a month and at the conclusion of each semester to discuss and evaluate what is working well and what needs improvement. The information from these meetings will guide us to make decisions about immediate changes that may need to be made as well as necessary changes for subsequent semesters.

Impacts and changes on classes for the following year?

The department will do the following:

- Re-organize the course calendar to allow for more time at the beginning of the semester to work on improvisational and theatrical games to build confidence and trust.
- Re-organize the course calendar to allow for more time at the beginning of the semester for class discussion of the students favorite actors. Take time to analyze what it is that they like about these actors and how that is relevant to the terms and process we are learning in class.
- Create an evaluation form for students to use in evaluating their personal performances and that of other students in the class.
- Add to the syllabus that students may only make-up one of the three main stage production attendance assignments. The attendance at these productions is too crucial to their overall growth in the class.
- Decide on an acceptable alternative option for student athletes who are potentially excused from being on campus during production dates.

TA 11700 - Introduction to Theatrical Art

Goals and Objectives for the GE Class

University Goals and Objectives

Objective # 1: Develop clear written and oral arguments.

Objective #4: Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.

Objective #6: Recognize and identify relationships among seminal human ideas, values, and institutions in Western and non-Western societies and demonstrate a grasp of their historical development in aesthetic, intellectual, political, and social contexts.

Objective #8: Demonstrate fundamental proficiency in literary analysis, apply those skills in interpretive and expressive exercises related to specific works of literature, and identify the usefulness of literature in assessing human behavior and values.

Course Objectives

Students will

1. demonstrate the ability to produce written production critiques utilizing proper theatrical terms and defending and supporting their conclusions with specific facts from the production;
2. demonstrate the ability to orally defend their critiques during in-class discussion of the production;
3. justify their choices for a costume and scenic design through a written design concept and orally as their work is presented to the class;
4. articulate his or her understanding of theatre and its place in the arts in relation to literary, performing and visual arts;
5. develop an understanding of playwriting: the genres and styles of theatre and the principles of dramatic structure;
6. demonstrate an understanding of audience etiquette and the importance of supporting theatre in today's society;
7. develop a respect for acting and an understanding of the rehearsal process;
8. develop and demonstrate their understanding of costume and scenic design;
9. explore the history of theatre from Egyptian to present day, examining the growth and development of the discipline as it relates to historical events and social change;
10. analyze a play, specifically the characters and their relationship to one another;
11. demonstrate the ability to make acting choices based on their analysis of their character's dialogue.

Methods of Assessment Used

Objective

- Pre- and post-tests to assess our success in teaching each of the course objectives.
- Test over the play read.
- Test over the lecture material.

Subjective

- Playwriting project
- Design Project
- Final production project – rubric to evaluate the individual and the group effort
- Production critiques - evaluate the level at which the student has grasped the theatrical vernacular and process.

Student Response

- Verbal and written critiques of student performances and projects, in-class discussions
- Course evaluations

Results

The fall 2011 semester will be the first to include the pre-and post-tests, but in the future we will compare the student scores of those tests to ensure the students are grasping the material and showing significant growth throughout the semester.

Lessons Learned**Basic Information**

Students are gaining a general understanding of theatre and how it works. They develop a working knowledge of the overall theatrical process and proper terminology.

The department should look into splitting the test over the lecture material into two shorter tests or quizzes as all of the material has not been covered by the time we give midterms, but waiting until later in the semester is problematic due to the amount of work and time needed for the final production project.

Develop Skills

After completing the class, students are more capable and confident speakers regarding theatre and the history of theatre. They are also more capable actors and writers upon leaving this course.

Expand Thought

Students in this course are exposed, many for the first time, to live theatre through the production attendance requirement. Having the students attend each of the three main stage productions was helpful in their discussions on theatre and the process that the University students and faculty went through to get to create the final product. Also, the concepts they learn in class are supported in these productions and the time spent in-class discussing the productions was incredibly helpful in assessing how well the students were grasping the terminology and concepts being taught.

Encourage Critical Thinking

The students learned the fundamentals of script analysis and how to use these ideas to develop their own plays and characters. After attending the main stage productions, students evaluate the work of our theatre majors and minors via production critiques. This requires the students to connect and support their subjective view of the work with both the terminology and the process they are learned in class.

Action Plan for next year

The department will implement pre- and post-tests to more accurately assess the students' level of comprehension and skill improvement from the beginning to the end of the semester.

Impacts and changes on classes

The department will do the following:

- Develop pre-and post-tests for students to take each semester.
- Determine better placement in the semester for the lecture material test(s).
- Create a new test (if needed) to support the above change.

Analysis of Fine and Performing Arts for 2010-11

The art program has been actively expanding its assessment efforts but does have some areas for improvement. It would help to lay out the course objectives in the assessment report for each class. Are there rubrics for these ratings? Do ART 21000 and ART 22000 have the same objectives? If not, why do they use the same assessment tool? These are two very different topics. The discussion suggests that a post-test is given, but are there any pre-tests to give a comparison to assess students' learning? Consideration should be given to administering the post-test at the start of the semester to assess baseline knowledge. The program needs to capture how it is "closing the loop," using the results to know how its classes are doing and what changes should be made to improve student learning.

Art History

This is the first time Art history was reported as a separate entity. With a new lead professor and limited data from past professors to work from, it will be next year before the beginning of an effective separate assessment report will be in place.

Dance

Dance assessment appears to have a number of the pieces in place for a strong assessment program. A number of the objectives read more like goals and thus appear to be too general to be measurable. What will be the role of attendance in assessing the classes? Is grading a significant problem in these classes? The assessment results should be broken down not just overall, but also by various class objectives. It is not clear why proposed changes will affect grading and attendance “weighting” as indicated for Dance 11000, as indicated under “Impact and changes in classes for the following year.” Assessment of skills in the GE courses should be developed; since students actually participate in dance, any improvements in skills should be measured. The program needs to work to tighten up the process by showing what is successful and what needs to be changed and how. The program still needs to work at showing the connection between assessment and the changes being made.

Music

The Music Department is implementing an extensive assessment program for its GE classes. The efforts at assessing MUS 15000 are a good start. But how did students do on each of the targeted areas listed in the report? The department will want to look at the course student learning objectives to make sure they are definable and measurable. The use of self-assessment surveys, while they do have value, is limited in understanding the actual success of the class. The development of the assessment for four other music GE classes will add to the strength the department’s GE program.

Theatre

The Theatre Department is doing a good job of getting assessment into its GE classes and is working to connect assessment to course improvement. Still, there are weaknesses. The language is often too general when discussing outcomes and lessons learned. There is virtually no data presented that speaks to the lessons learned. Breaking down assessment analysis into smaller chunks—how they did by objectives or concepts, ideas, or skills that the faculty desired the students to attain—would be good for the department to give focus to class improvement. The department will want to consider paring back on the number of student learning objectives for each class.

Civilization/Cross Cultural

Civilization

Lindenwood requires all students to take World History and one year of foreign language or, in place of a foreign language, two courses defined as cross cultural. The most important role of World History is in helping students understand how the modern world has been shaped over time by the interaction of events, people, and ideas. Through the foreign language/cross cultural requirement, students are exposed to non-American cultures. Together the purpose of these courses is to expand the view that Lindenwood students have of the world beyond the borders of the United States. These courses lay the groundwork for students to understand other cultures and the events that have led them to their current views and beliefs. In doing so, these courses will make them better citizens, professionals, and business people by allowing them to better interact with and understand people from around the world.

Overview: Assessment for the General Education (GE) within the History and Geography Department was put on hold during fall of 2010 in order to develop Scantron-based objective assessments for each of the large-enrollment classes. The results below pertain to GE courses for spring of 2011. As mentioned, the large-enrollment classes with several sections taught by adjuncts were evaluated with Scantron-based objective measures (History 100, History 105, History 106, and Geography 201). The smaller enrollment GE courses were assessed using different methods as described below. As will be discussed within each class' results, changes will be made in the GE assessments for the 2011-2012 school year to better reflect the University's goals for general education courses.

HIS 10000 – World History since 1500

Goals and Objectives for GE Class

University Goals and Objective

Goal #2: Students will be able to gain the intellectual tools and apply the range of perspective needed to understand human cultures as they have been, as they are, and as they might be.

Objective #6: Students will be able to recognize and identify relationships among seminal ideas, values, and institutions as expressions in their Western and non-Western historical development in aesthetic, intellectual, political, and social contexts.

Course Goals and Objectives

Student will do the following:

1. Know the basic geography of major world civilizations and be able to identify significant features on a blank map.
2. Be able to place significant persons and developments in time. This is not so much a matter of memorizing exact dates as of being able to place events in chronological order and context with an appropriate degree of accuracy.
3. Be able to identify from provided lists important persons, places, processes, and events from the human past. To be, in other words, literate in history.
4. Demonstrate an understanding of the chief characteristics of the major world civilizations, cultures, and religions, and of their interaction with one another.
5. Demonstrate an understanding of the economic, political, and cultural interactions between western culture and other cultures since the 16th century.

Methods of Assessment Used

Objective pre- and post-tests (40 questions including content-specific and map-related questions)

Results

Comparisons of pre-test and post-test scores provide information regarding the value of our World History course as a communicator of these basic facts and ideas. In order to judge our effectiveness in providing this core educational foundation, the History Department uses an assessment test to evaluate historical geography, historical movements, historical causation, events, and people. These categories are designed to build an understanding not only of historical chronology and causation but key individuals, ideas, and events. Each faculty member teaching HIS100 uses identical assessment questions. Summary results reflect a cross-segment of sections, faculty, and semester results.

The HIS 10000 pre- and post-test consists of 25 multiple choice and matching questions covering eight categories of world history and 15 map questions covering seven categories of modern world geography. The results for four sections (four instructors, 85 students) of HIS 10000 in the spring semester 2010 are as follows:

History Categories	Pre-test (% correct)	Post-test (% correct)	Improvement
Chronology	48	60	+12
Imperialism	30	41	+12
1500-1700	38	52	+13
1700-1900	28	38	+10
1900-Present	43	58	+15
Non-Western	27	44	+17
Philosophies/Religion	37	55	+18
Islam and the Mid-East	26	37	+11
Geographical Categories			
Countries	13	23	+10
Cities	26	33	+7
Asia	11	17	+6
Middle East	18	34	+16
Africa	9	14	+5
Europe	10	19	+9
Latin America	18	26	+8
Average	30%	43%	+13

The results for 20 sections taught by 14 instructors (nine adjuncts) of HIS 100 in the spring semester 2011 are as follows:

Categories	Pre-test % correct	Post-test % correct	Improvement
Chronology	46.80	56.6	+9.80
Imperialism	29.38	41.5	+12.13
1500-1700	26.83	43.5	+16.67
1700-1900	32.30	42.5	+10.20
1900-Present	42.33	54.5	+12.17
Non-Western	30.90	45.1	+14.20
Philosophies/Religion	33.80	50.2	+16.40
Islam and the Mid-East	25.00	41	+16.00
Geographical Categories			
Countries	32.90	40.2	+7.30
Cities	44.20	51.6	+7.40

Categories	Pre-test % correct	Post-test % correct	Improvement
Asia	39.00	47.4	+8.40
Middle East	25.67	30	+4.33
Africa	37.50	47	+9.50
Europe	37.00	43	+6.00
Latin America	32.33	41	+8.67
Average	34.40	45.01	+10.61

Comparison of overall results suggests some weaknesses in student improvement, particularly in some geographical regions.

Lessons Learned

Assessment will be strengthened by further analysis of results by full-time and adjunct faculty members.

Action Plan for next year

A rewritten assessment test and more powerful tools for analysis of results will enable concerns to be addressed by individual faculty and, where appropriate, by all faculty.

Foreign Language/Cross Cultural

Lindenwood students are required to either take two consecutive semesters of a foreign language (and they must be language not literature) or two courses designated as cross cultural by the University. Cross cultural is defined as courses that do not deal with subjects and/or topics within the United States, groups within the United States, or American culture. Foreign cultures are examined in areas that include, but are not limited to, literature, history, religion, and anthropology.

Foreign Languages

Lindenwood offers courses in four Languages that meet the cross cultural/foreign language requirement: Chinese, French, German, and Spanish.

These foreign language classes are not specifically a part of any major, but the French and Spanish classes can serve as pre-requisites for students without previous language experience.

The University GE Objectives for all of the Foreign Languages

1. Develop a clear written and oral argument. This will include the following abilities:
 - State a thesis clearly
 - Illustrate generalizations with specific examples
 - Support conclusions with concrete evidence
 - Organize the argument with logical progression from argument introduction, through argument body, to argument conclusion

6. Recognize and identify relationships among seminal human ideas, values, and institutions in Western and non-Western societies and demonstrate a grasp of their historical development in aesthetic, intellectual, political, and social contexts.

8. Demonstrate fundamental proficiency in literary analysis, apply those skills in interpretive and expressive exercises related to specific works of literature, and identify the usefulness of literature in assessing human behavior and values.

FLC 10100 - Elementary Chinese I and FLC 10200 - Elementary Chinese II

Goals and Objectives

Course Objectives

Students will

1. basic knowledge of Chinese phonics,
2. be able to communicate in survival Mandarin,
3. learn basic Chinese grammar,
4. learn the traits of Chinese characters,
5. learn how to write basic Chinese characters,
6. get an overview of Chinese culture.

Methods of Assessment Used

No formal testing to evaluate improvement was given this year.

Results

In the 2010-2011 academic year, students who previously knew little about China and its language and culture learned a lot. They gained a great deal of basic knowledge of Chinese phonetics and Chinese grammar; they communicated with each other on basic daily life topics; and they gained an understanding of the cultural background knowledge related to the topics covered and grasped the spirit of the language.

Action Plan

In the coming year, students will be given a pre-test at the beginning of each semester, which will be related to the final test to check the students' understanding of the language. In addition, in order to improve student learning, alternative assessment methods will be used, such as portfolios, oral presentations, more intensive use of the language lab to enhance students' listening comprehension, and organizing a Chinese table at lunch with the Chinese tutor to give the student practice in communicating with the language.

FLF 10100 - Elementary French I

Course Objectives

During the course of the first year sequence, the student will do the following:

- Develop awareness of French and francophone culture and civilization and how those compare and contrast with his/her own.
- Understand spoken and recorded French about familiar topics well enough to get main ideas and some detail.
- Read simple French texts well enough to get main ideas and some detail.
- Write French well enough to fill out forms, take notes, and write messages and/or letters for specific purposes.
- Speak and understand French well enough to get around in a country where French is spoken: greet people, ask for directions, relate basic personal information, talk about things that are important to personal life such as family, friends, activities, studies, etc.
- Study basic phonetics and practice pronunciation so as to be easily understood by French speakers.
- Study the basic grammar of the French language and, when appropriate, compare it to his/her native language.

Methods of Assessment Used

- A pre-test was given at the beginning of each semester containing items embedded in the final exam.
- Analysis of scores on comprehensive final exam was conducted.
- End-of-semester evaluations of the course were also evaluated.

Results

Assessment was based on 54 students taking both the pre-test and post-test. The pre-test showed 2.9 percent correct answers to questions over grammar to be covered in the course. When compared to the same items embedded in the final exam, the number of correct answers increased to 78 percent. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 8; 80 or above: 18; 70 or above: 23; 60 or above: 3; below 60: 2. These results are consistent with those of past years.

Lessons Learned

While the comprehensive final is deemed useful and necessary as a tool to push students to review the whole semester's material, it is also clear that performance on such a massive exam at such a stressful time of the semester is often not a reflection of the student's true grasp of the material.

Students' overall satisfaction with the course was very high, based on the end-of-semester evaluations.

FLF 10200 - Elementary French II

Course Objectives

During the course of the first-year sequence, the student will do the following:

- Develop awareness of French and francophone culture and civilization and how those compare and contrast with his/her own.
- Understand spoken and recorded French about familiar topics well enough to get main ideas and some detail.
- Read simple French texts well enough to get main ideas and some detail.
- Write French well enough to fill out forms, take notes, and write messages and/or letters for specific purposes.
- Speak and understand French well enough to get around in a country where French is

spoken: greet people, ask for directions, relate basic personal information, talk about things that are important to personal life such as family, friends, activities, studies, etc.

- Study basic phonetics and practice pronunciation so as to be easily understood by French speakers.
- Study the basic grammar of the French language and, when appropriate, compare it to his/her native language.

Methods of Assessment Used

- A pre-test was given at the beginning of each semester containing items embedded in the final exam.
- Analysis of scores on comprehensive final exam was conducted.
- End-of-semester evaluations of the course were also evaluated.

Results

Assessment was based on 41 students having taken the pre- and post-test. The pre-test showed 1.6 percent correct answers to questions over grammar to be covered in the course. When compared to the same items embedded in the final exam, the number of correct answers increased to 73 percent. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 7; 80 or above: 14; 70 or above: 9; 60 or above: 7; below 60: 4. These results are consistent with those of past years.

Lessons Learned

As is the case with FLF 10100, the comprehensive final in FLS 10200 is deemed useful and necessary as a tool to push students to review the whole semester's material. However, it is also clear that performance on such a massive exam at such a stressful time of the semester is often not a reflection of the student's true grasp of the material. Verb charts were again incorporated into the initial and final reviews. This seems to have improved student performance on the final exam verb sections.

Student evaluations of the course are not yet available, but will later serve to gauge students' overall satisfaction with the course.

General Comments Pertaining to the FLF 10000 Level Classes

Listening comprehension is measured at regular intervals with each chapter test and is monitored in a less structured way through class participation. Students also do listening comprehension activities in their workbook. They have a much more favorable attitude toward

doing listening exercises online as they work through the written exercises of their Student Activities Manual, as opposed to doing them in the language lab, or even at home, but separately from the written work. The 4th edition of *Chez nous* presents the reading, writing, listening, and pronunciation exercises grouped together in the workbook for each lesson as the student progresses through the assignment.

Oral proficiency is monitored exclusively through class participation. The instructor monitors and makes suggestions to students having trouble progressing orally. While students working in the physical language lab, where there are no sound barriers, complained of not wanting to speak out loud in response to the lab exercises, the new system of using an online lab manual provides the students the opportunity to practice pronunciation at home.

Reading comprehension is monitored through homework assignments and chapter tests. Writing skills are tested with each chapter test and through compositions given as homework. This year, more effort was made to have students listen together in class to recorded passages that accompany the book (audio resources provided by the publisher). This provides the opportunity for them to hear other accents and pronunciations; the department will attempt to do this more in the future. The department has also begun introducing songs, websites, YouTube videos, etc., into the lessons.

The department continues to be quite satisfied with the textbook, *Chez nous*, but has yet to decide on a new text.

FLF 20100 - Intermediate French I

Course Objectives

During the course of the second-year sequence, the student will do the following:

- Increase awareness of French and francophone culture and civilization and how those compare and contrast with his/her own.
- Understand spoken and recorded French through class participation, lab work, and movie viewing.
- Develop reading skills in French.
- Develop writing skills through workbook exercises and short compositions assigned.
- Develop speaking skills through class participation, oral presentations, and dialogues.
- Increase vocabulary.
- Practice pronunciation so as to be easily understood by French speakers.
- Review the basics and learn more advanced grammar of the French language and, when appropriate, compare it to his/her native language.

Methods of Assessment Used

Assessment is based on the following tools:

- A pre-test was given at the beginning of each semester containing items embedded in the final exam.
- Analysis of scores on comprehensive final exam was conducted.
- End-of-semester evaluations of the course were also evaluated.

Results

Assessment was based on 18 students having taken both the pre- and post-test. The pre-test showed 5.2 percent correct answers to questions over grammar to be covered in the course. When compared to the same items embedded in the final exam, the number of correct answers increased to 81 percent. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 8; 80 or above: 4; 70 or above: 3; 60 or above: 0; below 60: 3. These results are consistent with those of past years.

Lesson Learned

The students and instructor enjoyed using the book, *A Votre tour*. The workbook exercises leave something to be desired and are often replaced with professor-generated and text-based ones. However, the book provides excellent grammar review and exercises to build skills in all five areas.

Students' overall satisfaction with the course was very high, based on the end-of-semester evaluations.

FLF 20200 - Intermediate French II

During the course of the second-year sequence, the student will do the following:

- Increase awareness of French and francophone culture and civilization and how those compare and contrast with his/her own.
- Understand spoken and recorded French through class participation, lab work, and movie viewing.
- Develop reading skills in French.
- Develop writing skills through workbook exercises and short compositions assigned.
- Develop speaking skills through class participation, oral presentations, and dialogues.
- Increase vocabulary.

- Practice pronunciation so as to be easily understood by French speakers.
- Review the basics and learn more advanced grammar of the French language and, when appropriate, compare it to his/her native language.

Methods of Assessment Used

Assessment is based on the following tools:

- A pre-test was given at the beginning of each semester containing items embedded in the final exam.
- Analysis of scores on comprehensive final exam was conducted.
- End-of-semester evaluations of the course were also evaluated.

Results

Assessment was based on 13 students having taken both the pre- and post-test. The pre-test showed 3.1 percent correct answers to questions over grammar to be covered in the course. When compared to the same items embedded in the final exam, the number of correct answers increased to 75 percent. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 2; 80 or above: 5; 70 or above: 1; 60 or above: 1; below 60: 3.

Lesson Learned

Final exam (post-test) scores were lower on the average. The sample of students was very small (13), and a few students who performed very poorly may have skewed this mean. Among the reasons for the lower scores: 1) there were two very weak students in the course who were completing their foreign language requirement for the English major, so they will not be continuing in French; 2) one student cheated on the final, which resulted in her getting a zero; 3) the semester was shorter (14 weeks), plus we had a snow day and Sibley Day, resulting in much less time to deal with the same amount of material that we used to cover in 15 weeks. Both the teacher and students continued to enjoy working with the textbook *A votre tour!*

Conversation Partners were not offered to FLF 20200 students this year, due to a shortage of staff; we will consider offering them again in the spring of 2012.

A new activity was introduced as a review at the beginning of the semester, and it proved to be very successful. Students watched and created past-tense narrations for the short film *Le Grand Sommeil*. This was a very creative and entertaining way to review passé composé vs. imparfait, and the activity will be used again.

Due to a lack of time (shortened semester, snow day, Sibley Day), the oral dialogue assignment was cut from the curriculum this spring, as was the viewing of a film. The department will work to remedy this situation in revamping the syllabus for 2012, which may entail cutting other assignments or even content. Students enjoy and greatly benefit from acting out dialogues in situations that mimic real life. It is also an important skill for them to be able to perform in front of a group. The film simply provides a strong presence of real French culture—more substantial than the little cultural readings found in the intermediate textbook. Film viewing can also provide a spring board for composition and conversation, debate, and learning about a variety of cultural elements.

Student evaluations of the course are not yet available but will later serve to gauge students' overall satisfaction with the course.

General Comments Pertaining to the 200 Level

Listening comprehension is measured at regular intervals with each chapter test and is monitored in a less structured way through class participation. Students are also required to do listening exercises in the language lab using their workbook. Student feedback indicates that while they don't really enjoy doing these listening exercises and find them rather difficult, the level of dissatisfaction was not high.

Oral proficiency is monitored through class participation and the performance of oral dialogues. The instructor monitors and makes suggestions to students having trouble progressing orally. Students can now copy listening activities, which include oral responses, to a flash drive to be used at home. In a private setting, students are more likely to do the oral exercises than they were when working in the language lab, where there are no sound barriers between stations.

Reading comprehension is monitored through homework assignments and chapter tests. A *votre tour!* provides excellent reading passages and exercises based on them.

Writing skills are tested with each chapter test and through compositions given as homework. There will be a change of instructor for this course in the next academic year.

FLG 10100 - Elementary German and FLG 10200 - Elementary German II

Course Objectives

Students will

1. have acquired a degree of competence in the four language skills (aural comprehension, speaking, reading, and writing);
2. need to, as non-native speakers, acquire and demonstrate an understanding of the principles of both German and English grammar, syntax, and idiom, as well as basic German vocabulary;
3. have gained insights into life in the German-speaking countries as demonstrated by answering questions about German customs, history, and geography;
4. be able to understand German that is spoken at moderate conversational speed and that deals with everyday topics;
5. be able to engage in simple conversations with speakers of German in everyday situations, read simple, non-technical German on various aspects of German culture, and write simple sentences correctly on the topics presented;
6. articulate basic knowledge about the countries where German is spoken and an awareness of essential differences and similarities between these countries and the United States.

Results

FLG 10100/10200	Assessment Type	Scores	Fall 2010	Spring 2011
FLG 10100	Pre-Test: August 2010	60% or higher	10%	
FLG 10200	Post-test: May 2011	60% or higher		67%

Lessons Learned

Inflections and verb tenses present the greatest challenge to students.

As previously noted, however, the pace of the course cannot be slowed any further. Requiring more time in the language lab seems to have improved students' understanding, though the need to learn and retain vocabulary still remains a foreign concept (particularly the vocabulary from previous chapters), despite the use of class time for review. It should also be noted that

there is a clear correlation between student compliance with the lab requirement and both test and assessment scores. Since the requirement already factors into the final grade, there seem to be few further options available. It is also important to note that students' general lack of grammatical knowledge in English is a serious detriment to progress in the course.

FLG 20100 – Intermediate German I and FLG 20200 - Intermediate German II

Course Objectives

Students will

1. have acquired a degree of competence in the four language skills (aural comprehension, speaking, reading, and writing);
2. need to, as non-native speakers, acquire and demonstrate an understanding of the principles of both German and English grammar, syntax, and idiom as well as basic German vocabulary;
3. have gained insights into life in the German-speaking countries as demonstrated by answering questions about German customs, history, and geography;
4. be able to understand German that is spoken at moderate conversational speed and that deals with everyday topics;
5. be able to engage in simple conversations with speakers of German in everyday situations, read simple, non-technical German on various aspects of German culture, and write simple sentences correctly on the topics presented;
6. articulate basic knowledge about the countries where German is spoken and an awareness of essential differences and similarities between these countries and the United States.

Results

FLG 20100/20200	Assessment Type	Scores	Fall 2010	Spring 2011
FLG 20100	Pre-Test: August 2010	60% or higher	30%	
FLG 20200	Post-test: May 2011	60% or higher		75%

Lessons Learned

Because this class was quite small, the results of the assessment may not be typical. Some students seem to have retained remarkably little from FLG1010 and FLG 10200, which

necessitated far more review than in years previous. Verb tenses, in particular, are a perennial problem.

FLS 10100 - Elementary Spanish I and FLS10200 - Elementary Spanish II

Course Objectives

The student will

1. be able to initiate and sustain basic communicative tasks in a Spanish-speaking environment, including written skills;
2. ask and answer fundamental questions;
3. understand basic texts dealing with personal, cultural, and social needs;
4. be adequately prepared to continue a study of Spanish;

Methods of Assessment Used

In order to arrive at a more complete record of student progress, we gave separate pre- and post-tests for FLS 10100 and FLS 10200 rather than only at the beginning of FLS 10100 and the end of FLS 10200, as was earlier the case.

Results

FLS 10100: 72 points total	Pre-test	Post-test
90% (64.8-72)	0	33
80% (57.6-64)	0	36
70% (50.4-57)	0	27
60% (43.2-49)	0	19
Under 60% (42 and below)	140	25

FLS 10200: 132 points total	Pre-test	Post-test
90% (118.80-132)	0	11
80% (105-117)	0	15
70% (92.4-104)	0	15
60% (78.5-91)	0	13
Under 60% (78 and below)	81	27

FLC 10100

The pre-test in each of the two courses consisted of items having to do with the elementary vocabulary and grammar points to be covered in the semester. All of the students who took both tests (140) in the first semester scored under 60 percent on the initial test. As can be seen in the above table, the results on these same items embedded as a post-test in the final exam at the end of the semester are more differentiated. Although the majority of those taking both tests scored over the 60 percent minimum, and the majority of those 115 students scored 70 percent or above, the percentage of those scoring higher than 60 percent still needs to increase. Thirty-three of the students scored in the highest level, far more than those who achieved this level in the previous year. (It should also be noted that many of those who scored under 60 percent on the post-test actually improved their scores noticeably compared to their performance on the pre-test, although not enough to escape the lowest category.)

FLS 10200

The results for the pre- and post-tests for FLS 10200, the second semester of Elementary exhibited a similar pattern, although with a total of fewer students among the sections. A source of difficulty for an appreciable number of students each year continues to be having allowed a time-lapse of a year or more between taking the first semester and the second semester of this two-semester course. We have made a concerted effort to point out the dangers of such discontinuity to faculty advisors in all fields and will continue to do so in the hopes of improving student performance in this way, as well.

Lessons Learned

Among those who complete the two semesters, however, the fundamental problem continues to be one of student attention to detail; the faculty will continue to employ instructional strategies to encourage more responsible student behavior with regard to accuracy in the learning of linguistic elements and rules. Our textbook has provided a variety of types of support material in the package, which has helped in our effort to accomplish this. This support material was further refined in the new edition of 2011 using the Internet more intensively. Those students who have actually taken advantage of such tools have been enthusiastic about them and have shown improved mastery as a result; nevertheless, too many still do not want to invest the necessary time and effort.

As stated in previous reports, a change in the method of testing and limiting the need for independent knowledge of forms and rules in favor of a strictly multiple-choice “recognition” format for the test items could lead to better numerical results; students tend to do better on the sections (i.e., vocabulary, reading comprehension) that use this format. However, while

this method might indeed improve the statistical results for the students, it does not reflect the degree of independent ability in language usage that is the true goal of the foreign-language instruction and necessary for the higher-level courses.

Oral Proficiency continues to be demonstrated through various types of individual or group presentations in class, depending on the level and topic involved. Charts listing standard evaluation aspects, such as comprehensibility, language control, vocabulary use, and pronunciation, are used to determine the level of performance.

FLS 20100 - Intermediate Spanish I and FLS 20200 - Intermediate Spanish II

Course Objectives

Students will

- continue the development of all four language skills: listening comprehension, speaking, reading, and writing;
- develop a stronger command of basic grammatical structures;
- develop a stronger command increase vocabulary and fluency through reading;
- develop a stronger command of oral and written analysis of short literary and cultural selections;

Results

Fifty-eight students took both the pre- and post-test for the fall and spring sections, and of all 52 20200 students, 42 students have taken both the pre- and post-test for the fall and spring sections.

FLS 20100

On the pre-test, none of the students scored 60 percent or higher (average of 21 percent), while on the post-test 45 students did. The average score on the final was 72 percent. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 13; 80 or above: 27; 70 or above: 32; 60 or above: 45; below 60: 13.

FLS 20200

On the pre-test none of the students scored 60 percent or higher (average of 18.5 percent), while on the post-test 32 students did. The average score on the final was 69 percent. Scores on

the final broke down in the following fashion according to percentiles: 90 or above: 3; 80 or above: 5; 70 or above: 16; 60 or above: 32; below 60: 10.

General Comments Pertaining to the Spanish 20000 Level

The final grades of the FLS 20200 students, looking back at the past several years, more and more students score high enough on the final exam to pass it. This increase in success rate could be attributed to the extra time spent doing additional exercises (provided by the professor) on the subjunctive tenses and relative pronouns, which are a large part of the grammar in that course as well as on the two review classes during the last two meetings, which allowed students to review/refresh some of the material studied earlier in the semester and is included in the cumulative final exam.

Writing skills are tested with each test and through compositions and presentations. As a result of these findings, the instructors will continue to adapt to the needs of students, expand their individual understanding of the subject matter, and hopefully make them stronger Spanish speakers as well as help them appreciate cultures from other countries. Also important to note is that FLS 20100 and FLS 20200 are now offered both in the fall and in the spring and will also have as an evening class, all with different instructors. All three instructors will use the newest edition of the textbook package (textbook, reading selections, and workbook with both a written and laboratory sections), which focuses on grammar reinforcement (particularly the subjunctive tenses), useful intermediate-level vocabulary (adding more vocabulary sections in chapter tests), cultural diversity, and interesting readings. The instructors will continue giving the pre- and post-assessment tests of 20100 and 20200 as individual courses, and the information gathered will provide relevant and specific data for assessing each individual course and will help the instructors analyze the results to make the necessary adjustments in the future.

Students' overall satisfaction with the two 20000-level courses continues to be high. Based on students' own perception survey of their knowledge of this subject matter (given at the beginning and at the end of each semester), students feel that the two consecutive courses allows them to greatly improve their Spanish grammar, oral proficiency, and culture knowledge. Most students feel that their learning is due to the diversity of graded assignments and the diverse types of activities done in and outside of class. Students particularly enjoyed learning from the cultural presentations given by one of the professors (on Spain, Peru, and Guatemala in FLS20100, and Ecuador and Honduras in FLS20200), as well as visiting past participants in our semester abroad program in Costa Rica; students feel that these presentations bring to life what they are reading in textbooks. Other students mentioned that they liked the tests' formats for both of those courses (one per chapter; focused), and the two group mini-plays, even though these demand a lot of preparation on their part. The semester course evaluations of

20100 and 20200 focused on the performance and approachability of the instructor. Every fall, in FLS 20100, a couple of students (usually freshmen out of high school) are not happy with the “Spanish-only” policy, as they think it is too difficult. Some also mentioned that the workbook and laboratory work were boring and not effective, although essential for their development of listening, reading, and writing skills.

Cross Cultural

Languages

The French and Spanish courses discussed above are also the basic courses on which students can build a major or minor as well and, therefore, cannot be considered as something entirely separate from those courses leading to a field of further study. The more advanced language courses at the 30000 level can also be used to meet the GE requirement. In the case of native speakers of French or Spanish, the language-related courses in their own language cannot be used to meet the cross cultural/foreign-language option. Nevertheless, they can use other upper-division courses, such as the culture/civilization or literature courses, to meet the cross cultural requirement and serve as a general education element.

TA 37000 History of Theatre

Objectives

University GE Objectives

Objective #1: Develop clear written and oral arguments.

Objective #4: Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by the arts in shaping and expressing human values at the individual and cultural levels.

Objective #6: Recognize and identify relationships among seminal human ideas, values, and institutions in Western and non-Western societies and demonstrate a grasp of their historical development in aesthetic, intellectual, political, and social contexts.

Objective #8: Demonstrate fundamental proficiency in literary analysis, apply those skills in interpretive and expressive exercises related to specific works of literature, and identify the usefulness of literature in assessing human behavior and values.

Course Objectives

Students will

- demonstrate the ability to produce written papers reconstructing period play production utilizing proper theatrical terms and defending and supporting their conclusions with citations from the assigned text reading;
- demonstrate the ability to orally defend their points of view during in-class discussion of the paper assignment results;
- justify their choices for topical focuses through explained text citations and orally as their work is presented to the class;
- articulate his or her understanding of theatre and its place in the arts in relation to political, social, and artistic climate;
- develop an understanding of theatre architecture: the genres and styles of presentation spaces as the cultural situation allowed;
- demonstrate an understanding of audience etiquette and the importance of supporting theatre in today's society;
- develop a respect for the diversity of performance styles and an understanding of the period contexts for public entertainment;
- develop and demonstrate their understanding of costume and scenic and lighting systems and design;
- explore the history of theatre from primitive ritual to present day, examining the growth and development of the discipline as it relates to historical events, social change, and architectural and engineering advancements;
- analyze a play type and structures, specifically the characters and their special relationship to each genre of audience;
- demonstrate the ability to make period visual choices based on their analysis of period performances and historical records.

Methods of Assessment Used

Objective

- Pre- and post-tests to assess our success in teaching each of the course objectives.

Subjective

- Class discussions – determine baseline of historical assumption vs. actual familiarity. Eight papers demonstrating identification and interpretation with the visual motifs of selected periods and critically sound understanding of their applications.
- Paper critiques — evaluate the level at which the student has grasped the historical theatrical vernacular and process.

Student Response

- Verbal critiques of student projects, in-class discussions
- Course evaluations

Results

The fall 2011 semester will be the first to include the pre-and post-tests, but in the future we will compare the student scores of those tests to ensure the students are grasping the material and showing significant growth throughout the semester.

Lessons Learned

Basic Information

Students gained an understanding of theatre from different periods in history. They also developed a working knowledge of the overall development of forms and genre as well as production processes and proper terminology.

The pre- and post-test need to be adjusted to reflect the terms used in the lecture materials as opposed to terms required but not fully explored in the class.

Develop Skills

After the class, students are more capable and confident speakers regarding theatre and the history of theatre. The students majoring in theatre arts are also more capable actors and writers upon leaving this course.

Expand Thought

The students are exposed, many for the first time, to historical theatre through the use of primary historical records and visuals and contemporary reconstructions in video form. Students also develop an understanding of the ingenuity, enterprise and imagination of their predecessors in creating theatre as the living reflection of the very human ideals, idylls, and dreams of each age.

Encourage Critical Thinking

The students learned how each epoch expresses itself with specific architectural motifs, manners, and methods of presentation, which informs them as they use these ideas to develop their own plays and characters. Students are allowed to analyze the ingredients that categorize particular periods to expand their individual development as actors, designers, and technicians.

Action Plan for next year

The department will implement pre- and post-tests to assess the students' level of comprehension and critical thinking improvement with both concepts and terminologies from the beginning to the end of the semester.

Impacts and changes on classes

The department will

- improve pre-and post-tests for students to take each semester;
- consider allowing required written projects to be supported with select visuals provided they add to a student's appropriate comprehension of the chosen topic;
- create a new test method (if needed) to support changing student learning modes.

ART 38600 Special Topics: Beauty, Gender, and Art in Early Modern Italy, ART 35700 Ancient Art and ART 35400 19th-Century Art

University Objectives

1. Develop a clear written and oral argument. This will include the abilities to do the following:
 - State a thesis clearly
 - Illustrate generalizations with specific examples
 - Support conclusions with concrete evidence
 - Organize the argument with logical progression from argument introduction, through argument body, to argument conclusion
2. Recognize and identify the fundamental concepts, principles, and professional vocabulary of several specific social science disciplines and demonstrate an awareness of how such concepts and principles influence behavior and values at the individual, social, and cultural levels.
3. Recognize and identify relationships among the forms and techniques of the visual and/or performing arts and demonstrate an awareness of the historical role played by

- the arts in shaping and expressing human values at the individual and cultural levels.
4. Recognize and identify relationships among seminal human ideas, values, and institutions in Western and non-Western societies and demonstrate a grasp of their historical development in aesthetic, intellectual, political, and social contexts.
 5. Recognize and identify relationships among political systems and policy-making processes in the United States and demonstrate awareness of their historical development and contemporary manifestations at the federal, state, and local levels.

These courses also meet the objectives set forth for general education classes in that they all involve writing assignments, both essay and research, that foster a development of writing and critical reasoning skills and introduce students to social science disciplines as varied as psychology, sociology, and anthropology, all disciplines utilized by art historical methodology; through a fine arts framework, students are exposed to visual analytical techniques and the historical and anachronistic role played by them; students are exposed to non-Western societies and introduced to the history of ideas, philosophical frameworks, and various cultures; and through Marxist methodologies, students are introduced to different political systems in the study of their art.

Course Goals and Objectives

Goals

1. To learn and appreciate the role of the visual arts and the artist in society throughout history.
2. To understand, identify, and appreciate the work of diverse artists from various cultures and times.
3. To develop and apply terminology commonly used in visual arts.
4. To develop the ability to analyze and interpret works of art.
5. To develop the ability to critique art in oral and written formats.
6. To understand and develop aesthetic perceptions.
7. To learn how to reflect on and respond to works of visual art through written, oral, and visual formats.
8. To recognize the interrelationships of the fine arts.

Objectives

Introduce students to the major concepts, movements, and the history of art in a manner that is accessible and understandable to both art majors and non-majors alike. These courses, though they may be structured differently and cover disparate material, should seek to prepare students who choose to continue with upper-level courses. The upper-level courses offered

here at Lindenwood should build on the material covered and the critical thinking skills developed in the lower levels. As these courses are very often limited in scope, period, or media, a more in-depth historical and socio-cultural approach should inform the presentation of movements and artists covered. These courses should seek also to build an understanding of the relevant art terms or vocabulary associated with the subject/period as well as a firm grasp of the artworks and artists (demonstrated by their ability to identify) and a more advanced ability to communicate their ideas in critical essays.

Methods of Assessment Used

Assessment in these courses involves objective-quantifiable answers on exams, essays, and research papers as well as class discussion. Assessment also involves subjective-qualifiable improvement on essays and research papers. Finally, assessment involves student response in the feedback on evaluations and those taken in class on the effectiveness of different modes of delivery in the classroom and online.

Testing in these courses (especially the surveys ART 22200 and ART 22400) should have students demonstrating their mastery of the relevant vocabulary, identification of artists, and movements (i.e., artist, title, and date of works), and the ability to communicate their ideas clearly in the form of essays. Assignments in these courses should foster the development of these skills in the form of verbal presentations and/or, especially, written work demonstrating a knowledge of the material covered as well as the student's ability to reason critically about the artworks covered.

- Exams should test for knowledge of vocabulary, works of art, and ability to reason in essays
- Exams should test a knowledge of works through identification including artist, title, and date
- In surveys, students must be tested on 150 works of art divided into groups of 50 for three exams or 75 for two exams
- Essays on exams should test for contextual information and critical thinking skills
- Paper assignments/ presentations should foster the development of writing and reasoning skills

Results

As it is the professor's first year with the University, the data he has is limited when it comes to comparison.

Lessons Learned

NA/ Not enough data

The professor is in the process of making a number of changes to improve the University's art history program.

Action Plan

Ensure consistency in course delivery through guidelines distributed to all Art History faculty (full- and part-time); expansion of online offerings (ART 22200 and ART 22400); and stricter hiring protocol for adjuncts with a requirement that they be, at least, ABD.

Impacts and changes on classes for the following year

With consistency in our GE surveys, we can ensure that all students are receiving the same information, skill sets, and experiences.

HIS 20000 - History of the Contemporary World

Course Objectives

Upon successful completion of History 20000, the student will

1. know the basic geography of major world civilizations and be able to identify significant features on a blank map;
 - demonstrate the impact of events, people, and civilizations from WWI to WWII on the world since 1945;
 - be able to place significant persons and developments since 1945 in time; this is not so much a matter of memorizing exact dates as being able to place events in chronological order and context with an appropriate degree of accuracy;
 - be able to identify, from lists provided, important persons, places, processes, and events from the human past; to be, in other words, literate in history;
 - demonstrate an understanding of the chief characteristics of the major world civilizations, cultures, and religions and their interaction with one another since 1945;
 - demonstrate an understanding of some of the factors influencing the development of the world since 1945;

- demonstrate an understanding of the economic, political, and cultural interactions between western culture and other cultures since the end of World War II.

Methods of Assessment Used

This class uses a pre- and post-test system of assessment. The test is made up of 35 multiple-choice questions. The spring 2011 assessment added a world map with 20 countries to be identified.

Results

During the spring semester 2011, of the 27 students who took both tests, the average number of correct answers for the pre-test was 18/35 (51 percent); the average for the post-test was 24/35 (69 percent). The table below compares results with the spring semester, 2010.

The questions were divided into eight topics; some questions covered more than one topic.

Topic (questions)	Pre-test S 10	Post-test S 10	Difference	Pre-test S 11	Post-test S 11	Difference
Cold War (4)	67%	85%	+19%	63%	76%	+13%
U.S International policies (8)	56%	65%	+9%	60%	72%	+12%
International economy (3)	57%	73%	+16%	51%	73%	+22%
Communist World (9)	37%	60%	+23%	39%	58%	+19%
Decolonization (3)	43%	57%	+6%	41%	58%	+17%
Developing World (8)	51%	67%	+18%	50%	69%	+19%
Islam and the world (7)	44%	60%	+16%	60%	72%	+12%
Persons and movements (4)	43%	69%	+16%	52%	65%	+13%
Average improvement			+15%			+16%

Map	Pre-test, S 11	Post-test, S 11	Difference
Africa (6 countries)	17%	57%	+40%
Americas (5 countries)	42%	70%	+28%
Asia (5 countries)	29%	48%	+19%
Europe (1 country)	15%	34%	+19%
Middle East (3 countries)	59%	93%	+34%
Average improvement			+28%

Lessons Learned

All areas showed some improvement. The average grade on examinations (75 percent) was markedly higher than the average on the post-test; this was also the case in spring, 2010.

Action Plan

The test questions will be rewritten for greater precision, and lectures will be revised, particularly those concerning Islam and the World. The relatively strong results for the map may be due to map testing during the term. This will be continued in 2011-12, and results will be compared to spring, 2011.

HIS 20500 -- History of Asia

Goals and Objectives

University GE goals and Objectives

- **Goal # 2:** Students will be able to gain the intellectual tools and apply the range of perspective needed to understand human cultures as they have been, as they are, and as they might be.
 - **Objective # 6:** Students will be able to recognize and identify relationships among seminal human ideas, values, and institutions as expressed in their Western and non-Western historical development in aesthetic, intellectual, political, and social contexts.

Course Objectives

Upon successful completion of HIS 20500, students should

- be able to identify major geographical features of East, South, and Southeast Asia;
- be able to identify aspects of Asian culture that distinguish it from other great world cultures;
- be able to identify aspects of culture that distinguish South, Southeast, and East Asian cultures from one another;
- be familiar with major persons and events from Asian history and be able to discuss important characteristics which place them in context;
- be able to discuss the context and basic ideas of Asia's major religious traditions;
- be able to discuss the role Asia played in the world economy before and after Europe made contact;
- be able to discuss the interaction between Asian and Western societies since 1500;
- be able to compare and contrast current economic and political systems in Asia and their roles in the world economy.

Methods of Assessment Used

This class uses a pre- and post-test system of assessment. The test is made up of 22 multiple-choice and matching questions.

Results

The average score on the pre-test was 11/22 (58 percent); the average on the post-test was 15/27 (68 percent).

The test questions were divided into seven topics (some questions covered more than one topic):

Topic	Pre-test F10	Post-test F10	Difference F10	Pre-test F11	Post-test F11	Difference F11
Historical geography (2 ques.)	8%	21%	13%	10%	18%	+8
Geography (6 ques.)	35%	60%	25%	56%	81%	+25
Chronology (4 ques.)	33%	60%	27%	47%	61%	+14
Thought/Culture (3 ques.)	24%	40%	16%	41%	64%	+23
Political History (5 ques.)	40%	58%	18%	51%	61%	+10
Early modern period (4 ques.)	46%	57%	11%	58%	67%	+9
Post World War II period (3 ques.)	48%	71%	23%	56%	72%	+16

Lessons Learned

Given that most students improved their scores and that all but one student passed the class (the one failure due to work not submitted), the class can be deemed successful. Areas of weakness that will continue to require increased attention include the following:

- Historical geography
- The early modern period

Action Plan

The instructor intends to expand and revise the test with more questions in ancient, medieval, early modern, nineteenth century, twentieth century history as well as thought and culture. In addition, in cooperation with the General Education Committee, questions will be devised to specifically address GE goals and objectives.

The use of electronic grading (Scantron) in the fall semester 2011 may allow for more rapid and complete analysis of results.

GEO 20100 - World Regional Geography

Goals and Objectives

University GE goals and Objectives

- **Goal #2:** Students will be able to gain the intellectual tools and apply the range of perspective needed to understand human cultures as they have been, as they are, and as they might be.
 - **Objective #6:** Students will be able to recognize and identify relationships among seminal ideas, values, and institutions as expressions in their Western and non-Western historical development in aesthetic, intellectual, political, and social contexts.

Course Goals and Objectives

1. understand geography as a scholarly field of study
2. understand the use and types of maps as essential tools of geography
3. identify major natural features such as plains, plateaus, mountains, etc.
4. define and understand key concepts used by geographers
5. comprehend the bases on which the major world regions are differentiated, both socially and economically
6. understand the basic factors affecting population growth and human patterns of settlement
7. recognize the characteristics of developed areas, developing regions, and the less developed regions of the world.

Methods of Assessment Used

The students were given objective pre-/post-tests (40 questions including content-specific and map-related questions).

Results

The 40 questions have been sub-divided into seven different categories that reflect course goals. The chart below indicates the percentage of the class answering each type of question correctly on the pre-test compared to the post-test and the difference in performance between measures.

Question Type	Pre-test % Correct	Post-Test % correct	Difference
Self-Evaluation	17%	36%	19%
Human-Environment Relationships	54%	61%	7%
Cultural Geography	53%	63%	10%
Economic Geography	35%	60%	25%
Population Geography	59%	75%	16%
Geographic Concepts/Tools	32%	43%	11%
Map locations	63%	76%	13%

While students improved on all categories of the assessment, the pre-test percentages are much higher than pre-test results should be. See “lessons learned” below for discussion on how this will be accounted for in the 2011-12 academic year.

Lessons Learned

1. As this was the first time using the objective Scantron-based scoring system, it is apparent, given the pre-test percentages on the map portion, that the assessment tool will need to be edited such that results describe a more valid assessment of pre-test knowledge.
2. As many of the pre-test percentages for other categories (outside of location knowledge) were close to or above 50 percent, the test questions will be explored such that they conform to General Education and course goals while also providing a more rigorous measure of knowledge students bring into the class.

Action Plan

GEO 20100 is switching from a standard textbook to a thematic atlas and selection of articles. It is expected that change in text, along with changes in lecture materials and exercises, will shift the focus of the class from content (although that will still be included) to skills (thinking more critically about spatial patterns and processes at both regional and global scales). The assessment will be modified such that some questions test reasoning ability rather than content (often trivia-like) knowledge.

Impacts and changes on classes for the following year

The desired outcome is that students will complete the GEO 20100 course with content knowledge about the surface of the earth as well as procedural knowledge, specifically the ability to think about and analyze spatial patterns and processes at various scales.

INTL 48070 - International Business & Cross-cultural Communication

Goals and Objectives for GE Class

University GE goals

1. Develop as more complete human beings who think and act freely as individuals and as members of the community.
2. Acquire the intellectual tools and the range of perspectives needed to understand human cultures, as they are, as they have been, and as they might be.
3. Refine and apply the basic skills needed for productive study and communication of ideas. These skills include listening, speaking, reading, writing, researching, observing, and reflecting.
4. Develop and use the “higher levels” of thinking, including analysis, synthesis, evaluation, and integration. Whenever feasible, students’ efforts in the areas of divergent and creative thinking are also encouraged and supported.
5. Develop personal guidelines for making informed, independent, socially-responsible decisions that are respectful of other people and of the environment. The general education curriculum also seeks to foster students’ willingness to act according to those guidelines.

University GE Objectives

1. Develop a clear written and oral argument. This will include the abilities to do the following:
 - State a thesis clearly
 - Illustrate generalizations with specific examples
 - Support conclusions with concrete evidence
 - Organize the argument with logical progression from argument introduction, through argument body, to argument conclusion
3. Recognize and identify the fundamental concepts, principles, and professional vocabulary of several specific social science disciplines and demonstrate an awareness of how such concepts and principles influence behavior and values at the individual, social, and cultural levels.
6. Recognize and identify relationships among seminal human ideas, values, and institutions in Western and non-Western societies and demonstrate a grasp of their historical development in aesthetic, intellectual, political, and social contexts.

Course Goals and Objectives

Students will be able to do the following:

1. Recognize and appreciate differences in perception among individuals and cultures.
Measured by: Midterm Exam, Final Exam and Writing Assignment #1
2. Be familiar with major terms and concepts related to cross-cultural communication.
Measured by: Midterm Exam, Final Exam
3. Be able to identify factors that can influence the cross-cultural communication process.
Measured by : Midterm Exam, Final Exam, Cultural Analysis project and presentation
4. Be conversant in major theories of intercultural and cross-cultural communication and be able to apply these theories in order to recognize what does and does not contribute to successful cross-cultural business communication.
Measured by: Midterm Exam, Final Exam, Cultural Analysis project and presentation, Writing Assignment #1
5. Gain an awareness of some of the issues in cross-cultural management.
Measured by: Research Project
6. Have a greater understanding of cultures in general.
Measured by: Course grade
7. Have a greater understanding of their own default behaviors and the elements that contribute to these behaviors; in other words, have a greater awareness of one's own "cultural baggage."
"Measured by Writing Assignments #1 and #2

Methods of Assessment Used

- Two exams, using a mix of objective and subjective questions.
- Two individual writing assignments.
- Two presentations requiring research. One presentation was accompanied by a written annotated bibliography.
- Throughout the term, quizzes and short in-class written feedback was used. These were used to encourage students to keep up with the reading, come to class prepared for discussion, and then attend class. The results of these assessments are not reflected in the table above.

Results

Outcomes for the above-listed course goals and objectives can be seen in the following table where an average of 90 percent or higher is deemed to be excellent meeting of the course objectives, an average between 70 and 89 percent is seen as satisfactorily meeting the course

objectives, and an average of less than 69 percent is considered unsatisfactory meeting of that course objective.

The following statistics are for the spring 2010 offering of this course, of which there was one section containing 27 students. (The course at this time was listed as BA 47600).

Objective	Students attaining Excellent outcome (> 90%)		Students attaining Satisfactory outcome (70-89%)		Students attaining Unsatisfactory outcome (< 69%)	
	Raw #	%	Raw #	%	Raw #	%
1	8	29.6	15	55.6	4	14.8
2	7	25.9	16	59.3	4	14.8
3	8	29.6	18	66.7	1	3.7
4	9	33.3	17	62.3	1	3.7
5	19	70.4	8	29.6	0	0
6	11	40.7	14	51.9	2	7.4
7	14	51.9	11	40.7	2	7.4

The following statistics are for the fall 2010 offering of this course, of which there was one section containing 23 students.

Objective	Students attaining Excellent outcome (> 90%)		Students attaining Satisfactory outcome (70-89%)		Students attaining Unsatisfactory outcome (< 69%)	
	Raw #	%	Raw #	%	Raw #	%
1	10	43.5	10	43.5	3	13
2	8	34.8	14	60.9	1	4.3
3	10	43.5	12	52.2	1	4.3
4	12	52.2	10	43.5	1	4.3
5	9	39.1	12	52.2	2	8.6
6	4	17.4	18	78.3	1	4.3
7	19	82.6	2	8.6	2	8.6

Spring 2011 data is unavailable.

Lessons Learned

There is an advantage to using multiple modes of assessment for a particular desired outcome. Also, students benefit from very clear assignment directions and rubrics made available to them as they are working on a project. (At the same time, some ambiguity is

good, as students need to be able to deal with ambiguity in making decisions, thus too-specific-of-assignment checklists are detrimental to the critical thinking process.)

Action Plan for next year

Based on classroom experience interacting with the students, the students would benefit from having more steps in the research project reviewed by the professor prior to the delivery of the final project by the students. This review could take the form of reviewing a one-page proposal and/or a list of titles of research articles being considered for the annotated bibliography.

Impacts and changes on classes for the following year

The first writing assignment, which is particularly important as a learning process for students and for the assessment of Course Objective 7, will need to be reworked. The online component, which served as a basis of analysis, will no longer be available to students free of charge.

Analysis of Civilization/Cross Cultural for 2010-11

World History

The History Department's assessment of HIS 10000 has been impacted by the increase in the number of adjunct faculty being used. The large number of adjuncts (double the number of full-time faculty) has led to the History Department having to work out the logistics of using a pre- and post-test for the class. Considering the large number of sections (more than 35 a year with 35 students each totaling 1225 students), the use of a Scantron for the pre- and post-assessment testing does appear to have assisted in allowing the department to get data that is more complete and useful than previous years. The department needs to look to define success in HIS 10000. There needs to be expanded discussion of what the data is leading the department to do in order to improve the areas that have the weaker scores. Also, the pre-/post-test focuses on very specific aspects of course material and, while relevant to program goals, seems less reflective of general education goals.

Languages

Chinese

As it appears that Chinese will be a permanent part of the LU curriculum, the Foreign Languages Department needs to work out a more complete assessment program. If a pre- and post-test is

to be used as in the past, then the test data should be broken down into the components that are being tested, such as grammar, characters, and history. Is speaking the language one of the objectives? If so, we should look for a way to measure success in that area as well. Were there any weaknesses? If so, what will be done in the future? Considering that the Chinese professors are on loan from another university, what will be done to ensure continuity of instruction?

French

The French program does a great deal of work in class assessment and is constantly in a state of change as it attempts to improve the program. There are some issues to expand upon. Class goals and objectives need to be tied to achievement measured through assessment (tests or other methods). Noting how students did on grammar was very useful, but what about other objectives? Can a quick comparison of early and late writing assignments be done? Can the department measure early and late oral proficiency? Can a measurement tool be created to look into listening comprehension? A number of class activities and instructional methods are mentioned in the department's assessment summary, but it is unclear if these are used to assess the course overall. We should look to see if there is some way to measure the impact of the conversations partners programs. The department needs to expand on the action plans. Students' self-reports of satisfaction with the courses and specific class activities are of limited value as they do not necessarily reflect what the student actually learned.

German

German classes are assessed, and changes are made, based on the information gained, but there are some issues to expand upon. A reference was made to the correlation of time students spend in the language lab to their grade; while this seems intuitively obvious, it would be useful to show that data supporting that position. Class goals and objectives need to be tied to achievement measured through assessment (test or other methods). How are students doing in regards to specific objectives? Can a quick comparison be done of early and late writing assignments? Can we measure early and late oral proficiency? A section of the report needs to be added to discuss actions, if any, that will be taken in the following year to adjust or adapt the class.

Spanish

The Spanish program is doing a very good job of developing assessment, analysis, and course improvement. What is lacking is a method of capturing the information from which, and the methods by which, many of these decisions are being made. The program is using quantitative, qualitative, as well as anecdotal information. There are some issues to expand upon. Class goals and objectives need to be tied to achievement measured through assessment (test or

other methods). Can a quick comparison be done of early and late writing assignments? Can we measure early and late oral proficiency? The department needs to expand on the action plans. Students' self-reports of satisfaction with the courses and specific class activities are of limited value as that does not necessarily reflect what the student actually learned. Are their suggestions about how to improve student involvement by helping them see the value of the program? Finally, in the "lessons learned" section, it is reported that the department has changed to a method testing that favors multiple-choice recognition, rather than independent knowledge of forms and rules. Yet, it is acknowledged that while this may improve statistical results, this does not mean student learning will improve, and, in fact, students may not have the foundation to perform well in higher-level courses. Perhaps the department should weigh out the advantages of returning to the original method or combining elements of both instruments.

Cross Cultural Art History

The hiring of a new professor has radically changed the idea of what should be assessed in the art history program. Assessment was a not a priority this year as he is in the process of completely overhauling the art history program. There are a few areas to note at this time to make sure the objectives are things that in the end can be measured and that whatever assessment method is used it is tied to the objectives.

History and Geography

History and Geography faculty members have been expanding their GE assessments over the last few years. The department needs to work on tying its assessment to the objectives. Also, in the 20000-level class the program needs to consider methods beyond the pre- and post-testing as their pre-requisites and objectives imply that more than just the passing on of knowledge is the intent of the classes. The department is moving in the right direction with its decision to "modify the assessment such that some questions test reasoning ability rather than content (often trivia-like) knowledge."

International Business

The School of Business and Entrepreneurship has done an effective job in developing assessment for this class. However, there seems to be a good deal of discussion on the assignments used for measuring individual progress and presumably for assigning grades, but more information is needed regarding how these tie to assessing general education objectives. What does it mean that "student projects" or presentations are an assessment method?

Course grades, which are listed as a means of measuring progress, are not necessarily strong gauges of students achieving course objectives.

Theatre

The Theatre Department has a number of useful methods for assessing its cross culture course. It would be helpful if more data were provided on some of these methods. For instance, how are class discussions used to generate a baseline, and is there a later comparison to late-semester discussions? How are students' verbal critiques used as a formal measure? The department may explore creating rubrics that formalize and standardize their more subjective methods. The lessons learned suggest the course goals are fulfilled, yet more information is needed to know how these conclusions were reached. Also, course evaluations do not reflect student learning.

American History and Government

Lindenwood students are required to take one U.S. history or U.S. government class. The requirement is designed to give American students a greater understanding of the events and institutions that forged and reflect our national identity as well as how we function as a society and a country. For foreign students, it exposes them to the events that forged our national identity and information about how our government, which is a major international player, works.

History

HIS 10500 - American Colony to Civil War

Objectives

University Goals and Objectives for GE Class

Goal #2: Students will be able to gain the intellectual tools and apply the range of perspective needed to understand human cultures as they have been, as they are, and as they might be.

Objective #6: Students will be able to recognize and identify relationships among seminal ideas, values, and institutions as expressions in their Western and non-Western historical development in aesthetic, intellectual, political, and social contexts.

Objective #7: Students will be able to recognize and identify relationships among political systems and policymaking processes in the United States and demonstrate awareness of their historical development and contemporary manifestations at the federal, state, and local levels.

Course Goals and Objectives

Students will do the following:

1. Understand historical themes and interpretative concepts
2. Understand the trends, eras, traditions, and issues in American history
3. Know the basic geography of the United States and the significance of its basic features

4. Be able to place specific events into a broader interpretative view of the American historical experience
5. Have a working knowledge of chronological periods in American history and major events within them
6. Have improved skills in reading, writing, and assimilating material
7. Have the knowledge and ability to comprehend, synthesize, and analyze information

Methods of Assessment Used

The department uses a 40-question objective test. Twenty are topical question, and 15 are geographic.

Results:

Categories	Pre-test % Correct	Post-test % correct	Improvement	Percentage Improvement
Chronology	54.60	75.20	20.60	37.7%
People	38.53	50.12	11.59	30%
1600-1763	32.75	49.50	16.75	51%
1763-1815	54.00	59.00	5.00	9.2%
1815-1850	52.38	63.69	11.31	21.6%
1850-1865	36.40	48.80	12.40	34%
Native Americans	63.00	78.00	15.00	23.8%
Slavery	34.29	51.14	16.86	49.1%
Civil War	37.75	48.00	10.25	27%
Geography: Events	66.80	74.40	7.60	11.3%
Geography: Cities	58.80	69.20	10.40	17.7%
Geography: States	75.40	79.40	4.00	5.3%

Lessons Learned

1. The most useful column in the above data is the one to the far right, suggesting the percentage improvement. For example, students improved their scores in Chronology by 36 percent. Students made the most improvements in the areas where they were weakest at the start of the class. In short, one can see the most effective teaching in the areas where students have the least background.
2. High schools appear to focus on rote knowledge. We can see this by the percentage of questions students answered correctly on the pre-test—chronology and memorizing geographical places. The areas in which the department focuses its

energies in HIS10500 are the ones that require more understanding and less memorization—colonial America, slavery (and, by extension, the causes of the Civil War and the politics of sectionalism), and the 1850-1865 period.

3. The impact of other assessment tools (i.e., regular quizzes on chapters) during the class is visible in the improvements of the “nuts and bolts” of history—chronology, events, places.
4. The impact of more subjective assessment tools in class (i.e., essays and document readings) can be seen in other areas. For example, students read one or more primary source documents (then write about and discuss them in class) for the periods where they made the most progress—colonial America, Jacksonian America, Antebellum America.

Action Plan for next year

1. The department will implement new research from our geographer on the new research on the ways students learn about and conceptualize geography and space. This will lead to prototype approaches for ways of connecting history and geography.
2. The department will continue to build on the successes with primary source documents, which teach analytical and critical-reading skills.
3. The department will serve as the pilot department for assessing General Education Course Objectives in HIS10500 (along with HIS10600 and HIS10000).

HIS 10600 – America Civil War to World Power

University Goals and Objectives for GE Class

- **Goal #2:** Students will be able to gain the intellectual tools and apply the range of perspective needed to understand human cultures as they have been, as they are, and as they might be.
 - **Objective #6:** Students will be able to recognize and identify relationships among seminal ideas, values, and institutions as expressions in their Western and non-Western historical development in aesthetic, intellectual, political, and social contexts.
 - **Objective #7:** Students will be able to recognize and identify relationships among political systems and policy-making processes in the United States, and demonstrate awareness of their historical development and contemporary manifestations at the federal, state, and local levels.

Course Goals and Objectives

Students will do the following:

- Understand historical themes and interpretative concepts.
- Understand the trends, eras, traditions, and issues in American history.
- Know the basic geography of the United States and the significance of its basic features.
- Be able to place specific events into a broader interpretative view of the American historical experience.
- Have a working knowledge of chronological periods in American history and major events within them.
- Have improved skills in reading, writing, and assimilating material.
- Have the knowledge and ability to comprehend, synthesize, and analyze information.

Methods of Assessment Used

The department uses an objective pre-/post-tests (40 questions including content-specific and map-related questions)

Result:

The 40 questions have been sub-divided into twelve categories that reflect course goals. The chart below indicates the percentage of the class answering each type of question correctly on the pre-test compared to the post-test and the difference in performance between measures.

Categories	Pre-test % correct	Post-test % correct	Improvement
Chronology	55.20	67.20	12.00
1865-1914	32.09	61.73	29.64
1914-1945	24.00	52.00	28.00
1945- Present	31.55	60.45	28.91
Race and Gender	27.88	55.25	27.38
Economics	31.80	71.40	39.60
Wars	41.33	71.17	29.83
US and the World	32.63	58.88	26.25
People	29.67	63.47	33.80
Geography: Cities	68.20	78.60	10.40
Geography: States	74.20	82.60	8.40
Geography: Events	43.60	68.20	24.60

Even though students improved in all categories of the assessment, some of the scores on the post-test are still not high enough. See “Action Plan” below for discussion on how this will be accounted for in the 2011-2012 academic year.

Lessons Learned

As this was the first time using the objective Scantron-based scoring system, it is important that the pre-test questions be reviewed as necessary to make sure they reflect general education and course goals.

Action Plan for next year

HIS 10600 will continue to use a textbook, a collection of documents, and one outside book. Faculty members will be encouraged to tailor their lectures and other presentations to address those areas in which student scores on the post-test were below 70 percent.

Impacts and changes on classes for the following year

The desired outcome is that students will complete HIS 10600 with content knowledge, the ability to think and analyze historical problems, and some understanding of and appreciation for how historians do their work.

Government

HIS 15500 –U.S. Government History and Politics

Goals

University Goals

Objective #7: Students will be able to recognize and identify relationships among political systems and policy-making processes in the United States and demonstrate awareness of their historical development and contemporary manifestations at the federal, state, and local levels.

Course Goals

At the end of the course, the successful student will have

- gained an understanding of the structure of the U.S. government;
- gained an understanding of the major positions and offices in the U.S. government their functions and history;
- gained an understanding of historical themes and interpretive concepts in the development of the U.S. government;
- gained the ability to place specific events into a broader interpretive view of the American political experience;
- acquired a working knowledge of chronological periods in American political history and major events within them;
- improved his/her skills in reading, writing, and assimilating material;
- expanded his/her ability to comprehend, synthesize, and analyze information.

Methods of Assessment Used

The students were given a pre- and post-test that was composed of 25 multiple-choice knowledge-based questions, since the purpose of the class is to provide basic knowledge of the U.S. governmental system, and 10 self-evaluation questions to get a sense of how the students see themselves both coming into and leaving the class. The scale was 1-7 with 4 being neutral.

The data is then broken down into overall success and success by areas of study in the class.

Results

Assessment Test

The objective portion (using only the scores from students who took both the pre- and post-tests) of the tests saw major improvements by the students.

	Students Who Took Both Pre- and Post-	Passed	Percentage
Fall 2010			
Pre-test	50	2	4%
Post-test	50	24	48%
Spring 2011			
Pre-test	42	0	0%
Post-test	42	17	40.4%

Results from students who took both the pre- and post-test:

- In the fall semester, 50 out of 50 (100 percent) of the students improved, but only 64 percent saw a significant improvement (defined as five or more questions-20 percent).
- In the spring semester, 40 out of 42 (95.2 percent) of the students improved but only 55 percent saw a significant improvement (defined as five or more questions-20 percent).

Broken down by topics

	2009-10			2010-11		
	Pre-test %	Post-test %	Improvement	Pre-test %	Post-test %	Improvement
Congress	26.6	49.3	22.7	24.1%	43.1%	19.0
Presidency	41.0	67.7	26.7	33.2%	54.9%	21.7
Courts	38.8	56.0	17.2	33.2%	52.1%	18.9
Constitution	41.6	60.8	19.2	34.2%	58.8%	24.6
Bill of Rights	42.3	61.7	19.4	33.6%	58.1%	24.5
Interest groups/Media	18.8	27.6	8.8	15.4%	26.6%	11.2
Elections	26.0	52.0	26.0	32.9%	60.1%	27.1
History of Government	41.5	60.6	19.1	34.0%	59.6%	25.5

The pre-tests scores for the students in 2010-11 was lower (except for the area of elections) than 2009-10.

Self-assessment

The second measure was a series of Likert scale questions on which students were asked how much they know about the various topics covered in the class. In the fall semester, there were 10 questions.

1. How much do you know about electing the president and Congress?
2. How much do you know about the roles and powers of the president?
3. How much do you know about the roles and powers of Congress?
4. How much do you know about the history of the U.S. Government, its bodies, and traditions?
5. How much do you know about the system for selecting and approving members of the federal courts, especially the Supreme Court?
6. How much do you know about the roles and powers of the federal courts, especially the Supreme Court?
7. How much do you know about the origins and logic of the constitution?
8. How much do you understand the Constitution of the United States?

9. How much do you understand the Bill of Rights and the amendments to the Constitution?
10. How much do you know about interest groups and the media as their roles in politics and society?

Fall 2009

At the beginning, the students generally assessed themselves as having average (4) or below-average knowledge, except in areas of the constitution, and the Bill of Rights.

Pre-test: How much do you know? 1-7

	1	2	3	4	5	6	7	8	9	10	Avg
Average	3.83	4.00	3.64	3.55	2.77	3.00	3.64	4.21	4.47	3.68	3.64
Median	4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	3.00	3.70
Std Dev	1.05	0.98	1.11	1.16	1.11	1.22	1.24	1.18	1.47	1.64	0.80

On the post-test, students saw themselves as having slightly above-average knowledge of all of the topics covered, and in all areas, the improvement was at least one full point.

Post-test: How much did you learn? 1-7

	1	2	3	4	5	6	7	8	9	10	Avg
Average	5.67	5.93	5.85	5.57	5.67	5.57	5.89	6.22	6.15	5.85	5.93
Median	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.50	6.00	6.00	6.00
Std Dev	1.43	1.29	1.26	1.44	1.33	1.38	1.30	1.03	1.07	1.26	0.88

Spring 2010

At the beginning, the students generally assessed themselves as having average (4) or below-average knowledge, except in areas of the congress constitution, and the Bill of Rights.

Pre-test: How much do you know? 1-7

	1	2	3	4	5	6	7	8	9	10	Avg
Average	3.78	4.30	3.50	3.87	2.72	2.89	3.67	4.17	4.30	3.69	3.74
Mean	4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00	3.70
Std Dev	1.24	1.11	1.26	1.24	1.32	1.22	1.37	1.15	1.13	1.45	0.86

As in the fall semester, on the post-test students saw themselves as having slightly above-average knowledge of all of the topics covered, and in all areas the improvement was at least two full points.

Post-test: How much did you learn? 1-7

	1	2	3	4	5	6	7	8	9	10	Avg
Average	5.83	6.05	5.86	5.83	5.71	5.83	5.74	6.12	6.26	5.81	5.90
Mean	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.05
Std Dev	0.96	0.91	1.22	1.12	1.09	1.15	1.19	0.94	0.77	0.99	0.76

Lessons Learned

Weaknesses were shown in the areas of the Congress, and interest groups/media are a significant area of concern for the class in spite of the scale of the improvement.

The professor also had students (over the last three weeks) write out questions they had at the end of each lecture, and he answered them at the beginning of the next lecture. After this effort, the test scores on the final in both classes were considerably higher than the earlier tests.

Action Plan

Having students write out questions at the end of each lecture will be instituted as a standard part of the class for fall 2011 to see if this has a significant impact on the test scores or if the S11 finals were influenced by other factors.

There will also be an expanded effort in those areas not directly involved in the structure of government, such as interest groups and the media.

A stronger effort will be placed on the role of Congress and the interrelationship of the Congress and the president in the creation of policy.

PS 15600 - American Government: The States

Goals and Objectives for GE Class

University GE objectives

- Objective #7: Students will be able to recognize and identify relationships among political systems and policy-making processes in the United States and demonstrate awareness of their historical development and contemporary manifestations at the federal, state, and local levels.

Course Objectives

1. Critical Reading
 - A. Can students understand what they read?
 - B. Can students ask themselves questions about what they read?
2. Clear Writing
 - A. Can students organize their essay so that it is easy for anyone to understand?
 - B. Did students cover the central issues you wanted to raise about the book?
3. Analytical Thinking
 - A. Can students COMPARE and CONTRAST information that they learned from the lectures with information they you learned from their assigned readings?
 - B. Can the student COMPARE and CONTRAST information that they learned in this course with information they are learning or have learned in other courses?
 - C. Can students COMPARE and CONTRAST information they learned in this course with reading they have done on their own (e.g., newspapers, magazines, books, etc.)?

Methods of assessment used

The role of “books notes” (these are a written student discussion of the required readings) in this course is of particular concern to the department. The importance of “book notes” is spelled out in detail in the syllabus. Students need to submit book notes to the professor on the book they are reading for a particular exam (there are three books and three exams), and the professor grades those notes. Based on the grading of these notes, students can get a better notion regarding how they are likely to do an exam.

The book notes are graded from a scale of 0-3 (with 3 the top score). In a page in the course website, it is explained to students what a 0, 1, 2, 3 mean exactly in terms of their understanding of the book. The scores are intended to help the students 0, 1, or 2 develop an understanding of what they need to get out of a book in order to attain the highest level. They are allowed use these notes when they are writing each of the exams so they develop an understanding of what they need to know.

Results

The department cannot compare years, as this is the first year this method is being used. Comparisons will be made next year. What the department wants to know is if there is a strong correlation between how well students do on their book notes and their grade on that particular exam.

There are three book notes rounds, but if a student gets 5 points in the first two rounds then you don't need to turn in round-three book notes. If students do not earn the 5 points they receive an F before an exam.

Based on the data so far:

- Students receiving the following set of book notes grades:
- ----3, 3= Most likely to get a solid B or A
- ----2, 3=Most likely to get a B
- ----0 or 1, 2, 2 OR 1,1,3= Most likely to get a C
- ----1, 3, 3 (students in this situation tended to learn what they needed to improve, usually because they took advantage of the opportunity spelled out in the syllabus to come to the professor's office and go over what the problem was with their First Round Book Notes).

There are some other variations on the numbers received, but the point is that feedback comes more quickly to students than waiting for a first exam. In the case of book notes, students know where they stand in terms of likely grades beginning the second week of the course. Through this method, they are receiving feedback from the professor depending on how they do on their book notes between six-to-nine times in the semester (separate from feedback on how they did on the three exams).

Lessons Learned

Writing is central to success in political science, and for this reason the professor has started to learn which common spelling and grammatical errors students make so as to take the time at the beginning of a class to go over these. Examples include spelling the word "separate," as "seperate," or not knowing when to properly use "between" and "among." Feedback on these problems helps students improve their writing skills.

From a review of the "book notes" the professor can point out what students seem to find important in a book and orient them towards important parts they may not be attending to.

Action Plan for next year

Drawing upon Piaget's method that learning can only come about by breaking things down into parts, the professor has a plan for next year. The professor needs to develop more specific detailed questions students need to address in their book notes related to each round (First, Second and, if needed, Third). Basically, the professor is expecting students to read approximately a third of the book per book note round so he can identify what the students

need to address in their book notes related to that round. In addition, some of these basic spelling and grammatical errors can be listed in the handout related to a book note round.

Impacts and changes on classes for the following year

The method spelled out above will be applied in most of the undergraduate courses (except PS 31500 Policy Analysis Statistics, PS 36500 Appreciating Political Books, and PS 47500 Governmental & Economic Research).

Analysis of American History/Government for 2010-11

History

The History Department has been active in the creation and use of assessment for improvement of the program and classes. The GE history classes are placing a greater emphasis on geography in response to concerns perceived from previous assessment tools. Still, GE history classes need to have work done on them to create more clearly measurable objectives for their classes by using either qualitative or quantitative methods. When referencing the existence of other assessment tools, give some explanation of how they were used. How is the department assessing “appreciation of how historians do their work” and analyzing historical problems? Some of the data being assessed reflect details of learning that may not tie to broad general education goals.

Government

The test did show some weaknesses in the class. The objective part was also useful, but it showed a need for revision as well. It appears not all of the class objectives are being assessed. Either the class objectives should be revised or a method of assessing these objectives needs to be developed. Furthermore, the self-reports of “how much do you think you know” seem of questionable validity. There is little correlation between what students think they know at the start of the course and their actual baseline scores (on the pre-test.). Most believed they had “average” knowledge regarding the concepts about which they were asked, although their pre-test scores were very low. Therefore, it seems likely that they will similarly over-estimate how much they know at the end of the course. Self-reports would be useful only if their baseline self-perceptions corresponded closely with their pre-test performance.

- In PS 15600, there seems to be too much focus on the book notes as a tool for gauging how effectively course objectives are met. Granted, this method may help them learn, but additional methods are needed to provide a more comprehensive understanding of what is achieved in this class. The results could be quantified, or at least stated in more specific terms. The course objectives appear to need revising, as they say little about the actual course content and are mostly about critical analysis skills.

Social Sciences

At Lindenwood University, social science is the application of science to human behavior and societies. Social sciences seek to explain the events of human behavior in ways that are replicable and to use those replications to make useful predictions. This is done through observation of phenomena and/or through experimentation that simulates those phenomena under controlled conditions.

Through their methods, social scientists seek to minimize the chance that data interpretation is biased by the researcher's hopes/expectations. Conclusions and predictions are based on empirical evidence. Scientific theories are always open to being proven false if new (disconfirming) evidence is presented. Social scientists seek to describe/measure human characteristics and interactions empirically and to produce models for decision-making based on those observations/measurements.

Lindenwood students are required to take courses in two different areas of social sciences, including anthropology, criminology, economics, psychology, and sociology. Each of these fields offers students a different way to view human interactions in the modern world.

Anthropology and Sociology

The sociology and anthropology program aims to have its students attain three major goals. All of these goals are interrelated and are an integral aspect of all courses in the program. All of these goals coincide with the mission statement of Lindenwood University for producing a fully educated person with a liberal arts background and a global perspective.

ANT 11200 - Cultural Anthropology

Goals and Objectives

University Goals

Students will

- develop as more complete human beings, who think and act freely as individuals and as members of the community;

- acquire the intellectual tools and the range of perspectives needed to understand human cultures, as they are, as they have been, and as they might be;
- reason analytically about both qualitative and quantitative evidence;
- develop personal guidelines for making informed, independent, socially-responsible decisions that are respectful of other people and of the environment.

University Objectives

Students will

- recognize and identify the fundamental concepts, principles, and professional vocabulary of several specific social science disciplines, and demonstrate an awareness of how such concepts and principles influence behavior and values at the individual, social, and cultural levels.

Departmental Course Goals

1. Students will develop and become familiar with a sociological perspective. In other words, instead of thinking about society from their own personal vantage point, they need to have an understanding of the external social conditions that influence human behavior and communities. This sociological perspective will enable them to perceive their own personal situation in the context of social (broadly defined as demographic, ecological, economic, political, and cultural) forces that are beyond their own psyche, circle of friends, parents, and local concerns.
2. Students will develop a global and cross-cultural perspective. They ought to have an understanding of social conditions around the world and an understanding of why those social conditions are different from those of their own society. Simultaneously, we would like them to perceive the basic similarities that exist from one society to another and to appreciate how much alike humanity is irrespective of cultural differences.
3. Students will enhance their critical thinking and analytical skills. Critical thinking involves classifying, assessing, interpreting, and evaluating information in the form of hypotheses and theories into higher order thought processes. Abstracting and evaluating competing theories and hypotheses by relying on critical abilities in assessing data is extremely important in the field of sociology and anthropology.

Course Objectives

Students will do the following:

1. Develop a good understanding of the historical development of sociology and how it emerged in relationship to the industrial and political revolutions in the West. This objective measures the knowledge competency of the student in this area.
2. Demonstrate knowledge of how sociologists attempt to explain human behavior and institutions. This objective measures the comprehension competency of the student in this area.
3. Distinguish a sociological generalization from "common sense" understandings of society. This objective measures the analytical and evaluation competencies of the student in this area.
4. Demonstrate knowledge of the basic concepts of culture and society as used by social scientists. This objective measures the knowledge competency of the student in this area.
5. Understand the distinctions among the concepts of material culture, symbols, norms, values, subcultures, ethnocentrism, and cultural relativism. This objective measures the knowledge competency of the student in this area.
6. Understand the differences among hunting-gathering, tribal horticultural and pastoralist, agrarian, and industrial societies. This objective measures the knowledge competency of the student in this area.

Students should

7. Demonstrate a knowledge of the concept of socialization as it relates to the nurture-nature controversy in the social sciences. This objective measures the knowledge, analytical, comprehension, and evaluation competencies of the student in this area.
8. Understand the relationship of family, peers, school, and the mass media and socialization processes. This objective measures the knowledge, comprehension, and analytical competencies of the student in this area.
9. Understand the concepts of status and role as used by social scientists. This objective measures the knowledge competency of the student in this area.
10. Understand the difference between primary and secondary groups; and the research conducted by sociologists on these groups. This objective measures the knowledge competency of the student in this area.
11. Understand the different types of sociological explanations for deviant behavior. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
12. Understand the differences between closed, caste-based societies and open, class societies, and the implications these societies have for social mobility. This objective

measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.

13. Understand the various sociological explanations for social stratification and poverty in their own society. This objective measures the knowledge, comprehension, and analytical competencies of the student in this area.
14. Demonstrate knowledge of the differences between race and ethnicity, sex and gender, and other distinctions between biological and sociological categories. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
15. Demonstrate knowledge of the major racial, ethnic, economic and cultural groups that make up the contemporary United States, as well as some of the changes among and between these groups. This objective measures the knowledge competency of the student in this area.
16. Understand basic worldwide demographic trends and the consequences for urbanization. This objective measures the knowledge, comprehension, and evaluation competencies of the student in this area.

Methods of Assessment Used

The department used a pre-test and post-test and then runs a T-test of the results to measure for significance.

The department used two different methodologies for the fall semester 2010 and the spring semester 2011. During the fall semester 2010, for two sections of ANT 11200 Cultural Anthropology we had the students add their name and student I.D. number to the pre-test and post-test exams, which were identical to one another. But in the spring semester 2011, the faculty used the Scantron machine to enter the scores for three sections of ANT 11200 Cultural Anthropology. However, we did not have the proper forms for the Scantron machine to do a thorough statistical analysis of our data. The pre-test exam was given on the first day of the class, and the post-test was given to them as part of the final exam with identical questions. During the spring semester 2011, we did not use the students' names. The reason for this is that we decided to use the Scantron machine to score the pre- and post-tests. The forms for the Scantron machine were not adequate for obtaining the student name and number. However, we were able to do a precise item by item analysis of the different questions for the spring semester 2011 for three sections of our ANT 11200 Cultural Anthropology courses. These courses were taught by both full-time and adjunct faculty members

Results

This academic year the department did an assessment for two sections of ANT 11200 Cultural Anthropology, a general education requirement for cross-cultural or social science credit for the fall semester 2010 and three sections for the spring semester 2010. For the spring semester 2011, we had one section of ANT 11200 Cultural Anthropology taught by our full-time faculty member and two sections taught by our adjunct. One of our insufficiencies for our general education assessment for our cultural anthropology courses last year is that we did not do assessment for the courses taught by our adjunct; we corrected this this year.

The department expected that our post-test scores would be significantly greater statistically than the pre-test scores. By convention, "statistical significance" is defined as $p < .01$, which means that the observed difference between pre- and post-test scores would occur by chance less than 1 percent of the time. Put more positively, we can be 99 percent confident, so-to-speak, that the difference in scores between the pre-test and post-test that we see are "real" (i.e., due to our teaching).

The results of a one sample t-test conducted comparing pre- and post-test scores obtained on our assessment tool for ANT 11200 in the fall semester of 2010 revealed a statistically significant difference in scores in the predicted direction, $t(28) = 14.1071$, $p < .01$. In other words, the post-test scores (mean = 14.1071 standard deviation = 2.64350) exceeded the pre-test scores (mean = 10.7857, standard deviation = 2.42452). However, for the spring semester 2011 ANT 11200 Cultural Anthropology we measured the specific items for the various

questions on the pre-test and post-test based on the Scantron machine scores without the student names and ID numbers.

T-test ANT 11200.11 Cultural Anthropology - Fall 2010

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	28	10.7857	2.42452	.45819
Post-test	28	14.1071	2.64350	.49957

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test	23.540	27	.000	10.78571	9.8456	11.7258
Post-test	28.238	27	.000	14.10714	13.0821	15.1322

T-test ANT 11200.12 Cultural Anthropology Fall 2010

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	32	10.6250	2.87088	.50750
Post-test	32	15.1563	2.23043	.39429

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test	20.936	31	.000	10.62500	9.5899	11.6601
Post-test	38.440	31	.000	15.15625	14.3521	15.9604

The one sample T-test analysis demonstrated that in all cases our post-scores exceeded pre-scores using this conventional criterion. So, we can pretty comfortably conclude that our students in ANT 11200 Cultural Anthropology for fall semester 2010 have definitely improved in their understanding of the goals and objectives of the ANT 11200 course.

For the spring semester 2011's three sections of ANT 11200 Cultural Anthropology, the department used the Scantron machine to provide an item-by-item analysis of the questions on our pre- and post-tests. The following objectives are what the questions assess:

Spring Semester 2011 Pre- and Post-Test Item by Objective Analysis

Objective	Pre-test % correct	post-test % Correct	improvement
1	54.17%	80.00%	25.83
2	62.50%	78.33%	15.83
3	71.88%	80.00%	8.13
4	49.22%	70.00%	20.79
5	75.00%	76.67%	1.67
6	29.69%	73.33%	43.65
7	53.13%	33.33%	-19.79
8	50.00%	66.67%	16.67
9	65.63%	70.00%	4.38
10	22.92%	53.33%	30.42
11	43.75%	53.33%	9.83

Lessons Learned

In the past, the department discovered that with our assessment tool, the paired t-Tests give us a much more precise measurement for assessing what our students are learning in the Cultural Anthropology courses. We will retain this assessment tool to accurately measure the outcomes of our GE classes. Last year we thought that we were going to do a much more precise analysis and do a t-Test based on an item analysis of our questions on the pre- and post-test. In the fall 2010 semester, we entered our raw scores by hand by individual student names. However, we were not able to do an item-by-item analysis for the fall semester 2010. But we do believe that the t-Test did give us some more significant data on how our students were performing in this fundamental general education course. We also carried out a t-Test for all of our spring 2011 semesters for all our Cultural Anthropology sections. We have students do prepared essays on two midterms and the final exam. We believe that this is a vital aspect of our goal for writing across the curriculum.

Our results show that there are some questions on the pre- and post-tests that students are not comprehending and understanding sufficiently. Questions 4 (basic components of language), 8 and 9 (concepts of culture and society), 12 and 13 (concepts of ethnocentrism and cultural relativism), 15 (concepts of family and kinship), 17, 18 (globalization issues), and 20 (applied anthropology) are questions dealing with issues within basic anthropological courses. We need to determine why students are not grasping the concepts that relate to these questions. We have determined that one of our adjuncts is not using the full breadth of the textbook and concepts within the Cultural Anthropology course. We will have to correct this in the future, making sure that all of our sections of Cultural Anthropology are teaching the same essential content for the courses

Action Plan

In the future, the department is going to try to develop a method to see whether we can formally implement an assessment on a week-to-week basis. Next year, we will have the proper Scantron forms to carry out a full-scale statistical analysis for all of our sections. In addition, in the near future we are going to develop assessments for a variety of courses in our anthropology program.

SOC 10200 – Concepts of Sociology

Objectives

Students will do the following:

1. Demonstrate knowledge of how sociologists attempt to explain human behavior and institutions. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)
2. Demonstrate knowledge of the basic concepts of culture and society as used by social scientists. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)
3. Demonstrate a knowledge of the concept of socialization as it relates to the nurture-nature controversy in the social sciences. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)
4. Demonstrate knowledge of the differences between race and ethnicity, sex and gender, and other distinctions between biological and sociological categories. (Competencies measured: knowledge, comprehension: modalities of learning verbal-linguistic)
5. Demonstrate knowledge of the major racial, ethnic, economic and cultural groups that make up the contemporary United States, as well as some of the changes among and between these groups. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)

Methods of Assessment Used

As the department indicated five years ago, we were going to continue to implement an assessment technique for our Basic Concepts of Sociology course as a general education social science course. We wanted to measure the competencies of our students through a pre-test and post-test. These competencies are a blend of Bloom's Taxonomy of Cognitive Processes combined with Howard Gardner's Multiple Intelligences Expressive Modalities of Learning. Bloom's six cognitive operations—Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation—and Gardner's Verbal-Linguistic expressive modality were used to develop our course goals and objectives. Again, with the assistance of the Psychology program we developed a much more precise technique to assess our students based on paired t-tests, which are used to compare between two scores usually taken before and after "treatment" by the same individuals. In this case, the "treatment" is having taken the relevant course. We

used two different methodologies for the fall semester 2010 and the spring semester 2011. During the fall semester 2010, we had the students add their name and student I.D. number to the pre-test and post-test exams, which were identical to one another. We had five sections of SOC 10200 Basic Concepts of Sociology for the fall semester and one section for the January term. But in the spring semester 2011, we used the Scantron machine to enter the scores for six sections of SOC 10200. However, we did not have the proper forms for the Scantron machine to do a thorough statistical analysis of our data. The pre-test exam was given on the first day of the class, and the post-test was given to them as part of the final exam with identical questions. During the spring semester 2011, we did not use the students' names. The reason for this is that we decided to use the Scantron machine to score the pre- and post-tests. The forms for the Scantron machine were not adequate for obtaining the student name and number. Next year we expect to have the new forms for the Scantron machine in order to do a full-scale statistical analysis of our data. However, we were able to do a precise item-by-item analysis of the different questions for the spring semester 2011 for six sections of our SOC 10200 courses. These courses were taught by both full-time and adjunct faculty members.

The faculty expected that our post-test scores would be significantly greater statistically than the pre-test scores. By convention, "statistical significance" is defined as $p < .01$, which means that the observed difference between pre- and post-test scores would occur by chance less than 1 percent of the time. Put more positively, we can be 99 percent confident, so-to-speak, that the difference in scores between the pre-test and post-test that we see are "real" (i.e., due to our teaching).

Results

In all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can pretty comfortably conclude that our students have improved after our SOC 10200 courses.

The standard language used to denote these results is something like:

The results of a one sample T-test conducted comparing pre- and post-test scores obtained on our assessment tool for SOC 10200 in the fall semester of 2010 revealed a statistically significant difference in scores in the predicted direction, $t(132) = 11.47$, $p < .01$. In other words, the post-test scores (mean = 12.4762, standard deviation = 3.3588) exceeded the pre-test scores (mean = 11.4762, standard deviation = 2.76801). However, for the spring semester 2011 sections of SOC 10200 we measured the specific items for the various questions on the pre-test and post-test based on the Scantron machine scores without the student names and ID numbers.

A comparison with our sample T-test for pre- and post-test for fall semester 2009 indicates some differences. The results of a paired t-test conducted comparing pre- and post-test and fall semester 2010 scores obtained on our assessment tool for SOC 102 in the fall semester of 2009 revealed a statistically significant difference in scores in the predicted direction, $t(82) = 9.86$, p

$< .01$ 13.69 $p < .01$. In other words, the post-test scores (mean = 13.69, standard deviation = 2.922) exceeded the pre-test scores (mean = 9.86, standard deviation = 2.992).

These results demonstrate that last year in the fall semester 2009 we had more improvement with students in our Basic Concepts of Sociology than in the fall semester 2010. We will discuss this with our faculty teaching the course for this next academic year.

Comparative Results for Pre-Test and Post-Test Fall 2009 and Fall 2010

SOC 10200 T-Test FALL 2009 results - One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	83	9.86	3.291	.361
Post-test	83	13.69	2.992	.328

COURSE NOTATION MEAN PRESCORE (SD PRETEST): MEAN POST-SCORE (SD:POST TEST)
 SOC 10200 FALL 2009 $t(83) = 9.86$ $p < .01$ 13.69 $p < .01$

SOC 10200 - Fall Semester 2010 T-test -One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	132	11.47	2.76801	.53032
Post-test	132	12.4762	3.3588.	.42018

SOC 10200 T-Test FALL 2009

Test Value = 0						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	27.280	82	.000	9.855	9.14	10.57
Post-test	41.681	82	.000	13.687	13.03	14.34

COURSE NOTATION $t(82) =$ PRETEST 27.280; POST-TEST 41.681

SOC 10200 - Fall Semester 2010

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test	19.647	30	.000	10.41935	9.3363	11.5024
Post-test	33.703	30	.000	14.16129	13.3032	15.0194

The department did an item-by-item analysis of our six sections of SOC 10200 Basic Concepts of Sociology for the spring semester 2011. We utilized the Scantron machine for doing the item-by-item analysis. The results are shown below from one sample of the course. All of the data on each of the courses are available for comparative purposes. We believe that our one sample is representative of the other sections.

We had 20 questions on our pre-test. Students were given the same 20 questions on our post-test.

Questions 1-3 tried to measure critical thinking skills by having students ask questions about the three major theoretical paradigms that they use to analyze human behavior and institutions within the course.

Questions 4-14 tried to measure knowledge that is integral to the basic content of an introductory sociology course.

Questions 15-20 tried to measure concepts of race, ethnicity, gender, and demography that are important aspects of an introductory course in sociology. As demonstrated on the data chart and bar chart, students made definite progress in most areas.

Item By Item Analysis

	Pre-test# correct	post-test # correct	Improvement
Questions 1-3	63.73%	77.38%	13.66
Questions 4-14	58.82%	70.78%	11.96
Questions 15-20	58.82%	69.05%	10.22

Lessons Learned

The department's one sample T-Test analysis demonstrated that in all cases our post-scores exceeded pre-scores using this conventional criterion. So, we can pretty comfortably conclude that our students in SOC 10200 have definitely improved in their understanding of the goals and objectives of the SOC 10200 course.

The results show that there are some questions on the pre- and post-tests that students are not comprehending and understanding sufficiently. We need to determine why students are not grasping the concepts that relate to these questions from our basic sociology course. We will have a meeting with all of our adjuncts and instructors to determine if the questions on the survey are adequate or if we need to review our teaching content to help improve our students' scores in these areas.

Impact on the Courses

Next year the department will have the data that will enable us to do a much more full scale statistical analysis our pre- and post-test for our basic courses in anthropology and sociology.

Criminal Justice

CJ 10100 – Criminology

Goal and Objectives

University Goals and Objectives

The broad goals of the general education curriculum at Lindenwood University are to help students do the following:

1. Develop as more complete human beings, who think and act freely as individuals and as members of the community. (3)
2. Acquire the intellectual tools and the range of perspectives needed to understand human cultures, as they are, as they have been, and as they might be. (1, 2, 5)
3. Refine and apply the basic skills needed for productive study and communication of ideas. These skills include listening, speaking, reading, writing, researching, observing, and reflecting. (4, 5)
4. Develop and use the “higher levels” of thinking, including analysis, synthesis, evaluation, and integration. Whenever feasible, students’ efforts in the areas of divergent and creative thinking are also encouraged and supported. (1, 4, 5)
5. Reason analytically about both qualitative and quantitative evidence. (4, 5)
6. Develop personal guidelines for making informed, independent, socially-responsible decisions that are respectful of other people and of the environment. The general education curriculum also seeks to foster students’ willingness to act according to those guidelines. (2, 3)

The course goals and objectives which are set forth below, and the above parenthesized notations reflect how the general education goals for Lindenwood University are met through the course objectives.

Course Goals and Objectives

The class objectives of Criminology have been discussed by all faculty members who instruct the course, and it was agreed that there be common objectives. The objectives for the course are as follows:

Students will be able to

1. develop a thorough knowledge of criminology in a brief format;
2. be as thorough and up to date as possible when discussing the field of criminology;
3. be objective and unbiased when presenting information regarding criminology;
4. describe the current theories, crime types, and methods of social control;
5. analyze the strengths and weaknesses of current theories of crime and causation.

From an initial examination, it appears that the course objectives for Criminology suit the needs of the University's general education requirements in numerous ways. The assessment data reflect that students who take the course generally show improvement in the subject matter upon completion of this course, thus further reinforcing the general education mission of Lindenwood University.

Method of Assessment Used

The Criminal Justice Program has used an assessment instrument designed to measure the degree of student learning in the pertinent areas of criminology. The instrument consists of a 50-question test, 25 true-false questions, and 25 multiple choice questions. All questions were prepared using the required textbook for the course, Siegel, Larry J., (2008). *Criminology: The Core, Third Edition*. California: Thompson Wadsworth. The pre-test is administered during the first or second class meeting, and the post-test is administered near the end of the semester.

Results

The pre- and post-test was administered in 22 Criminology courses throughout the academic year. An analysis of the results show that all classes showed an improvement in learning as evidenced by the improvement in the mean score on the post-test. There were a total of 612 pre-tests administered and 536 post-tests administered. The average improvement for all courses was 11.90 percent. The average score for the pre-test was 28.12 (based on 50 questions), and the average score on the post-test was 31.46. In comparing 2011 results with 2010 results, it appears that gains in knowledge were similar at these points in time. Average pre- and post-test scores did not fluctuate significantly, thus suggesting that student learning is comparable for the years measured.

Lessons Learned

The data provide some insights into instructor effectiveness as well. It was determined that adjunct faculty had the lowest percentage of learning increases as compared to full-time faculty. Students taught by full-time faculty had an average test score learning increase of 13 percent, while those taught by adjunct faculty had an average test score increase of 1.73 percent.

Action Plan

A number of problems were identified with the pre-/post-test that has been in use. This included ambiguously worded items, dated items (since crime statistics change annually), and the trivial content of some items. Consequently, all full-time CJ faculty members contributed to the revision of the test. The department will implement the revised pre-/post-test beginning in fall 2011.

Impacts and changes on classes for the following year

There are no foreseeable impacts or changes that will occur as a result of the implementation of the new assessment instrument. However, the department is considering whether faculty will be asked to embed a percentage of the test items into final examinations to ensure students take the assessment seriously and to ensure there is consistency in how this course is taught across instructors.

Psychology

PSY 10000 - Principles of Psychology

Course Objectives

Consistent with the undergraduate curriculum guidelines promulgated by the American Psychological Association (APA Board of Educational Affairs Task Force on Psychology Major Competencies, 2002) and reflective of the University's General Education Objectives, we have clarified goals and objectives for our general education students.

Course Objectives (as taken from the 2010-2011 syllabi)

Students will do the following:

1. Demonstrate a basic understanding of the scientific method and how it is used to gather information relevant to questions about behavior. With this understanding, the student will be empowered to critically evaluate the research and findings covered in the course as well as in other places, such as the news media.
2. Summarize key psychological concepts in areas such as perception, learning, motivation, development, physiological bases for behavior, problem-solving, psychopathology, and social psychology.
3. Describe differences among the various theoretical schools in the field of psychology.
4. Demonstrate an awareness of how the general principles of psychology can be applied to everyday life.

Method of Assessment Used

In the fall of 2010, the department constructed an objective multiple-choice pre-/post-test to measure student learning in all PSY 10000 Principles of Psychology general education classes. The test bank from the second edition of *Psychology* (2009) by Ciccarelli and White was used as the source of items for the pre-/post-test questions. Forty items were selected to represent the content areas proposed by APA for introductory psychology courses; each item on the test was coded, with several items receiving more than one code for overlapping content, for the following curriculum areas (see Table 1):

Table 1 - Test Items by Content Area

Course Content Area	Test Items
1.A History and modern perspectives	1,4, 12,29, 30, 31, 34, 37
1.B Scientific method/ research	2,3,5,6, 16,18
2. Biological functioning/neurology	7,22,36
3. Sensation/perception	8
4. Consciousness	9,10,11,12,13
5. Learning	14, 26, 28, 30
6. Memory	35,36
7. Cognition	15, 16
8. Development	17,18, 37, 38,39
9. Motivation	4, 19,20,29
10. Sexuality	
11. Stress and health	21,22,40
12. Social psychology	23, 24,25
13. Personality	4,12, 16, 26, 29,27,28, 30
14. Psychological disorders	19,31,32,33
15. Psychological therapies	4,12,13,28, 29,34

The pre-test was administered during the first week of the spring 2011 semester and the post-test was administered prior to, or as an addendum to, final exams for all students in the eight sections of PSY 10000 taught on the Lindenwood St. Charles campus as well as one online section. Instructors were given written instructions in an effort to standardize the test administration. Students were told that the test was for program assessment purposes and that the results would not be included in grade calculations.

Table 2 - Course Content Areas Covered by Section, Spring 2011

Course Section Number	11	12	13	21	22	23	24	25	OL
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Course Section Number	11	12	13	21	22	23	24	25	OL
1.A History and modern perspectives	X	X	X		X	X	X	X	X
1.B Scientific method/ research	X	X	X		X	X	X	X	X
2. Biological functioning/neurology	X	X	X		X	X	X	X	X
3. Sensation/perception								X	
4. Consciousness	X	X	X	X	X	X		X	X
5. Learning			X	X	X	X	X	X	X
6. Memory	X	X	X	X	X	X	X	X	X
7. Cognition	X	X			X	X	X	X	X
8. Development				X	X	X	X	X	X
9. Motivation			X				X	X	X
10. Sexuality	X	X							X
11. Stress and health	X	X	X	X	X	X	X	X	X
12. Social psychology	X	X	X	X	X	X		X	X
13. Personality	X	X	X		X	X		X	X
14. Psychological disorders	X	X	X		X	X		X	X
15. Psychological therapies	X	X	X		X	X			X

Results

Question 1: Did our students learn anything as measured by our assessment tool?

Table 3 - Pretest and Posttest Scores by Section

Section	Status	n	Chapters Covered	Pre-test	Post-test
11	Adjunct	26	12	M=21.00 (SD=4.59)	M=23.08 (SD=6.37)
12	Adjunct	26	12	M=21.19 (SD=4.25)	M=26.42 (SD=6.33)
13	Full-time	24	12	M=22.75 (SD=4.96)	M=29.25 (SD=4.11)
21	Full-time	28	6	M=21.75 (SD=3.26)	M=27.79 (SD=3.89)
22	Adjunct	26	13	M=20.50 (SD=3.55)	M=25.19 (SD=5.45)
23	Adjunct	25	13	M=21.32 (SD=3.98)	M=27.04 (SD=6.26)
24	Full-time	32	9	M=20.53 (SD=4.19)	M=25.53 (SD=5.37)
25	Adjunct	29	14	M=21.14 (SD=3.55)	M=25.90 (SD=4.22)
OL	Full-time	18	15	M=22.17 (SD=5.92)	M=25.89 (SD=6.07)
		234		M=21.31 (SD=4.21)	M=26.49 (SD=5.42)

The results of a paired t-test comparing pre-test and post-test scores across all sections revealed that post-test scores were significantly higher than pretest scores, $t(233) = 17.61, p < .001$. Further examination of the data did not reveal any differences based on sections, instructor, instructor status, and course type (traditional vs. online), and there was no correlation between the number of chapters covered in a course and student achievement on the post-test ($r = -.065$). The scores range from 0 to 40; the mean post-test score was 26.49 points, which is 66.23 percent.

Question 2: Did it matter which chapters were taught?

The number of questions extracted from each chapter differed, and because several of the questions on the test are related to multiple chapters, the total number of correctly answered questions drawn from chapters covered in a student's class and the total number of correctly answered questions drawn from chapters not covered in a student's class were converted into percentages (see Table 3). Not surprisingly, there is a moderately strong negative correlation between the number of chapters covered in the course and the percentage of covered chapter-relevant questions answered correctly by students, $r = -.598$ (see Table 4). The maximum score is the total number of points the student can earn on the questions pertaining to the chapters covered in the course. This number is out of 64 even, though there are only 40 questions on the test because some of the items on the test count for multiple chapters.

Table 4 - Number of Chapters Covered and Percentage of Relevant Questions Correct on Post-test by Section

Sections	Status	n	Maximum Score*	Chapters Covered	Average Score	Percentage
11&12	Adjunct	52	50/64	12	M=30.54 (SD=8.38)	61.08
13	Full-time	24	56/64	12	M=41.46 (SD=6.01)	74.03
21	Full-time	28	22/64	6	M=16.82 (SD=2.37)	76.46
22&23	Adjunct	51	59/64	13	M=22.63 (SD=5.44)	38.35
24	Full-time	32	37/64	9	M=22.91 (SD=4.69)	61.91
25	Adjunct	29	58/64	14	M=22.62 (SD=4.07)	39.00
OL	Full-time	18	63/64	15	M=25.22 (SD=5.87)	40.04

The moderately strong negative correlation between the number of chapters covered and overall performance on the questions pertaining to the chapters covered in a course does not necessarily mean less is more.

Despite the variability in teaching styles and topics covered in each PSY 10000 section, there were two chapters that all instructors chose to include: Chapter 6 on Memory, and Chapter 11 on Stress and Health. Just examining the students' performance on questions pertaining to those two chapters, the maximum number of points possible is 5. The results of a 7 (Instructor) X 2 (Test) mixed analysis of variance (ANOVA) revealed only a significant main effect of test, where the post-test scores were better than pre-test scores, $F(1,227) = 64.26$, $p < .001$, meaning that all students in all sections saw equal improvement on the post-test over the pre-test (see Table 5).

Table 5 – Post-test Scores on Chapters 6 and 11 by Section

Sections	Status	n	Pretest Memory & Stress Scores	Posttest Memory & Stress Scores	Percentage on Post-test
11&12	Adjunct	52	M=2.65 (SD=1.05)	M=3.15 (SD=1.29)	63.00
13	Full-time	24	M=2.46 (SD=.98)	M=3.08 (SD=.78)	61.60
21	Full-time	28	M=2.54 (SD=.79)	M=3.50 (SD=.69)	70.00
22&23	Adjunct	51	M=2.31 (SD=1.05)	M=3.02 (SD=1.14)	60.40
24	Full-time	32	M=2.25 (SD=1.08)	M=3.22 (SD=1.10)	64.40
25	Adjunct	29	M=2.48 (SD=.87)	M=3.17 (SD=1.10)	63.40
OL	Full-time	18	M=2.83 (SD=1.25)	M=3.11 (SD=1.18)	62.20
		234	M=2.48 (SD=1.02)	M=3.17 (SD=1.10)	

However, it is difficult to make any definitive conclusions based on the data because there are unequal numbers of questions representing each chapter. The department knows that if students are held accountable for fewer chapters, then their performance on those chapters is improved. That does not necessarily mean that students are better off not covering too many chapters. Since there was no relationship between the number of chapters covered and overall performance on the post-test, we are comfortable with continuing to allow each instructor to choose the number and content of chapters covered in their sections.

Question 3: Are there problematic items in our instrument?

Below is a table showing the percentage of students who correctly answered each item on the pre- and post-test (N=234). A few of the items are well answered at the pre-test stage and a few items appear to pose a challenge to students even at the post-test stage (see Table 6).

Table 6 - Difference between Pre-test and Post-test Performance by Question

	PRETEST	POSTTEST	DIFFERENCE		PRETEST	POSTTEST	DIFFERENCE
Q1	13.25	36.32	23.08	Q21	84.62	86.32	1.71
Q2	81.62	87.18	5.56	Q22	17.09	41.45	24.36
Q3	86.32	88.03	1.71	Q23	26.07	50.00	23.93
Q4	35.90	56.41	20.51	Q24	62.39	70.09	7.69
Q5	38.89	56.41	17.52	Q25	62.82	87.61	24.79
Q6	56.84	68.80	11.97	Q26	38.03	54.70	16.67
Q7	84.19	90.17	5.98	Q27	26.50	54.70	28.21
Q8	77.35	74.79	-2.56	Q28	64.53	74.79	10.26

	PRETEST	POSTTEST	DIFFERENCE		PRETEST	POSTTEST	DIFFERENCE
Q9	88.03	89.32	1.28	Q29	38.46	34.19	-4.27
Q10	76.92	85.90	8.97	Q30	73.08	76.92	3.85
Q11	27.78	38.03	10.26	Q31	44.87	67.52	22.65
Q12	67.95	70.94	2.99	Q32	86.75	86.32	-0.43
Q13	61.11	64.96	3.85	Q33	41.03	71.37	30.34
Q14	66.67	79.91	13.25	Q34	34.62	51.71	17.09
Q15	23.93	61.54	37.61	Q35	50.00	70.94	20.94
Q16	17.09	47.44	30.34	Q36	27.78	41.45	13.68
Q17	83.76	86.32	2.56	Q37	58.97	74.36	15.38
Q18	27.35	47.86	20.51	Q38	27.35	51.28	23.93
Q19	88.89	86.75	-2.14	Q39	26.07	28.21	2.14
Q20	67.52	81.62	14.10	Q40	68.80	76.50	7.69

The department chose to examine the data this way due to time constraints; in the future, the faculty hopes to calculate an item discrimination index to compare the performance of those who obtained very high test scores with the performance of those who obtained very low test scores on each item. The faculty may also examine interim correlations and item-total correlations.

Lessons Learned

Last year, the department used a variety of assessment methods for PSY 10000 and relied heavily on course evaluations with a goal to create a pre-/post-test for 2010-11. We have made great progress in this direction with a pilot semester of pre-/post-testing in the spring of 2011. Fortunately, our data showed that the students' post-test scores, across sections and instructors, and regardless of the number of chapters covered, were statistically and significantly higher than their pre-test scores.

Action Plan

The department will meet in the fall to determine whether to revise the pre-/post-test based on data from the item analysis or to continue gathering data for another year with the tool we have. A prepackaged tool has just become available from Pearson, the publisher of the text, for exactly this purpose, so we will investigate that, too. Other methods of assessment may be considered in the future.

Impact on Classes for Next Year

At this point, the department has just one semester of data collected. The faculty plans to continue administering a pre-/post-test across all sections of PSY 10000 to look at trends over time. As more data is gathered, the faculty will continue to discuss the degree to which we want to standardize the class, as well as ways to improve teaching and learning.

Social Work

SW24000 - Human Diversity & Social Justice

Goals and Objectives

University Goals and Objectives

Students will do the following:

1. Develop as more complete human beings, who think and act freely as individuals and as members of the community.
2. Acquire the intellectual tools and the range of perspectives needed to understand human cultures, as they are, as they have been, and as they might be.
3. Refine and apply the basic skills needed for productive study and communication of ideas. These skills include listening, speaking, reading, writing, researching, observing, and reflecting.
4. Develop and use the “higher levels” of thinking, including analysis, synthesis, evaluation, and integration. Whenever feasible, students’ efforts in the areas of divergent and creative thinking are also encouraged and supported.
5. Reason analytically about both qualitative and quantitative evidence.
6. Develop personal guidelines for making informed, independent, socially-responsible decisions that are respectful of other people and of the environment. The GE curriculum also seeks to foster students’ willingness to act according to those guidelines.

Course Goals and Objectives

Upon successful completion of SW 24000, students will have the following:

- 1) increased knowledge about populations at risk
- 2) increased awareness and knowledge of factors that contribute to and constitute being at risk
- 3) increased knowledge about how group membership includes access to resources
- 4) increased awareness and knowledge of social and economic justice
- 5) increased understanding of distributive justice, human and civil rights, and global interconnections of oppression
- 6) increased awareness of strategies to combat discrimination, oppression, and economic deprivation
- 7) increased knowledge regarding advocacy for nondiscriminatory social and economic systems
- 8) increased knowledge on reciprocal relationships between human behavior and social environments

- 9) increased awareness of theories and knowledge of a range of social systems and interactions between and among them
- 10) more awareness of how social systems promote or defer maintaining or achieving health and well-being
- 11) more awareness of knowledge and skills used to understand major policies

Methods of Assessment Used

- Objective: pre-post multiple choice course content assessments
- Combination Objective/Subjective: in-class quizzes, final exam, research paper, activity analyses/reflection
- Student Cultural Diversity Attitude Scale: pre- and post-Likert scale self-evaluation
- Student Self-Assessment of Course Objectives: pre- and post-Likert scale self-evaluation

Results

Objective: Pre-Post Multiple Choice Course Content Assessment

FALL 2010 & SPRING 2011(3 course sections)

% of Correct Answers	PRE TEST	POST TEST	Change
Section 1	31%	39%	+8%
Section 2	42%	56%	+14%
Section 3	36%	41%	+5%
Average	36.3%	45.3%	+9%

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Mean Score
Pre-test	26%	25%	30%	42%	Data lost	36%	32%
Post-test	64%	49%	58%	58%		45%	55%
Change—% correct pre to post tests	+38%	+24%	+28%	+16%		+09%	21%

NOTE: No data are available for 2009 – 2010

Students grasp of course content averages 9 percent across the three course sections, with students achieving a mean of 45 percent of correct answers. These scores need to be taken interpreted in light of established benchmarks (50 – 60 percent agreed upon by faculty teaching this course).

Combination Objective/Subjective: In-Class Quizzes, Final Exam, Research Paper, Activity Analyses/Reflection

Student grades and University-generated student course evaluations are taken into consideration by instructors when assessing if GE and course objectives are being met, along with University-administered electronic student evaluations.

- Course Grades fell into a modified “bell curve.” Course grades fell along a normal bell curve with one significant outlier.
- Student evaluative data generated through the University system were overwhelmingly positive.

Student Cultural Diversity Attitude Scale: Pre – Post Likert Scale Self Evaluation

1 = No ability 2 = Some ability 3 = Average ability 4 = Good ability 5 = Exceptional ability

FALL 2010			
Assessment of Course Objectives			
Question	Pre-Avg.	Post-Avg.	Change
1. Knowledge about populations at risk	2.77	3.71	0.94
2. Awareness and knowledge of factors that contribute to and constitute being at risk	2.91	3.81	0.90
3. Knowledge about how group membership includes access to resources	2.96	3.83	0.87
4. Awareness and knowledge of social and economic justice	2.95	3.98	1.03
5. Understanding of distributive justice, human and civil rights and global interconnections of oppression	2.97	3.83	0.86
6. Awareness of strategies to combat discrimination, oppression and economic deprivation	2.95	3.87	0.92
7. Knowledge regarding advocacy for nondiscriminatory social and economic systems	2.71	3.81	1.10
8. Knowledge on reciprocal relationships between human behavior and social environments	3.00	3.85	0.85
9. Awareness of theories and knowledge of a range of social systems and interactions between and among them	2.55	3.65	1.10
10. Awareness of how social systems promote or defer maintaining or achieving health and well-being	2.85	3.89	1.04
11. Awareness and skills used to understand major policies	2.82	3.81	0.99
Average	2.86	3.82	0.96

Year	2008–09	2009–10	2010–11
Change	+58%	+88%	+96%

Students see themselves as benefiting from this course as they report considerable growth in all categories.

When comparing the previous years, it is important to factor the pre-test scores. Sometimes a cohort of students will score high on pre-tests, thus the percentage of growth may appear less than the previous year. When analyzing data, it is also important to pay attention not only to the change percentile but the final outcome data.

In this assessment, students averaged +.96 growth and almost reached “good ability” in all categories. The post-test mean (3.82) indicates that students self-assess their knowledge and skills in the range of “good” to “very good.” Determining which factors directly influence these student self-assessed scores is difficult. What is important is to search for patterns over the years.

Students’ self-assessment indicates that the majority of students report average ability in all categories with the exception of a few “above average” abilities. Knowledge about populations “at risk” (#1) was initially average and shifted considerably, as did “awareness and knowledge of factors that contribute to and constitute at risk.” These two questions are at the heart of this course’s objectives, which in turn supports GE objectives 4, 5, and 6.

In both course sections, questions 1, 4, 7, 9, and 10 represent the most significant shift in students’ self-assessment regarding attitudes and beliefs about human diversity and social justice. Data indicate that for a significant portion of these students, knowledge is needed as to what constitutes a population being “at risk” and what policies and laws keep populations and individuals “at risk.”

With course objectives focused upon social justice issues that impact students of all cultures, the data indicate that students are obtaining foundation knowledge, skills, and values that are needed in order to make “informed, independent, socially-responsible decisions that are respectful of other people and of the environment,” and “to develop and use the ‘higher levels’ of thinking, including analysis, synthesis, evaluation, and integration.” These two GE objectives are directly addressed in this course by teaching students about how government and institutional policies impact “at risk” populations and how to critically understand how some policies keep marginalized populations “at risk” from meeting their economic, health, education, housing, and transportation needs.

Student Self-Assessment of Course Objectives – Pre- and Post-Likert Scale Self Evaluation

1 = Strongly Disagree 2 = Disagree 3 = Neither Agree/Disagree 4= Agree 5 = Strongly Agree

Question #	Pre-Avg.	Post-Avg.	Change
1. I am quite comfortable around strangers.	3.83	4.00	+.17
2. The easiest way for me to function is to organize my day to day activities with a schedule.	3.86	3.85	-.01
3. Visitors to America will naturally want to adopt our customs as soon as possible.	2.48	2.46	-.02
4. In this complicated world of ours, the only way to know what's going on is to rely on leaders and experts who can be trusted.	2.41	2.73	+.32
5. I usually express my thoughts, feelings, and beliefs in a direct and honest way.	3.90	4.08	+.18
6. I usually resist change to my lifestyle.	2.83	3.23	+.40
7. If I were a teacher and had several students wishing to talk to me about assigned homework, I would meet with the whole group rather than one student at a time.	2.79	3.08	+.29
8. The rapid flux of immigrants into the USA will eventually ruin our country.	2.48	2.42	-.06
9. The main thing in life is for a person to want to do something important.	2.90	3.15	+.25
10. I am open and frank in expressing both tender and angry feelings towards others.	3.48	3.81	+.33
11. When conflict arises between myself and a friend, I try to avoid the conflict.	2.83	3.04	+.21
12. I like to finish one task before going on to another.	3.52	3.77	+.25
13. It would be better if English were spoken as a universal language.	2.69	2.85	+.16
14. My blood boils whenever a person stubbornly refuses to admit that s(he) is wrong.	3.24	3.69	+.45
15. I typically speak up and share my viewpoint.	3.69	4.04	+.35
16. I normally develop relationships easily.	3.83	3.58	-.25
17. In trying to solve problems, I find it stimulating to think about several different problems at the same time.	2.72	2.58	-.14
18. No country has done more for the advancement of civilization than the USA.	2.48	2.42	-.06
19. Most people don't know what is good for them.	2.21	2.73	+.52
20. I am very patient with people.	3.14	3.35	+.21

21. I like doing several tasks at one time.	2.79	2.85	+0.06
22. Americans tend to be smarter than the people from most other countries.	1.93	2.15	+0.22
23. Of the different philosophies which exist in this world, there is probably only one which is correct.	1.93	2.12	+0.19
24. I dislike it when someone doesn't provide straight answers or seems vague and unclear.	3.59	3.77	+0.18
25. I'm hesitant to focus my attention on only one thing, because I may miss something equally important.	3.21	3.27	+0.06
26. Talking to people who are in authority makes me nervous, self-conscious and unsure of myself.	2.83	2.69	-0.14

This assessment tool is currently only being used in one section, and its ability to generate valid and pertinent data is being evaluated by faculty.

Student Self-Assessment of Course Objectives – Pre- and Post-Likert Scale Self Evaluation

1. The student self-assessment of course objectives tool is being evaluated for future use. Some of the questions do not correlate to course objectives and, in turn, do not support GE objectives. Statements that are questionable are 2, 5, 9, 10, 11, 12, 17, 20, 21, and 25. Subsequently, this assessment tool was not utilized in every course section.
2. It appears that a significant number of students enroll in this course with minimal knowledge of what constitutes a population being “at risk.” Expanding students’ knowledge of what being “at risk” entails will help meet GE objectives. Students do not identify strongly with the statement, “of the different philosophies which exist in this world, there is probably only one which is correct.” Attention is needed regarding this statement, since studying philosophical, political, and economic theories of social justice is at the heart of this course. Why did students express less disagreement (1.93 - 2.12) when responding to this statement? GE objective # 4 directly pertains to this statement.
3. The statement “Americans tend to be smarter than the people from most other countries” generated a +1.93 (strongly disagree) for the pre-test and a +2.15 (disagree) post-test response. GE objectives 2, 4, and 6 are directly linked to this statement. Thus, this raises some concerns.
4. Keeping this in mind, all responses to questions indicate that a shift in attitudes/beliefs took place within every category for the students in one section of SW 24000. Three questions elicited an “Agree” response, while the vast majority of responses fall in the middle. Keeping in mind that this is a 20000-level course, it appears from the data that students are receiving foundation knowledge about the meaning of social justice from multiple cultural, religious, political, and economic perspectives.

Lessons Learned

1. Consider what steps can be taken to ensure post-test scores are above 50 percent in all sections; students feel the coverage of topics is too broad and requires too much reading (this could most definitely impact the above item).
2. The field trip as a class cohort or as a self-directed cultural diversity experience off campus (particularly when such are focused on racial, ethnic, and socio-economically diverse arenas) is a beneficial course enhancement.
3. Designing assessment methods to identify causative factors influencing students achieving knowledge of course content needs to be closely examined in order to meet GE and course objectives.

Action Plan

Student improvement to achieve both course and GE objectives will be addressed by the social work faculty in the following way:

1. The faculty will meet and discuss what works best (allows for the best retention of materials) and share strengths and review weaknesses as well as review post-content exam for areas needing greater course emphasis.
2. The faculty will consider partitioning out a portion of course content to student-led groups for research/presentation to class so that coverage of course content will take different form, though the learning may still occur.
3. The field trip will be retained as a required/planned part of course.

Impacts and changes on classes for the following year

The following changes will take place in this course based upon the assessment data generated:

- 1) The enhancement of current and incorporation of new classroom activities and assignments related to areas needing greater emphasis/repetition.
- 2) The creation of new assignment requiring group research and presentation, so as to more evenly distribute extensive course content.
- 3) Earlier planning of field trip to put into course syllabus from outset (and thus allow for requiring either attendance or student scheduling same on their own time).

SW 28000 - Human Behavior & Social Environment I

Objectives

University Objectives

Students will do the following:

1. Develop as more complete human beings, who think and act freely as individuals and as members of the community.
2. Acquire the intellectual tools and the range of perspectives needed to understand human cultures, as they are, as they have been, and as they might be.
3. Refine and apply the basic skills needed for productive study and communication of ideas. These skills include listening, speaking, reading, writing, researching, observing, and reflecting.
4. Develop and use the “higher levels” of thinking, including analysis, synthesis, evaluation, and integration. Whenever feasible, students’ efforts in the areas of divergent and creative thinking are also encouraged and supported.
5. Reason analytically about both qualitative and quantitative evidence.
6. Develop personal guidelines for making informed, independent, socially-responsible decisions that are respectful of other people and of the environment. The general education curriculum also seeks to foster students’ willingness to act according to those guidelines.

Course Objectives

Upon successful completion of SW 28000, students will have increased knowledge

- regarding populations-at-risk and the factors that contribute to and constitute being at risk,
- on how group membership includes access to resources,
- on reciprocal relationships between human behavior and social environments,
- regarding empirical theories and knowledge about the interaction between and among systems,
- regarding theories and knowledge of biological, sociological, cultural, psychological and spiritual development across the life span,
- of criteria for the professional interpretation of data presented for assessment of at-risk populations,
- on theories and knowledge of a range of social systems,
- on ways social systems promote or deter maintaining or achieving health and well-being.

Methods of Assessment Used

- Objective: Pre-Post Multiple-Choice Course Content Assessment
- Combination Objective/Subjective: In-Class Quizzes, Final Exam, Bio-psycho-social-cultural assessment.
- Student Attitude/Response: Pre – Post Likert Scale Self Evaluation

Results

Objective: Pre and Post Multiple Choice Course Content Assessment

	TTL # OF Questions Correct	# OF Students	Average # Correct	Percent Correct
Pre-test F10	351	29	12.1	48%
Post-test F10	469	25	18.76	75%

Year	% Correct Pre-Test	% Correct Post-Test	% Change
2010 – 11	48%	75%	27%
2009 – 10	No data available	No data available	No data available
2008 – 09	45%	78%	33%
2007 – 08	44%	79%	35%
2006 – 07	42%	64%	22%

Both the percentage correct and the percentage of change are consistent with previous years and indicate a solid grasp of the course content. Course content introduces students to human development and systems theories and builds upon SW24000 knowledge of “at risk” populations. This knowledge supports GE objectives 1 and 4.

Combination Objective/Subjective

These are made up of in-class quizzes, the final exam, and written bio-psycho-social-cultural assessments. Student grades and University-generated student course evaluations are taken into consideration by instructors when assessing if GE and course objectives are being met, along with University-administered electronic student evaluations.

Grades showed more mastery of course content than a typical bell curve: 17 As, 5 Bs, 3 Cs, and 1 D. Student evaluative data highlights: (student evaluations were overwhelmingly positive) Strengths of course:

- Analyzing characters in movies to learn assessment skills was great way to learn.
- Good feedback on tests and assessments.

- Liked personal assessment. Helped me to become more self-aware.

Weaknesses of course:

- Breaks too short.
- Movies/characters could expose students to more diversity.

Student bio-psycho-social and cultural assessment

Students are assigned a pre/post self-bio-psycho-social and cultural assessment. Upon completing the post assessment, they are required to create a summary of learning through self-evaluation. This is the first year this measurement is utilized. Data will be analyzed during the upcoming academic year.

Subjective: Student Attitude/Response: Pre – Post Likert Scale Self Evaluation

1 = No ability 2 = Some ability 3 = Average ability 4 = Good ability 5 = Exceptional ability

Assessment of Course Objectives Fall 2010			
QUESTION	PRE-AVG	POST-AVG	CHANGE
1. Populations-at-risk and the factors that contribute to and constitute being at risk	3.00	4.15	+1.15
2. how group membership includes access to resources	3.11	4.08	+.97
3. reciprocal relationships between human behavior and social environments	3.25	4.42	+1.17
4. empirical theories and knowledge about the interaction between and among systems	2.57	4.00	+1.43
5. theories and knowledge of biological, sociological, cultural, psychological and spiritual development	3.04	4.42	+1.38
6. criteria for professional interpretation of data presented for assessment of at-risk populations	3.71	3.88	+.17
7. theories and knowledge of a range of social systems	3.00	3.92	+.92
8. ways social systems promote or deter maintaining or achieving health and well-being	3.14	4.35	+1.21
TOTALS	3.1	4.15	+1.05

Students' self-assessment of knowledge regarding course objectives fall within the "good" to almost "exceptional" range. Also, students report significant improvement at the end of the course, averaging +1.05 in growth. Both knowledge content and self-assessment of course objectives are consistent with data outcomes and support GE objectives 4, 5, and 6.

Lessons learned

1. Since 2008, the course format changed to meeting one time a week for three hours. This structure accommodates the viewing and reviewing of movies. Students report needing longer break time to allow students to more effectively switch from didactic to experiential component of extended class periods.
2. The faculty will continue to provide cross cultural diversity of characters in the movies for assessments.
3. The department will want to enhance (per self-evaluation assessment of course objective data) learning about criteria for professional interpretation of data regarding at-risk populations.

Action Plan for next year

The department will do the following:

- 1) Create a lesson plan for each class with clearly delineated break times (consider preserving Q & A for post-assessment period).
- 2) Seek faculty input regarding movies with great diversity of characters (at variety of stages of human development) for consideration.
- 3) Add greater emphasis on text and class content regarding assessment criteria for at-risk populations.

Impacts and changes on classes for the following year

The faculty will do the following:

- 1) Change syllabus and order of class time to reflect change in flow of class material and provide longer break time.
- 2) Incorporate at least one new movie with greater diversity of characters for assessment.
- 3) Incorporate additional reading(s) and/or classroom activity/assignment regarding at-risk populations.

Analysis of Social Sciences for 2010-11

Anthropology/Sociology

The Anthropology/Sociology Department has worked hard to create a statistically significant assessment test while realizing the limits of statistics when measuring human

behavior. Faculty members are looking at other assessment measures as well, a good sign for a strong assessment program. There are a few weaknesses. The faculty members need to match the test results to the course objectives to see if they are being successful across the board or if they have weaknesses to address. The department also needs to reference any adjustments to classes based on the assessment results, either quantitative or qualitative.

Criminology

The department appears to be asking good questions about what it wants its assessment to do. The assessment report could use some description of the results beyond stating percentages of improvement. More closely comparing the pre-test and post-test results by area covered would be useful. Having identified a significant problem, the faculty members need to consider if the assessment tells them anything about successes or weaknesses regarding the department's objectives. The comparison of full-time faculty with adjunct faculty can be useful, but are there specific areas where there are differences and what is the nature of any new training for the adjuncts to compensate for the differences.

Psychology

The Psychology Department has done excellent work in looking at how to improve classes through assessment. There are differences between assessment and grading, but the action plan shows that the department is cognizant of the difference. It would be interesting to know why course content covered varies so much from section to section; this would seem to be something that should be uniform in all sections of a class. If writing is a significant GE goal, then creating a rubric that can be used in all classes would be a useful step in the development of writing assessment. When using phrases such as "we know..." make sure to explain how you know.

Social Work

Overall, social work does an excellent job in assessing its classes, with most issues being more technical than process issues. In SW 24000, it would be helpful to explain why the assessment test was changed and to expand on tying assessment to the objectives of the course and the GE program. The faculty observed that some of the items on the student self-assessment tool were of questionable value, as the items did not tie to course objectives. These items are listed, but it would seem that at least three other items (16, 19, and 26) also bear little relationship to course objectives or the intent is not clear from the wording.

The department makes good use of student input to improve assessment. It would be worth comparing the success of the non-majors to majors, especially as this is a GE class. There should also be explanations of the minimum improvement average the department is looking for and a more explicit action plan. Beware of the limited value of grades in assessment; there are factors other than just knowledge that can impact grades. It would be helpful to include discussion on how some of the activities, such as the field trip, are used to evaluate learning. Finally, it is reported that the faculty plans to change the “order of class time” and offer longer breaks in response to student feedback. Though students requested these changes, there does not appear to be independent data to suggest the class time or break length had any effect on student learning.

Mathematics and Natural Sciences

The study of the natural sciences and mathematics provides an opportunity to develop the logical thinking and quantitative analytical skills required for success in most professional careers today. Lindenwood students are required to take at least one course in mathematics and two in the sciences, one of which must provide laboratory experience. Lindenwood believes a basic understanding of mathematics and the sciences is an important prerequisite for life in an increasingly technological world.

Mathematics

The Mathematics Department offers a number of classes that are required by various schools or departments:

1. MTH13100 and MTH14100 – required by School of Business
2. MTH13400 and MTH13500 – required by School of Education
3. MTH15100, MTH15200, MTH17000, and MTH24100 – required by School of Sciences

Objectives

University Objectives

2. Demonstrate the computational skills necessary to solve specified types of mathematical problems and correctly select and apply the mathematical principles necessary to solve logical and quantitative problems presented in a variety of contexts.

Course Objectives

Objectives for MTH 12100 - Contemporary Mathematics

The student should be able to

1. formulate preference schedules from individual preference ballots in a real life scenario and determine the rankings of the choices by using each of four common voting methods (the plurality method, the plurality with elimination, the Borda count, and pairwise comparisons) and relate these to Arrow's Impossibility Theorem;
2. determine the fair apportionment of indivisible objects using Hamilton's, Jefferson's, Adam's, and Webster's Apportionment Methods;
3. use the abstract concept of a graph with vertices and edges to model real world situations and find optimal routes for the delivery of certain types of municipal services (garbage collections, mail delivery, etc.);

4. determine the best route for real life scenarios using the Brute Force, Nearest Neighbor, Repetitive Nearest Neighbor, and Cheapest Link Algorithms;
5. identify rigid motions and symmetries and apply them to figures, borders, and wallpapers;
6. identify issues in the collection of valid statistical data and discuss some well-documented case studies that illustrate some pitfalls that can occur in the collection of data;
7. make and interpret a variety of different types of real world graphs and calculate some statistical measures for a set of data (mean, median, mode, etc.);
8. calculate simple and compound interest, identify various types of loans, and compute the interest due, and perform calculations involved in buying a house.

Objectives for MTH 13100 - Quantitative Methods

The student should be able to do the following:

1. Express lines algebraically and graphically.
2. Use linear, quadratic, and other functions to model problems involving the following business terms: inventory, price/demand function, variable cost, fixed cost, cost function, revenue function, profit function, and perform break-even analysis and profit/loss analysis.
3. Find linear, quadratic, and other regression models from data using the calculator, and use them to predict trends.
4. Use exponentials and logarithms to solve problems like those involving growth/decay and compound interest.
5. Use various financial formulas for problems in simple interest, compound interest, annuities, and amortization.
6. Perform the basics of matrix addition and multiplication, and be able to use matrices to solve systems of linear equations by putting them in "rref" by hand and on a calculator.
7. Set up and solve linear programming problems in two variables by solving systems of linear inequalities, identifying the feasible regions, and finding corner points.
8. Know the basics of symbolic logic of propositions. (Optional)

Objectives for MTH 13400 - Concepts of Mathematics

The student should be able to do the following:

- 1) Apply a variety of problem-solving strategies such as guess and check, make a table, make an organized list, identify a pattern, solve a simpler problem, and build a model.
- 2) Describe sets using the listing method, set builder notation, and Venn diagrams to find the union, intersection, and complement of given sets.
- 3) Explore problems associated with converging and diverging sequences and series, including arithmetic, geometric, recursive, infinite, and the Fibonacci sequence.

- 4) Convert numerals to other bases and other number systems and find the GCD and LCM using different algorithms.
- 5) Manipulate whole numbers, integers, rational numbers, and decimal numbers.
- 6) Perform conversions among decimals, fractions, and percents.
- 7) Solve real world problems involving ratios, proportions, and percents.
- 8) Identify basic logic terms and do simple problems.

Objectives for MTH 14100 - Basic Statistics

The student should be able to do the following:

1. Organize raw data into frequency distribution tables and display the data graphically.
2. Calculate and understand descriptive statistics of a data set.
3. Solve counting problems using trees and various multiplication rules.
4. State the definition of probability and calculate and apply probabilities of events.
5. Identify probability distributions and apply specific distributions.
6. Identify the properties of the normal distribution, use the normal distribution in applications, and understand and apply the Central Limit Theorem.
7. Compute and interpret confidence intervals.
8. Use hypothesis testing.

Objectives for MTH 151 - College Algebra

The student should be able to do the following by hand and/or by using a graphing calculator:

1. Identify functions, evaluate functions, and find the domain and range of functions.
2. Compute the sum, difference, product, quotient, and composition of two functions, and find the domain and range.
3. Graph, solve, and find the domain and range of linear functions, functions with absolute value, rational functions, quadratic functions, and polynomial functions.
4. Graph, solve, and find the domain and range of linear inequalities, compound inequalities, inequalities with absolute value, polynomial inequalities and use interval notation to express the solution.
5. Find the distance between two points in the plane, find the midpoint of a segment, and know the relationship between the equation of a circle, its center, its radius, and its graph.
6. Do long division with polynomials and synthetic division and use the remainder theorem and the factor theorem to factor polynomial functions and find the zeros.
7. Graph and solve exponential and logarithmic functions and their applications.
8. Solve systems of equations by graphing, substitution, elimination, back substitution, and elementary row operations and do applied problems.

Objectives for MTH 15200 – Precalculus

The student should know

1. the basic concepts concerning functions: increasing/decreasing, symmetry, one-to-one, onto, inverse; know a broad range of examples (2.5);
2. how to graph exponential and logarithmic functions and solve related equations by hand and using a graphing calculator;
3. how to graph trigonometric functions and their inverses and solve related equations by hand and using a graphing calculator;
4. the relation between polar and rectangular coordinates; be able to graph polar functions and solve polar equations;
5. the conic sections and be able to recognize their equations and graph them.

Objectives for MTH 17000 – Survey Calculus

The student should be able to do the following:

1. Identify the graphs of linear, quadratic, exponential, and power functions, and to apply these basic functions to a variety of problems.
2. Find limits both graphically and algebraically; Understand the concept of a continuous function.
3. Given the graph of a function, estimate the derivative at a point using slope, and to graph the derivative of a function.
4. Find derivatives using the limit definition and the various shortcut methods
5. Understand how the first and second derivatives provide information on maximum and minimum points as well as points of inflection. Graph a function using information contained in the derivatives.
6. Use implicit differentiation to apply the derivative to a variety of applications through related rates. Optimize a function based on the extreme value theorem.
7. Understand how integration/antidifferentiation is the reverse process of differentiation.
8. Understand the indefinite and definite integrals and the Fundamental Theorem of Calculus. Use integration in a variety of applications.

Objectives for MTH 24100 – Statistics for Science Majors

The student should be able to do the following:

1. Construct frequency distribution tables and display the data graphically.
2. Calculate and understand descriptive statistics of a data set.
3. Understand basic probability, particularly as it applies to random sampling and the binomial distribution.
4. Understand normal distributions and sampling distributions; central limit theorem.

5. Be able to apply various t-tests (hypothesis testing) and find confidence intervals.
6. Understand and apply Chi-square tests.
7. Understand ANOVA and be able to apply the global F-test.
8. Understand linear regression and statistical inference for the slope of the regression line.

Methods of Assessment Used

Each section of every general education mathematics course is assessed by its instructor who submits electronically to the department chair the following documents:

- A copy of the course syllabus
- A copy of the final for each course taught
- An instructor's epilogue which is a performance record on each course objective and a narrative enumerating accomplishments and recommending improvements

Between five and eight objectives were written for each of the mathematics courses offered for general education credit. Starting in the Fall10/Spring11 assessment cycle for each course objective, each instructor was supposed to assign **subjectively** a letter grade based on the totality of the performance of his/her section on that objective during the semester. This method over time will allow the identification of those objectives that are not adequately met and the necessary adjustments could be made. The department thinks that the new method will be more reliable than the previous method of assigning "quantitative" percentages based on the student performance on 1-2 problems/per objective (problems which varied widely among instructors and sections of the same course).

In addition, beginning in the 2010-11 academic year two multi-section courses MTH 13100 (Quantitative Methods for Business) and MTH1 4100 (Basic Statistics) were selected to undergo an additional assessment technique. Common final exams were given in all sections of these courses taught by the adjunct faculty. Some full-time faculty also volunteered to give the common exams. Each problem on the exam was related to some course objective(s) and was graded. The **objective** results were collected to enable us to study the performance of the students in the course across many sections and many semesters.

Results

MTH 10100 – Basic Mathematics - FALL 2010 and MTH 110 Intermediate Algebra

Fall 2010

There were 11 sections (eight sections in fall 2009) of these classes in the fall 2010, eight sections of MTH 10100, and three of MTH 11000. The numbers are an increase from fall 2009 where the department offered six sections of MTH 10100 and two of MTH 11000.

MTH10100 is self-paced and computer based with randomized tests while MTH 11000 was hybrid – part lecture, part computer based.

Grade Distribution Fall 2010 (Fall 2009)

Course	# of students	A	B	C	D	F	% of ABCs
MTH 10100	191 (147)	142(120)			49(27)		74%(82%)
MTH 11000	73 (49)	3(20)	10(10)	22(8)	17(0)	21(11)	48%(78%)

SPRING 2011

There were 10 sections (eight sections in spring 2010) of these classes in the spring 2011, seven sections of MTH 10100, and three of MTH 11000. The numbers are an increase from spring 2010 where the department offered six sections of MTH 10100 and two of MTH 11000.

MTH10100 is a self-paced and computer based with randomized tests while MTH11000 was hybrid – part lecture, part computer based.

Grade Distribution Spring 2011 (Spring 2010)

Course	# of students	A	B	C	D	F	% of ABCs
MTH 10100	150 (154)	128(109)			22(45)		85%(71%)
MTH 11000	53 (37)	5(15)	8(10)	20(5)	7(0)	12(7)	62%(81%)

GENERAL EDUCATION MATHEMATICS - FALL 2010

There were 37 sections (37 sections in fall 2009) of general education mathematics courses taught by 18 instructors - nine full-time and nine part-time (in fall 2009: 13 instructors - eight full time, five part-time). **Eighteen sections or 49 percent of the total were taught by part-time instructors.** All of the instructors (except one) submitted epilogues for each of their sections.

MTH 12100 Contemporary Math	2 sections	3 sections in F09
MTH 13100 Quantitative Methods	10 sections	9 sections in F09
MTH 13400 Concepts of Math I	2 sections	2 sections in F09
MTH 13500 Concepts of Math II	2 sections	2 sections in F09
MTH 14100 Basic Statistics	12 sections	12 sections in F09
MTH 15001 College Algebra	4 sections	4 sections in F09
MTH 15200 Precalculus	2 sections	2 sections in F09
MTH 17000 Survey Calculus	1 section	1 section in F09
MTH 24100 Statistics for Science	2 sections	2 sections in F09

GRADE DISTRIBUTION Fall2010 (Fall2009)

Course	# of students	A	B	C	D	F	% of ABCs	% of ABCDs
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MTH 12100	64 (61)	21(8)	19(15)	12(23)	8(10)	4(5)	81%(75%)	94%(92%)
MTH 13100	237 (204)	47(48)	54(40)	64(46)	30(22)	42(56)	70%(66%)	82%(73%)
MTH 13400	68 (53)	16(19)	25(17)	20(12)	5(2)	2(3)	90%(91%)	97%(96%)
MTH 13500	45 (61)	9(24)	18(23)	15(11)	3(3)	0(0)	93%(96%)	100%
MTH 14100	356 (377)	98(92)	72(87)	91(91)	44(51)	51(56)	73%(72%)	86%(85%)
MTH 15100	109 (131)	11(40)	22(16)	29(38)	17(14)	30(23)	57%(71%)	73%(82%)
MTH 15200	48 (23)	5(1)	15(6)	10(5)	7(8)	11(3)	63%(52%)	77%(87%)
MTH 17000	28 (25)	4(6)	11(8)	8(6)	2(3)	3(2)	82%(80%)	89%(92%)
MTH 24100	44 (45)	14(20)	18(10)	4(8)	1(2)	6(5)	84%(84%)	86%(89%)

Course objective assessment table: Fall 2010

COURSES	OBJ. 6	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 7	OBJ. 8	Students Assessed
MTH 12100	NA	0							
MTH 13100	C-	C+	C+	C+	B+	B	X	C-	188
MTH 13400	NA	0							
MTH 13500	C+	B+	B+	C+	C+	B	C+	B+	17
MTH 14100									
MTH 15100	C+	B	C+	B	C	C-	C	C-	102
MTH 15200	X	B+	D+	D-	D+	D	x	x	39
MTH 17000	B	x	C	F	B	C	C	x	28
MTH 24100	C	A	A	C+	B-	B-	B	B-	42

Spring 2011

There were 37 sections (36 sections in spring 2010) taught by 18 instructors – eight full-time and 10 part-time instructors. **Nineteen sections or 52 percent of the total were taught by part-time instructors.** All instructors filled out epilogues for each of their sections (four adjuncts have not assessed the objectives correctly).

MTH 12100 Contemporary Math	2 sections	2 sections in S10
MTH 13100 Quantitative Methods	8 sections	7 sections in S10
MTH 13400 Concepts of Math I	2 sections	2 sections in S10
MTH 13500 Concepts of Math II	2 sections	2 sections in S10
MTH 14100 Basic Statistics	14 sections	14 sections in S10
MTH 15100 College Algebra	4 sections	4 sections in S10
MTH 15200 Precalculus	2 sections	2 sections in S10
MTH 17000 Survey Calculus	1 section	1 section in S10
MTH 24100 Statistics for Science	2 sections	2 sections in S10

Distribution Spring 2011 (Spring Grade 2010)

Course	# of students	A	B	C	D	F	% of ABCs	% of ABCDs
MTH 12100	68 (68)	15(9)	25(15)	16(25)	5(17)	8(2)	82% (72%)	92% (93%)

MTH 13100	199 (206)	33(38)	(38)42	(45)47	(28)35	(55)44	58% (62%)	72% (79%)
MTH 13400	67 (63)	20(14)	19(19)	18(15)	4(10)	6(5)	85% (76%)	91% (92%)
MTH 13500	64 (46)	18(12)	12(14)	16(9)	2(5)	2(6)	94% (76%)	97% (87%)
MTH 14100	389 (383)	80(99)	97(86)	94(83)	44(48)	74(67)	70% (70%)	81% (83%)
MTH 15100	92 (84)	10(13)	22(4)	36(18)	5(17)	19(32)	74% (42%)	79% (62%)
MTH 15200	37 (55)	6(8)	5(8)	6(14)	2(11)	12(14)	62% (55%)	68% (75%)
MTH 17000	27 (15)	4(3)	11(4)	8(2)	2(2)	2(4)	84% (60%)	93% (73%)
MTH 24100	55 (62)	34(12)	13(22)	5(19)	0(6)	2(3)	96% (85%)	96% (95%)

Course objective assessment table: Spring 2011

COURSES	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	Students Assessed
MTH 12100	NA	0							
MTH 13100	C-	C+	C-	D	C-	B	D	x	199
MTH 13400	C	C	C-	C	C-	B+	C+	C+	32
MTH 13500	B-	B-	B-	C+	C+	C+	x	B-	54
MTH 14100	B	B	C+	C+	C	C+	C	D	303
MTH 15100	C	C	C	C	B	B	C	x	40
MTH 15200	B	B	C	C	C	x	x	x	29
MTH 17000	x	C	F	B	C	B	C	x	26
MTH 24100	A	A	B	B	B	B	A	B	55

Passing Ratios – Non Science Track

The ratios of the number of students (not in science track math courses) passing the GE course (with grades ABCD) to the total number of students on final rosters are as follows:

- MTH 12100 94% and 92% in F10 and S11 (92% and 93% in the previous year)
- MTH 13100 82% and 72% in F09 and S10 (73% and 79% in the previous year)
- MTH 14100 86% and 81% in F09 and S10 (85% and 83% in the previous year)
- MTH 13400/MTH 13500: 98% and 95% in F09 and S10 (98% and 90% in the previous year)

The passing ratios in MTH 12100 and MTH 13400/13500 are satisfactory. The areas of concern are MTH 13100 and MTH14100. In spite of the mathematics placement testing, 14 percent to 28 percent of the students still fail these courses.

Passing Ratios – Science track

The ratios of the number of students (in science track math courses) passing the GE course (with grades ABC) to the total number of students on final rosters are as follows:

- MTH 15100 57% and 74% in F10 and S11 (71% and 42% in the previous year)
- MTH 15200 63% and 62% in F10 and S11 (52% and 55% in the previous year)
- MTH 17000/24100: 83% and 90% in F09 and S10 (83% and 75% in the previous year)

The passing ratios in all four courses have improved a great deal with respect to the last year.

The passing ratios are still very low in MTH 15100 and MTH 15200. This can only be explained by the higher level of mathematical rigor required in these courses and the fact that a grade of at least a C is required in MTH 15100 and MTH 15200 to pass the course. The passing ratios in MTH17000/MTH24100 are higher and are almost satisfactory. Instructors complain that many failing students are not used to studying hard and give up too easily. The department operates a Math Lab staffed seven days a week by junior and senior math majors. Few failing students seem to use this lab in spite of its continuous advertising by their math instructors.

Lessons Learned

- 2) In the 2010-11 academic year, we offered about the same number of sections of preparatory and general education mathematics courses as in the 2009-10 cycle. The demand for these courses has finally stabilized.
- 3) In the 2010-11 assessment cycle, all new LU students who did not transfer any math credits were required to take specific mathematics placement tests before enrolling. There were two types of placement tests: non-science track and science track math placement tests. Students failing the non-science track test were enrolled in MTH 10100, those failing the science track test were enrolled in MTH 11000, 79 percent of 341 students in MTH 10100 and 54 percent of 126 students in MTH11000 passed the course with a C or better. The very low passing rate in MTH 11000 (Intermediate Algebra, science track) can be explained by the fact that it is very difficult for students who had struggled with mathematics all their life to make up these deficiencies in a single semester. Higher passing rates in MTH 10100 (Basic Mathematics, non-science track) reflect the fact that this course is much easier than MTH 11000.
- 4) A full analysis of the impact of the preparatory courses on the performance of students in their required math courses is currently under construction. The collected (since fall 2008) data are being examined to reveal the course passing ratios, the length of postponements before taking another course, and other important metrics. For example, we tracked how the students have done in their next math course after they passed MTH 10100. From among 121 students who passed MTH 10100 in fall 2009, 55 percent have passed the next math course with a D or better, 25 percent took the course and withdrew or failed it, and 20 percent have not taken a math course yet. It is hoped that the 45 percent of students who have not passed the next math course will try to do it in the next academic year.
- 5) The department has strengthened MTH 11000 by choosing a different textbook and changing it from a self-paced computer based course to a hybrid lecture/computer course. The result was a significant drop in passing rates in MTH 11000 with the corresponding increase of the passing rates in MTH 15100 (for which MTH 11000 is a prerequisite). We are pleased with the increase of passing rates in MTH 15100, which is required by many majors in the School of Sciences.

- 6) The common final exams offered in MTH 13100 and MTH 14100 in the 2010-11 allowed us to note that some specific portions of the material in both of these courses need to be addressed with more emphasis in the 2011-12 academic year. To this end, the department has selected special course coordinators from the full-time faculty to work on these issues with the full-time and part-time instructors teaching these courses.

Action Plans

1. The department will continue to offer a common final examination in all sections of MTH 13100 and MTH 14100 taught by the adjunct faculty. For each course, we have already selected a course coordinator whose duties would include among others a design of the common exam and the corresponding review materials and maintaining clear communication with the instructors to ensure proper instructional emphasis on those course objectives which were identified as not adequately reached in the 2010-11 cycle. We will continue evaluating the combined results to ascertain whether the common final exams should be extended to all sections of MTH 13100 and MTH 14100.
2. The department will continue to use the modified method of assessment of the course objectives in each course. The methods consist in assigning a letter grade to each course objective by every instructor based on the totality of the performance of the class on that objective during the semester. Because the method is based on all metrics available to instructors rather than just a final exam, or a single test, it is better able to track the real performance of each section in a given semester. Thanks to this method, we were able to observe, for example, the need to spend time on the normal distribution in Basic Statistics (MTH 14100).
3. The department will continue to offer special tutoring sessions specifically designed for MTH 13100, MTH 14100, and MTH 15100 courses in our student mathematics lab. Those students who used the help reported that the sessions helped them in their courses. We will continue expanding the role of the student math lab staffed by Work and Learn juniors and seniors with good grades in calculus.
4. The department will continue the practice of visiting classes taught by adjuncts continuing to ensure a consistent level of instruction across all mathematics courses.

Natural Sciences

Science is a formal method of investigation with the goals of description, explanation, and prediction of a given phenomenon. Through procedures that stress observation and the consideration and testing of potential alternate explanations, science values openness and access to methods and findings, allowing the refinement and improvement of accumulated knowledge. Knowledge in science accrues through research.

To satisfy the Lindenwood general education requirement for a lab science course, the lab portion of the course should include the following types of experiences:

1. Use of the scientific method to develop and test hypotheses, design and perform experiments, collect and analyze data;
2. At least some of the lab activities should be open-ended rather than “cook book” experiences;
3. At least some of the lab activities must include hands-on, not virtual, manipulation of objects and materials.

BIO 10000 - Concepts in Biology and BIO 11000 - Principles in Biology

Concepts in Biology is a one-semester course including a lab component for non-major students. Principles in Biology is a lecture-only course that contains no lab component. Both courses include basic components of structure and function of biological molecules, cellular structure, function and regulation, classical and molecular genetics, and evolution and ecology.

Goals and Objectives

Goals

After having completed the general education Concepts in Biology (BIO 10000)/Principles in Biology (BIO 11000) for non-majors, students will demonstrate

- a basic understanding of the major areas of biology, including organic molecules and their importance in biological systems, cell structure and function, genetics, evolution, and ecology;
- identification and the application of the “Scientific Method” in their daily lives;
- a level of biological awareness enabling them to be productive, responsible citizens;
- awareness of the important historical developments that underlay contemporary discoveries in biology.

Course Objectives

1. Students will be provided with facts and concepts in areas of Biology such as ecology, evolution, cell and molecular biology, and genetics through a variety of lecture methods and laboratory activities.
2. Concepts in Biology students will conduct laboratory experiments using the scientific method.
3. Students will learn to represent results and conclusions of experimentation and scientific thinking in a variety of formats, including visual, oral and written modes.
4. Students will be introduced to ethical issues generated by advances in genetics, biotechnology, environmental science, and ecological science.

Methods of Assessment Used

Pre-test and post-tests have been developed for both BIO 10000 and BIO 11000. The following competencies are assessed using these tests:

- Development of factual knowledge base in six areas of biology: Biological concepts and applications of the Scientific Method, Factual Recall, Cell Structure and Function; Genetics; Evolution; and Ecology.
- Ability to expand basic knowledge toward understanding of key biological concepts.
- Ability to apply conceptual understanding of course material to analysis of specific biological examples.
- Understanding of the experimental, analytical, and communication processes utilized by modern biologists.
- Ability to apply these concepts to day-to-day activities.

Assessment of the Biology non-major general education course consists of two assessment devices: a pre-course assessment and a post-course assessment of students in the Concepts in Biology. The BIO 10000 and BIO 11000 pre-course assessments are administered during the first class meetings of the semester and the post-course assessments are administered in conjunction with, but prior to, the final exams.

Each test consists of 30 multiple-choice items selected primarily from the test bank for *Biology*, Belk and Borden, 3rd edition. The selected questions represent a range of questions from topics to be covered in the courses. The test items are distributed as follows:

Assessment Components of the Test

BIO 10000/1100 Pre/Post Test Items:	
Conceptual Understanding	6/30
Factual Recall	5/30
Cell Structure & Function	5/30
Genetics	3/30
Evolution	4/30
Ecology	7/30

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 10000	Pre-test	Aug/Jan	Faculty	June	None	Aug 11

Post-test	Dec/May	Faculty Students	June	Evaluate alternative teaching methods	Dec 11
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Results

The results of our 2010-11 assessments in these areas are described below. These data include two section of BIO 10000 taught at our Belleville campus and cover 13 sections of Concepts in Biology. In Table 3, the assessment scores are noted for the different content goals:

Semester Comparison among Assessed Areas - Test Statistics Report 2010-11)

	Overall	Concept	Factual Recall	Cell Biology	Genetics	Evolution	Ecology
Pre F10 Mean % Score	10.61	1.97	2.40	1.54	0.98	1.29	2.42
Post F10 Mean % Score	14.09	2.49	3.14	2.11	1.40	1.89	3.07
Pre S11 Mean % Score	10.63	2.05	2.41	1.51	0.99	1.30	2.38
Post S11 Mean % Score	14.18	2.58	3.14	2.06	1.44	1.80	3.16
% change (F10)	32.87	26.28	30.72	36.61	43.60	46.28	26.49
% change (S11)	33.35	25.94	30.27	36.63	45.18	38.69	32.95
% change 2010-11	33.11	26.11	30.50	36.62	44.39	42.49	29.72

Biology Pre- and Post-Test Results - Composite Data for 2010-11

	Pre Test	Post Test	Change	% Improvement
BIO 10000 F10	10.61 (n=280)	14.09 (n=199)	3.48	32.87%
BIO 10000 S11	10.63 (n=276)	14.18 (n=262)	3.55	33.35%
Mean for academic year	10.615	14.135	3.52	33.11%

Eleven year comparison for General Education Biology course

	Pre-Test	Post-Test	Change	% Improvement
2000-01	11.32	14.89	3.57	32
2001-02	11.56	16.18	4.62	40
2002-03	10.7	14.68	3.98	37
2003-04	11.41	14.82	3.41	30
2004-05	11.52	14.26	2.74	24
2005-06	10.96	14.98	4.01	37
2006-07	10.73	13.72	2.99	28
2007-08	11.34	18.24	6.9	61

2008-09*	13.8	19.8	6	43
2009-10*	12.6	17.6	5	40
2010-11*	10.62	14.14	3.52	33
Cumulative	11.51	15.76	4.25	37

Beginning in fall 2007, the number of questions included in the assessment was increased from 25 to 30.

Lesson Learned

Based on the Test Statistics Report, our weakest area of improvement was in the basic biological concepts. These questions ask for the student to apply what they have learned, and for many students these areas are more difficult. As this is the first time we have assessed the individual goals, we cannot determine whether this is a problem that is unique to this academic year or is a persistent occurrence. Only upon compiling data in subsequent years, can we determine baseline information. Nonetheless, the percent improvement in the course is consistent with previous years. It must be noted, however, that there was a change in the assessment tool in fall 2007, and comparisons of statistics in prior years may be unreliable.

Action Plan

1. Planned changes to the format of the course include better temporal arrangement of lab activities to lecture materials. The lab schedule has been modified so as to place the lab activities as close as is practical to the lecture schedule. This should strengthen the reinforcement of lecture material in a more timely fashion, thereby providing a better learning opportunity for students.
2. In the following academic year 2011-12, the course managers plans to meet with the adjunct instructors and the lab manager to co-ordinate lecture and lab activities for the following academic year.
 - Concepts in Biology instructors will meet during the summer to plan and coordinate changes in lab activities and lecture material. At this meeting, we will provide a basic orientation to new faculty members in curriculum emphasis areas and assessment goals. The course manager will use the results of this academic year's assessment to guide and focus instructors on the particular weaknesses demonstrated by the assessment process.
 - Based on current assessment results, revise and develop assessment tools to be used in subsequent semesters. Of particular emphasis is the use of this assessment tool to more clearly identify areas of misunderstanding and to develop methods to strengthen areas of weakness.
 - Develop an assessment plan using Remark© software which can result in a more sophisticated statistical analysis of both students' and instructors' progress, and can allow a comparison of variance among different sections offered.

BIO 12100 - Nutrition

Goals and Objectives for GE Class

University Goals

4. Develop and use the “higher levels” of thinking, including analysis, synthesis, evaluation, and integration. Whenever feasible, students’ efforts in the areas of divergent and creative thinking are also encouraged and supported.
5. Reason analytically about both qualitative and quantitative evidence.

University Objectives

1. Demonstrate a grasp of the scientific method and the fundamental concepts and principles of several specific disciplines drawn from the biological, physical, and earth sciences. Identify how these concepts and principles relate to historical and contemporary scientific discoveries, and to the interrelationship between human society and the natural world.

Course Goals

1. Acquire knowledge of nutrients and analyze foods and types of foods for nutrients
2. Acquire skills in using the food pyramid and assess the daily diets
3. Understand the relationship between exercise and food intake
4. Appreciate the effect of different types and amounts of nutrients on functions of the body
5. Evaluate the different dietary protocols from a nutrition point of view
6. Study how weight management is closely related to exercise and nutrition
7. Become familiar with nutrition-related diseases
8. Study how the nutritional needs change with age and in pregnancy
9. Assess how foods/supplements get affected in manufacturing, storage, and distribution

Course Objectives

1. This is a Science course and as such it is designed to provide the student with conceptual and factual information and exposure to nutritional research material.
2. Since nutrients are chemical in nature and their functions are dependent on it, chemical structures of nutrients, their amounts, their mode of action, and their fate in the human body will be discussed.
3. Familiarity with chemicals involved in ‘Nutrition’ is essential for the understanding of health and disease.
4. In this course, conditions caused by poor diets, nutrition related diseases, and role of exercise in weight management and health, will also be discussed.

Methods of Assessment Used

An objective pre- and post-test is used in this course.

Results

Fall 2010

	Sections 11-12 % correct (# students)	Section 13 % correct (# students)	Combined % correct(# students)
Pre-test	N/A	N/A	44% (94)
Post-test	74% (56)	65% (22)	72% (78)

Spring 2011

	Section 11 % correct (# students)	Sections 12-13 % correct (# students)	Combined % correct (# students)
Pre-test	50% (28)	55% (63)	54% (91)
Post-test	75% (31)	81% (62)	79% (93)

Lessons Learned

The questions dealing with recommended amounts of nutrients and how the intake of certain type of foods affects the health are not being understood by the students. There are also general misconceptions about what nutrients are present in what type of foods and false benefits of certain well-advertised fad foods are influencing intake (by especially athletes).

Action Plan for next year

1. The faculty will use more hands-on diet-related problems and apply the nutrition tables in class assignments. Give examples of the functions of vitamins and minerals and provide effects on health.
2. The faculty will bring foods from the cafeteria and other food establishments for analysis.
3. The faculty will try measuring the body mass Index measurements and blood cholesterol analysis for assessing individual student's health.

Impacts and changes on classes for the following year

1. The faculty expects a better understanding of the value of different nutrients in foods and application to student diet and health.
2. The faculty expects to see improvement in post-test scores because of the application of the principles in the course.
3. The faculty will add more in-class assignments.

BIO 10700 - Human Biology

This course is a non-laboratory GE (Natural science, biology) course that presents fundamental concepts about the human body and its systems. While the course is primarily informational, students are asked to critically think about and use this information in personal, societal, and global settings.

University GE goals and objectives

- Refine and apply the basic skills needed for productive study and communication of ideas.
- Develop and use the “higher levels” of thinking, including analysis, synthesis, evaluation, and integration.
- Reason analytically about qualitative evidence.
- Develop personal guidelines for making informed, independent, and socially-responsible decisions.
- Demonstrate a grasp of the scientific method and the fundamental concepts and principles of biologic science; identify how these concepts and principles relate to historical and contemporary scientific discoveries and to the interrelationship between human society and the natural world.

Course goals and objectives

- Understand the scientific method, what information science can and cannot demonstrate, and the sociological role everyone, even laymen, have in science and related ethical issues.
- Understand the organization, form, and function of the major systems of the human body.
- Use the knowledge gained to make informed choices about human biology-related social issues.
- Use the knowledge gained to understand and make choices about self and family health issues.

Methods of Assessment Used

Instructors are encouraged to assess students in ways other than the formal assessment test, and they often do. These assessments include informal course surveys, “most muddy point” questions, essay questions, and short papers that ask students to critically think and communicate about current media and issues pertaining to the subject matter. Each instructor is able to use the results of such subjective assessments to improve learning in the current class and in future classes.

For the 2010-11 academic year, the department developed and administered a 25-question multiple-choice assessment test on the first day of classes. The same test was repeated during the last week of class or at the final. This test assesses the following competencies:

- Development of factual knowledge of human biological systems (21/25)
- Ability to expand this knowledge to understand scientific processes and fundamental biological concepts (10/25)
- Ability to apply conceptual understanding of course material to analysis of specific biological examples (5/25 items)

Instructors are given feedback about which questions on the assessment test were answered unsuccessfully by a large number of students. Although there may be several reasons for this, it gives each instructor a chance to review his or her own teaching and student learning in particular areas.

Results

2010-2011 data include 291 students for whom we have both pre- and post-test results.

	Pre-test	Post-test	Change	%Change
Mean	9.69	12.80	3.11	32.14%
Median	10	13	3	28.57%
Range	3 - 20	1 - 22		

Lessons Learned

- This assessment test must be considered a beginning baseline in production and administration of the test and in its results.
- In retrospect, it was found that some faculty gave the post-test with another test or final. In this case, the semester end assessment test counted in student assessment/grades, as well. Other faculty administered the test near the end of the semester, without any student assessment included. Also, results for many students

were not available because they did not take both assessment tests or there was no identifying information on tests.

- Although there was some overall improvement in the post-test as compared to that given at the beginning of the semester, better consistency in administration might improve validity.

Action Plan

- Addition of a new online BIO 10700 course.
- Beginning with the summer of 2011, we are changing textbooks to accommodate the online course in addition to the onsite courses.
- We have discussed student needs and deficiencies with professors who teach two courses for which BIO 10700 is a prerequisite: PSY 32500 Behavioral Neuropsychology and SW 38199 Human Behavior in the Social Environment II. We are making changes in our core curriculum to reflect the needs of students preparing for these courses.
- The assessment test is also being changed somewhat to reflect the new core curriculum, wording of the new text, and to clarify certain questions. However, the content of the great majority of questions remains the same as the 2010-11 test.
- The department will ask faculty to provide identifying information on assessment tests so that the greatest number of students possible can be included in the results. We will discuss consistent administration of the assessment tests between faculty members.
- Because of the above noted changes to the curriculum and assessment test, we realize that future comparisons to this year's results cannot be entirely valid.

Impacts and Changes in Classes

- It is hoped that students taking BIO 10700 in the 2011-12 academic year and beyond will be better prepared for the above noted psychology and social work courses.
- The new online course will provide a different format for students, in addition to the traditional format.

CHM 10000 - Concepts of Chemistry and CHM 23000 - General Chemistry 1

Goals and Objectives

Goal

Students will obtain a sound knowledge of chemistry as it relates to modern issues and improve their critical thinking skills and ability to evaluate data for scientific analysis.

Objectives

- Students will demonstrate a sound understanding of the major concepts in chemistry and relate these to specific cases. These concepts include atomic theory, chemical bonding, periodic properties of the elements, balancing chemical equations, stoichiometric calculations, acids and bases, gas laws, and an introduction to organic chemistry.
- Students will examine modern-day technological issues such as the ozone layer, greenhouse effect, nuclear chemistry, and others through a statement of the problem, critical analysis, and discussion of possible solutions both scientifically and socially acceptable.

Assessment Methods Used

CHM 10000 - Concepts of Chemistry

This year the assessment for Concepts of Chemistry focused on consistency between sections when many different professors were teaching the same class. Many of the professors for this class are adjuncts, and consistency is very important to the Chemistry Department. Due to the number of adjuncts that were teaching the course, Concepts in Chemistry, as well as all other courses in the department, were supervised by a designated lead instructor, a full-time chemistry faculty member who coordinated all syllabi in both lab and lecture and maintained the curriculum standard and protocol for all faculty members teaching the course. This approach was based upon the premise that all students in the course would then have a full-time faculty member who was available on campus every day who could be contacted regarding questions or concerns. The use of a designated lead instructor also allowed the department to have more control over the laboratory and lecture curriculum as well as the grading standards for all sections in the course. A 30-question, multiple-choice exam was administered during the first and last lab section of each semester. The net gain in points and percentage is shown below.

CHM 23000 - General Chemistry 1

Similar to the format of CHM 10000, the CHM 23000 course was also assigned a “lead instructor” to manage the curriculum and content that was taught by all instructors for the course. This course was assessed with pre- and post-tests as well as an opinion questionnaire. Any student scoring better than 75 percent was given the opportunity to skip CHM 23000 General Chemistry 1 and instead take CHM 23100 General Chemistry 2 and CHM 24100 General Chemistry 2 Lab.

Results

CHM 10000 - Concepts of Chemistry

Fall 2010

Professor	Professor 1	Professor 2	Professor 3	Professor 4		Overall
Net Gain	6.82	2.56	6.29	5.71		5.57
Percentage	22.7%	8.52%	21.0%	19.1%		18.6%

Spring 2011

Professor	Professor 2	Professor 5	Professor 3	Professor 4	Professor 6	Overall
Net Gain	5.70	1.90	7.38	5.69	5.30	5.59
Percentage	19.0%	6.35%	24.6%	19.0%	17.7%	18.6%

The above data are very encouraging evidence of consistency from semester to semester. Both semesters showed an overall 18.6 percent gain from the pre-test to post-test scores.

Two sections stand out as much lower than the average but were not unexpected. Professor two's section in fall 2010 was added to the schedule at the very last minute and was held at a late afternoon time frame with an early morning lab. This combination of late enrollers and usual time combination led to class of students that often lacked motivation and attentiveness. The Belleville campus' section also suffered from very low gain in scores. This is explained in the way the post-test was administered. On the Lindenwood-St. Charles campus, the students are awarded extra credit for their net gain on the tests. This causes the student's to take the post-test seriously without having a large effect on the grade in the class. The extra credit option was not offered to the Belleville students who, as a result, do much more random guessing and not true problem solving.

CHM 23000 - General Chemistry 1

The pre- and post-tests showed an average pre-test score of 8.2/25 (33 percent) and an average post-test score of 15.6/ 25 (62.5 percent), an improvement of 29.5 percent overall, this was higher than the previous academic year's overall improvement at 28 percent, but given that both the average pre- and average post-test scores were higher for 2009-10, the program will continue to watch the scores to see if this gain is consistent in future years. In addition, an opinion survey was given that addressed how the students perceived that they were learning

test material after each exam. The opinion survey showed that most students used both the lectures and the textbook to learn the material. The most commonly mentioned “most difficult topics” were solution concentrations (ppm/ppb), atom models (experiments), and conversions. A few students commented that they felt comfortable during the first part of the course and didn’t begin studying as they needed to for the more difficult material in the second half of the course. One professor observed this problem and made a change in the schedule between fall and spring semesters by moving more quickly through Chapters 1-6 during the spring to get to the more difficult material more quickly and thereby force the students to adopt stronger study habits sooner. The course seemed to flow better with the new schedule, but how the schedule affected student study habits was not clear from either the survey or the pre- and post-test results.

Action Plan for 2011-12

- CHM 10000 - The focus of the Concepts of Chemistry course for the following year is going to change in order to incorporate data collection on specific topic areas in the course which will include atomic structure and theory, data analysis and unit conversion, balancing equations and stoichiometry, as well as gas laws and aqueous solutions. While a pre- and post-test format will continue, the test will be designed and analyzed per question to evaluate the overall score improvement for each topic area. In addition, this should also evaluate whether each instructor in the course shows improvements at similar levels on each topic. Questions will be grouped into four to six major concept areas, and analysis of the data will help professors focus more time and coverage to difficult or unclear material. In addition, this course will continue to have a “lead instructor” who will work to maintain consistency in the curriculum for all students taking the course.
- CHM 23000 – Students will be given a multiple-choice pre- and post-test. In addition, mid-semester evaluations will be given for those courses that are taught by adjunct instructors. These evaluations will be reviewed with the instructor to address any areas of concern. In addition, study habits and time spent studying for each exam will be included in the opinion surveys that are given during the semester for this course next year.

ESC 13000 - Introduction to Astronomy

The 2010-11 assessment process has encountered some problems that cannot be rectified at this point. Adjuncts who administered the assessment tool changed the questions. The new questions were never aligned with the objectives. So the data has no applicability. The problem will be resolved for the next school year when the objectives and questions will be aligned.

ESC 10000 - Physical Geology

The Earth Sciences Department has broken its assessment for this course in two assessment reports.

ESC10000 sections 11 and 12, F10, and ESC10000 section 11, S11

Goals and Objectives for GE Class

University GE goals and objectives

1. Develop a clear written and oral argument. This will include the abilities to
 - illustrate generalizations with specific examples,
 - support conclusions with concrete evidence.
2. Demonstrate the computational skills necessary to solve specified types of mathematical problems and correctly select and apply the mathematical principles necessary to solve logical and quantitative problems presented in a variety of contexts.
3. Recognize and identify the fundamental concepts, principles, and professional vocabulary of several specific social science disciplines and demonstrate an awareness of how such concepts and principles influence behavior and values at the individual, social, and cultural levels.
5. Demonstrate a grasp of the scientific method and the fundamental concepts and principles of several specific disciplines drawn from the biological, physical, and earth sciences. Identify how these concepts and principles relate to historical and contemporary scientific discoveries and to the interrelationship between human society and the natural world.

Course Goals and Objectives

The students will be able to discuss the following:

- | | | |
|---------------------------------------|--|---|
| 1. plate tectonics | 7. metamorphic rock formation | 13. stream dynamics |
| 2. mineral growth and characteristics | 8. relative and absolute geologic time | 14. groundwater |
| 3. igneous rock formation | 9. topographic maps | 15. glacial erosion and deposition |
| 4. volcanism | 10. geologic structure | 16. wind erosion and deposition in the desert |
| 5. weathering and erosion | 11. earthquake dynamics | 17. coastal erosion and deposition |
| 6. sedimentary rock formation | 12. mass wasting | |

Methods of Assessment Used

90% Objective (Exams, Quizzes, Lab Exams), 10% Participation in Lab

Results

Results by Objective

	F2010				S2011	
	Section 11		Section 12		Section 11	
	Pre	Post	Pre	Post	Pre	Post
Objective 1	30%	19%	14%	53%	18%	61%
Objective 2	41%	46%	32%	49%	36%	55%
Objective 3	59%	43%	62%	60%	53%	48%
Objective 4	36%	40%	32%	47%	28%	60%
Objective 5	38%	38%	46%	56%	45%	25%
Objective 6	61%	65%	65%	81%	59%	59%
Objective 7	28%	27%	21%	36%	23%	54%
Objective 8	41%	67%	55%	79%	48%	41%
Objective 9	39%	32%	41%	40%	32%	75%
Objective 10	30%	19%	14%	53%	18%	61%
Objective 11	41%	39%	41%	46%	36%	70%
Objective 12	32%	56%	38%	56%	31%	55%
Objective 13	18%	19%	25%	47%	25%	48%
Objective 14	35%	31%	45%	48%	43%	62%
Objective 15	61%	56%	46%	70%	61%	55%
Objective 16	32%	22%	28%	35%	27%	81%
Objective 17	50%	56%	54%	58%	45%	59%
Average	39%	40%	39%	54%	37%	57%

Results using Bloom's

	F2010				S2011	
	Section 11		Section 12		Section 11	
	Pre	Post	Pre	Post	Pre	Post
Knowledge	49%	47%	50%	55%	41%	52%
Comprehension	37%	42%	36%	51%	39%	58%
Application	47%	45%	49%	59%	43%	59%

Lessons Learned

- Objective 12 was minimally covered in fall and spring.
- Objective 16 was not covered in the fall.

Action Plan

During the next year the department will

- use fewer technical terms,
- use more conceptual activities,
- minimize lectures,
- use more group work in lectures.

The current assessment test does not adequately reflect the topics covered in the new textbook. We are considering a revision of the assessment test for next year.

Impacts and changes on classes for the following year

The department aspires for students to

- have a deeper understanding of interactions among systems,
- be more capable of interpreting geologic events given physical and chemical observations,
- have more confidence in expressing their thoughts using correct terminology.

ESC 10000, section 21 Fall 2010 and Spring 2011

These two sections were taught by a first-year adjunct professor.

Goals and Objectives

See above.

Methods of Assessment Used

These classes used an objective pre- and post-test.

Results

Based on the results of the pre- and post-exams from both the fall 2010 and spring 2011 semesters, 65 percent of the objectives (11 out of 17) were met with 50 percent proficiency or better. The six objectives that were not met with 50 percent proficiency showed results generally within the 40-50 percent range with the exceptions of objective nine (topographic maps) and objective 13 (stream dynamics) for which students displayed proficiencies of less than 40 percent. For topographic maps, students displayed a proficiency of 28 percent and 29 percent in the fall 2010 and spring 2011 semesters respectively. For stream dynamics, students displayed a proficiency of 13 percent and 31 percent for the fall 2010 and spring 2011 semesters respectively.

Lessons learned

The most important lesson the professor learned from the objective assessment results during their first year as an adjunct at Lindenwood is that the pre- and post-exams are not inconsequential. Had the professor put more emphasis on the pre- and post-exams or offered an incentive for students to try to do well on the exams, they believe the results for the sections they taught would have been better and a more accurate reflection of what the students learned over the course of each semester.

Action Plan

To improve student learning next year, the professor plans on incorporating more homework to cover lecture material. During the past year, the lecture portion of these sections of Physical Geology consisted of lectures, quizzes, and tests covering the lecture material. Instead of giving quizzes on a weekly basis, the professor plans on incorporating a homework assignment per chapter covered in lecture to provide students with an opportunity to think critically about the concepts covered in lecture in a structured format.

Impacts and changes on classes for the following year

In order to achieve the objectives that students in these sections of Physical Geology failed to meet during the previous academic year, the professors proposes the following changes in the way I teach the material associated with those objectives:

- Objective 4: Volcanism
 - Incorporate in lecture a demonstration of viscosity using examples of fluids with noticeably different viscosities showing how materials with different viscosities respond to applied pressure
- Objective 5: Weathering and erosion
 - Incorporate a homework assignment centered around differentiating between processes that cause chemical weathering and processes that cause physical or mechanical weathering as well as defining the difference between weathering and erosion.
- Objective 7: Metamorphic rock formation
 - Incorporate a demonstration in lecture using layered sections of a deformable material (e.g., silly putty or play-dough) to demonstrate ductile deformation and how foliation can develop in rocks under stress.
- Objective 9: Topographic Maps
 - Use a homework assignment covering topographic map interpretation.
- Objective 11: Earthquake dynamics
 - Show a video from the “How the Earth was Made” series covering Earthquake dynamics along the San Andreas Fault
- Objective 13: Stream dynamics
 - Use a stream table demonstration in either lecture or lab (or both) to help students visualize stream process and see them happen on a “real-time” time scale.

ESC 11000 - Meteorology

Goals and Objectives for GE Class

University GE Goals and Objectives

- Develop and use the “higher levels” of thinking, including analysis, synthesis, evaluation, and integration. Whenever feasible, students’ efforts in the areas of divergent and creative thinking are also encouraged and supported.
- Reason analytically about both qualitative and quantitative evidence.
- Demonstrate a grasp of the scientific method and the fundamental concepts and principles of several specific disciplines drawn from the biological, physical, and earth sciences. Identify how these concept and principles relate to historical and contemporary scientific discoveries and to the interrelationship between human society and the natural world.

Course Goals and Objectives

To accomplish these goals/objectives, the student must gain an understanding of several basic concepts. These concepts are building blocks upon which to derive a working knowledge of the field of meteorology.

1. the structure of the atmosphere
2. the impact of energy from the sun on the earth
3. relative humidity
4. cloud formation
5. pressure and winds
6. atmospheric circulation
7. air masses
8. fronts
9. forecasting
10. thunderstorms and tornadoes
11. hurricanes
12. air pollution
13. climatology

Methods of Assessment Used

This course uses a pre- and post-test.

Results

Results by Objective - Meteorology Assessment Data 2009-10

Fall 2009		Spring 2010	
ESC11011	ESC11012	ESC11011	ESC11012

	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Objective 1	37%	42%	45%	46%	46%	52%	47%	56%
Objective 2	45%	62%	45%	67%	44%	73%	47%	60%
Objective 3	51%	65%	47%	70%	41%	70%	46%	58%
Objective 4	43%	58%	42%	54%	36%	77%	38%	60%
Objective 5	38%	60%	48%	66%	47%	75%	48%	59%
Objective 6	27%	52%	26%	56%	27%	65%	29%	64%
Objective 7	45%	50%	35%	44%	45%	64%	39%	61%
Objective 8	45%	71%	47%	63%	46%	67%	63%	43%
Objective 9	52%	68%	53%	66%	50%	73%	54%	61%
Objective 10	50%	55%	56%	67%	50%	72%	48%	56%
Objective 11	53%	71%	49%	49%	47%	64%	45%	48%
Objective 12	42%	64%	44%	67%	42%	74%	46%	73%
Objective 13	20%	39%	20%	30%	26%	44%	28%	48%
Average	42%	58%	43%	57%	42%	67%	44%	57%

Results by Bloom's 2009-10

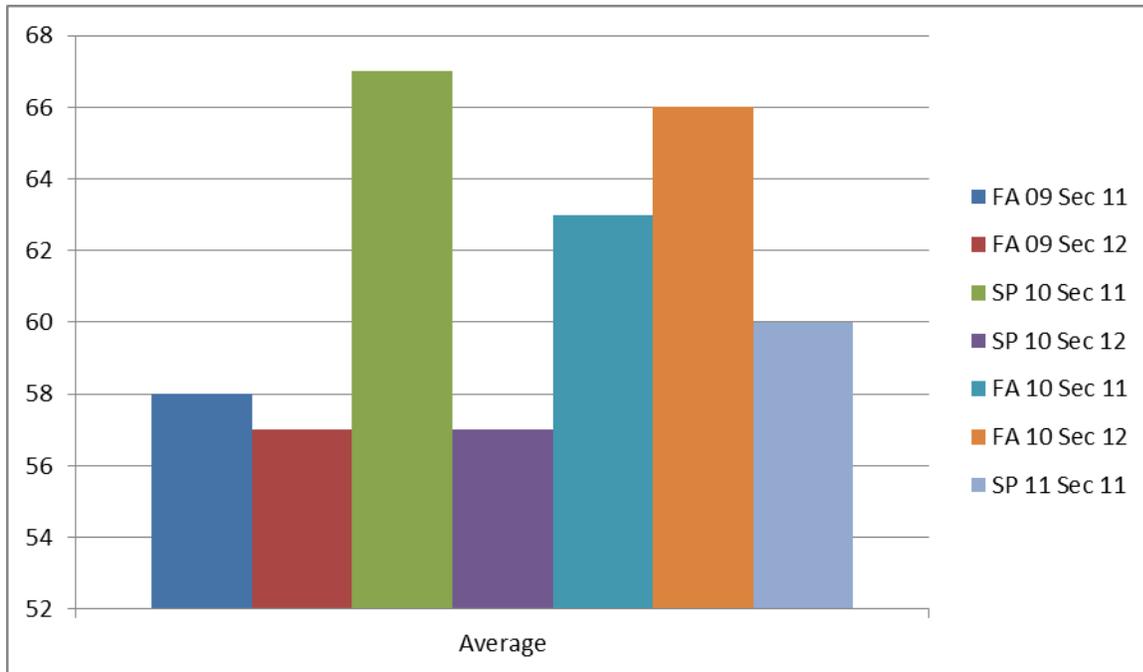
	Fall 2009				Spring 2010			
	ESC11011		ESC11012		ESC11011		ESC11012	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Bloom								
Knowledge	33%	54%	34%	57%	33%	64%	34%	56%
Comprehension	48%	59%	50%	60%	49%	70%	50%	57%
Application	51%	68%	52%	69%	56%	79%	57%	69%

Results by Objective - Meteorology Assessment Data 2010-11

	Fall 2010				Spring 2011	
	ESC11011		ESC11021		ESC11011	
	Pre	Post	Pre	Post	Pre	Post
Objective 1	38%	60%	41%	62%	42%	57%
Objective 2	42%	67%	46%	72%	43%	64%
Objective 3	51%	67%	46%	68%	46%	53%
Objective 4	35%	54%	37%	70%	45%	57%
Objective 5	43%	66%	38%	75%	46%	63%
Objective 6	26%	54%	29%	55%	26%	64%
Objective 7	40%	66%	41%	64%	36%	69%
Objective 8	38%	82%	55%	64%	45%	62%
Objective 9	55%	66%	51%	60%	48%	63%
Objective 10	47%	71%	52%	68%	58%	65%
Objective 11	51%	64%	38%	68%	44%	45%
Objective 12	37%	61%	40%	75%	41%	69%
Objective 13	26%	43%	24%	52%	23%	45%
Average	41%	63%	41%	66%	42%	60%

Results by Bloom's

	Fall 2010				Spring 2011	
	ESC11011		ESC11021		ESC11011	
Knowledge	32%	60%	31%	66%	33%	56%
Comprehension	48%	61%	48%	65%	49%	58%
Application	47%	78%	53%	77%	58%	76%



Lessons Learned

Based on the averages, there is a slight improvement in the average scores this year over last year. The weak objective this year and last year pertained to climate change, the last chapter covered during the semester on which little time was spent.

Action Plan for next year

A solution to improve the scores would be to cover the material sooner and spend some time evaluating the reason for climatic change. The students are required to write a paper on the issue of global warming. They are able to choose from a number of topics for this written project: "Inconvenient Truth," EPA, IPCC, or the Kyoto Protocol.

Impacts and changes on classes for the following year

Student presentations will require planning and time for presentation, which takes time out of the normal lecture period. Presentations will have to be scheduled far in advance of the time needed to present the material, maybe just after mid-semester.

Analysis of Mathematics and Natural Sciences for 2010-11

Math

The Math Department has developed a system that focuses on the evaluation of the professor about the success of the class in meeting the class goals. It would be worth including any relevant observations regarding the classes from the epilogues in the assessment process. A good beginning is to look at the potential impact of MTH 10100 and MTH 11000 on students' success rates. Beware of using subjective letter grades for determining success with objectives, as factors other than student progress could influence the process. The creation of some measure that will allow the department to determine growth and progress will be very helpful.

Biology

The department is moving forward with tying assessment to course goals. Direct oversight of adjunct faculty by full-time faculty is a good effort to ensure assessment is taking place in all of the GE classes and that the GE classes goals are being met. However, there needs to be more explanation and connection of the assessment to the course objectives. Some of the lessons learned seem to focus on specific weaknesses in knowledge of material. This information is useful to the instructor, but the level of detail is not meaningful in assessing general education objectives. What the results of the assessment told the department should be clarified as should what lesson will be passed on to the new faculty. How are the labs being worked into the assessment process? In nutrition, there is a good beginning, but they need to tie assessment to the course objectives and measure success in carrying them out.

Chemistry

If the test is really a placement test and not an assessment, that can be very useful to students, but it has much less value in telling how much students knew when they walked in the door. While multiple-choice tests have value in the 20000-level courses, the department will want to look at other methods of assessing the course objectives. The department will want to work on clarifying and making the student learning objectives more measurable.

Earth Sciences

The Earth Sciences Department has always been a leader in areas of data collection and analysis. Clarifying the class objectives and making them more action oriented could be useful.

ESC 11000 can be created as a single section of the report with each class section having any problems or concerns noted, which could include those of any adjuncts. The geology classes may have too many course objectives.

The department does need to develop uniform standards for what is considered success when measuring student learning. Finally, there is some confusion regarding whether the post-test is also the final exam or whether it is at least embedded in the final exam. It is stated that *“Had the professor put more emphasis on the pre- and post-exams or offered an incentive for students to do well on the exams,”* they believe the results would have been better. The inclusion of the term “exams” is confusing; if it is indeed part of the exam, why would ordinary incentives (good grade, passing the class) not suffice?

CBASE

The College Basic Academic Subjects Examination (CBASE) is a criterion-referenced achievement test that assesses knowledge and skills in language arts, mathematics, science, and social studies. Concurrently, the exam measures three cross-disciplinary competencies: interpretive reasoning, strategic reasoning, and adaptive reasoning.

Prior to entry into the Teacher Education Program, students must successfully pass all areas of the CBASE, including the writing component. While students are not denied the opportunity to enroll in education courses and begin their pre-service teacher education, they are not officially admitted to the Teacher Education Program until they have successfully completed all components of the CBASE exam.

The value of the CBASE as an assessment tool is limited by the lack of continuity in preparation by students before taking the exam. It is possible to have not taken courses in the various areas before taking the exam and thus receive a lower score than they would have if they had taken the appropriate courses.

As the number of transfer students increases, the value of the CBASE as an assessment tool will diminish, as more students will have received some or all of their preparation at other institutions.

Below are the CBASE Results:

Composite - Lindenwood Students / Students Statewide since 2005
Cumulative Passing Rates by Subject

		English	Writing	Math	Science	Social Studies
2010-11	Lindenwood	78%	83%	83%	77%	69%
	Difference	-5	-4%	0%	-2%	-6
	State	83%	87%	83%	79%	75%
2009-10	Lindenwood	78%	83%	83%	77%	69%
	Difference	-5%	-5%	0%	-2%	-7
	State	83%	88%	83%	79%	76%
2008-09	Lindenwood	79%	83%	82%	77%	69%
	Difference	-4	-5	-1	-2	-7
	State	83%	88%	83%	79%	76%
2007-08	Lindenwood	79%	86%	82%	77%	70%
	Difference	-5	-4	-1	-3	-7
	State	84%	90%	83%	80%	77%
2006-07	Lindenwood	79%	86%	82%	78%	71%
	Difference	-5	-4	-1	-2	-7
	State	84%	90%	83%	80%	78%
2005-06	Lindenwood	79%	86%	82%	78%	72%
	Difference	-5%	-4%	-1%	-2%	-6%
	State	84%	90%	83%	80%	78%

*We will continue to compare the CBASE results for the last five years in this report.

These numbers have remained relatively consistent over the last five years for both the state and the University but have shown a slight improvement in math.

Below are the CBASE Results for African-American students at Lindenwood since 2005. The results show that Lindenwood's African American students generally exceed the statewide averages in four of the five categories.

Cumulative Passing Rates by Subject

		English	Writing	Math	Science	Social Studies
2010-2011	Lindenwood	55%	70%	66%	58%	46%
	Difference	+2	+6	+18	+12	-4
	State	53%	64%	48%	46%	50%

2009-10	Lindenwood	55%	69%	67%	58%	47%
	Difference	+2	+5	+18	+11	-4
2008-09	Lindenwood	55%	70%	65%	59%	50%
	Difference	+1	+6	+17	+12	-2
2007-08	Lindenwood	55%	72%	67%	59%	51%
	Difference	+1	+6	+19	+12	-2
2006-07	Lindenwood	56%	71%	68%	60%	52%
	Difference	+2	+5	+20	+12	-1
2005-06	Lindenwood	55%	72%	68%	59%	53%
	Difference	+1	+6	+19	+12	-2
	State	53%	64%	49%	47%	51%
	State	54%	64%	48%	47%	52%
	State	54%	66%	48%	47%	53%
	State	54%	66%	48%	48%	53%

*We will continue to compare the CBASE results for the last five years in this report.

Lindenwood's results on the CBASE tests for the last year have generally remained steady. The percentage of students passing has varied little over the last few years.

Cumulative Passing Rates by Subject Comparison with Four-Year Private Colleges

		English	Writing	Math	Science	Social Studies
2010-11	Lindenwood	78%	83%	83%	77%	69%
	Difference	-5	-5	-1	-3	-7
	4 yr Inst - State	83%	88%	84%	80%	76%
2009-10	Lindenwood	78%	83%	83%	77%	69%
	Difference	-4	-4	+2	-0	-5
	Prvt Inst - State	82%	87%	81%	77%	73%
2008-09	Lindenwood	78%	83%	83%	77%	69%
	Difference	-4	-3	+2	-3	-7
	4 yr Inst - State	82%	86%	81%	80%	76%
2007-08	Lindenwood	78%	83%	83%	77%	69%
	Difference	-4	-4	+2	-0	-5
	Prvt Inst - State	82%	87%	81%	77%	74%
2007-08	Lindenwood	79%	83%	82%	77%	69%
	Difference	-5	-5	-2	-3	-8
	4 yr Inst - State	84%	88%	84%	80%	77%
2007-08	Lindenwood	79%	83%	82%	77%	69%
	Difference	-4	-4	+1	+0	-5
	Prvt Inst - State	83%	87%	81%	77%	74%
2007-08	Lindenwood	79%	86%	82%	77%	70%
	Difference	-5	-4	-2	-3	-8
	4 yr Inst - State	84%	90%	84%	80%	78%

	Lindenwood	79%	86%	82%	77%	70%
	Difference	-4	-3	+1	+0	-5
	Prvt Inst - State	83%	89%	81%	77%	75%
2006-07	Lindenwood	79%	86%	82%	78%	71%
	Difference	-5	-4	-2	-2	-7
	4 yr Inst - State	84%	90%	84%	80%	78%
	Lindenwood	79%	86%	82%	78%	71%
	Difference	-4	-3	+1	+1	-5
	Prvt Inst - State	83%	89%	81%	77%	76%

Lindenwood has remained reasonably close to the state averages over the years, and, due to the increasing number of students who will have taken the test, any significant increase in the Lindenwood numbers will not be reflected for some time.

Assessment of General Education Overview

General Education – Some Observations

- The current University GE program is a cross between a class-based and a knowledge (concept)/skills-based system.
- The combination has traditionally worked well at Lindenwood.
- In the next year it is likely the GE committee will review the system to see if any changes to the method of determining what should be GE classes are necessary.
- The Lindenwood faculty continues to show a commitment to making general education valuable to both the students' academic and personal growth and is working to improve our assessment of that growth.
- The wide range of courses participating in general education assessment ensures that almost all Lindenwood students have their learning assessed, usually multiple times during the year.
 - The University administration and faculty realize that assessment is about looking at both success and improvement, thus academic programs use assessment to recognize successes as well as to identify and understand weaknesses.
- Some programs still have problems closing the loop on assessment in a formal process, taking data and using it to adjust classes and programs accordingly.
 - This process is undoubtedly going on informally but needs to be formalized and captured for the purposes of transparency and accountability.
 - This year the use of a specific template with specific areas to answer has played a role in helping departments know what they have to consider in writing their report. This same organization was available for the last few years, but this was the first time the departments were told they were to use a single uniform format.
- A great deal of improvement in the assessment process at Lindenwood will be achieved with the development of specific and measurable Student Learning Objectives and the development of tools that can be used to measure them.
- Assessment of the GE program at Lindenwood has traditionally been class based, and this has led to a very narrow view of the ideas of success or weakness in our GE program.
- Starting in the next academic year a new program will be created that will be based on University GE Student Learning Objectives, which will be designed to give a more comprehensive view of the success of the GE program and make measurable success and weakness across classes for different disciplines.

General Education Action Plan

- A new system of assessment reporting is being considered for implementation either the 2011-12 to 2012-13 academic year. If adopted, this will reduce the number of classes being reported to approximately one-quarter of the current number in any given year. Programs will report their GE classes in the same year they report their programs.
 - More explanation will be given of this system in the program assessment report.
- The University Assessment Committee structure was redesigned with the process of oversight of school programs being devolved back to the schools, while the GE program will be overseen by a University-wide committee, which will work in conjunction with the GE committee. This process has led the GE committee to begin to look at ways of periodically evaluating the GE value of any given course.
- The University Assessment Committee will continue to look at the concept of GE across the curriculum. We will encourage majors/programs to consider how they continue to work toward our GE objectives and look for methods of assessing this in our non-GE classes.
- Faculty members will be encouraged to continue, where possible, to work cross-curricular material and the GE objectives into the non-GE classes. The discussion of the relationships between their classes and other subjects both within and outside of their discipline will benefit our students understanding of the purpose of GE.
- The GE Committee will continue the process of more clearly defining general goals for each of the seven GE subject areas both to better define what they bring to the students' education and to allow for better assessing the success in each area.
- Faculty should give careful consideration to how general education courses are assessed in accordance with the *general education* goals and objectives, rather than only in terms of specific program goals.
- Faculty should make clear distinctions between methods used to evaluate individual –level progress and assign grades and methods for course assessment.
- The University will examine the success of the English placement tool.
- The English Proficiency test that was put in place during the 2005-06 academic year in order to assess the students' basic competence in writing organization, grammar, spelling, and in writing appropriate to each discipline, is now a graduation requirement. Effort will be made to determine the success of the testing.
- More assessment tools will be specifically aimed at areas that may be considered problematic within GE courses.
- Faculty members will be encouraged to promote student involvement in assessment of GE classes via the use of CATs (class room assessment techniques), surveys of student attitudes, and expectations.
 - Many departments should explore using rubrics or other standardized means for assessing and reporting the findings from some of the qualitative methods they are currently using or will develop.

- Faculty will be encouraged to review and, where necessary, revise course objectives to reflect appropriate general education objectives in both GE and non-GE classes.

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