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## Academic Assessment at Lindenwood University: 2007-2008

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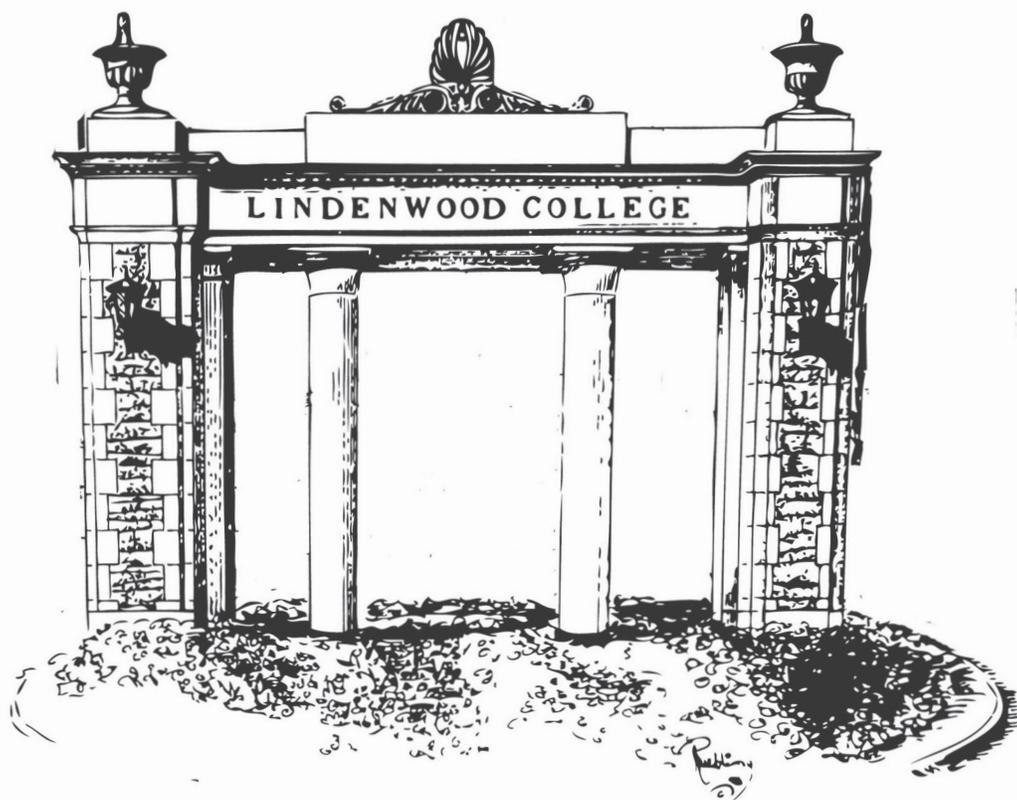
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# Academic Assessment At Lindenwood University: 2007-2008



Lindenwood University  
St. Charles, Missouri

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# Assessment Overview

# Introduction

## Assessing Lindenwood University's Culture of Learning

Assessment plays a critical role in the life of Lindenwood University. Lindenwood understands the need for self-examination in our classes, majors, programs and degrees. Through the assessment process the University is better able to understand itself by examining its strengths and weaknesses, successes and disappointments. The University's Comprehensive Academic Assessment Program plays an important role in making this happen by creating a culture of continuous improvement.

Programs and activities at Lindenwood University, including the Comprehensive Academic Assessment Plan (CAAP), flow from the Mission Statement, which affirms that Lindenwood's educational mission is to add value to the lives of our students and community. Specifically, "Lindenwood is committed to

- providing an integrative liberal arts curriculum.
- offering professional and pre-professional degree programs.
- focusing on the talents, interests, and future of the student.
- supporting academic freedom and the unrestricted search for truth.
- affording cultural enrichment to the surrounding community.
- promoting ethical lifestyles.
- developing adaptive thinking and problem-solving skills.
- furthering lifelong learning."

The University's Strategic Plan emphasizes that Lindenwood is a *Teaching University* where faculty and student scholarship is focused on the classroom, where students are encouraged to actively participate in developing themselves as they prepare for future careers and life. All members of the Lindenwood community are encouraged to participate in our *Culture of Learning*, built on a traditional Liberal Arts program, which aims to unlock student potential and where all programs are results oriented. Our goal is to provide both tangible and intangible benefits for our students, and to turn the Liberal Arts into the Liberating Arts. To these ends our assessment program asks two questions:

To what extent do current program contents and methodologies benefit our students?  
How can we improve and change to further benefit our students?

This focus on results emphasizes the continuing improvement of the University's programs and the developing culture of continuous improvement that will keep the institution building a stronger future for the institutional and more importantly for our graduates.

Lindenwood's CAAP embraces five areas:

1. the General Education component of the curriculum.
2. the various undergraduate majors and programs offered at the institution.
3. graduate programs offered by the university
4. off campus sites
5. the non-academic component of the University's programs, which in turn focuses on two areas:
  - a. the residential life program, which affects students actually resident on the campus.
  - b. the campus life program in general, which affects all students, both residential and commuter.

The CAAP operates on two levels simultaneously:

Most importantly, it provides the necessary feedback to evaluate all of the components of the Lindenwood program – general education, the various majors and programs, and the non-academic areas. It gives the University faculty and administration the information we need to improve our fulfillment of the mission. We continue to modify the program each year and encourage divisions and departments to expand and change their parts of the program as needed to meet the above stated goals. Ideally, it will keep us focused on results and continuous improvement of our efforts.

In addition, it provides the necessary information to address the requirements of North Central Association Criterion III.

Our assessment program is broadly based. For the academic components – general education, undergraduate and graduate programs – it is faculty generated and approved by the President. Evaluations from Academic Services and the student life/residential program of necessity require a substantial administrative/staff input.

The Lindenwood CAAP is not new or static. The program has been developing over the last decade and a half. It was created during the later part of the 1991-92 school year and began during the 1992-93 academic year. The plan was not entirely new as parts of it, in some departments, had been in place for many years.

The program is overseen by a University Assessment officer and by divisional and departmental assessment evaluators, who as a general rule are faculty. The University Assessment as well as the divisional and program assessments is evaluated throughout the process, leading to adjustments to ensure program improvement.

We offer undergraduate and graduate programs in liberal arts and professional and pre-professional studies to over 14,000 students. The student body is made up of an inner core of residential students augmented by commuting students of all ages. The General Education Committee as well as each major and program have established goals and objectives which provide the data for the University assessment program.

## Conceptual Framework of the Assessment Program

Our curriculum and programs flow from the mission of the university. The mission statement begins with a statement that we are committed to “an integrative liberal arts curriculum” which is an affirmation of the centrality of the University’s traditional, yet innovative, liberal arts program providing a framework from which the student may build a personal outlook on life. Assessment is an integral part of our academic program at Lindenwood and flows from our mission statement and drives assessment at the General education, undergraduate major, and graduate program levels.

Our general education component is required of all undergraduate students and is based on the idea that there are common ideas, skills and knowledge from the past and the present that an educated person should know. The program is also designed to expose students to many of the enduring values and attitudes to which they will have to react. The University’s general education goals - established by the faculty at large and the General Education Committee specifically - are central to the process of selecting the courses that meet these requirements. The importance of the Liberal Arts education to the University’s mission and the significance of general education to that mission ensure that general education figures prominently in the assessment process.

Along with cultural heritage, the liberal arts traditionally have stressed skills and attitudes that enable an individual to renew knowledge, redirect skills, and maintain the flexibility necessary to continue lifelong learning. In a rapidly changing world, students, more than ever, need the means and motivation to renew knowledge for themselves. Lindenwood emphasizes the skills of critical reading, writing, and research in a number of areas and continues to develop methods to assess our success in imparting them.

The University goals include helping our students become effective citizens of our cities, states, country and the world. For this reason we also want our students to be aware of and sensitive to a variety of major issues in the world today, which may include the environment, social issues, political processes, community service, and cultural diversity. In a variety of ways the assessment plans explore our success here as well.

Lindenwood seeks to unite the liberal arts with professional and pre-professional studies so that our students can become qualified to follow a variety of careers. In most of our programs we set out to provide at least entry-level skills and knowledge so that our students may begin meaningful careers in education, business, communications, art, the helping professions, and many other areas. As well, many of our students, both undergraduate and graduate, seek to gain knowledge or certification that will enable them to change or enhance careers already begun. Internships, student teaching, and employer-employee post-graduation surveys are used by many of the programs to explore our success in this area.

The University offers a variety of learning opportunities beyond the classroom experience. Many of the programs and classes use an experiential, hands-on approach, involving students in research and writing, experimentation, and role-playing. In addition our students have opportunities for practical experiences in running radio

and TV stations, internships and practica, the practice of art and music, and through work study. As well, the university is working to integrate distance learning into the curriculum. It is one of the purposes of this assessment program to measure our success in these areas.

The University offers a growing number of graduate programs including the recently added doctor of education degree. The University is currently endeavoring to systematized assessment measures that are already being applied by these programs and place them with a larger context of the university assessment plan.

The life of students beyond the classroom – clubs, athletics, etc. – plays an important role in their maturation and development. We will continue to develop methods that will enable us to assess the extent to which our goals and objectives for this part of the college experience have been turned into reality.

Lindenwood maintains diversity in its student body and works to foster sensitivity to that diversity. This begins with our recruiting activities and carries through student life from beginning to end. We recognize that this, too, should figure in the assessment process.

As with all other aspects of our program, the assessment process itself undergoes assessment. From its inception as an organized program in the 1992-93 academic year, the program has been revised in a variety of ways at a variety of levels. Once a year, a comprehensive report is compiled, bringing together the results of all current assessment efforts. After review by the President and Deans, this report is made available to all faculty and staff. It forms the basis for internal review of program results.

### **The Assessment Committee**

The Assessment committee is made up of the assessment officers from each of the divisions/departments. This number can vary since divisions and departments may from time to time reapportion their assessment duties. While most department have their own assessment officer, two divisions choose to do assessment at the division level. The committee provides a sounding board for ideas and proposals. The committee is chaired by the university assessment officer, and is assisted by two co chairs with responsibility for assisting particular divisions. All of the assessment officers are fulltime faculty of University.

## Notes on the Student Body

### Undergraduates:

The assessment process deals predominately with the full time undergraduate student body. Some numbers and breakdowns on the full time undergraduate class will be helpful and evaluating the process and the results.

At the beginning of 2007-08 academic years in the Fall of 2007,

Lindenwood enrolled 5,697 full-time undergraduate students, an increase of 605 (11.8%) from the previous year. The overwhelming majority of these students were conventionally aged students recently out of high school. The number includes a small number of older students enrolled in programs through the Lindenwood College for Individualized Education (LCIE), but the majority of such LCIE students are not first time students; most of them have credit from earlier years.

Of the 5,895 full-time undergraduates enrolled in the Fall Semester 2007, 884 were first time students according to the Integrated Post Secondary Education Data (IPEDS) report, a decrease of about 6% from the previous year. These were almost entirely students making a direct transition from high school to university.

The students are distributed with 43.4% of our students being lower classman, and 56.6 being upper classman:

- 1,446 (24.5%) are Freshman (31% in 2005-06)
- 1,113 (18.9%) are Sophomores (17% in 2005-06)
- 1,339 (22.7%) are Juniors (20% in 2005-06)
- 1,197 (33.9%) are Seniors (32% in 2005-06)

Minorities make up 14.3% of the total undergraduate student body as tabulated in the IPEDS report, a decrease of slightly over 1% from 2006-7.

Of the full-time undergraduate student population, 43.3% were men and 56.7% women, which represents only a slight shift from the previous year towards (43.4% and 56.5% in 2006-07) more women in the student body.

The part time undergraduates made up 256 students in the Fall of 2007.

LCIE students make up 1,711 or 29% of the undergraduates at Lindenwood.

## Graduate Students

The Fall 2004 IPEDs report data indicated that the graduate student body was comprised of

1,568 full-time students.

2,170 were part-time students.

28.4% are men and 71.6% are women.

Minority students make up approximately 23.7% of the graduate student body an increase from 21.7% last year.

LCIE students make up 789 or 21% of the graduates at Lindenwood

## International students

International Students make up 9.4% of the undergraduate student body at Lindenwood and 4% of the graduate students

The international representation has changed as follows:

	Undergraduate Students	Graduate Students	Countries
1999-00	288		49
2000-01	369		53
2001-02	428		63
2002-03	491		60
2003-04	501		65
2004-05	346	68	57
2005-06	454	122	60
2006-07	417	99	
2007-08	558	153	69

## Executive Summary

To what extent has the institution demonstrated that the plan is linked to the mission, goals, and objectives for the institution for student learning and academic achievement, including learning in general education and in the major?

Up to 2007-8 the Lindenwood University Comprehensive Academic Assessment Plan was four components:

General Education

The majors and programs

Graduate programs (being added)

Campus Life/Co-Curricular

In 2007-8 because of the success of faculty buy-in the old report system has become too inefficient by no longer effectively conveying the information we are gaining from our assessment efforts. Thus starting in 2008 we are now using multiple reports:

- Overview
- General Education
- Majors and Programs
- Graduate
- Supplement on off site assessment.
- University life

Only the first 3 reports will be completed for the 2007-8 school year, but the others will be added over the next three years to help the university better track how it is doing and have greater and easier access to the information necessary to understand both our successes and our weaknesses.

These can will be created as separate reports, but will also be compiled for use as a single document.

In each case, the process was the same. Those responsible for these various components took the mission and goals of the University and developed goals and objectives for their components consistent with the University's mission and goals. Each section of the assessment program was specifically designed to flow from the University's mission, which is intended to be comprehensive, including general education, the majors, and the out-of-classroom experiences.

*What is the institution's evidence that faculty have participated in the development of the institution's plan and that the plan is institution-wide in conceptualization and scope?*

The first three components of the Plan are faculty-generated and realized. The General Education Goals and Objectives were devised by the faculty General Education Committee. Assessment of general education goals and objectives is a cooperative endeavor of the General Education Committee, the Assessment Committee, and the various academic areas teaching general education courses. The plans are reviewed by the University administration.

In the case of the individual majors and graduate programs, in every case the goals, objectives, and techniques are the work of the faculty in those areas. The Assessment Committee and the University administration review the plans.

The Assessment Officer is currently a faculty member who chairs on the Assessment Committee, and works with faculty from the several disciplines and programs. In addition, each division/program has faculty members who serve as assessment officers.

Assessment has been a mutual effort, using whatever information we could gain from the Higher Learning Commission, other workshops, the national literature, examples from other institutions, and our own resources.

In the case of the out-of-classroom component of the Plan, the Campus Life staff members devise the goals, objectives, and assessment techniques. These staff members are, of necessity, full-time professionals in these areas and are knowledgeable about this area of university life. While faculty members are also concerned with this area, the main thrust of the Plan in this area comes from the Campus Life staff.

In short, the Lindenwood Assessment Plan is faculty-generated except with respect to the co-curricular aspects with which faculty have not been primarily involved on a daily basis.

*How does the plan demonstrate the likelihood that the assessment program will lead to institutional improvement when it is implemented?*

The penultimate section of the Plan outlines our determination to use the information derived from its operation for institutional improvement. The process we have chosen is a deliberate one.

Each year, as assessment information is generated, we compare that data with previous information. Based on comparisons done in the areas of general education, the several majors, and the co-curricular activities, components are identified where the comparative results indicate room for improvement. Each of the component areas of the Plan uses the information to make an Action Plan, outlining those areas where improvement is needed and the steps that will be taken to achieve that improvement. Included also are plans to assess the results of the Action Plan in the next cycle of assessment.

We are confident that this process is producing results. In fact, as is the case with the entire assessment process, we are making an effort to measure how well the Action Plan process itself works in case we need further refinement.

*Is the time line for the assessment program appropriate? Realistic?*

Our initial assessment plan was instituted in the 1992-93 academic year and gained preliminary approval from a North Central on-campus visit in 1993-94. A focused visiting team gave our plan final approval in 1995-96. Ongoing reviews of the plan continue as a matter of course. In particular, we began revision of our general education plan in 2000-01; further implementation of this plan will continue in 2008-09. As well, we will continue to build a culture of assessment permeating the entire campus.

*What is the evidence that the plan provides for appropriate administration of the assessment program?*

In cooperation with the Assessment Committee, the plan is administered by an appointed Assessment Officer, who is a regular full-time faculty member. The Assessment Officer works very closely with the Vice President for Academic Affairs/Provost who is the administrator designated to monitor the program. The Vice

President for Academic Affairs/Provost takes an active, on-going interest in the program, but it is the responsibility of the Assessment Officer to perform the day-to-day tasks of supervision and coordination. This is done almost entirely by a process of consensus and persuasion. The Vice President for Academic Affairs/Provost provides administrative support when needed. We have had outstanding cooperation from most faculty members concerned.

The President of the University is regularly briefed on the process, takes a keen interest, and carefully reviews the report each year. The President is, of course, ultimately responsible for the Assessment Process as he is for other aspects of the University. He has given full and consistent support to the assessment effort. It has been made clear to the academic community that this is an important effort that must include everyone, and there has been no dissent from that view. Some methods of assessment have remained constant through the years, while others have been revised or replaced. We are confident that the Plan will continue to evolve and refine itself through the years. It will never be in "final" form.

### **Assessment Oversight Overview**

We started our program of comprehensive assessment of student learning in the Fall Semester, 1993. During the mid 1990's, a number of programs established firm foundations on which to build their assessment efforts, but some programs were slow to start and assessment of general education languished. However, since the late 1990's, we have been working to deepen and expand our assessment methods and to bring all our faculty and staff on board. We have had growing success with getting faculty buy-in for assessment over the last few years and thus have been able to expand our understanding of the success and weaknesses of our programs.

There are three levels of university personnel focusing on the assessment plan itself. The first is the University Assessment Officer. It is his responsibility to compile and edit this document and to monitor the many parts of our assessment program to ensure that the various programs and departments carry through with the action plans they have submitted.

In the 2009-210 Academic year, a new office will be created for Institutional Research; the Assessment officer's duties will be moved and expanded in this new office and given greater authority over the university assessment program.

A second level involves an Assessment Committee, composed of faculty and administrators (most of whom are teaching faculty as well), which provides oversight to the Assessment Officer and makes judgments about the viability and effectiveness of the process. On the basis of these criticisms and conclusions, a yearly update fine-tunes the plan. We publish a yearly version, so that it will always reflect the latest thinking of the faculty and administration.

The most important level is composed of the faculty members who devise and administer assessment tools and use the information provided to both improve their

instructional methods and to refine and add to their assessment toolkits. All divisions and virtually all faculty members are now engaged in assessment. Assessment is a fundamental element in our educational operations.

### **General Education Overview:**

- The current University GE program is a cross between a class based and a knowledge (concept)/skills based system.
- The combination works well at LU.
- Student improvement is a constant over the years of assessment– that is, students have demonstrated value added from the courses. While the results in some programs may have slipped, as to the degree of improvement, this may be due to the fine tuning of the assessment processes and goals.
- Some programs are still having problems closing the loop on assessment in a formal process but have begun to do so informally.
- GE's objectives are often continued through the majors and programs; assessing the impact of non-GE courses on our GE goals is the current area of weakness in our GE assessment program.
- The Lindenwood faculty continues to show a still growing commitment to making General Education valuable to both the student's academic and personal growth and assessing that growth.
- The number of students assessed each year has continued to increase, as departments and divisions improve and expand their assessment programs into new courses and areas.
- The wide range of courses participating in General Education Assessment insures that almost all Lindenwood students have their learning assessed, usually multiple times during the year.
- The addition of ENG 210, Writing Proficiency Lab, has played a role in improving the writing of LU students.
- The Lindenwood faculty shows a commitment to making the assessment process not only work, but a valuable part of their process of class improvement.
- Lindenwood instructors participating in General Education Assessment are concerned to provide objective (quantifiable) measurements of student learning.
- Lindenwood instructors participating in General Education Assessment are increasingly looking at adding non-quantifiable aspects to their assessment of student learning in order to improve the instructional environment.

## General Education Action Plan

- We will begin to look at GE across the curriculum. We need to encourage majors/programs to consider how they continue the GE process and look for methods that assess them as well as assessing the major itself.
- Faculty members will be encouraged to continue to, where possible, work cross-curricular material and the GE objectives into the non-GE classes (discuss the relationships between their subjects and others both within and outside of their discipline).
- The Assessment officers for each Division/Department will be encouraged to create in their assessment plan section on how they will be looking at GE goals across the curriculum.
- The University will expand this report in GE in order to look beyond class based assessment.
- In the next year, the GE committee will begin 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' educations and to allow for better assessing the success of the university in each area.
- The English Proficiency test that was put in place during the 2005-06 academic year in order to assess the students' knowledge on basic competence in writing organization, grammar, and spelling and in writing appropriate to each discipline is now a graduation requirement, and starting in 2009-10 a different version will be used as a placement exam for incoming freshmen.
- The students' ability to communicate effectively and correctly in written English will be increasingly emphasized and assessed across all academic programs.
- Additional success in this area will be expected as more native speaking students will be able to take ENG 110, Effective Writing, before taking ENG 150, Composition I, because of the success of the University's English Proficiency Program (which is for non-native speakers).
- The students' ability to work effectively in Math will be increasingly emphasized.
- The Math Department's development of a new lower level math will improve the quality of work in the GE level classes

### Continuing:

- Faculty will be encouraged to continue to, where possible, also use more focused assessment tools that are aimed at areas they may consider problematic within their courses
- Faculty members will be encouraged to promote student involvement in assessment via the use of CAT's, surveys of student attitudes and expectations, student participation in program assessment committees, exit interviews, and student membership on the assessment Committee.
- Programs that do not report action plans for pedagogical and assessment changes will be encouraged to do so.
- Faculty members will be encouraged to review and, where necessary, revise course objectives to reflect appropriate general education objectives in both GE and non-GE classes.

## School/Program Overview

### Program Assessment -Some Conclusions:

- The Lindenwood faculty continues to show a growing commitment to making our programs valuable to both the student's academic, personal and professional growth and assessing that growth.
- The university's program assessment is constantly in a state of evolution.
- Student improvement has, and continues to be, a constant over the years.
  - That is, students have demonstrated value added from the courses.
- Three of our professional programs are going through the process of getting outside accreditation, and because of that they are working on changing their assessment programs to meet the standards of the professional associations.
- A number of programs have determined their current tools no longer provide useful information.
  - These programs are currently looking at new assessment techniques and tools.
- A number of the newer programs are looking at how to expand their program assessment.
- Some programs are looking at third party sources for assessment tools such as the GRE professional exams.
- We still have programs that have problems closing the loop on assessment in a formal process but have begun to do so informally (without documentation).
  - This appears in three areas:
    - Programs with a lot of physical activity, or very subjective material.
    - New programs that have yet to work out what they need assessment to tell them.
    - Programs that had significant turnover in personnel, numbers of specific persons.

## School/Program Action Plan

- The University will assist programs in the creation of their assessment plans.
- The university will assist in examining and helping to recommend to programs outside, third party, tools that can play a significant role in helping with their assessment programs.
- Program assessment plans will be collected, reviewed and overseen by the new office of Institutional Research.
- The Assessment officers for each Division/Department will be encouraged to create in their assessment plan a section on how they will be looking at GE goals in their programs.
- The student's ability to communicate effectively and correctly in written English will be increasingly emphasized and assessed across all academic programs.
- Encourage divisions and programs to look for methods to create more effective assessment, and reports by reducing extraneous data and increasing analysis. The university wants programs to examine specific interests and concerns for their programs in order to close the feedback loop. Such as

- success of current methods.
  - changes in courses.
- The University will begin to look at GE across the curriculum. We need to encourage majors/programs to consider how they continue the GE process and look for methods that assess them as well as assessing the major itself.
- Faculty will be encouraged to continue to, where possible, work cross-curricular material and the GE objectives into the non-GE classes (discuss the relationships between their subjects and others both within and outside of their discipline).
- 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
- Encourage schools and programs to look to use both objective and subjective measures in their analysis and written reports. Increase the use and reporting of more subjective measures including CAT, student class assessments and other non-quantifiable measures with the assessment process and reports.
- The expansion of student involvement in the assessment process will continue to be encouraged especially in general education. Programs will be asked to expand efforts to include students on program assessment, to make expanded use of surveys of undergraduate and graduate student opinions.
- Continue to assist and encourage programs to develop more focused assessment plans that will allow them to concentrate their efforts on specific areas of concern. The aim is to lighten the burden of assessment (where possible) while focusing efforts on using assessment to improve instruction in specific areas and ways

## **Graduate Program Overview**

The number of graduate programs reporting assessment is currently limited as the University had for a number of years focused primarily on General Education and Program assessment.

In the last three years there has been a growing realization that Graduate Assessment needs to be expanded and that there must be an emphasis on this from the University Administration as well as from the schools and programs.

The new formatting of the assessment report will highlight those areas in which graduate assessment is lacking or is at a state similar to where the General Education and Program assessments were a few years ago.

There are programs and schools that are doing, or beginning, assessment of their graduate programs that are being expanded to meet the growing needs of graduate assessment:

School of Education  
 School of Business and Entrepreneurship  
 School of Fine and Performing Arts – Theatre

## **Graduate Program Action Plan**

Over the next years the University will:

- o continue to encourage new programs to begin or report their assessment efforts.
- o work with existing programs that are not currently doing/reporting assessment to develop viable assessment programs.
- o continue to encourage programs that are reporting assessment to expand their reports to include class based assessment – assessment of individual graduate classes especially those that are core classes to programs.
- o work with new programs to develop their assessment programs.
- o work with programs to develop assessment tools that meet their need and concerns.
- o work with programs in finding and using third party assessment tools.

### **Off campus Sites**

The limited reporting of graduate assessment at this time makes any large scale conclusions difficult to impossible at this time.

Most, but not all, of the offsite classes are conducted by the LCIE program which assesses each program during each cycle. In the future, that information will be included in this report along with information from the Schools of Business and Education as well as the early college start program.

### **Assessment for Improvement**

Transparency and accountability are becoming watch words of the 21<sup>st</sup> century in higher education; assessment will play a critical role in ensuring that all the stakeholders can see and understand the overall success of the institution in fulfilling its goals, ideals, and purposes.

The modern world is in a constant state of change, with the needs of our community, our country, and our world constantly evolving in social, political, and economic terms. In order to meet the challenges of change, Lindenwood University will continue to diversify its academic programs to meet the needs of our learning community.

In this evolving environment, traditional approaches to delineating differences among instruction, infrastructure, and facilities often do not provide accurate descriptions or understanding of an activity, much less the kinds of learning taking place. Thus the University will continue to look for more ways to move assessment out of the classroom and into the entire learning community.

The University's assessment program is successful in spotting both strengths and areas we determine need improvement within our programs, which is what it is supposed to do, allowing us to build on our strengths while strengthening the areas that need improvement. We are determined that this effort will result in the enhancement of our culture of learning.

# General Education Assessment

## 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. They are the beginning of the process of education for our students; it is a process which will continue throughout their formal education and throughout their lives.

To accomplish this purpose, the Lindenwood GE program is designed to accomplish two general goals:

- expose students to a broad series of ideas, concepts, cultures, and thought processes
- learn how to critically think about and communicate ideas.

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

The University has worked hard over the years, and continues, to create and effectively assess those classes we classify as general education, and while this has been, and

will continue to be, useful, the University is working to expand its view of General Education and examine the program in a more comprehensive manner.

## General Education Objectives

The University's eight General Education objectives are taught throughout the curriculum during a student's entire academic career. The classes students take within their major also play a significant role in achieving our General Education goals.

Following are the General Education objectives and a list of some of the courses that both meet the university's General Education requirement and lay a groundwork for fulfilling the objective.

Through the joint efforts of Lindenwood faculty and students in teaching and learning, students will be able to

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 argument induction, through argument body, to argument conclusion

## Classes: Composition and Communications

### English Composition

Composition I, Eng 150 (School of Humanities)

Composition II - Eng 170 (School of Humanities)

### Communications

Effective Speaking/Group Dynamics - COM 105 (School of Communications)

Fundamentals of Oral Communication - Com 110 (School of Communications)

Cross-Cultural Communication -SW 100 (School of Human Services)

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 121 (School of Sciences)  
Quantitative Methods - MTH 131 (School of Sciences)  
Concepts of Math – MTH 134 (School of Sciences)  
Basic Statistics - MTH 141 (School of Sciences)  
Basic Geometry – MTH 135 (School of Sciences)  
College Algebra – MTH 151 (School of Sciences)  
Precalculus – MTH 152 (School of Sciences)  
Calculus I –MTH 171 (School of Sciences)  
Calculus II-MTH 172 (School of Sciences)

Recognize the professional vocabulary and fundamental concepts and principles of two of the six designated social science disciplines (Anthropology, Criminology, Psychology, Sociology, History and Political Science), identify influences and interrelationships among those concepts and principles and human values and behaviors, and accurately apply these concepts, interrelationships, and elements of knowledge in individual, social and cultural contexts.

## Classes: Social Sciences

Anthropology	Cultural Anthropology –Ant 112 (School of Sciences)
Criminal Justice	Criminology - CJ 200 (School of Human Services)
Economics	Survey of Economics –BA 210 (School of Business and Entrepreneurism)
Psychology	Principles of Psychology -PSY 100 (School of Sciences)
Social Work	Human Diversity & Social Justice - SW 240 (School of Human Services) Human Behavior in the Social Environment I SW 280 (School of Human Services)
Sociology	Basic Concepts Of Sociology - Soc 102 (School of Sciences)

Recognize and identify relationships among the forms and techniques of the visual and/or performing arts. Citing specific examples, identify and thematically express the historical role of the visual and/or performing arts in shaping and expressing individual and social human values.

## Classes: Fine Arts

### Art

Concepts in the Visual Arts-ART 210 (School of Fine and Performing Arts)  
History of Art – ART 220 (School of Fine and Performing Arts)  
Intro. To Drawing: ART 130 (School of Fine and Performing Arts)  
Intro. To Ceramics: ART 240 (School of Fine and Performing Arts)  
Intro to Photography: ART 181 (School of Fine and Performing Arts)  
2-D Design: ART 106 (School of Fine and Performing Arts)

### Dance

Introduction to Dance-DAN 101 (School of Fine and Performing Arts)  
Dance As Art-DAN 110 (School of Fine and Performing Arts)  
Dance In The 20<sup>th</sup> Century-DAN 371 (School of Fine and Performing Arts)

### Theatre

Acting I - TA 101 (School of Fine and Performing Arts)  
Introduction to Technical Theatre I -TA 111 (School of Fine and Performing Arts)

Recognize and accurately apply the fundamental principles of the scientific method from two specific disciplines from among the three larger scientific discipline categories (biological, physical, or earth sciences) and identify relationships among those principles and relevant historical and contemporary discoveries and concerns about the interrelationship between human society and the natural world.

## Classes: Natural Science

### Biology

Concepts/Principles in Biology - BIO 100/110 (School of Sciences)

### Earth Sciences

Astronomy - ESC131 (School of Sciences)  
Physical Geology - ES100 (School of Sciences)  
Survey of Geology - ESC 105 (School of Sciences)  
Oceanography ESG120 (School of Sciences)

### Chemistry

Concepts of Chemistry - CHM 100 (School of Sciences)

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.

## Classes: Civilization

## World History

World History - His 100 (School of Humanities)

## Philosophy and Religion

The Moral Life: A Study in Ethics - PHL 102 (School of Humanities)

Introduction to Religion - REL 100 (School of Humanities)

World Religions - REL 200 (School of Humanities)

Old Testament - REL 210 (School of Humanities)

New Testament - REL 211 (School of Humanities)

Christian Doctrine – REL 320 (School of Humanities)

Philosophy of Religion - REL 325 (School of Humanities)

Cross-Cultural / Foreign Language – Many of the Cross cultural courses are mentioned under other categories of General Education classes.

### History

Contemporary World History - His 200 (School of Humanities)

### Foreign Languages

Elementary - French I - FLF 101 (School of Humanities)

Elementary - French II - FLF 102 (School of Humanities)

Intermediate French I - FLF 201 (School of Humanities)

Intermediate French II - FLF 202 (School of Humanities)

Elementary German I- FLG 101: (School of Humanities)

Elementary German II- FLG 102 (School of Humanities)

Intermediate German I- FLG 201 (School of Humanities)

Intermediate German II- FLG 202 (School of Humanities)

Elementary Spanish I - FLS 101 (School of Humanities)

Elementary Spanish II- FLS 102 (School of Humanities)

Intermediate Spanish I- FLS 201 (School of Humanities)

Intermediate Spanish II- FLS 202 (School of Humanities)

Elementary Chinese – FLC 101 (School of Humanities)

Elementary Chinese II – FLC 102 (School of Humanities)

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

Classes: American Government / American History

History

America: Colony to Civil War-HIS 105 (School of Humanities )  
America: Civil War to World Power-HIS 106 (School of Humanities)

Government

American Government: The Nation-PS 155 (School of Humanities)  
American Government: The States-PS 156 (School of Humanities)  
US Government: Politics and History-HIS 210 (School of Humanities)

Recognize and identify relationships among various modes of or approaches to literary analysis and apply those modes or approaches in interpretive and expressive exercises directed toward assessing the human and literary values manifested by specific works of literature.

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:

World Literature I - English 201 (School of Humanities)  
World Literature II - English 202 (School of Humanities)  
American Literature I - English 235 (School of Humanities)  
American Literature II - English 236 (School of Humanities)  
African American Literature - English 276 (School of Humanities)

The Lindenwood faculty has constructed a general education program designed to realize these goals and objectives. The program is comprehensive, requiring students to incorporate courses that are specifically designed to effect the learning experiences envisioned in the General Education Goals and Objectives.

The following is the pattern of courses required for the Bachelor of Arts and Bachelor of Science Degrees under the General Education requirement at Lindenwood for 2008-09 (where requirements for the BS differ, they are noted in parentheses):

English Composition (6 hours)  
Two Composition courses  
ENG 150  
ENG 170

Communications (3 hours)

Humanities (9 hours)  
Two courses in Literature (6 hours)  
One course in Philosophy or Religion (3 hours)

Fine Arts  
Arts, One course (3 hours)

Civilization (BA – 9 hours; BS – 3 hours)  
HIS 100 World History (3 hours)  
Cross Cultural or Foreign Language (6 hours) - Cross Cultural course are not required for the BS

Social Sciences (9 hours)  
American History or American Government (3 hours)  
Anthropology, Criminology, Sociology, Psychology, Economics (6 hours from two areas)

Natural Science and Mathematics (BA - 10 hours; BS - 16 hours)  
Mathematics (3 hours) (6 hours required for the BS)  
Natural Science:  
For the BA degree: Two courses, representing two of the following areas:  
Earth, Physical, or Biological Science, at least one of which must have a lab. (7 hours)  
For the BS degree: three courses, representing two of the following areas:  
Earth, Physical, or Biological Science; at least one of which must have a lab (10 hours)

Totals:  
Bachelor of Arts – 49-50 hours  
Bachelor of Science – 49-50 hours

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 General Education program in specific.

Over time, we periodically discover that our assessment tools are no longer giving us data that we need to allow for the continuous improvement of our GE program. When this occurs we discard the previous methods and focus on putting in place new tools, methods and procedures in order to assess the success of our classes. Since our students take a variety of courses to fulfill their general education requirements, no single method of assessment, such as a comprehensive examination, will work for us. We have recently begun using a 3<sup>rd</sup> party an English examination for those completing

the ENG 170 requirement or transferred in having taken a course equivalent to ENG170. We will continue to use the C-Base 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 and Assessment Committees 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 generalized review of the General Education Program’s success. Particularly important areas are the two English composition courses and World History, which are required of virtually all students. In the Fall 2003 semester, all faculty teaching general education courses began participating in workshops initiated by the Assessment and General Education Committees. Their results and methodologies are shared across disciplines with the aims of broadening General Education Assessment and developing techniques for the further quantification of results.

## **General Education Assessment by Area**

### **English Composition**

The English Composition requirement is designed so that students leave the University with a strong, effective grasp of the proper use of written English. This skill is useful to individuals in all aspects of their lives, whether communicating ideas to friends and family or professionally. There are only a few professions in which an effective command of the written language is not a necessity, and none of those require a four year liberal arts education. For this reason, the university requires two composition classes that focus on strengthening various skills necessary for successful use of the written language.

All University students are required to complete two English composition classes, English 150 and English 170 (or their equivalents at other institutions). All students are also required to take a writing assessment; if they do not score in the passing range, they are required to take an additional class, English 210.

#### English 150 – English Composition I

The goals of the course for are the students to

- 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 writing and that of others.
- Read and write more effectively and efficiently whatever the purpose.

More specifically, upon completion of English 150 students should be able to

- 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.

#### Procedure and Rationale:

Students were given a multiple-choice pre- and post-test of 23 questions covering sentence structure, parallelism, modifiers, agreement, and spelling/usage. Although students do not write an essay as part of the assessment (objective #1), the last portion of the test contains a three-paragraph essay about which students make decisions concerning thesis, development, and support—effectively revising the essay. The 17 questions in this part of the assessment attempts to measure the competencies of knowledge, comprehension, application, analysis, synthesis, and evaluation since students must recognize terminology, understand and apply principles and theory, use previously learned material in new and concrete situations, and evaluate and discriminate among options to produce a revised whole.

#### Results:

Fall 2007 (based on a sample of 84 students from 7 sections)

Areas Assessed	Pre-test % Correct	Post-Test % Correct	Difference
Sentence Structure	46.26%	54.76%	8.50%
Parallelism	41.67%	55.36%	13.69%
Agreement/Pron Usage	39.29%	48.81%	9.52%
Spelling/Usage	61.51%	72.02%	10.52%
Average % Correct	47.90%	57.86%	9.95%
Essay Application	46.64%	54.83%	8.19%

Spring 2008 (based on a sample of 37 students from 3 sections)

Areas Assessed	Pre-test % Correct	Post-Test % Correct	Difference
Sentence Structure	59.85%	62.93%	3.09%
Parallelism	59.46%	62.16%	2.70%
Misplaced Modifiers	61.26%	63.96%	2.70%
Agreement/Pron Usage	45.41%	45.41%	0.00%
Spelling/Usage	71.62%	80.18%	8.56%
Average % Correct	59.52%	62.93%	3.41%
Essay Application	48.49%	58.98%	10.49%

Observations:

The current assessment does not adequately address the course goals and objectives. Only one of the course objectives refers to the editing process and “Standard American grammar,” but the entire assessment is designed to measure our students’ editing abilities. This gives a limited picture of the success of this course.

Spelling and Usage as well as actual application of the rule of writing to an essay are consistently areas of strong improvement.

Action Plan:

The department will decide on a new assessment tool that accounts for more of the course objectives and implement it as soon as possible.

### English 170 - English Composition II

The goals of the course for are the students to

Reinforce and build upon the basic language skills developed in English 150.

Improve critical-thinking skills.

Achieve greater stylistic maturity.

Introduce the techniques of research and of writing the research argument.

More specifically, upon completion of English 170 students should be able to

- Write a clear, coherent, persuasive essay with an explicitly stated thesis.
- Research both print and electronic sources and assess their applicability and quality.
- Write effective summaries and paraphrases of research materials.
- Use quotations and other borrowed materials judiciously and introduce them in a variety of ways.
- Identify the parts of an argument and apply them in a persuasive essay.
- Recognize fallacious reasoning and explain why it is fallacious.

- Document a research essay correctly using a standard academic format.

Procedure and Rationale:

Students were given a multiple-choice pre- and post-test measuring objectives 2-5, above. This year's assessment test has been completely revised over last year's instrument.

Results:

ENG 170 Assessment Evaluations 2007-08 School Year

	Average		
	Pre	Post	% Change
Works Cited—book	40.04	58.75	18.71
Works Cited—in text, parenthetical	23.87	36.64	12.77
Works Cited—Journal	26.11	49.87	23.75
In text, parenthetical	27.32	54.23	26.91
Reading Understanding	14.47	21.24	6.77
Type of argument/fallacy	23.18	30.60	7.42
When to document	65.02	73.62	8.60
total tests	147		
total sections	18		

Observations:

Results are based on a sample of 170 of the students for which there were both pre- and post-tests. Overall, students showed a gain of 9 points difference in the post-test over results of the pre-test. Students had the most difficulty with questions identifying concessions to the opposition and logical fallacies and matching terminology.

Students showed the most improvement in dealing with the mechanics of MLA style and formatting. Those areas are matter of mechanics and thus they do not involve critical or analytical skills. Students scored lower and improved less in those areas that do require critical-thinking skills—reading understanding, when to document. and identifying types of argument and fallacies.

Interestingly, but perhaps not surprising regarding reading understanding, those classes in which the students read best at the beginning of the semester showed improvement on the post-tests, but showed less improvement than those classes that did not demonstrate as high a reading ability at the start of the semester. In some cases, a class scored higher on the pre-test in this category than other classes scored on the post-test. A lack of improvement does not necessarily signify a lack of ability.

Overall, this assessment shows that students can grasp those ideas that can be quantitatively demonstrated but have a much harder time in those areas that require interpretation and critical thinking—reading and evaluation.

Action Plan:

We used an entirely new assessment test this year; however, it has proved to be somewhat confusing for students as well as time-consuming for faculty to score. We plan to have a revised assessment in place for fall 2008.

We currently have no procedure and no time to discuss why students seem to miss questions on the post-test which they appeared to understand better on the pre-test. Once the new assessment tool has been tested for the first time, we can then discuss this issue in a department meeting.

Writing Proficiency Assessment

The purpose of the assessment is to give the university an unbiased accounting of the success of our students in performing the important mechanical skills involved in being a good and effective writer. We find that approximately 75% of our students pass the test.

The test is computerized and mechanically scored test.

English 210

This course is the Writing proficiency class which students are required to take if they fail the writing proficiency test.

The course is a self paced and overseen by the Director of the Writing Center, who has a Masters in English, and members of the English Department.

This is the first year we have added this class to the University assessment.

	pre	post	improvement
Fall	59.7	72.4	13.2
Spring	59.5	76.4	17
2007-8 total	59.6	74.5	15.2

Results:

This course has been successful in reinforcing the mechanical skills of writing that are necessary for success in both academia and the modern workplace.

The number of sections of this class is being increased as we find that not only are students who failed the proficiency exams taking the class, but some who passed but want to improve their skills are also taking it.

## Oral Communications

Public speaking is central to the professional world. All Lindenwood University students are required to take one class in verbal communication in order to develop the skills necessary for making presentations. Specific classes can be taken to fulfill this requirement in either the School of Communications or the School of Human Services.

### Com 105 -Effective Speaking/ Group Dynamics

Effective speaking/ Group dynamics, an introductory course is designed to teach the student various interpersonal skills pertinent to one-on-one, small group, and large group communication. The course content includes “reading the audience”, rules of etiquette, effective use of voice, the International Phonetic Alphabet, topic research, and group presentations. Emphasis is placed on learning to work with new people and confidence building.

#### Course Objectives

- Speak effectively one-on-one and in group situations.
- Understand the basics of The International Phonetic Alphabet.
- Learn to work with new people in a group for projects and presentations.
- Adapt to various speaking situations.
- Use argument and reasoning.
- Research, organize and present group presentations.
- Gain confidence in communicating with others and speaking before an audience.

#### Procedure and Rationale:

An assessment pre-test is given on the first day of the course and a post-test is given on the final day of the course.

#### Test

The method of testing is comprised of six fill -in-the-blank questions and one scale question. Fill-in-the-blank questions consist of theory and concepts. The scale question asks the student how nervous they are about speaking in front of an audience.

Fall 2007

Section 1

Category	Pre-Test	Post-Test	Improvement
Theory	2%	19%	17%
Concept	1%	75%	74%

Personal Inventory question: On this test, there was a scale that asked the student to mark how nervous they were about speaking in front of an audience or a group of people. 1=extremely nervous. 2=very nervous. 3=kind of nervous. 4=not very nervous. 5=not nervous at all.

SCALE

1-----2-----3-----4-----5

At the beginning of the semester:

2 students marked 1  
4 students marked 2  
7 students marked 3  
11 students marked 4  
4 students marked 5

At the end of the semester:

1 student marked 1  
2 students marked 2  
4 students marked 3  
6 students marked 4  
14 students marked 5

Section 2

Category	Pre-Test	Post-Test	Improvement
Theory	5%	21%	16%
Concept	2%	79%	77%

Personal Inventory question

SCALE

1-----2-----3-----4-----5

At the beginning of the semester:

5 students marked 1  
5 students marked 2  
13 students marked 3  
4 students marked 4  
1 student marked 5

At the end of the semester:

0 students marked 1  
2 students marked 2  
6 students marked 3  
9 students marked 4  
6 students marked 5

Spring 2008

Category	Pre-Test	Post-Test	Improvement
Theory	2%	32%	30%
Concept	0%	83%	83%

At the beginning of the semester:

At the end of the semester:

1 student marked 1  
5 students marked 2  
9 students marked 3  
8 students marked 4  
1 students marked 5

0 students marked 1  
0 students marked 2  
6 students marked 3  
8 students marked 4  
14 students marked 5

### Com 110 - Oral Communication

Oral communication, an introductory course, is designed to assist the student in improving effectiveness in any type of oral communication situation. The course content includes listening, nonverbal communications, topic research, speech development and organization, use of visual aids which includes PowerPoint, and presentation of formal and non-formal speeches. Emphasis is placed on poise and confident building.

Course Objectives and General Education Goals include each of the following:

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

Goals:

Students who complete the required work will be prepared to achieve two major goals:

- understand the principles of effective oral communication
- be able to execute these principles in actual speaking situations

Procedure:

Two different methods are used in assessing the students, Method A and Method B.

Method A – a pre/post-test:

The method of testing is a pre-test and post-test comprised of 15 (30%) short answer, 20 (40%) multiple choice, and 15 (30%) 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.

Results for 2007-8:

Fall '07	Students	Percent Correct	Number Correct
Pre-test	144	54%	27
Post-test	144	78%	39
Improvement	24%		

Spring '08	Students	Percent Correct	Number Correct
Pre-test	141	52%	26
Post-test	141	72%	36
Improvement	20%		

#### Method B - comparison of presentations:

There are three presentations given in the class. Based on a random sampling from fall and spring classes, students averaged 94% on first presentation, 92% on the second presentation, and 93% on the third (group) presentation.

#### Data Analysis:

In Method A, a marked improvement of 24% and 20% in the Fall and Spring semesters respectively can be seen. A higher than usual influx of international students in the spring might explain the slight decrease in the percentage of improvement. A few of them struggled with their level of English language proficiency making it a bit of a challenge to take exams during their first part of the semester.

Method B, a more comprehensive test, showed stronger scores on the first presentation because of the less difficult general purpose (demonstration) and topic choices, 3-5 minute speech length and no professional dress requirements. Even with the higher degree of difficulty and expectations given to the second presentation (oral footnotes, semi professional dress, 4-6 minute speech length and a typed outline or PowerPoint required) scores averaged only slightly lower than the first. The final (group) presentation still sampled slightly lower than the first but showed a slight improvement over the second presentation. Even though the degree of difficulty and additional expectations (oral footnotes, professional dress, 7-9 minute speech length and PowerPoint required) increased to an even higher level over the first and second presentations, being able to draw on the strengths of the group accounted for the slight improvement in the final presentation scores. A slight improvement occurred in both the fall and spring classes. Spring classes showed a slight improvement over the fall classes. This variable may be attributed to freshmen becoming more relaxed and acclimated to college life after completing their first semester.

Classes with students who had taken a speech class before, as a whole, scored higher. Other variables which should also be considered are the size of the class and time of day in which the class was offered.

Action:

A review of the data shows a continued need for the instructors who will be teaching Oral Communication to strive for consistency in material covered. Next semester the assessment test will, once again, evaluate nervousness and confidence as well as categories of communication.

### SW 100 - Inter-Cultural Communication

The goals of SW 100 Inter-cultural Communication include

- Development of an appreciation of how culture and diversity affect communication
- Increased effectiveness in day-to-day communication focused on the diversity of self and others
- Improved public speaking skills related to academic and career success

Assessment of Course Objectives:

Nine (9) course objectives are identified for this course. Students rate themselves on the first day of class and at the end of the semester on their knowledge/abilities/skills for each of the course objectives.

Self-ratings are based on a Likert Scale— 1=No ability; 2=Some ability; 3=Average ability; 4=Above average ability; 5=Exceptional ability

2007-08 student ratings were per the following:

Objective Topic	Pre Self-rating	Post Self-rating
Physical & verbal communication styles	3.17	3.88
Interaction with others	3.66	4.02
Effects of culture on communication	3.43	4.12
Cultural assumptions separate from facts	3.28	3.86
Self and others' cultural perspectives	3.30	3.71
Personal discomfort from intellectual disagreement	3.17	3.84
Effective day-to-day communication	3.72	4.34
Organized, expressed thoughts in formal situations	3.33	3.65
Improved communication skills	3.50	3.96
Mean Scores	3.40	4.42

Outcome Measurement: Goal is a post-rating of at least 3.5 (greater than average to above average ability).

Data Analysis: In all objectives students self-rated at post-test with a 3.5 or above.

Outcome Evaluation:

Goal met. On average of all objectives, this goal was surpassed by +.92.

Course Content Assessment:

Since 2005-06, students have completed a 20 item multiple choice inventory based on content considered throughout the course. Results on a year-to-year comparison are per the following:

Academic Year	Pre—% Correct	Post—% Correct	Change—% Correct of Pre to Post Difference
2005-06	26%	64%	+38%
2006-07	34%	62%	+28%
2007-08	27%	51%	+24%

Outcome Measurement: An increase in pre to post content testing

Data Analysis: Students demonstrated an acceptable increase in mastery of course content as determined through an increase from Pre-test scores of 27% correct to 51% correct.

Outcome Evaluation: Goal met.

Action Plan for 2008-09: The content pre- post-test will be written based on student feedback.

## **Humanities**

Understanding people and culture is an important part of success in life and career. 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 idea 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 their authors and their cultures, but 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 200 level and the second can be at either the

200 or 300 level. The number of classes used to meet this requirement is extensive and change from year to year based on specialty classes that are offered. For assessment purposes, we keep track of the 4 largest Literature classes.

## English 201 - World Literature I

### Course Goals:

The broader purposes of the course ask students to

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

More specifically, upon completion of English 201, students should be able to

Recognize major themes, stylistic features, and literary devices evident in the literature. Understand and correctly use the vocabulary associated with specific literary genres, movements, and periods.

Identify key attributes of literary genres, movements, and periods and understand how they contribute to the development of the literary canon.

### Procedure and Rationale:

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. Eight questions test the students' abilities to read, comprehend, and analyze passages from representative works. Seven questions test students' knowledge of specific 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. Nineteen sections of English 201 were included in this report.

Results:

Table 1: Summary of Students' Performance on Pre- and Post-tests:

	Question	% Correct Pre-test	% Correct Post-test	Difference 2008	Difference 2007	Difference 2006	Difference 2005
Testing their abilities to read, comprehend, and analyze passages from representative works.	1	46.8	65.2	18.4	18.2	4	16.4
	2	51.7	68.7	17	24.1	20	9.2
	3	30.2	40.9	10.7	26.2	26	18.0
	4	55.5	68	12.5	26.9	4	18.0
	7	48.9	55.5	6.6	7.6	0	-2.5
	8	52.4	61.1	8.7	4.6	11	11.3
	13	47.9	63.2	15.3	19.9	4	26.3
	14	50.3	65.2	14.9	11.5	-1	15.6
	Avg	47.9	60.9	13.0	17.4	8.5	14.0
Knowledge of specific literary terms	5	67	70.1	3.1	13.9	5	10.4
	6	36.4	43.4	7	.4	18	6.3
	9	31.9	35	4.1	4.1	8	2.5
	10	17.3	23.2	4.9	4.9	9	10.0
	11	42.3	52.7	10.4	8.0	10	5.7
	12	42	56.9	14.9	32.4	17	37.7
	15	43	51	8	21.9	14	-15.9
		Avg	40.0	47.5	7.5	12.2	11.6
	Total	44.3	54.7	10.4	14.9	10	11.3

Observations:

Scores showed an average gain of 10.4% on the post-tests as compared with the pre-tests. This difference is discouraging, particularly when compared with last year's difference of 14.9%; however, it is in line with the 10% improvement from 2006. However, as last year, the scores on the pre-tests were significantly higher than those in 2004 and before, which leads us to believe that our students are coming into the world literature courses at a higher level of preparation and motivation. At least some of this improvement on the pre-tests may be attributed to our enhanced emphasis on teaching literature in our composition courses. In addition, nineteen sections of World Literature I were included in this year's report, as opposed to thirteen sections in last year's report.

The largest improvement usually occurs in the area of reading comprehension and application. The overall average for the last 4 years (2005-8) has seen a 13.1 point improvement from pre to post test. In recent years, with the exception of 2006, this area has consistently seen higher levels of improvement than the literary terms. Students seem to have the most difficulty with literary terms with improvements the overall average for the last 4 years (2005-8) has seen a 9.9 point improvement from pre- to post-test.

## Action Plan:

We will continue to assess our syllabi and objectives. We need to discuss which objectives carry the highest importance and plan accordingly. We will discuss the extent to which we will emphasize genre and terms as well as the applications of particular literary works. While our students do well in meeting our first objective—recognizing major themes, stylistic features, and literary devices evident in the literature—we may need to work more intensively on meeting the second objective of understanding and correctly using the vocabulary associated with specific literary genres, movements, and periods. We need to standardize our objectives and be conscious about meeting them so we can work toward a more consistent success rate for our 201 students.

## English 202 - World Literature II

### Course Goals:

The broader purposes of the course ask students to

- Read representative works from all periods of literary history covered in the course.
- Become familiar with the literary traditions, genres, and forms exemplified in the readings.
- Consider the critical attitudes that have shaped our responses to these works.
- Improve basic reading and reasoning skills such as comprehension, analysis, and synthesis.

### Course Objectives:

More specifically, upon completion of English 202 students should be able to

- Recognize major themes, stylistic features, and literary devices evident in the literature.
- Understand and correctly use the vocabulary associated with specific literary genres, movements, and periods.
- Identify key attributes of literary genres, movements, and periods and understand how they contribute to the development of the literary canon.

### Procedure and Rationale:

This is the fifth year that we have assessed English 202. All sections of English 202 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. It is comprised of 24 questions: 23 are multiple-choice and 1 (6) is true/false.

## Results:

These results are compiled from a total of 196 students who took both the pre- and the post-tests in a total of 10 sections.

Question	% Correct Pre-test 2008	% Correct Post-test 2008	Improvement Pre to Post 2008	Improvement Pre to Post 2007	Improvement Pre to Post 2006	Improvement Pre to Post 2005
Average	53.3	61	10	3	8	11

## Observations:

For a number of questions, the percentage of improvement continues to not be as high as one would expect, given the assumption that most students are unfamiliar with much of the course material. However, the cumulative average is higher this year than for the two previous years. This is the fourth year that this revised assessment test has been used.

This year's average improvement on all questions was 10%, compared to 3% last year and 8% the previous year. This year, students scored higher than last year on 17 questions, lower than last year on 6 questions, and equal to last year on one question.

Compared to last year, students scored lower on 4 questions, 3 of which involved understanding of terminology (questions 5, 9, and 11). For the 4<sup>th</sup> of these (question 13), we will propose a change of wording.

Whereas last year's report stated that "students haven't shown much success with the literary period context questions," students this year made improvement on all but two of those questions: numbers 1 and 15. Question 1 involves the dates of the Renaissance; we revised this question for the 2007-08 test in order to make the answer more obvious. Students nevertheless scored worse on this question than they did in the previous two years. Perhaps this is because the Renaissance is covered by most teachers at the very beginning of the course and with only one representative work.

In comparison to English 202, English 201 sections have more overlap of reading selections and literary types, making it less difficult to design an assessment tool equally fair to all sections of English 201. This semester, Spring 2008, English 202 instructors had an e-mail discussion about the benefits/disadvantages of selecting a few common texts. No agreement was reached for sharing a text besides the agreed-upon Shakespeare play. The more amorphous nature of the available materials for Eng. 202, compared to Eng. 201, makes it difficult to come up with an assessment tool that validly measures the advancement of all sections.

### Action Plan:

- Instructors should emphasize literary periods, historical contexts.
- Question 11 needs revision because the term “invocation” is an Eng. 201 term; students may not know the answer if their Eng. 202 class did not include a mock epic or epic.
- Question 13 needs a minor change to make it more obvious that the answer is “B.” (Change “A” to “Passions are superior to reason.”)
- For 2008, 09, instructors should be sure to administer the assessment test on which questions 11 and 13 are revised.
- 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. We did not do this last year, anticipating that English 202 would begin using King Lear instead of Hamlet, which will not occur.
- 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 202 results with the Eng 201 assessment test results.

### English 235 - American Literature I

#### Course Objectives:

Upon completion of English 235, students should be able to

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

#### Procedure and Rationale:

This was the fifth year of assessment, and it was administered to 55 students. Students were given a 25 question multiple-choice pre- and post-test covering the factors outlined in the above objectives. All questions measure knowledge.

## Results:

Question	% Correct Pre-test	% Correct Post-test	Difference 2008	Difference 2007	Difference 2006	Difference 2005
Average	24	35	12	26	20	17

## Observations:

Students' performance on the post-test showed an increase on only eight out of 24 questions. Explanations for weak performance might be student absences, failure to buy books, foreign language speakers not understanding American dialect, and a failure to retain information beyond quiz and exam time. Also, the professor who taught American Literature I is new and had not collaborated on course objectives listed above. This test was designed by a senior professor in American Literature based on needs listed in the course objectives. The department must agree upon objectives, which should be reflected in the questions to improve student performance.

## Action Plan:

We will continue to use a multiple-choice pre- and post-test; however, we will revise the assessment test as needed to cover adequately all of our stated objectives. 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 and students without books to buy them.

## English 236 - American Literature II

### Course Objectives:

Upon completion of English 236, students should be able to

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

### Procedure and Rationale:

This was the sixth year of assessment, and it was administered to all sections of the course. Students were given a 25 question multiple-choice pre- and post-test covering the factors outlined in the above objectives. All questions measure knowledge.

## Results:

Question	% Correct Pre-test	% Correct Post-test	Difference 2008	Difference 2007	Difference 2006	Difference 2005
Average	64	84	20	16	15	18

Observations:

Student's performances on the post-test showed an increase on 20 of the 25 questions. Improvement ranged as high as 64 points with a number of other questions having over 50 point improvements. While some students had superlative scores, others were abysmal, which brought the overall total down. Still, the overall score and high level of improvement are good signs for the success of the class.

Action Plan:

We will continue to use a multiple-choice pre- and post-test; however, we will revise the assessment test as needed to cover adequately all of our stated objectives. 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. Test questions will also be revised to focus more on genre, literary periods, and literary terms. In addition, the assessment test will be counted as part of the final exam grade so the students will take it more seriously.

### **Philosophy/Religion**

The nature of the Philosophy/Religion requirement allows for a wide range of classes to fulfill this requirement.

### **Philosophy**

The goals for General Education courses are the same as those for the department:

Departmental Goals and Objectives include each of the following:

- To provide adequate courses for students seeking to meet their General Education requirement.
- To develop students' abilities to carefully read and critically analyze material from different perspectives and to form and express cogent judgments concerning philosophical questions and issues.
- To develop an understanding of the philosophical questions and issues that underlies much discussion of contemporary problems facing the world today.
- For students to develop their own world-views and understanding of philosophical questions, to cogently argue for their views, and to understand perspectives and views different from their own.

## Classes Assessed:

This year only PHL 102 Moral Life was formally assessed. The assessment instrument this year was the same as in the previous year (to read about previous changes see the 2006-2007 report).

## Narrative of Results:

In the assessment of 2003-2004, we stated that “It would be reasonable to expect...at least 50% of students to show moderate to good progress...” (moderate to good corresponding to A-level and B-level). Maintaining that standard, in 2004-2005, we fell short of the 50% number; the actual number of 42.5% which was virtually unchanged from the 2003-2004 assessment. In 2005-2006 the number rose to 58%, and in 2006-2007, the number was virtually unchanged at 59%. This year (2007-2008), the number was unchanged at 59%.<sup>1</sup>

## Action Plan for Next Cycle of Assessment:

The instrument for PHL 102 The Moral Life: A Study in Ethics seems generally reliable. A new list of proposed answers will be considered to refine the information gathered. Further, a second level of questions will be considered to determine levels of understanding of content areas (a general understanding of a moral theory or a developed grasp, for example). This will allow discrimination between students with a general understanding of the material and students who have a firm grasp on the material. Consideration to a second set of questions, to act as a control and to reinforce or correct data from the first set, will be given for the assessment in Fall 2008.

Assessment was not done for PHL 150 Introduction to Philosophy in 2007-2008 in part due to the uncertainty about curriculum for the course. Starting Fall 2008, we will begin a pilot program for PHL 150. Enrollment for PHL 190, Philosophy of Human Nature, has been problematic and the course will be temporarily suspended in Spring 2009. No assessment is planned for the course until it is regularly offered and has a stable curriculum. New faculty taught PHL 214 Ethics for the first time in Fall 2007 and changes were made to the curriculum for Fall 2008. A pilot program of assessment should be ready for the next time the course is offered (Fall 2009) if the curriculum is regularized. Assessment for Logic was not done as the previous Logic course has been split into PHL 215 Traditional Logic and PHL 216 Modern Symbolic Logic. Since 2007-2008 was the first time those new courses were taught, no formal assessment was done. The instructor will work on developing an assessment instrument for the next time those courses will be offered (2008-2009).

Assessment for upper-level courses is being developed, pending successful assessment for the introductory courses. (The addition of new faculty may require

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<sup>1</sup> The numbers average the number of students with A-level or B-level answers.

additional time due to changes in course curricula, etc.) Attention will be given to the concerns addressed by the American Philosophical Association in their statement on Outcomes Assessment. Attention will also be given to concerns raised by Campbell's Law: "The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor" (Campbell, Donald T., "Assessing the Impact of Planned Social Change" The Public Affairs Center, Dartmouth College, December, 1976.).

#### Summary Of Data: PHL 102

Total Number of Valid\* Assessments: 85

Total Used: 30 (35%)

\*A valid assessment is one where both pre and post assessments were done. It excludes those students only doing one assessment.

#### Content Section:

##### Mill

Pre-Test: Student did not attempt to answer/incorrect answer 100%

Post-Test: Correct A-Level (10) 33%, Correct B-Level (7) 23%, Incorrect 44%.

##### Kant

Pre-Test: : Student did not attempt to answer/incorrect answer 100%

Post-Test: Correct A-Level (9) 30%, Correct B-Level (9) 30%, Incorrect 40%.

##### Aristotle

Pre-Test: : Student did not attempt to answer/incorrect answer 100%

Post-Test: Correct A-Level (7) 23%, Correct B-Level (12) 40%, Incorrect 37%.

Given that most high schools do not teach philosophy or ethics, that our culture does not promote these or make their study easily available, and the year-to-year consistency of results from the pre-test, we can safely assume no knowledge previous to the course.

#### Improvement:

The percentage of students finishing with an A-Level basic knowledge (10% avg.) was slightly in excess of the percentage of students earning an A for the course (8%) but the difference does not seem significant. Those students finishing with a B-level basic knowledge (50% avg.) were greater than the number of students earning a B for the course (39%), again this difference does not seem significant due to the fact that the course grade is based on more than the material being assessed (for example, the student essay scores were particularly low this semester). Previous concerns about the Aristotle section of the course seem to be resolved, whether this reflects actual improvement or simply teaching to the test is undetermined.

## Religion

A large number of the Religion classes at LU fulfill the University Philosophy/Religion requirement as well as the requirement for the major. For this reason, the specific class information is listed in the Program Assessment document.

Goal:

The Religion program offers students the opportunity to study, understand, and appreciate the intellectual traditions, rational foundations, moral guidelines, and philosophical views of life and reality developed by the world's major cultures and religions as part of an integrative liberal arts program. The goal is to provide students with the necessary tools for developing their own religious and theological views in light of critical reflection, in preparation for further academic study or life-long learning.

Objectives:

- To develop the student's ability to do rational, critical thinking and analysis in studying diverse religions.
- Currently, this objective is subjectively measured by the use of essay and short answer exams and critical thinking papers. The religion department faculty will continue to seek quantifiable and objective ways of measuring these parameters.
- To encourage students to respect, preserve, and perpetuate all that is good in each tradition.
- During the summer and fall, the religion department faculty will be working with members of the psychology department and human services agency management department to identify measurement scales that might indicate changes in the students' levels of openness, prejudice, narrow mindedness, tolerance, broad mindedness, and tolerance of other religions, worldviews, and theological positions.
- To develop an appreciation of diverse world views, moral systems, and religious beliefs. - See No. 2 above.
- To develop a sense of openness to and acceptance of other cultures and traditions different from their own. - See No. 2 above.
- To bring students to an understanding of the difference between an academic study of religion and religious beliefs and a theological study of a person's own individual faith.
- No specific plans for the coming year to change any of the presentations in the program.
- To expose students to original literature and historic faith texts from cultures and civilizations.
- A review of the REL courses was conducted in the Spring of 2008 to measure the number of primary texts to which students were exposed in each of the courses. It was found that only six of the eleven courses in the catalog made use of primary texts. Preparation of courses and the choice of textbooks for the coming year will focus on increasing the number of primary source readings included in each offering.

- To encourage students to develop their own beliefs in light of the various traditions and theories and to be able to make practical and theoretical judgments based on those beliefs, understanding the strengths and weaknesses of those beliefs.

General Education Classes assessed:

In the Fall of 2008 a new assessment tool will be administered to all students participating in 100 level and 200 level General Education REL classes. The instrument will be a combination of two measuring devices. The first will be an instrument designed to measure the student's interest in and knowledge of the existential questions posed by world religions.

This will be combined with an instrument that will measure the locus of control experienced in the student's religious orientation. The intention of the combination of these two instruments will hopefully allow the faculty to measure the level at which students taking an academic religion course for the first time are aware of existential questions in their lives and the amount of influence religious understandings and organizations have over their life.

Action Plan for next year.

In order to provide a broad range of academic Religion courses for General Education requirements, REL 200-world religions has been brought down to the introductory level and relabeled as REL 150, and a new course on Religious Texts, REL 130-Introduction to the World's Sacred Texts, has been added. Course enrollments, student evaluations, and exam results will be evaluated at the end of spring semester 2009 to see if this realignment is addressing the needs of General Education students.

The action plan for this past year involved the critical re-evaluation of the goal and objectives for the whole Religion program, especially pertaining to General Education courses. With the addition of a new faculty member, the Religion program has been reorganized for the coming year and additional courses have been developed and the whole program was expanded to offer a broader and deeper program of education to the General Education student as well as the student seeking a Major or Minor in Religious studies. The action plan for specific religion General education courses is covered in LU Program assessment document.

### **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 of themselves. For this reason, LU students are required to take one class from the Fine and Performing Arts, which include Art, Dance, Music and Theatre.

## Art

### Art Appreciation/Art History Assessment:

#### ART210 Concepts in the Visual Arts, and, ART220 History of Art

Based on student description of the same two artworks at the beginning and end of the semester, we are able to gauge on a yes/no basis, the extent of the students' understanding of the primary course objectives.

Beside the primary course concept listed below is the percentage of students determined to have attained the intended understanding of the concept.

	2008	2007	2006	2005
Historical Context	54%	63%	44%	51%
Color	48%	38%	29%	34%
Composition	51%	43%	39%	59%
Content	57%	54%	64%	73%
Material Form	62%	69%	76%	85%

### ART130 - Intro. To Drawing Assessment: (GE);

We rate each student's demonstrated abilities in specified areas on a 1 – 5 scale from the work presented as their final outside-of-class assignment. The following represents the abilities assessed and the percentage of students who received high marks (4-5) for their demonstrated abilities.

	2008	2007	2006
Linear Perspective	54%	73%	61%
Atmospheric Perspective	45%	59%	50%
Form	56%	36%	44%
Modeling	63%	18%	44%
Shading/Value	72%	50%	56%
Composition	63%	59%	39%

ART240- Intro. To Ceramics Assessment: (GE):

We rate each student's demonstrated abilities in specified areas on a 1-5 scale based on their final critique. The following percentages represent students who received high ratings of (4-5): the rank of 4 a success.

	2008	2007	2006
Historical context	54%	50%	50%
Recognition of kitsch	45%	33%	33%
Use of construction techniques	64%	46%	46%
Light, shadow, proportion	64%	33%	25%
Surface preparation	64%	50%	50%
Glaze and slip application	72%	70%	65%

ART181-Intro to Photography Assessment: (GE):

We rate each student's demonstrated abilities in specified areas on a 1-5 scale from the work presented as their final outside-of-class assignment. The following represents the abilities assessed and the percentage of students who received high marks (4-5) for their demonstrated abilities.

	2008	2007	2006
Printing technique	50%	48%	45%
Print quality	50%	45%	40%
Composition	45%	41%	54%
Focus	70%	63%	61%
Depth of field	50%	51%	41%
Originality	35%	35%	31%
Technical knowledge	40%	30%	33%

ART181-Intro to Photography-Digital Assessment: (GE):

We rate each student's demonstrated abilities in specified areas on a 1-5 scale from the work presented as their final outside-of-class assignment. The following represents the abilities assessed and the percentage of students who received high marks (4-5) for their demonstrated abilities.

	2008	2007
Printing technique	40%	30%
Print quality	35%	30%
Composition	50%	32%
Focus	80%	75%
Depth of field	NA	NA
Originality	40%	27%
Technical knowledge - Photography	30%	31%
Technical knowledge – Adobe Photoshop	75%	68%

## ART106-2-D Design Assessment: (GE):

We rate each student's demonstrated abilities in specified areas on a 1-5 scale from the work presented as their final outside-of-class assignment. The following represents the abilities assessed and the percentage of students who received high marks (4-5) for their demonstrated abilities.

	2008	2007	2006
Understanding of concepts	75%	58%	56%
Organization of space	65%	55%	43%
Quality of execution	70%	51%	41%
Presentation	80%	43%	53%
Creativity/risk-taking	50%	30%	33%

### Lessons Learned:

The Gen Ed Intro to Drawing and 2-D Design courses conventionally have doubled as the foundation experience for the Art majors. The difference in expected demonstration of skill and conceptual thinking between the two populations (gen ed and majors) has been deemed sufficient justification to separate the populations and adjust the course content for each. Beginning with the '07-'08 year, Intro to Drawing and 2-D Design were directed toward anticipated majors and the gen ed offering(s) replaced with Fundamentals of Drawing and Design. The switch was not perfectly smooth and there were still non-majors enrolled in Intro to Drawing and 2-D Design.

### Action Plan for 2008-09

Develop a rubric for ART100 Fundamentals of Drawing and Design.

## **Dance**

### DAN101- Introduction to Dance

This class is for students with no previous experience in dance. This is a beginning movement course in dance techniques and styles including elements of modern dance, jazz dance, and ballet. The course explores and defines dance in diverse context: artistic expression, ritual, play, entertainment, socialization, exercise, cultural expression, and maintenance of traditions. This course helps students develop body awareness, flexibility, and creativity.

Students were given a test on the first day of class with questions concerning the basic principles of dance. They were asked to identify different dance techniques, famous dancers and choreographers, dance vocabulary, and performance components. The test had a total point score of 15. The average pre-test score was 4.7 points or 31% accuracy. At the end of the semester the students were given the same test and the

average score was 11.36 points or 76% accuracy. The overall improvement was 6.4 points or 43% increase.

INTRODUCTION TO DANCE (GE) FALL 2007			
student	pre-test out of 15 possible	post-test out of 15 possible	improvement
Average Score	4.7	11.4	6.4

#### DAN101 Actions for 2008-09

Restructure current assessment tools with consideration to both the physical and academic/intellectual elements of the class.

#### DAN110 - Dance as Art

Dance as Art is an introductory course designed 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.

Students demonstrate their competencies through written tests, video analyses, and performance critique(s). 3Thirty-four students were used in the class average.

#### Average Scores Fall 2007

DANCE AS ART (GE) FALL 2007			
Student	Pre-test	Post-test	Improvement
Average Score	16/27	19/27	3/27
Average Accuracy	60%	72%	12%

#### DAN110 Actions for 2007-08

Update current assessment tools with consideration to new text, major vs. non-major, completion of Dance in 21<sup>st</sup> Century (class), individual progress, and long term assessment goals.

#### DAN371 - Dance in the 20th Century:

This course is a survey of the purposes, functions, and manifestations of American and World dance forms. Topics covered include the forerunners and pioneers of modern dance; postmodernists; artist of jazz, tap, Broadway, movies and the current media; world dance and its influence on American concert dance.

The objectives of the course are to gain the ability to identify fundamental components of dance as art form, provide study and activities which expand the student's understanding of the trends and developments as well as prime movers of dance in the 20th century,

discuss major dance forms and reforms, and develop critical thinking and writing skills as they relate to dance history.

Students demonstrated their competencies through written tests, reading responses, a research paper, and oral presentation. A pre-test was given the first week of class. At the end of the semester the pre-test scores were compared with a series of 2 quiz scores, a midterm, and a final exam to determine student's progress. Thirty-five students were used in the class average.

#### Average Scores Spring 2008

Dance in the 20th Century					
	Pre-test	Quiz 1	Quiz 2	Midterm	Final
Average Score	14/26	16/25	19/25	26/50	89/100
Average Accuracy	53%	66%	78%	52%	89%

#### DAN371 Actions for 2008-09

Update current assessment with consideration to: new text, major vs. non-major, completion of Dance as Art (class), individual progress, and long term assessment goals.

### Music

#### Music 150 - Music in America

#### Course Goals for MUS 150 Music in America

LU General Education Goal	Course Goal (MUS 150)
<p>LU GEN ED GOAL 1: Develop as more complete human beings, who think and act freely as individuals and as members of the community.</p> <p>LU GEN ED GOAL 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.</p>	<p>...foster the students' meaningful participation within American music culture and the continuous listening experience known as life through study of the distinctive voices, historical underpinnings, and evolutionary track of diverse genres and styles of American music.</p>

Course Objectives for MUS 150 Music in America

LU General Education Objective	Course Objective (MUS 150) Students will...
<p>LU GEN ED OBJ 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.</p>	<p><b>UNDERSTAND</b> Understand relationships between American music and art, history, culture, and self (through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining).</p> <p><b>ANALYZE</b> Distinguish fundamental elements of music, including pitch, rhythm, harmony, dynamics, timbre, texture, and form, in the analysis of examples representing diverse genres and style of American music.</p>
<p>LU GEN ED OBJ 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.</p>	<p><b>UNDERSTAND</b> Classify representative aural examples of American music by genre, style, and/or historical period and explain the reasoning behind their classifications.</p> <p><b>REMEMBER</b> Identify sources of American music genres, citing well-known musicians associated with their evolutions.</p>
<p>LU GEN ED OBJ 1: Develop a clear written and oral argument.</p>	<p><b>APPLY</b> Apply basic music terminology when analyzing and evaluating examples representing diverse genres and style of American music.</p> <p><b>EVALUATE</b> Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p> <p><b>APPLY, EVALUATE</b> Apply specific criteria in the evaluation of American music.</p>

## Method of Assessment

A self-evaluation targeting (a) general musical knowledge and (b) listening skills was administered at the beginning and end of the course in the spring 2008 semester.

## Assessment Results (Spring 2008)

n = 27

Pre-Test average score = 30

Post-Test average score = 42.5

All students reported increased understanding of melody, harmony, tempo, rhythm, dynamics, form, texture/instrumentation, style/genre, historical significance, and musical terminology.

Changes as a result of Assessment Procedures in MUS 150 Music in America During the 2008-2009 academic year, a pre- and post-test that more specifically assesses the LU Gen Ed Objectives related to the course will be developed and implemented.

## Theater

These courses serves to educate students in recognizing and identifying 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.

### TA 105 Fundamentals of Acting

The assessment instrument for TA 105 is a fill-in-the-blank and short essay pre-test and post-test covering terminology, concepts, and self-assessment. In the fall semester of 2007, the test was administered to 26 students at the beginning and to 26 students at the end of the semester. In the spring semester, the pre-test was administered to 36 students and the post-test was administered to 40 students.

Results:

Category	Pre-test	Post-test	Improvement
Terminology	9%	45%	36%
Theory/ Concept	5%	34%	29%
Self-Assessment: Confidence in Performing a Character	32%	68%	36%

On the post-test the students were asked which aspect of the class was the most helpful in learning how to develop a character. The results are as follows:

Lectures	2
Exercises/games	25
Performing a Scene	39

Analysis:

The improvement in the objective sections of the pre-test and post-test is not consistent with the improvement seen in the 2006-2007 academic year. Yearly results will continue to be tracked and compared. As a result of this post-test we will continue to revisit how we reinforce the terminology and the theories associated with acting.

Action Plan:

We will look at exploring theatre exercises/games that more specifically incorporate the terminology and theories covered in the course.

#### TA 111 Introduction to Technical Theatre I

The pre-test is designed to allow students to respond to (define, explain, or comment on) the entire range of topics covered in the course. The post-test allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture, and discussions. The project work is designed for students to participate in regular practical labs with specific criteria designed to stimulate cognitive and visual skills with structural material. An open notes final is given.

Results:

Pre-Test: Average score of 13%.

Post-Test: Average score of 87%.

Project Work: 76% successfully completed the project work throughout the course of the semester. In project work, 22 students have shown superior-good work, 0 showed average work, and 2 showed poor work chiefly as a result of absences.

Analysis:

Supporting graphics that accompany lectures are productive components in student success. Student participation in productions through lab sections contribute to student success.

Action Plan:

Additional lab sections will be added to reinforce a more comprehensive understanding of the practical application of concepts and terms covered in this course. The new Fine and Performing Arts Center will be equipped with state-of-the-art tools and technology,

allowing students the opportunity to explore the concepts and theories in this course with the aid of advanced technology.

### TA 117 Introduction to Theatrical Arts

Topics include: Theatre etiquette, stages in theatre history, theatrical styles, and theatrical genres. The course consists of lectures, the reading and discussion of plays, and viewing live theatrical performances.

A pre-test is given on the first day of the course and a post-test is given on the final day of the course. The test consists of 15 fill in the blank questions covering theories and concepts examined in the course.

Results:

Pre-Test: Average score of 8%

Post-Test: Average score of 89%

Improvement: 81%

Analysis:

The percent of improvement indicates a significant percentage of student success in this course.

Action Plan:

No action will be taken at this time. We will continue to track the results and effectiveness of this assessment instrument in the future

### TA 335 Modern Drama

This course satisfies a general education elective for Fine Arts or for Literature. The course consists of the study of texts in modern and contemporary drama from Ibsen to the present. The types of texts covered include realism, naturalism, symbolist, poetic, expressionist, existentialist, "epic," and experimental.

A pre-test and a post-test were administered in Modern Drama. The pre-test was given the first day of class and the post-test was a part of the comprehensive final exam. The fundamental purpose of the tests was to gauge the basic knowledge students had regarding some of the most important works in dramatic literature from the mid-1800's to the present at the beginning of the term and their knowledge at the end of the semester. In the course of the class, students read plays, wrote a one-page play synopsis for each work, made entries in a journal about each play, listened to lectures, and participated in class discussions.

## Results:

Pre-Test: 15.2% of the answers were correct.

Post-Test: 76.8 % of the answers were correct.

Improvement: 61.6%

## Analysis:

The students were involved in addressing the material in a variety of different ways which seemed to enhance learning. There was a certain amount of planned redundancy in the course and students seemed to benefit from this methodology.

## Action Plan:

This is the first time this assessment instrument has been utilized. This assessment instrument will continued to be monitored for its effectiveness in demonstrating student learning. The nature of this course requires the continued utilization of important contemporary texts being generated by some of the most significant dramatic writers working in the theatre.

## TA 370/530 - History of Theatre/Seminar in Theatre History

This course serves as a General Education elective satisfying the Fine Arts requirement. As such, this course serves to educate students in recognizing and identifying 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.

This is a dual enrollment class. Graduate students are expected to produce more comprehensive papers and projects.

A pre-test is designed to allow students to respond to (define, explain or comment on) the entire range of topics covered in the course. The post-test allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture, and/or discussions. In addition, students produce eight papers with specific criteria designed to stimulate cognitive and visual skills with structural material.

## Results:

Pre-Test: Average score of 21%.

Post-Test: Average score of 87%.

Project Work: 66% successfully completed their project work.

## Analysis:

Additional topical open format discussions were implemented and seemed to contribute to student success.

Action Plan:

Open format discussion will continue to be utilized on occasion in the future. The assessment instrument will be altered slightly to receive feedback from students on the use of these open format discussions. Additional contemporary production videos will be researched and purchased.

## **Civilization**

Lindenwood University requires all students to take World History and two courses defined as cross-cultural. The most important role of World History is in helping students understand how the world has been shaped by events. Through the cross cultural requirement, students are exposed to non American cultures. Together the purpose of these courses is to expand the view University students have of the world beyond the borders of the United States. These courses give students the tools necessary 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, and understand people from around the world.

### HIS 100: World History

Assessment of History 100 continues to build on previous assessment activities. World History remains one of the core courses within the Lindenwood University General Education Program. As such, the aim is to provide a global context for academic education. The course builds a base level of cultural literacy, founded on familiarity with salient aspects of the human past and on the ability to understand connections across time and space. 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.

### Analysis

This year the History Department adopted a revised assessment test for HIS100. This new assessment focused on multiple choice questions and de-emphasized the student self-assessment. The focus on historical geography was maintained.

Overall student improvement in categories of geographical identification were strikingly impressive with overall improvement measuring over 50%. These results underscore the pedagogical value of developing students' global and geographical knowledge. Results of the 2007-8 indicate that the revised assessment test which combines multiple choice and geographical identification is successfully meeting the department mission and goals.

	Pre-	Post-	Improvement
Historical Geography	45.18%	57.31%	+12.13%
Asia	40.10%	64.29%	+24.19%
SW Asia	15.05%	41.39%	+26.33%
Africa	10.10%	23.95%	+13.85%
Europe	37.67%	62.34%	+24.67%
Total Geography Identification	26.89%	49.04%	+22.18%

#### Action Plans for 2008-9 courses; HIS100

The History faculty has revised the Assessment tools for HIS100, HIS105, HIS106 so the tests are pedagogically uniform. The plan is for each of these courses to use an assessment test that evaluates knowledge of people, events, and historical geography. These tests are administered both as pre- and post-tests. These new Assessment tools will be identical in length and categories, although the actual content will quite obviously reflect the individual goals of each of these courses. In designing these Assessment tools, statistical results of 2007-8 have been evaluated and questions that have pre-test scores over 40% (meaning over 40% of students answered the question correctly on the pre-test) will be replaced.

With the ever growing enrollment and growth at Lindenwood University, greater use of adjunct faculty is necessary to meet the academic needs of our students. Special attention will be given to the adjuncts for the coming year with some form of discussion of the role of Assessment. Analysis of the 2008-9 Assessments will include a comparison of adjunct and full-time faculty so as to determine the best way to ensure consistency.

The History faculty will continue using map identification within the assessment tool while including countries that are topical or relevant to current events (i.e., Myanmar/Burma, Zimbabwe, etc.) in the world today.

The analysis of the coming year will also examine the role of incentives in the pre- and post-test results. Some faculty members attach grade incentives by including the post test in the final exam. Others create positive incentives in the form of extra credit for successful completion. The intent will not be to change any professors' pedagogy but to explore the role of incentives as related to the assessment process.

## **Cross Cultural**

Lindenwood University 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 deal with subjects and topics that do not deal the United States, groups with the United States, or American culture. These area include, but are not limited to: Literature, history, religion, and anthropology.

## **Foreign Languages**

LU offers course in four (4) Languages that meet the cross cultural requirement: Chinese, French, German and Spanish.

These courses 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 300 level can also be used to meet the General Education 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 do so frequently. For them, those courses serve as a general education element. The result is that our course offerings cannot be neatly divided into “general education” and “major” programs. The following division of the assessment report into two parts—one called General Education and one called Major Courses--does not strictly reflect actual categories of “usage.” Because of their integrated nature, the language-related and content courses in each of the two major programs (French and Spanish) are discussed within the section on the entire program for the major/minor.

## **Mandarin Chinese**

### Objectives

Students will become familiar with:

Chinese Grammar  
Chinese Characters  
Culture and history

Assessment tests were given at the beginning of fall semester 2007 and at the end of spring semester 2008. The assessment was based on 28 students taking both pre-test and post-test. The pre-test showed 0% correct answers to questions to be covered in the course. When compared to the same items embedded in the final exam, the number of correct answers increased to 89%. The details are as follows:

	Pre-test	Post-test
90 or above	0	12
80 or above	0	3
70 or above	0	7
60 or above	0	3
Below 60	28	3

In the 2007-2008 academic year, the students, who had no experience with Mandarin Chinese previously learned a lot. Not only did they learn the history of the language, they also grasped the spirit of the language. By the end of this program, they could communicate with each other on basic daily-life topics and knew how to write in Chinese characters. They had also learned much about basic Chinese grammar and had gained an understanding of the cultural background knowledge related to the topics covered.

### **French**

Assessment for FLF 101: Elementary French I and FLF 102: Elementary French II were based on the following tools:

- pre-test given at the beginning of each semester containing items imbedded in the final exam
- analysis of scores on comprehensive final exam
- analysis of final exam average compared to chapter test averages
- end of semester evaluations of the course

#### FLF 101: Elementary French I

Assessment was based on 54 students taking the pre-test and post-test. The pre-test showed 2.9% correct answers to questions covering grammar. When compared to the same items imbedded in the final exam, the number of correct answers increased to 73%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 7; 80 or above: 14; 70 or above: 15; 60 or above: 11; below 60: 7.

Since comprehensive final exam scores tend to be lower than the averages of the chapter tests, it was decided to compare these data.

	Chapter tests	Final exam
90 or above	18	7
80 or above	13	14
70 or above	13	15
60 or above	7	11
Below 60	3	7
Overall average	83%	73%

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 students' true grasp of the material. This year the final exam was shortened to focus on areas that proved most weak on previous finals: interrogation, le passé composé, pronominal verbs, present conjugations.

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

#### FLF 102: Elementary French II

Assessment was based on 45 students having taken the pre- and post-test. The pre-test showed 1.6% correct answers to questions covering grammar. When compared to the same items imbedded in the final exam, the number of correct answers increased to 70%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 4; 80 or above: 9; 70 or above: 11; 60 or above: 10; below 60: 11.

Since comprehensive final exam scores tend to be lower than the averages of the chapter tests, it was decided to compare these data.

	Chapter tests	Final exam
90 or above	16	4
80 or above	11	9
70 or above	11	11
60 or above	4	10
Below 60	3	11
Overall average	85%	70%

These results are even more striking than those comparing the same averages for 101. As is the case with 101, the comprehensive final in 102 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 students' true grasp of the material. This year, the final

exam was shortened to focus on areas that proved most weak on this final: passé compose vs. imparfait, verb conjugations in present and passé compose, pronominal verbs. More time was spent on verb conjugations in both 101 and 102. More verb charts were incorporated into the final review. 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 100 Level

Listening comprehension is measured at regular intervals with chapter tests and is monitored in a less structured way through class participation. Students are also required to do listening exercises using their online lab manual following every class lesson. The deadlines for these exercises force the students to do listening work at regular intervals throughout the semester. While students had some complaints about the workbook exercises, they had very high reviews of the listening lab exercises. Starting next year, we will go back to the paper version of the Workbook but will continue with the online listening exercises.

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. It was determined last year that the reading exercises provided in the online workbook were frustrating and involved some busywork deemed superfluous. Customized versions of the reading assignments were created and distributed as photocopies. Student response was favorable.

Writing skills are tested with each chapter test and through compositions given as homework. As with the reading assignments, the writing assignments in the online workbook proved tedious. These too were modified into exercises the students could write on paper—another complaint they had about the online workbook: not having practice putting pen to paper. For this reason, we are returning to the paper workbook altogether next year.

### FLF 201/FLF202: Intermediate French I

#### Measuring comprehension

Listening comprehension is measured at regular intervals with several chapter tests and is monitored in a less structured way through class participation (interaction with

instructor and also with pairs during oral presentations, as well as during daily group discussions).

Oral proficiency is measured through oral examinations, oral presentations, and daily oral class participation. Students are evaluated on fluency, use of appropriate grammatical structures, proper vocabulary, and pronunciation. Suggestions are given to students who have trouble progressing orally.

Reading comprehension is monitored through chapter and cultural readings, chapter exams, and homework assignments.

Writing skills are tested with each test and through compositions and presentations.

#### FLF 201: Intermediate French I

Assessment was based on 20 students having taken the pre- and post-test. On the pre-test none of the students scored 60% or higher (average of 7%), while on the post-test 18 students did. The average score on the final was 75%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 5; 80 or above: 9; 70 or above: 12; 60 or above: 18; below 60: 2. These results are highly satisfactory.

Students' overall satisfaction with the course was high, based on the end of semester evaluations, although these evaluations focused primarily on the performance of the instructor and their own participation, rather than the course itself.

#### FLF 202: Intermediate French II

Assessment was based on 11 students having taken the pre- and post-test. On the pre-test, none of the students scored 60% or higher (average of 12%), while on the post-test 6 students did. The average score on the final was 83%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 1; 80 or above: 4; 70 or above: 6; 60 or above: 6; below 60: 5.

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 French 200 Level

This is the third year this course was re-designed (new instructor, switching to a new text). It is important to note that the rates of success have lowered this past year.

Students' overall satisfaction with the two 200 level courses was average. Based on students' own perception survey of their knowledge of this subject matter, given at the beginning and at the end of each semester, the students feel that their overall understanding of French grammar and culture, and their oral proficiency have improved thanks to the class and small group discussions as well as the welcoming "French-only" environment, although more students mentioned this year that 201 was a difficult

transition period from high school French. Many students mentioned that the new textbook represented several challenges (almost all in French, long lists of vocabulary, several grammatical sections per chapter, some workbook activities were boring), while others thought it gave the opportunity to be challenged to a higher level. Many enjoyed the study guides, the cultural readings (cultural awareness) and would like the group to spend more time in class discussing these topics. Although the end of semester course evaluations of 201 (202 not yet available) focused primarily on the performance and approachability of the instructor, several students offered positive comments of the course for next year.

It must be mentioned here that the current instructor will not be teaching these 2 courses as of next year. However, if she were to teach them again in the future, the instructor would adopt some of the students' suggestions (for example, more vocabulary activities), develop tools to reinforce their knowledge of grammar, intermediate-level vocabulary and cultural diversity by bringing more books, photos, videos and movies. The current instructor will pass along to the new one all pre and post-assessment information for FLF201 and 202.

### German

FLG 101/102

FLG 101/102	Assessment Type	Scores	Fall 2007	Spring 2008
FLG 101	Pre-Test: August 2007	60% or higher	26%	38%
FLG 102	Post-test: May 2008	60%	61%	67%

The new test format seems to be working better. More time will be spent on verb tense.

As German, like Latin, is an inflected language, cases and adjective endings baffle students. More time will be spent on these two grammatical points.

In September of this year, the first Lindenwood student will be attending the Ruhr Universität in Bochum, Germany, as a part of the newly established student exchange program. Ruhr Universität will be sending two students to Lindenwood in August, as well. German students will participate in Lindenwood's International Student Orientation. Additionally, Ruhr has an extensive 4-week orientation for international students. Dr. Bell will be keeping in touch with our students throughout their time in Germany to monitor their progress.

## Spanish

### FLS 101/102: Elementary Spanish

The pre-test consisted of items having to do with the elementary vocabulary and grammar points to be covered in this two-semester course. All of the students who took both tests (65) scored under 60% on this initial test. As can be seen in the table below, the results on these same items embedded as a post-test in the final exam at the end of the second semester are more differentiated. Although slightly over 50% of those taking both tests scored over the 60% minimum, and about 65% (20) of those 33 students scored 70% or above, the percentage of those scoring higher than 60% still needs to increase. Two of the students scored in the highest level, fewer than those who achieved this level in the previous year. (It should also be noted that many of those who scored under 60% 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.) A number of students each year enter the program at the beginning of the second semester, with FLS 102. We require them to take the pre-test during the first week of the semester in order to establish a base-line for them, as well; however, it is difficult to get them to come in for the test, so a few base-line scores are missing. Although all the “new” students had had the equivalent of FLS 101 (or higher), their pre-knowledge was still under the 60% level.

132 points total	Pre-test	Post-test
90% (118-132)	0	2
80% (105-117)	0	4
70% (92-104)	0	14
60% (78.5-91)	0	13
Under 60% (78 and below)	65	32

A source of difficulty for an appreciable number of students each year continues to be having allowed a year or more time lapse 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 success.

The smaller total number of students participating in the pre- and post-tests is in part a result of our having been able to limit the number of students in each section, in the interest of more intensive in-class practice. To solve this “numbers” and discontinuity problem, we have added sections in the coming academic year, so that more students overall can participate in the elementary program. In the spring 2009 semester, we have also added an FLS 101 section, to accommodate those who would like to begin the cycle in mid-year. This will be followed by an FLS 102 section in the fall 2009 semester which will allow students prepared for FLS 102 to take the class in the fall as opposed to waiting for the spring..

There are, of course, always a number of students of those entering at the FLS 102 level who are dismayed to find that their previous preparation elsewhere (high school,

community college) was inadequate preparation; these students often drop the course. They chose to either to begin with FLS 101 the following semester or, more commonly, to opt for other cross-cultural courses. There are always several students at both levels that withdraw in order to take courses that appear to require less sustained effort when compared to what is necessary to master a foreign language.

Among those who complete the two semesters, 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. With a new edition beginning in fall 2008, this support material has been further refined, 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.

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 201/202: Intermediate Spanish

Of all 53 FLS201 students, 48 students have taken both the pre- and post-test for the Fall section, and of all 37 FLS202 students, 36 students have taken both the pre- and post-test for the Spring section.

#### Measuring Comprehension

Listening comprehension is measured at regular intervals with several chapter tests and is monitored in a less structured way through class participation (interaction with instructor and also with pairs during oral presentations, as well as during group discussions).

Oral proficiency is measured through oral examinations, oral presentations, and daily oral class participation. Students are evaluated on fluency, use of appropriate grammatical structures, proper vocabulary and pronunciation. Suggestions are given to students who have trouble progressing orally.

Reading comprehension is monitored through chapter and cultural readings, chapter exams, and homework assignments.

Writing skills are tested with each test and through compositions and presentations.

### FLS201: Intermediate Spanish I

On the pre-test, none of the students scored 60% or higher (average of 13%), while on the post-test 37 students did. The average score on the final was 78%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 14; 80 or above: 24; 70 or above: 34; 60 or above: 42; below 60: 11.

### FLS202: Intermediate Spanish II

On the pre-test, none of the students scored 60% or higher (average of 23%), while on the post-test 23 students did. The average score on the final was 67%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 2; 80 or above: 9; 70 or above: 21; 60 or above: 29; below 60: 7.

### General Comments Pertaining to the Spanish 200 Level

The student's overall understanding of Spanish grammar and culture, and their oral proficiency have greatly improved.

Based on the students' own perception of their knowledge of this subject matter Student's overall satisfaction with the two 200-level courses continues to be high.

Many students mention that they enjoyed the textbook (grammar well explained), the cultural readings (cultural awareness), different cultural presentations by the professors (on Spain, Panama and Guatemala), the tests' format (one per chapter; focused), and the daily oral group activities, and several group mini plays, even though these, students claim, are very demanding. The semester course evaluations of 201 (202 not yet available) focused on the performance and approachability of the instructor, but several students also offered many constructive comments. Every Fall, in FLS 201, a couple of students are not happy with the "Spanish-only" policy in both FLS201, as they think it is too difficult of a "jump" between high school and college. 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.

As a result of these findings, the instructor will continue to adapt to the needs of students, expand their individual understanding of the subject matter, and hopefully make them stronger Spanish speakers. To achieve these goals, the instructor will continue to use the textbook package (textbook, reading selections, and workbook with both a written and laboratory sections), which focuses on grammar reinforcement, useful intermediate-level vocabulary, cultural diversity, and containing interesting readings. In addition, the instructor will continue to spend more time on class and group oral activities, give more cultural presentations, as well as make more use of video materials in both FLS201 and FLS202 to reinforce the listening and oral skills of the students. The instructor hopes that these measures will continue to lead to an increase in the final percentile of individual students and the overall group. The instructor also plans to continue the pre and post-assessment of 201 and 202 as individual courses with the hope to allow a larger number of participating students, and therefore be able to

better measure the students' response to the changes. The information gathered will provide relevant and specific data for assessing each individual course and help the instructor analyze the results to make the necessary adjustments in the future.

## **American History and Government**

LU students are required to take one US history or US government class. The requirement is designed to give students a greater understanding of who we are and how we operate and to make them more informed citizens by exposing them to the events that formed who we are and/or the institutions we use to govern ourselves

### **History**

US History (HIS105 and HIS106) as an Assessment Instrument for the General Education Program.

Action Plan for HIS 105 and 106

Continue with revised assessment tools.

Review areas of instruction that may benefit from additional instructional attention within the course.

History 106: US History Civil War to the Present

Analysis for HIS 105 and 106

As noted above, comparison between 2004-5 and 2005-6 needs to account for new assessment tools and the adoption of new textbooks and supplemental readings.

While results do not yet offer an opportunity to measure progress over multiple semesters/years, overall student improvement is observable in all assessment areas.

Action Plans for 2008-9 courses; HIS100, HIS105, HIS106

The History faculty has revised the assessment tools for HIS100, HIS105, and HIS106 so that the tests are pedagogically uniform. The plan is for each of these courses to use an assessment test that evaluates knowledge of people, events, and historical geography. These tests are administered both as pre- and post-tests. These new assessment tools will be identical in length and categories, although the actual content will quite obviously reflect the individual goals of each of these courses. In designing these assessment tools, statistical results of 2007-8 have been evaluated and questions that have pre-test scores over 40% (meaning over 40% of students answered the question correctly on the pre-test) will be replaced.

With the ever growing enrollment at Lindenwood University, greater use of adjunct faculty is necessary to meet the academic needs of our students. Special attention will be given to the adjuncts for the coming year with some form of discussion of the role of assessment. Analysis of the 2008-9 assessments will include a comparison of adjunct and full-time faculty so as to determine the best way to ensure consistency.

The History faculty will continue using map identification within the assessment tool while including countries that are topical or relevant to current events (i.e., Myanmar/Burma, Zimbabwe, etc.) in the world today.

The analysis of the coming year will also examine the role of incentives in the pre- and post-test results. Some faculty members attach grade incentives by including the post test in the final exam. Others create positive incentives in the form of extra credit for successful completion. The intent will not be to change any professors' pedagogy but to explore the role of incentives as related to the assessment process.

## **Political Science**

### PS156-American Government: The States

The Political Science Assessment Test is conducted in the PS 156 (American Government: The States) course. This is a 30-question multiple choice test that is administered at the beginning and the end of the semester.

The test was administered in the Fall Semester 2007. The test showed an average of 17.1 correct answers out of 30 on the pre-test, rising to 23.4 correct answers on the post-test. It appears to be a significant improvement but most of the change appears to be limited to two topics. A significant increase in "correct" answers on the post-test related to the questions addressing Federalism and Reapportionment could account for the improved overall score. Of the 30 questions on the test seven deal with Federalism and Reapportionment. The improvement students showed between the pre and post tests may be more attributable to repetition (topics covered in redundant ways). Most of the increase was related to questions on the topic of Federalism (covered over three weeks in the course, addressed through a question on the first exam based on lectures and further dealt with on the first paper the students needed to turn in) and Reapportionment and the impact of the Supreme Court case of Baker v Carr on modernizing state government (covered over two weeks in the course, addressed through a question on the final exam based on the third book read in the course, and dealt with on the second paper the students needed to turn in).

#### Analysis:

The variety of topics that need to be covered in this course (besides Federalism and Reapportionment, there are the topics of governors, state legislatures, state courts, state political party systems, state political cultures, state taxing, and spending systems) means that certain topics inevitably get less attention than others. The words "repetition" and "redundancy" are useful to think about regarding assessing these test results and may provide some guidance regarding teaching with the notion of seeing improvement in test results that are more evenly spread out, demonstrating that students are leaving this course (as well as others) with a more comprehensive knowledge of the subject.

Future Assessment:

The goal is to do two things regarding assessment: 1) expand the test to several more Political Science courses, and 2) administer the test through WebCT, since WebCT has available several statistical tools that might be useful in evaluating test results.

## **Social Sciences**

The Social Sciences advance our understanding of human societies and cultures through the use of scientific observation, hypothesis testing, data collection, and evaluation. 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 the human interactions in the modern world.

## **Criminal Justice**

Lindenwood University's General Education Goals are important to the Criminal Justice Program. It is important that we develop students who

- Think and act freely as more complete human beings in our society. As they will in many cases undertake careers that will directly affect large numbers of people, this is a critical ability for our students.
- 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. With its emphasis on developing a broad understanding of the criminological theories that attempt to explain past, present, and future behaviors that pervade society as a whole, our course on Criminology challenges students to acquire tools and develop perspectives that will help them understand this critical area of human, and more particularly, American culture.
  - The intellectual tools and perspectives will produce much more effective members of the criminal justice community. Accordingly, throughout our course work, we return to and review the fundamental principles taught in criminology.
- 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. The Criminal Justice faculty, through the teaching of Criminology, contributes directly to this goal. Students have the opportunity to develop and display these skills through the research, writing, and presentation of projects, and through testing over materials that they have been assigned, lectures that have been heard, and other materials that have been presented.
  - These basic skills are no less important in our non-general education courses, and we will continue to emphasize the development and use of these skills in similar ways in all our classes.

- Develop and use the “higher levels” of thinking, including analysis, synthesis, evaluation, and integration. The ability to think in divergent and creative ways will play a positive role in all manner of crisis intervention work in which many of our students will be involved.
- Reason analytically about both qualitative and quantitative evidence. Much of Criminology is the study of the work done by noted social scientists. The successful student will be required to examine the work of those scientists, their evidence, and their conclusions.
  - In addition analytical reasoning skills are essential to practitioners in many branches of criminal justice, and many of our required courses require the demonstration of such ability.
- Develop personal guidelines for making informed, independent, socially-responsible decisions that are respectful of other people and of the environment. Criminology deals with many issues about which reasonable people disagree. Through the reasoned presentation of the competing points of view, students will be given the information they need to make reasoned, informed decisions for themselves. Through the modeling of respect for the competing views by the faculty, students will be encouraged to act accordingly.
  - The ability to make these sorts of decisions is critical to the success of our students in their chosen field. Whenever possible, we expose our students to lifelike decision making opportunities to encourage the development of well informed, ethically sound decision making.

## CJ 200 - Criminology

The principle objectives of this course are for the student to

- Acquire, retain, and demonstrate a basic understanding of the scientific study of crime, both as a social and an individual phenomenon including its origin and causes, and the methods used to gather information relevant to questions about criminal behavior, including the theories that attempt to explain past, present, and future criminal behaviors. Included in those theories are *Choice Theory, Trait Theory, Social Structure Theory, Social Process Theories, Critical Criminology, and Developmental Theories*
- Be empowered to critically evaluate the research and findings covered in the course, as well as in other places, such as the news media.
- Analyze the similarities and differences among the various theoretical schools in the field of criminology and demonstrate a grasp of them.
- Demonstrate an awareness of how the general principles of criminology can be applied to everyday life.

### Method of Assessment:

The Criminal Justice Program uses an assessment instrument designed to measure the degree of student learning in the pertinent areas. The instrument consists of a fifty question test. There are twenty-five true-false questions and twenty-five 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 at the end of the semester.

Results:

A review of the results shows that the students in CJ 200 are learning something about Criminology. As the chart below shows, the average pre-test score is 55.8%, and the post-test score for the same students is 78.9%.

Criminology, CJ 200 – 2006-2007	
Average pre-test score	55.8
Average post-test score	78.9
Average increase	23.1
Criminology, CJ 200 – 2007-2008	
Average pre-test score	56.0
Average post-test score	79.2
Average increase	23.2

CJ 200 was a good assessment beginning point. It is a course which touches upon all aspects of the Criminal Justice System. Focusing our assessment efforts on this single class is not without some shortcomings. For instance, many of the students in Criminology, CJ 200, are not, and will not become, Criminal Justice majors. As a result, a good deal of effort is being expended to assess learning in a course that fails to give us specific information about our Criminal Justice students as opposed to students taking the course solely to satisfy a General Education requirement.

Action Plan for 2008 – 2009:

- We will continue our assessment of this single General Education class, but as will be seen in the section on program majors, we are expanding our assessment effort substantially.
- Our present assessment instrument is more limited in its ability to show us the areas where improvement is possible than we would like. Accordingly, the faculty has begun a review and development process that will lead to a new, hopefully improved, assessment tool.
- Any revised assessment instruments or schemes for Criminology will be in place for the Fall Semester 2009.

## **Economics**

### BA 211 - Principles of Microeconomics

Methods:

The pre & post test was conducted for one section of this course. For the course specific questions, there was an average improvement of 24%, with four students earning a better than fifty percent improvement. A question by question analysis of the results showed that "learning" was not correlated to the question content but rather to the student's course grade.

Action Plan:

Course will be improved through the greater use of current business examples that help with understanding and retention of economic concepts

## Psychology

### PSY 100 - Principles Of Psychology

As a component of the General Education Program, the Principles of Psychology course seeks to provide an overview of the field of Psychology and an introduction to the behavioral sciences. The course examines the processes of perception, learning, and motivation, and other influences on behavior. Basic psychological concepts, methods, and findings in these and a variety of other areas within psychology are explored, contributing to a framework for understanding behavior.

The principal objectives of this course are for the student to:

- Acquire, retain, and 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.
- Demonstrate understanding of key psychological concepts in areas such as perception, learning, motivation, development, physiological bases of behavior, problem-solving, psychopathology, and social psychology.
- Analyze the similarities and differences among the various theoretical schools in the field of psychology, and demonstrate a grasp of them.
- Demonstrate an awareness of how the general principles of psychology can be applied to everyday life.

2007/2008 Assessment – General Education Component

Part of our action plan for this year was to evaluate formally what our students think of our recently-adopted introductory text. Student reactions to the text were compiled from the Fall 2007 course evaluation forms. A summary of those ratings follows.

Student ratings of the adequacy of the PSY100 textbook

On the course evaluation form, the relevant item states *The textbook(s) for the course was useful*. Students responded to this item by indicating *Fully Agree, Moderately*

*Agree, Moderately Disagree, or Fully Disagree.* For the purposes of this report, these responses were coded on a 4-point Likert-type scale (4 points for *Fully Agree* to 1 point for *Fully Disagree*). All 10 sections of PSY100 were counted, which yielded a total of 241 student evaluations. Among the 241 student responses to this item, the mean rating for sections ranged from 3.31 to 3.67. The overall mean rating for all sections combined was 3.49, with a standard deviation of .68. This summary rating corresponds to a rating midway between *Fully Agree* and *Moderately Agree*.

## Summary And Conclusion

Based on student ratings, our current textbook appears to be favorably received by our PSY100 students, who express moderate-to-full agreement that the book is useful. Based on the encouraging responses to our initial trial year with this textbook, and the positive responses to our formal assessment of student reactions to it this year, we plan to continue using our current text. If and when problems with the text are identified, we might revisit the issue of textbook selection, but for now our text appears to be serving its purpose adequately.

A second component of our action plan for this year was to institute another trial of team-taught sections of PSY100 in Fall, 2007, with further assessment of the strengths and weaknesses of this innovative approach to instruction. A summary of that assessment follows.

### Follow-up Team-Teaching Trial for PSY100

#### Team Teaching in Fall 2007

Based on feedback received from students in the spring semester of 2007, Professors Biri and Nohara-LeClair revised their team teaching procedure for the fall semester of 2007. Some of the major revisions were to allot an equal number of class periods per chapter, to select chapter and final exam questions consistently so that each exam was not biased toward particular learning objectives in the textbook, and to meet with each section an equal number of class periods rather than making the switch at a convenient time according to the academic calendar.

Four sections of PSY100 were involved in the team teaching efforts; two of these sections were initially taught by Biri and the other two by Nohara-LeClair. Exactly halfway into the semester, Biri and Nohara-LeClair switched classes so that those students who started out with Biri ended the semester with Nohara-LeClair and vice-versa. Based on their respective areas of expertise, both Biri and Nohara-LeClair began the semester teaching from the first chapter on the Science and History of Psychology. Biri specialized in teaching Personality, Psychopathology, and Therapy whereas Nohara-LeClair specialized in teaching Social Psychology, Learning, and Memory. Human Development was taught by both as the first chapter covered once the switch was made.

## Results

The overall results of the team teaching efforts from the fall of 2007 can be summarized as a success from the viewpoint of the students. Course assessments were completed by a total of 98 students from the four sections; 49 who started out with Biri and 49 who started out with Nohara-LeClair. However, none of the questions were addressed by all of the students who completed the course assessment.

Of the 70 students who took the survey 51.5% agreed or strongly agreed that being in a team taught class enhanced their overall educational experience, 27.1% were neutral, and only 21.4% disagreed or strongly disagreed with the statement that being in a team taught class increased their overall educational experience.

Just over 44% of the 56 students who responded to the statement agreed or strongly agreed that being in a team taught class helped them develop more interest in psychology, 35.3% were neutral, and only 20.6% disagreed with the statement.

Of the 70 students who responded, 58.5% said they agree or strongly agree with the statement that they would recommend a team taught course to others, 22.9% were neutral, and only 18.5% said they disagreed or strongly disagreed with the statement.

Forty percent of the 70 respondents agreed or strongly agreed with the statement that they would take another team taught course if they had the choice, 28.6% were neutral, and 31.4% disagreed or strongly disagreed with the statement.

In addition to these ratings, many students provided positive feedback about their experience. Most students seemed to appreciate the respective expertise of their professors as well as the change in pace; the most commonly occurring negative comment was that some students expressed difficulty readjusting to a new teaching style in the middle of the semester.

All in all, the team teaching results of fall 2007 reflect improvement over our attempt in spring 2007. The students seem to appreciate the value of team teaching, and our efforts to keep the two halves equivalent in structure paid off. One drawback that was noted by both instructors was that they did not feel as emotionally attached to their acquired sections, even though they spent an equal amount of time with each class and that it was somewhat challenging to remember the students' names and get to know them as well as in other courses.

### Direct Comparison of Team Taught and Traditional Class

In the spring of 2008, Nohara-LeClair taught two sections of PSY100 and covered the same eight chapters taught in the team taught classes in the fall of 2007 including using the same general format and identical unit and final exams as those used in two of the sections team taught in the fall of 2007.

An analysis was conducted to determine whether the students in the team taught classes in the fall of 2007 and those students in Nohara-LeClair's two classes differed in

their academic achievement as measured by their exam performance. In both semesters, four unit exams were given where the lowest grade was dropped, as well as a comprehensive final exam which counted for all students.

Exam scores obtained from 49 students from two team taught classes from the fall of 2007 and those obtained from also 49 students from two classes in the spring of 2008 that were not team taught were compared. No statistically significant differences were found between the means of the top three exam scores obtained by students in the two types of classes,  $t(96) = -.348$ ,  $p > .05$ . The same results were found for the students' final exam scores,  $t(91.65) = -1.376$ ,  $p > .05$ ; the students in the team taught classes did not seem to have better scores on the cumulative final exam than those who were not in a team taught class.

Despite the absence of a statistically significant difference between the final exam scores obtained by students in the two types of PSY100 classes, it is interesting to note that the mean and standard deviation for the final exam scores were greater in the team taught class ( $M=57.67$  out of 80,  $SD = 10.93$ ) than in the non-team taught class ( $M=54.92$  out of 80,  $SD = 8.76$ ). In fact, the heterogeneity of variance between the two samples resulted in the adjusted df for the independent t-test reported above. The greater variability in the final exam scores could indicate that students had differing reactions to team teaching, and hence, the overall outcome as measured by their final exam scores varied individually as well. In other words, the consequence of being in a team taught class could largely vary based on students' reactions to the format.

In summary, we can conclude that when instructors make an effort to equate their halves as much as possible, students generally show positive reactions to the effort. However, there is no evidence that being in a team taught class helps all students to do better on the exams. It is important to note that the data included here for analysis are only those obtained from a subset of the students who remained in these classes throughout the semester. It is conceivable that the favorable reactions reported by students in the team taught class could be biased based on the reasonable assumption that those who did not enjoy the team teaching may have withdrawn from the class earlier in the semester.

Nonetheless, we believe the data indicate that there is still some merit to team teaching, even at an entry level course. The key to success appears to be standardization of the two halves as well as constant and clear communication between the instructors involved as well as the students. The students who took a team taught class in the fall of 2007 enrolled in the class without knowledge of the team taught format of the course. It would be worthwhile to repeat this study at some time in the future with students who knowingly sign up for a team taught class. We anticipate that students who are open to the idea of team teaching and willingly enroll in such a course may gain more benefits from the format than those whose data are reported here.

## General Education ACTION PLAN FOR 2008-2009

- We plan to continue using our current textbook, as it appears to be favorably accepted by students and is adequately meeting the needs of faculty.
- Another trial of team-taught sections of PSY100 will be implemented at some point in the future, although staffing limitations will prevent this from happening in AY 2008-2009 (due to a significant increase in the number of Psychology majors, there is a need to open additional sections of upper-level major courses).

## **Social Work**

### SW 240 Human Diversity and Social Justice

The goals of SW 240 include

- Acquiring knowledge about human diversity including the areas of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Understanding concepts of social justice, covering the areas of distributive justice, human and civil rights, and the global interconnections of oppression.
- Becoming familiar with historical, personal, and societal strategies to combat discrimination, oppression, economic deprivation, and the promotion of social and economic justice within the United States.

## Assessment of Course Objectives

Students rated their current ability on a 5 point scale; 1 = No ability, 2 = Some ability, 3 = Average ability, 4 = Above average ability, 5 = Expert.

	Post-Test 2005	Post-Test 2006	Post-Test 2007	Post-Test 2008
Knowledge about populations at risk	3.64	3.47	3.55	3.54
Awareness and knowledge of factors that contribute to and constitute being at risk	3.50	3.42	3.57	3.73
Knowledge about how group membership includes access to resources	3.36	3.37	3.53	3.62
Awareness and knowledge of social and economic justice	3.44	3.58	3.82	3.73
Understanding of distributive justice, human and civil rights and global interconnections of oppression	3.33	3.47	3.61	3.58
Awareness of strategies to combat discrimination, oppression and economic deprivation	3.60	3.37	3.78	3.85
Knowledge regarding advocacy for nondiscriminatory social and economic systems	3.40	3.16	3.53	3.23
Knowledge on reciprocal relationships between human behavior and social environments	3.60	3.37	3.77	3.62
Awareness of theories and knowledge of a range of social systems and interactions between and among them	3.47	3.37	3.59	3.38
Awareness of how social systems promote or defer maintaining or achieving health and well-being	3.27	3.95	3.70	3.58
Awareness and skills used to understand major policies	3.13	3.43	3.54	3.08
Overall Mean Score	3.43	3.44	3.64	3.54

For 2007-2008, the goal of an overall mean score of 3.50 was met. It was met with regard to all but two of the course objectives. The outcomes of the student assessment of course objectives was satisfactory as all of the objectives were rated by students at 3.00 or higher, average ability.

### Course Content Assessment:

Since 2005-2006 students have completed a 20 item multiple-choice inventory based on content considered throughout the course. Results on a year-to-year comparison, representing the percentage of items correct, are as follows:

	2004-05	2005-06	2006-07	2007-2008	Grand Mean
Pre-test	57%	26%	25%	30%	35%
Post-test	73%	64%	49%	58%	61%
Change— % correct pre to post tests	+16%	+38%	+24%	+28%	+26%

Outcome Measurement:

An increase in pre- to post- content testing

Data Analysis:

Students demonstrated an acceptable increase in mastery of course content as determined through an increase from pre-test scores of 30% correct to 58% correct.

Outcome Evaluation: Goal met

Action Plan for 2008-09:

We will replace the primary text for this course as it contains dated information. The pre- post-test content examination will be rewritten. Students have also suggested some format changes in that test.

### SW 280 Human Behavior in the Social Environment I

The goals of this course include

- Acquiring knowledge about the lifespan, from conception to death—the ages and stages of the life course
- Utilization of theories of development in bio-psycho-social-cultural assessments
- Understanding systems that significantly affect human behavior—the family, groups, organizations and the community

Assessment of Course Objectives

Six (6) course objectives were evaluated for this course. Students rate themselves on the first day of class and at the end of the semester as to their knowledge/abilities/skills for each of these course objectives.

Self-ratings are based on this Likert Scale:

1 = No ability 2 = Some ability 3 = Average ability 4 = Above Average ability 5 = Exceptional Ability

Objective	Pre-test 2005-06	Pre-test 2006-07	Post-test 2005-06	Post-test 2006-07	Pre-test 2007-08	Post-test 2007-08
populations-at-risk and the factors that contribute to and constitute being at risk	2.52	3.03	3.91	3.61	2.87	3.57
how group membership includes access to resources	2.37	2.82	3.65	3.92	2.37	3.79
reciprocal relationships between human behavior and social environments	2.59	2.94	3.56	3.89	2.37	3.36
empirical theories and knowledge about the interaction between and among systems	1.95	2.42	3.35	3.53	2.84	3.64
theories and knowledge of biological, sociological, cultural, psychological and spiritual development across the life span	2.59	2.79	3.74	3.97	2.84	3.64
theories and knowledge of a range of social systems, on ways social systems promote or deter maintaining or achieving health and well-being	2.33	2.94	3.58	3.53	2.67	3.61
Overall Mean Scores	2.39	2.82	3.63	3.74	2.66	3.60

Outcome Measurement:

To become consistent within the Social Work curriculum, the goal has been revised to be the following: A post-rating of at least 3.5 (greater than average to above average ability).

Data Analysis:

In all objectives, the students self-rated at post-test with a 3.5 or above.

Outcome Evaluation:

Goal met/exceeded. On average of all objectives measured, the goal was surpassed by +.10.

## Course Content Assessment

To quantify this course's effectiveness in achieving course objectives, two measurements have been utilized. Beginning in the academic year (2006-07), a pre/post test consisting of 25 multiple-choice questions was administered to enrollees on the first day of the course, and the post-test was administered as the final exam. Results were per the following of percent correct responses:

	2003-04	2004-05	2005-06	2006-07	2007-08	Grand Mean
Pre-test	59%	58%	58%	42%	44%	52%
Post-test	80%	72%	88%	64%	79%	77%
Change—% correct pre to post tests	+21%	+14%	+30%	+22%	+35%	+24%

### Outcome Measurement:

Post-test scores (percentage of correct responses) will reflect at least a 15% increase, with 10% being deemed acceptable.

### Data Analysis:

An increase in test scores from pre to post-testing has been demonstrated over five years at an acceptable level.

### Outcome Evaluation:

Met. Over the past three years, on average (Grand Mean), the post-test scores exceeded the goal.

Student knowledge of each life stage is the central theme of this course. Therefore, a second pre/post test was delineated into questions per life stage covered in the class. The following are the results (percent of correct responses) of this analysis:

Life Stage	Pre 2006-2007	Pre 2007-2008	Post 2006-2007	Post 2007-2008	2006-07 Change— % correct pre to post tests	2007-08 Change— % correct pre to post tests
Conception to Birth	70	64	89	100	+19	+36
Infancy	36	38	49	63	+13	+25
Toddlerhood & Preschool	6	12	22	87	+16	+75
Middle Childhood	22	24	46	67	+14	+43
Early Adolescence	64	62	81	83	+17	+21
Late Adolescence	26	18	57	30	+31	+12
Early Adulthood	39	36	72	83	+33	+47
Middle Adulthood	73	64	96	90	+23	+26
Late Adulthood	36	32	78	97	+42	+65
Very Old Age	52	48	70	67	+18	+19
Grand Mean	42	40	66	77	+24	+37

Outcome Measurement:

Goal is at least a 20% improvement in pre/post measurement of learning per life stage; 15% increase will be deemed satisfactory.

Data Analysis:

All life stages reflected a growth in knowledge.

Outcome Evaluation:

Overall, an increase of 37% was demonstrated for a satisfactory outcome.

Action plan for 2008-09:

Course instructor will further stress increased content knowledge in the areas of infancy, middle childhood, and late adolescence.

## **Anthropology**

### ANT 112- Cultural Anthropology

As we indicated five years ago, we implemented an assessment technique for our Cultural Anthropology course. We wanted to measure the competencies of our students through a pre-test and post-test. These competencies are a blend of Benjamin

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.

With the assistance of our sister discipline, Psychology, we developed a much more useful technique that gave us a much improved means of assessment of our General Education courses in both Cultural Anthropology and Sociology. With the assistance of the Psychology program, we developed a 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 had the students add their names to the pre-test and post-test exams, which were identical to one another. 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.

We 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% of the time. Put more positively, we can be 99% confident that the difference in scores between the pre-test and post-test that we see are "real" (i.e., due to our teaching).

In all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can comfortably conclude that our students have improved after the ANT 112 Cultural Anthropology course.

The results of a paired t-test conducted comparing pre- and post-test scores obtained on our assessment tool for ANT112 in the fall semester of 2007 revealed a statistically significant difference in scores in the predicted direction,  $t(63) = 8.319$ ,  $p < .01$ . In other words, the post-test scores (mean = 13.4444), standard deviation = 3.07843) exceeded the pre-test scores (mean = 10.0000, standard deviation = 2.92376).

### Course Goals

We would like students to develop and become familiar with the anthropological perspective. They ought to become familiar with the research conducted within four basic subfields in anthropology: physical anthropology, archaeology, linguistic anthropology, and cultural anthropology. They need to understand how anthropology has both a scientific and humanistic orientation. This holistic anthropological 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. In other words, these students will begin thinking about research findings that do not just confirm their personal--subjective reality, but will become more objective and evaluate research findings in a scientific manner.

Second, we would like our students to develop a global and cross-cultural perspective. They ought to have an understanding of social and cultural conditions around the world, and an understanding of why those social and cultural 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 humans are similar irrespective of cultural differences.

Third, we would like our students to 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 anthropology.

Course Objectives:

Pretest And Post-Test Have Questions That Attempt To Measure Each Of These Different Objectives And Competencies Acquired

Students will demonstrate knowledge of how anthropologists attempt to explain human behavior and institutions through their research within the four major subfields. (Competencies measured: knowledge, comprehension, modality: verbal-linguistic): Questions 1-3

Students will demonstrate knowledge of the basic components of language. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic): Questions 4-5

Students will demonstrate how language does and does not influence culture. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic): Question 6

Students will demonstrate knowledge of the basic concepts of culture and society as used by anthropologists. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic): Questions 7-12

Students will demonstrate a knowledge of the concept of enculturation as it relates to the nurture-nature controversy in the anthropology. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic): Question 11

Students will demonstrate knowledge and recognize the importance of both ethnocentrism and cultural relativism as understood within anthropology. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic): Question 10, 13

Students should recognize the significance of social stratification and how it varies from one society to another. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic): Question 14

Students should demonstrate knowledge of how kinship and family influences preindustrial and industrial societies. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic): Question 15

Students should recognize the importance of nationalism and its influence in industrial societies. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic)  
Question 16

Students should recognize the significance of globalization and its effect on the environment, economy, social life, politics, and religion in various societies throughout the world. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic) Questions 17-19

Students should recognize how anthropologists apply their knowledge to solving various types of environmental, economic, social, medical, and ethical problems throughout the world. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic) Question 20

Results Of The Pre And Post Tests For Ant 112 Cultural Anthropology For Fall 2007 And Spring 2008:

Cumulative Results For Pre-Test And Post-Test For Ant 112 Cultural Anthropology, Fall 2007 And Spring 2008 Are Summarized In The Following Statistically Notations Based On The Paired T-Tests That We Administered And Analyzed The Data With Spss.

Ant 112 Fall 2007 Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ANT112 Fall 07	10.0000	63	2.92376	.36836
	ANT112 Fall 07	13.4444	63	3.07843	.38785

Course Notation:                      Mean Prescore (Sd Pretest):                      Mean Post-Score (Sd: Post-Test)  
 Ant 112 Fall 2007 T(63) =                      10.00      P < .01                      13.44,  
 P < .01

## SPRING 2008: Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ANT 112 Spring 08	10.5333	60	2.93700	.37917
	ANT 112 Spring 08	13.9000	60	2.98981	.38598

Course Notation                                      Mean Prescore (Sd Pretest): Mean Post-Score (Sd: Post-Test)  
 Ant 112 Spring 2008 T(60) =                      10.53    P < .01                                      13.90  
 P < .01

As in our last year's results, in this academic year our results from our paired T-Tests that were analyzed demonstrated that in all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can comfortably conclude that our students in ANT 112 have improved in their understanding of the goals and objectives of the ANT 112 course. Any of the actual data for this report is available upon request from the Sociology and Anthropology program.

### Action Plan For 2008-2009

We discovered that with our assessment tool, the paired T-Tests, gives us a 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 General Education program. 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. Yet, we decided that this was not going to demonstrate any significant results in our findings. Therefore, we decided against this effort. However, we believe that the paired T-Test assessment is not sufficient for determining whether students are learning the material in Cultural Anthropology. 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. We are going to try to develop a method to see whether we can formally implement a week-to-week assessment.

We mentioned last year that we were going to develop a similar technique to assess our Race and Ethnicity course, an important Cross-Cultural course in our area for this year. We experimented on a midterm and final exam with essay questions that would demonstrate the competencies that we were looking for in the course. However we were still not satisfied with our methods and our pre and post-test results. We could not find a satisfactory way to measure those tests in an accurate manner. We will continue to work on this issue within our program.

## Sociology

### SOC 102 - Basic Concepts In Sociology

As we indicated four years ago, we were going to continue to implement an assessment technique for our Basic Concepts of Sociology course as a general education course. We wanted to measure the competencies of our students through a pre-test and a post-test. These competencies are a blend of Benjamin 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.

With the assistance of the Psychology program we developed a 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 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. 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.

We 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% of the time. Put more positively, we can be 99% confident that the difference in scores between the pre-test and post-test that we see are "real" (i.e., due to our teaching).

In all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can comfortably conclude that our students have improved after our SOC 102 course.

The results of a paired t-test conducted comparing pre- and post-test scores obtained on our assessment tool for SOC 102 in the fall semester of 2007 revealed a statistically significant difference in scores in the predicted direction,  $t(72) = 12.73$ ,  $p < .01$ . In other words, the post-test scores (mean = 12.73, standard deviation = 3.615) exceeded the pre-test scores (mean = 10.5278, standard deviation = 3.284).

The goals and objectives for the course were the following:

#### Course Goals For

There are three major goals we would like to have our students attain within the Sociology and Anthropology program. 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.

First, we would like students to 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. In other words, these students will begin thinking about research findings that do not just confirm their personal--subjective reality, but will become more objective and evaluate research findings in a scientific manner.

Second, we would like our students to 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.

Third, we would like our students to 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 demonstrate knowledge of how sociologists attempt to explain human behavior and institutions. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)

Students will demonstrate knowledge of the basic concepts of culture and society as used by social scientists. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)

Students will 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)

Students will 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)

Students will 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.



learning: 1. traditional lectures over material from the textbook, 2. classroom discussion over selected material from the textbook, 3. reflective writing in class, 4. reflective writing outside of class, 5. small group discussions on selected topics, video clips on selected topics. Also, the survey asks the students whether the study guides are helpful, whether the power point slides are read after class, whether they read the assigned reading prior to class meeting, whether they are being graded fairly, how much time do they devote to preparing for exams, and whether they have further suggestions for the course structure.

### Action Plan

We discovered that with our new assessment tool, the paired T-Tests gives us a more precise measurement for assessing what our students are learning in the Sociology 102 courses. We will retain this assessment tool to accurately measure the outcomes of our General Education program. Although, we planned to do a paired T-Test based on an item analysis of our questions, we decided against this. We did not think that this would demonstrate any significant difference in our findings. We are discovering that though the T-Test gives us a precise measurement of how the students have improved in their knowledge, we do not think the T-Test is sufficient for assessing our student learning.

We reviewed the results of our assessment technique from last year and we rewrote a number of questions on the pre and post tests for Basic Concepts of Sociology. We administered the pre-test and post-test for our Basic Concepts of Sociology. We said last year that we were going to supplement this pretest and post-test assessment with other more qualitative methods of assessment based on in-class questionnaires. However, we did not do this with any systematic measuring devices. We need to continue how to do these tasks in a measurable but efficient means in order to provide more comprehensive measurement of student outcomes.

## **Mathematics and Natural Sciences**

Study of the Natural Sciences and Mathematics provide 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. We believe that a basic understanding of mathematics and the sciences is an important prerequisite for life in an increasingly technological world.

## Mathematics

### Procedure

The assessment materials of the mathematics program each semester consist of a folder and two reports: the General Education Mathematics Assessment Report and the Mathematics Program Assessment Report.

Each instructor submits electronically the following documents:

- A copy of the course syllabus
- A copy of the final for each course taught.
- Performance records on each course objective
- An instructor's epilogue which is a narrative enumerating accomplishments and recommending improvements.
- These documents are stored on the faculty drive in the J:\MCPE\ Assessment Info\FORMS COMPLETED\MATH folder, accessible to all Lindenwood faculty.

### Mathematics Courses as Assessment Instruments for the General Education Program

Between five and eight objectives were written for each of the mathematics courses offered for general education credit. These objectives are listed at the end of this document. For each course, appropriate data was collected from each student who finished each course. This data was averaged for each objective. If there were multiple sections with different instructors, a weighted average of the data was calculated. In most cases, test scores throughout the semester from the units where the particular objectives were covered were used to provide the data. In other cases, portions of the final exam were used to provide data on the objectives.

### FALL 2007

There were 33 sections of general education mathematics courses taught by 12 instructors - 9 full time, 3 part-time including 1 teaching the sections at high school locations (off-site). All full time instructors and 1 part-time instructor filled out an epilog for each of their classes. No students taking the classes off-site are included in our survey.

- MTH 110 Intermediate Algebra
- MTH 121 Contemporary Math
- MTH 131 Quantitative Methods
- MTH 134 Concepts of Math
- MTH 135 Basic Geometry
- MTH 141 Basic Statistics
- MTH 151 College Algebra
- MTH 152 Precalculus
- MTH 170 Survey Calculus
- MTH 241 Statistics for Sci Majors

Course objective assessment table: Fall 2007

FALL '07 COURSE S	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	Students Starting	Students Passing	Students Assessed
MTH 110	75	69	64	70	67	67	65	x	31	20	26
MTH 121	59	67	79	73	66	55	59	52	169	94	54
MTH 131	x	x	x	x	x	x	x	x	125	49	0
MTH 134	79	74	79	75	75	75	77	79	101	76	83
MTH 135	76	67	67	67	66	66	79	79	17	10	15
MTH 141	82	76	69	68	70	73	72	75	352	197	266
MTH 151	x	x	x	x	x	x	x	x	95	42	x
MTH 152	70	65	70	70	71	x	x	x	66	23	49
MTH 170	76	59	59	69	74	64	67	x	29	19	19
MTH 241	92	91	88	90	89	80	80	78	29	25	29

SPRING 2008

There were 34 sections taught by 15 instructors – 10 full-time and 6 part-time including 4 teaching the sections at high school locations (off-site). All full time and 1 part-time instructor filled out an epilog for each of their classes. No students taking the classes off-site are included in our survey.

- MTH 110 Intermediate Algebra
- MTH 121 Contemporary Math
- MTH 131 Quantitative Methods
- MTH 134 Concepts of Math
- MTH 135 Basic Geometry
- MTH 141 Basic Statistics
- MTH 151 College Algebra
- MTH 170 Survey Calculus
- MTH 241 Statistics for Sci Majors

Course objective assessment table: Spring 2008

FALL '07 COURSE S	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	Students Starting	Students Passing	Students Assessed
MTH 110	70	72	72	70	69	69	68	X	24	21	12
MTH 121	79	79	x	x	72	56	63	58	108	77	90
MTH 131	80	78	76	80	76	70	74	74	146	46	58
MTH 134	89	96	61	56	86	85	59	76	83	64	70
MTH 135	86	86	75	75	75	90	90	x	14	11	11
MTH 141	80	78	76	80	76	70	74	74	377	231	201
MTH 151	75	78	85	60	55	50	68	49	75	51	56
MTH 152	80	50	50	X	X	X	X	X	53	21	36
MTH 170	74	74	74	76	71	57	66	X	18	12	12
MTH 241	88	85	83	85	82	72	77	82	15	10	13

Conclusions and Actions for Next Cycle of Assessment (2008-2009)

We continue to debate the procedures for assessing the fulfillment of course objectives. This is a very difficult task if the statistics generated are to be trustworthy. Generally we assessed only those students who took the final exams. Several full time faculty members and some adjunct faculty have not performed assessment of course objectives in some of their courses. The course objective assessment procedure might undergo significant changes in the future.

The courses discussed in this report can be divided in 4 groups:

1. those required by School of Business (MTH 131, MTH 141)
2. those required by School of Education (MTH 134, MTH 135)
3. those required by School of Sciences (MTH 151, MTH 152, MTH 170, MTH241)
4. other courses (MTH 110, MTH 121)

A quick scan of the tables above indicate a very high failure/withdrawal rate from the MTH121-152 courses.

The rate of success in MTH170 and MTH241 is better but also needs improvement. Most of the students who are not passing the classes withdraw – officially, or unofficially by ceasing to attend to class.

There are two main reasons for the high failure/withdrawal rates: very weak math backgrounds of students signing up for these courses and poor study habits of the same students. It is very difficult to change the latter. In order to deal with the former the MCPE department decided to widen the practice of placement tests already offered in MTH 151, MTH 152, and MTH170 (with some degree of success).

Acting on observations from the 2005/2006 and 2006-2007 Assessment Cycles, we will continue using placement tests for the Survey of Calculus MTH170, Precalculus MTH152, and College Algebra MTH151 classes. These courses are offered at the same time to enable students to drop back to a lower level course without disturbing their schedule. Almost all students who drop back experience success in the lower courses as well as in the original ones a semester later.

Placement tests in MTH 121-MTH 141 will be offered during the first week of classes. If a student fails a placement test, s/he will be advised (and the advisor will be contacted) to drop the course and add MTH101 (Basic Mathematics). MTH101 is a new, self-paced, computer-graded, faculty-supervised remedial mathematics course which will be offered at Lindenwood for the first time in the Fall 2008 semester.

We will offer more sections of MTH131 and MTH141 to satisfy the requirements of the School of Business. We will also offer more sections of MTH134 and MTH135 to satisfy the requirements of School of Education. The demand for these courses will be carefully watched and must be balanced with our placement test initiative. The 2008-2009 will reveal how many sections of Basic Mathematics MTH101 we have to offer to better prepare our students to take other mathematics GenEd courses.

We will continue to offer Intermediate Algebra MTH110 for those students not prepared for College Algebra and other science-track mathematics courses.

The course MTH135 for elementary school teachers, first introduced in the Fall 2007, turned out to be a success. All of the new elementary education majors are now required to take it. One section per semester of either MTH134 or MTH135 will be offered in the late afternoon to accommodate the needs of some students.

In the last cycle, some faculty members used computer-graded homework assignments in MTH141 classes (basic statistics). The software used (in 2 sections) did not randomize homework problems resulting in widespread copying of the results among the students. The issue needs to be revisited and different software selected. We will explore the issue of computerized homework for MTH 131 and MTH 134 as well.

#### Objectives for MTH 121 - Contemporary Mathematics

- The student should be able to
- 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.
- determine the fair apportionment of indivisible objects using Hamilton's, Jefferson's, Adam's, and Webster's Apportionment Methods.
- 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.).

- determine the best route for real life scenarios using the Brute Force, Nearest Neighbor, Repetitive Nearest Neighbor, and Cheapest Link Algorithms.
- identify rigid motions and symmetries and apply them to figures, borders, and wallpapers.
- 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.
- 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.).
- 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 131 - Quantitative Methods

The student should be able to

- perform basic algebraic operations.
- identify and apply the following business terms: inventory, price/demand function, variable cost, fixed cost, cost function, revenue function, profit function, break-even analysis, and profit/loss analysis.
- identify, graph, and solve linear functions and inequalities by hand and with a graphing calculator.
- graph and solve exponential functions by hand and with a graphing calculator; identify and use various financial formulas such as those for simple and compound interest.
- set up and solve systems of linear equations using algebraic methods and also with a graphing calculator.
- set up and solve systems of linear inequalities; identify the feasible regions and corner points.
- develop linear regression equations using the least squares method and carry out regression analysis.
- write mathematical models to solve real world business problems using any of the skills listed above

#### Objectives for MTH 134 - Concepts of Mathematics

The student should be able to

- 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.
- describe sets using the listing method, set builder notation, and Venn diagrams to find the union, intersection, and complement of given sets.
- explore problems associated with converging and diverging sequences and series, including arithmetic, geometric, recursive, infinite, and the Fibonacci sequence.
- convert numerals to other bases and other number systems and find the GCD and LCM using different algorithms.
- manipulate whole numbers, integers, rational numbers, and decimal numbers.
- perform conversions among decimals, fractions, and percents.

- solve real world problems involving ratios, proportions, and percents.
- identify basic logic terms and do simple problems

#### Objectives for MTH 141 - Basic Statistics

- The student should be able to
- organize raw data into frequency distribution tables and display the data graphically.
- calculate and understand descriptive statistics of a data set.
- solve counting problems using trees and various multiplication rules.
- state the definition of probability and calculate and apply probabilities of events.
- identify probability distributions and apply specific distributions.
- identify the properties of the normal distribution, use the normal distribution in applications, and understand and apply the Central Limit Theorem
- compute and interpret confidence intervals
- 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:

- identify functions, evaluate functions, and find the domain and range of functions.
- compute the sum, difference, product, quotient, and composition of two functions, and find the domain and range.
- graph, solve, and find the domain and range of linear functions, functions with absolute value, rational functions, quadratic functions, and polynomial functions.
- 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.
- 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.
- 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.
- graph and solve exponential and logarithmic functions and their applications.
- solve systems of equations by graphing, substitution, elimination, back substitution, and elementary row operations and do applied problems.

#### Objectives for MTH 152 – Precalculus

- The student should be able to understand
- the basic concepts concerning functions: increasing/decreasing, symmetry, one-to-one, onto, inverse; know a broad range of examples (2.5).
- how to graph exponential and logarithmic functions and solve related equations by hand and using a graphing calculator.
- how to graph trigonometric functions and their inverses and solve related equations by hand and using a graphing calculator.
- the relation between polar and rectangular coordinates; be able to graph polar functions and solve polar equations.

- the conic sections; be able to recognize their equations and graph them.

#### Objectives for MTH 170 – Survey Calculus

- The student should be able to
- identify the graphs of linear, quadratic, exponential, and power functions, and to apply these basic functions to a variety of problems.
- find limits both graphically and algebraically. Understand the concept of a continuous function.
- given the graph of a function, estimate the derivative at a point using slope, and to graph the derivative of a function.
- find derivatives using the limit definition and the various shortcut methods
- 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.
- use implicit differentiation to apply the derivative to a variety of applications through related rates. Optimize a function based on the extreme value theorem.
- understand how integration/antidifferentiation is the reverse process of differentiation.
- understand the indefinite and definite integrals and the Fundamental Theorem of Calculus. Use integration in a variety of applications.

#### Objectives for MTH 241 – Statistics for Science Majors

- Construct frequency distribution tables and display the data graphically.
- Calculate and understand descriptive statistics of a data set.
- Understand basic probability, particularly as it applies to random sampling and the binomial distribution.
- Understand normal distributions and sampling distributions; central limit theorem.
- Be able to apply various t-tests (hypothesis testing) and find confidence intervals.
- Understand and apply Chi-square tests.
- Understand ANOVA and be able to apply the global F-test.
- Understand linear regression and statistical inference for the slope of the regression line.

## Natural Science

### Biology

BIO 100, Concepts in Biology, and BIO 110, Principles in Biology,

These courses are designed for non-majors and satisfy the general education requirement for a laboratory based course. The following objectives are expected to be met by every student upon successful completion of this course:

Students will:

- Learn and understand the scientific method, including hypothesis formation, experimental testing, data interpretation and formulation of conclusions. Students will also clearly understand the distinct meanings of scientific hypotheses and theories and the difference between primary and secondary sources of information. Throughout the course, students will employ the scientific method and use critical thinking skills, both in lecture and laboratory.
- Learn and understand basic cell chemistry including properties of water, structure and function of macromolecules, prokaryotic and eukaryotic cell structure and function, nutrition, cellular respiration and photosynthesis. Students will also study global warming and how it relates to the cellular processes of respiration and photosynthesis.
- Learn and understand the basic principles of genetics including DNA synthesis, mitosis, meiosis, inheritance, Mendelian genetics, quantitative traits, transcription, translation and the role of genetically modified organisms in today's world. There will be emphasis on the molecular basis for inheritance of traits and how these mechanisms provide a foundation for understanding biological evolution.
- Learn and understand the theory of evolution and its role as the foundation for understanding the biological sciences. Students will learn the historical development of the theory, study the evidence for evolution and discuss the validity of alternatives to the theory of evolution. Natural selection will be studied as the mechanism for evolutionary change and how evolution through the mechanism of natural selection has led to diversity of organisms. Students will study and analyze biodiversity and classification of organisms, including the concept of speciation.
- Learn and understand the basic principles of ecology, including population ecology, community ecology, ecosystem ecology and conservation ecology. Students will learn about the Earth's biomes, both terrestrial and aquatic. Throughout their study of ecology, students will learn about the impact of human population growth on species extinction rates, modification and loss of habitat and nutrient cycling within the biosphere.

- Students will ultimately gain a greater understanding of the role of biology in their everyday lives, hopefully developing them into informed citizens who can critically analyze information presented to them regarding important issues related to biology.

2007-08 assessment results for BIO100/110

Out of 30 multiple choice questions

	Pre-test	Post-test	Change	% Improvement
Mean	11.34	18.24	+6.9	+60.8
Median	11	19	+8	
Range	4-22	9-28		

BIO 107, Human Biology - Fall 07

Pre-test and Post-test, correct answers out of 25 questions  
(data for 53 students who took both tests)

	Pretest	Posttest	Change	% Improvement
Mean	9.26	14.21	4.94	73.9
Median	10	14	5	
Range	2-17	5-24	-3-13	

BIO 107, Human Biology - J term 08

Pre-test and Post-test, correct answers out of 25 questions  
(data for 30 students who took both tests)

	Pretest	Posttest	Change	% Improvement
Mean	10.1	15.5	5.4	55.77
Median	10	15.5	5.5	
Range	6-12	5-23	-5-12	

BIO 107, Human Biology - Spring 08

Pre-test and Post-test, correct answers out of 25 questions  
(data for 25 students who took both tests)

	Pretest	Posttest	Change	% Improvement
Mean	9.32	13.52	4.2	54.93
Median	9	13	4	
Range	3-17	7-20	0-9	

This was the first year that BIO 107 has been assessed using pre- and post-tests. Data presented are for sections taught by a single professor. The instrument seemed to work well for them, but may need to be adjusted if used for multiple sections being taught by different instructors.

The results indicated improvement considering that the students are not science majors. Fall sections results were much better than either J term or Spring sections. This is not surprising for J term which was condensed into 12 days. It is just not possible to cover the material and have time for them to read and discuss it in the same way as in a full semester. The Spring scores were from a section that met at 8:00 am. Again, this is not surprising as attendance was poorer than for the fall sections that met at a later time period.

Other assessments of student progress included exams, mini-quizzes on reading assignments or at end of a lecture, assignments and in-class activities, group projects and presentations, and class discussion.

Departmental targets for General Education assessment for 2008-09

- Due to the high demand for Biology general education courses, over half of LU students enrolled in the class are taught by adjuncts without terminal degrees and with a range of teaching experience. There are several areas that are being targeted for improved performance of students participating in our general education curriculum.
- The Biology Department is in the process of hiring additional full time faculty with terminal degrees.
- Two new adjuncts have been interviewed and added to our hiring pool, one with a terminal degree and another who is ABD.
- Additional standardization of courses and labs will be reached.
- Improved communication with adjuncts about expectations for the course and methods of evaluation will be sought.
- All general education courses will administer an assessment exam
- For courses with multiple sections, all sections will administer the same assessment exam in the same scheduled manner (i.e. first day of class, day of the final after completing the final).
- Improved year-to-year tracking of assessment results and breakdown of data into topic areas will be reached.

## **Chemistry**

Goals:

Students will obtain a sound knowledge of chemistry as it relates to modern issues and increase 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 Techniques

### CHM 100 -Concepts of Chemistry

In discussing the general education assessment plan for the chemistry program, the faculty noted that during the preceding five years, the general education courses assessed have consistently shown a pre to post test student improvement that nearly doubled the scores for the students from pre test to post test exam. The faculty concluded that this consistency in scores over a five year period indicates that the assessment of this course needs to move in a new direction. With that in mind, the faculty spent this academic year looking at the assessment needs of the chemistry general education courses and concluded that the assessment needed to address the growth of the program including new faculty members, multiple sections taught by different instructors, use of new texts in both the lecture and laboratory sections of the course, and finally the adequacy of the chemistry tutors in effectively aiding the general education student in outside course preparation.

#### General Education Assessment Action Plan for 2008-2009 Academic Year:

There will be four sections of CHM 100 offered in the fall 2008 and spring 2009 academic year.

The program is adopting a new assessment exam with both a Pre and Post Test that is analyzed question by question for knowledge, comprehension, and application. These results will then be correlated in order to evaluate the consistency among different faculty for individual topic coverage and achievement of basic competencies. A mid-semester evaluation will be given to the students analyzing effectiveness of lecture material and teaching approach, effectiveness of both the lecture and laboratory text, as well as general use and success of the chemistry tutors. Based upon the mid-semester evaluation, the chemistry faculty will meet and modify tutor hours, text assignments, and possible lecture approach in order to promote student success and facilitate access to assistance outside of the lecture sessions.

## **Earth Science**

All of the Earth Science classes are General Education classes as there is no major in these areas.

## 1. Course Goals and Objectives:

ESC130 Astronomy - (as found in the syllabus)	
Course goals	<p>During the semester, the successful student will achieve a higher level of understanding of astronomy. Two goals are paramount in the process. They are</p> <ul style="list-style-type: none"> <li>• Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration.</li> <li>• Apply analytical reasoning to both qualitative and quantitative evidence.</li> </ul>
Objectives	To accomplish this, you need a basic understanding of the following:
1	celestial mechanics
2	contributions of past astronomers
3	radiation
4	spectroscopy
5	telescopes
6	comparative planetology
7	characteristics of the planets in our solar system
8	solar system debris
9	formation of the solar system
10	the sun
11	measuring stars
12	interstellar medium
13	birth and death of a star

ESC310 - for Environmental Geology	
Course Goals	<p>During the semester, the successful student will achieve a higher level of understanding of Environmental Geology. Two goals are paramount in the process. They are:</p> <ul style="list-style-type: none"> <li>• Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration</li> <li>• Apply analytical reasoning to both qualitative and quantitative evidence</li> </ul>
Objectives	The primary focus of this course is to:
1	Explore the dynamics of how the planet Earth works
2	Explore the relationship between natural and man-made systems to changing conditions on Earth
3	Evaluate the role that humans and developing technologies play in maintaining and altering these planetary conditions

**ESC100 and ESC105 Physical Geology and Survey of Geology - (as found in the syllabus)**

Course Goals	<p>During the semester, the successful student will achieve a higher level of understanding of Physical Geology. Two goals are paramount in the process. They are:</p> <ul style="list-style-type: none"><li>• Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration</li><li>• Apply analytical reasoning to both qualitative and quantitative evidence</li></ul>
Objectives	<p>To accomplish this, you need a basic understanding of the following concepts:</p> <ol style="list-style-type: none"><li>1 Plate tectonics</li><li>2 Mineral growth and characteristics</li><li>3 Igneous rock formation</li><li>4 Volcanism</li><li>5 Weathering and erosion</li><li>6 Sedimentary rock formation</li><li>7 Metamorphic rock formation</li><li>8 Relative and absolute geologic time</li><li>9 Topographic maps</li><li>10 Geologic structure</li><li>11 Earthquake dynamics</li><li>12 Mass wasting</li><li>13 Stream dynamics</li><li>14 Groundwater</li><li>15 Glacial erosion and deposition</li><li>16 Wind erosion and deposition in the desert</li><li>17 Coastlines and erosion</li></ol>

ESC110 Meteorology - (as found in the syllabus)	
Course goals	<p>During the semester, the successful student will achieve a higher level understanding of Meteorology. Two goals are paramount in the process. They are</p> <ul style="list-style-type: none"> <li>• Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration.</li> <li>• Apply analytical reasoning to both qualitative and quantitative evidence</li> </ul>
Objectives	<p>To accomplish these two basic goals, you must gain an understanding of the following concepts:</p>
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

ESC200 - Introduction to GIS -(as found in the syllabus)	
Course goals	<p>During the semester, the successful student will achieve a higher level of understanding of GIS. Two goals are paramount in the process. They are</p> <ul style="list-style-type: none"> <li>• Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration</li> <li>• Apply analytical reasoning to both qualitative and quantitative evidence</li> </ul>
Objectives	To accomplish this, you need a basic understanding of the following concepts:
1	Making maps and presenting data
2	Working with ArcCatalog
3	Symbolizing features and rasters
4	Classifying features and rasters
5	Labeling features
6	Querying data
7	Joining and relating tables
8	Selecting features by location
9	Preparing and analyzing spatial data
10	Projecting data in ArcMap
11	Building geodatabases
12	Creating and editing features and attributes

List of assessment instruments:

Course	Assessment (Type(s))	Date(s) of Assessment	Responsible faculty; Student Participation	Data review (Dates)	Action to be taken	Date(s) and type(s) of Next assessment
ESC130 Astronomy	Pre-Test Post-Test	Fall 06 and Spring 07	Hopkins	30 May 08	Cumulative exams	Fall 08
ESC310 Environmental Geology	None	None	Hopkins	30 May 08	Create test	Unknown
ESC100 Physical Geology and ESC105 Survey of Geology	Pre-Test Post-Test	Fall 06 and Spring 07	Hopkins Perantoni Barker	30 May 08	Fine tune course; cumulative exams	Fall 08
ESC 200 Intro to GIS	None	None	Perantoni	30 May 08	Create test	Spring 09
ESC110 Meteorology	Pre-Test Post-Test	Fall 06 and Spring 07	Perantoni	30 May 08	Periodic review	Fall 08
ESG120 Oceanography	Pre-Test Post-Test	None	Perantoni	30 May 08	None, course not taught	Unknown

Narrative(s) of results:

### ESC 130- Astronomy

Overview:

All topics assessed on the Post-Assessment test were covered in the course. In addition, the course covers five chapters not assessed including galaxies, quasars, cosmology, and extraterrestrial life. Each topic was discussed in two to three lecture periods, five were enriched by videos, and three included in-class hands-on activities. Opportunities were available both semesters for students to participate in stargazing or other telescope activities. Each topic was assessed with weekly quizzes composed of questions formatted as multiple choice, short answer, or diagrams. All exams were cumulative. Most of the questions were taken directly from the textbook website online quizzes.

Assessment Results:

Low scores (<50%) occurred on objectives 2, 3, 4, 5, and 10 in both sections, objective 9 in Fall, and objectives 12 and 13 in Spring. No scores were below 40%.

Analysis of Results:

Substantial improvement in scores from the previous academic year indicates that the format of the course is addressing the issue of retention. The cumulative exams probably improved retention. The data suggest that in-class activities did not help students understand or retain concepts such as spectroscopy (objective 4), although question and response activities in class suggested the students did understand this objective.

Solutions proposed:

Next year, exams will be seeded with questions similar to the assessment questions so that students will be more familiar with them. Including questions from the five chapters of the course in the assessment will be considered. Students will be encouraged to study for the Post-Assessment test, although offering to use the better of the two scores, the Post-Assessment score or Final Exam score, did not produce the desired effect this year. Cumulative exams will continue to be offered. Although activities did not appear to address the objectives, they will continue to be offered in order to enrich the course content.

See table below for statistics.

## ESC130 Assessment

Year		2007		2008	
Semester		Fall		Spring	
Test		Pre	Post	Pre	Post
Objective 1		41%	67%	30%	62%
Objective 2		19%	42%	20%	42%
Objective 3		36%	46%	31%	44%
Objective 4		41%	36%	45%	44%
Objective 5		33%	46%	42%	48%
Objective 6		42%	62%	37%	66%
Objective 7		43%	55%	49%	55%
Objective 8		27%	58%	40%	54%
Objective 9		39%	44%	57%	60%
Objective 10		23%	33%	21%	44%
Objective 11		27%	54%	37%	58%
Objective 12		27%	54%	36%	49%
Objective 13		30%	63%	34%	40%
Average		33%	51%	37%	51%
Questions Right		9	13	11	13
Bloom		Pre	Post	Pre	Post
Knowledge		34%	53%	39%	60%
Comprehension		34%	55%	36%	46%
Application		35%	44%	42%	38%

## ESC100 section 11 Physical Geology

### Overview:

This was the second year using this textbook, so faculty members had to fine-tune the course. All seventeen objectives were discussed in lecture and lab in various forms, either by lecture, discussion, or hands-on experience. The review in each chapter was covered to highlight the important topics in the chapter. Student progress was evaluated with weekly quizzes, three major exams, and a final exam. To enhance their learning, a day-long field trip was conducted. There were two parts to it. Prior to going on the field trip, the students had to research selected topics and write up their discoveries. The second part was to actually view, analyze, and draw selected geologic features they saw on the trip.

### Assessment Results:

After reviewing the Pre-Test/Post Test results, there did not seem to be any pattern to the difficulties. The following objectives were below the 50% mark: Objective 3 (Igneous Rocks), Objective 5 ( Weathering), Objective 8 (Geodating), Objective 10 (Geostructures), Objective 13 (Streams), and Objective 16 (Deserts). In most cases the scores were only a point or two below 50%. Two areas were repeats from last year, Objective 5 and Objective 8.

In reviewing the data, learning did take place as no one retrograded. The question that has never been answered is what should the percentage increase be? Is it even possible to evaluate this in terms of significance.

#### Solutions Proposed:

This coming year a learning styles inventory will be administered. It is possible that the entire course needs to be adapted more to how each class learns. Differentiated instruction may be necessary. Also, more time will have to be devoted to the material with periodic reviews to ensure that the material is learned. Since the textbook is not being changed, there will be time to accomplish the periodic reviews.

#### ESC100 section 12/ESC105 Physical Geology and Survey of Geology

#### Overview:

All topics were covered in the course. All were covered in one or two lecture periods, most were covered in lab exercises (ESC100), in-class activities (ESC105), two were enriched by videos, and some were discussed on the required field trip (ESC100). Content was assessed with cumulative exams composed of multiple choice, short answer, matching, and/or diagram labeling questions. Most of the questions were taken directly from the textbook website online quizzes.

#### Assessment Results:

Low scores (<50%) occurred in all sections for objective 1, in three sections for objectives 5 and 13, in two sections for objectives 7, 8, 10, 12 and 15, and in one section for objectives 9, 16, and 17.

#### Analysis of Results:

Scores on Objective 1, Plate Tectonics, rose from the previous academic year from an average of 4% to an average of about 13%. The questions were asked in a short answer format. While many students do poorly on short answer questions, improvement from the previous year might reflect the addition of short answer questions in the mid-term exams. The low scores in other objectives fell between 36% and 49% and were scattered among all sections. There does not seem to be a unifying issue here.

#### Solutions proposed:

It is recommended we change the short answer questions to a multiple choice format so that results from these questions can be compared more accurately with results from the multiple choice questions. Furthermore, though all students had access to most of the weekly quiz questions and answers taken from the textbook website online quizzes, they often performed marginally on the exams. When confronted with the Post-Assessment test, composed of questions of which they did not have prior knowledge,

students predictably failed to perform well. Next year, in-class quizzes will be seeded with questions similar to the Assessment questions so that students will be more familiar with them. Students will continue to be encouraged to study for the Post-Assessment test, although offering to use the better of the two scores, the Post-Assessment score or Final Exam score, did not produce the desired effect this year.

See Tables below for statistics

ESC100 Assessment Fall 2007

Year	2006								
Semester	Fall								
Section	ESC10011		ESC10012		ESC10013		ESC10511		
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Objective 1	1%	28%	4%	15%	3%	7%	0%	0%	
Objective 2	49%	62%	42%	60%	54%	75%	0%	0%	
Objective 3	39%	49%	37%	58%	40%	51%	0%	0%	
Objective 4	43%	74%	50%	77%	51%	68%	0%	0%	
Objective 5	21%	25%	36%	40%	25%	43%	0%	0%	
Objective 6	56%	74%	62%	77%	64%	83%	0%	0%	
Objective 7	35%	59%	31%	49%	31%	47%	0%	0%	
Objective 8	24%	43%	15%	35%	21%	38%	0%	0%	
Objective 9	43%	78%	44%	62%	44%	64%	0%	0%	
Objective 10	40%	48%	41%	44%	40%	56%	0%	0%	
Objective 11	63%	76%	56%	71%	54%	81%	0%	0%	
Objective 12	28%	64%	26%	47%	18%	51%	0%	0%	
Objective 13	38%	45%	30%	40%	31%	60%	0%	0%	
Objective 14	37%	81%	59%	85%	55%	75%	0%	0%	
Objective 15	28%	59%	28%	37%	23%	40%	0%	0%	
Objective 16	33%	43%	32%	56%	30%	60%	0%	0%	
Objective 17	56%	62%	51%	54%	44%	63%	0%	0%	
Average	37%	57%	38%	53%	37%	57%	0%	0%	
Number of Questions	22	34	22	31	22	33	0	0	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Bloom	ESC10011 - Pre	ESC10011 - Post	ESC10012 - Pre	ESC10012 - Post	ESC10013 - Pre	ESC10013 - Post	ESC10511 - Pre	ESC10511 - Post	
Knowledge	38%	67%	40%	61%	39%	64%	0%	0%	
Comprehension	38%	61%	40%	52%	37%	55%	0%	0%	
Application	44%	51%	48%	58%	48%	59%	14%	14%	

ESC100 Assessment Spring 2008

Year	2007							
Semester	Spring						ESC10511	
Section	Section 11		Section 12		Section 13		Section 11	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Objective 1	0.055556	21%	6%	17%	0%	0%	0%	14%
Objective 2	54%	68%	51%	52%	0%	0%	57%	51%
Objective 3	32%	51%	39%	57%	0%	0%	41%	39%
Objective 4	57%	79%	54%	70%	0%	0%	58%	61%
Objective 5	38%	42%	28%	44%	0%	0%	32%	51%
Objective 6	50%	88%	68%	83%	0%	0%	67%	84%
Objective 7	39%	57%	35%	58%	0%	0%	40%	55%
Objective 8	27%	29%	13%	36%	0%	0%	33%	50%
Objective 9	42%	84%	43%	67%	0%	0%	35%	44%
Objective 10	35%	42%	39%	52%	0%	0%	37%	47%
Objective 11	60%	85%	68%	80%	0%	0%	67%	77%
Objective 12	31%	67%	41%	56%	0%	0%	29%	46%
Objective 13	25%	47%	23%	44%	0%	0%	35%	42%
Objective 14	41%	72%	67%	88%	0%	0%	52%	81%
Objective 15	15%	56%	23%	81%	0%	0%	22%	54%
Objective 16	32%	47%	43%	56%	0%	0%	57%	47%
Objective 17	56%	54%	59%	62%	0%	0%	49%	42%
Average	38%	58%	41%	59%	0%	0%	42%	52%
Number of Questions	22	34	24	35	0	0	25	31
Bloom	ESC10011 - Pre	ESC10011 - Post	ESC10012 - Pre	ESC10012 - Post	ESC10013 - Pre	ESC10013 - Post	ESC10511 - Pre	ESC10511 - Post
Knowledge	40%	65%	45%	70%	0%	0%	43%	59%
Comprehension	40%	60%	45%	60%	0%	0%	41%	51%
Application	43%	59%	45%	54%	0%	0%	49%	55%

## ESC 200 - Intro to GIS:

A Pre/Post Test has not been developed. A new textbook was used. Work needs to be done in this area.

## ESC110 Meteorology:

### Overview:

Meteorology continues to be a very popular class. Two sections are offered every semester. The students are challenged with weekly quizzes, two exams, a final exam, and eight concepts. This year, as last, we spent two weeks in studies of global warming. The students were assigned pro and con positions and they really got into excellent debates.

### Assessment Results:

The scores were mostly 60% or better. There were four objectives that were below 50% and there was no consistent pattern from class to class. The low objectives are: Objective 1 (Structure of the Atmosphere), Objective 4 (Cloud Formation), Objective 8 (Fronts), and Objective 13 (Climatology).

### Analysis of Results:

In as much as the low scores were random, it is difficult to identify a specific problem. Since we spent two weeks toward the end of the semester on Global Warming, material on climatology was not covered but left up to the students to extract from the text themselves. That was done during the Spring semester and both classes had scores less than 50%. Since this occurred two years in a row, maybe it is time to rethink the two weeks on global warming.

In as much as the Post Test scores are quite high, and no one retrograded, it is safe to assume that learning did take place.

### Proposed Solutions:

The plan this year was to allow a short time for a lecture over the materials in Objective 13 on climatology. However, that did not take place as time ran out. So, an attempt will be made again this next year to cover the material.

The meteorology classes will be part of an experiment this next school year. The Kolb LSI will be issued to identify the learning style of each student. This may be the key to modifying instruction in the class to meet the students' needs.

See table below for statistics.

ESC110XX -- Meteorology Assessment

Year	2007				2008					
	Fall				Spring				r 200X	
Semester	ESC11011		ESC11012		ESC11011		ESC11012		Winter Quarter	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Objective 1	50%	59%	36%	43%	40%	48%	52%	57%	0%	0%
Objective 2	45%	73%	59%	62%	38%	67%	46%	55%	0%	0%
Objective 3	50%	67%	55%	66%	49%	69%	53%	55%	0%	0%
Objective 4	37%	68%	53%	63%	44%	63%	32%	40%	0%	0%
Objective 5	43%	75%	56%	66%	53%	67%	51%	57%	0%	0%
Objective 6	25%	58%	41%	48%	25%	57%	34%	50%	0%	0%
Objective 7	38%	71%	49%	58%	35%	57%	48%	53%	0%	0%
Objective 8	53%	82%	53%	66%	65%	71%	68%	52%	0%	0%
Objective 9	52%	75%	54%	67%	55%	70%	53%	54%	0%	0%
Objective 10	50%	65%	52%	64%	51%	64%	53%	56%	0%	0%
Objective 11	38%	68%	54%	67%	35%	63%	53%	57%	0%	0%
Objective 12	38%	67%	55%	69%	49%	65%	44%	49%	0%	0%
Objective 13	30%	35%	30%	38%	25%	49%	18%	30%	0%	0%
Average	42%	66%	50%	60%	43%	62%	47%	51%	0%	0%
Questions Right	17	22	19	19	15	17	14	15	0	0
Bloom	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Knowledge	33%	65%	49%	59%	35%	59%	37%	48%	0%	0%
Comprehension	48%	65%	48%	59%	48%	61%	47%	49%	0%	0%
Application	52%	79%	58%	70%	54%	80%	64%	67%	0%	0%

Action plan for next cycle of assessment

Astronomy: seed exams

Environmental Geology: develop Pre/Post Test for Spring 09.

Physical Geology: modify Pre/Post Test to eliminate "fill the blank" questions.

Intro to GIS: develop Pre/Post Test for Spring 09.

Meteorology: administer learning styles inventory to see if differentiated instruction applies.

Oceanography: nothing, course not offered.

## **C-Base**

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 in the Teacher Education Program, all 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 successful completion of all components of the CBASE exam.

The value of the C Base 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 C-Base as an assessment tool will diminish as more students will have received some or all of their preparation at other institutions

For a more complete discussion of the C Bases, see the Education Division report.

Below are the C-Base Results: Composite - Lindenwood students/Students state-wide since 2001:

## Cumulative Passing Rates by Subject

		English	Writing	Math	Science	Social Studies
2002-03	Lindenwood	79%	85%	80%	79%	74%
	State	84%	89%	80%	79%	78%
2003-04	Lindenwood	79%	85%	81%	80%	74%
	State	85%	90%	80%	81%	79%
2004-05	Lindenwood	79%	85%	81%	79%	73%
	State	84%	90%	83%	80%	78%
2005-06	Lindenwood	79%	86%	82%	78%	72%
	State	84%	90%	83%	80%	78%
2006-7	Lindenwood	79%	86%	82%	78%	71%
	Difference	-5	-4	-1	-2	-7
2007-08	State	84%	90%	83%	80%	78%
	Lindenwood	79%	86%	82%	77%	70%
2007-08	Difference	-5	-4	-1	-3	-7
	State	84%	90%	83%	80%	77%

\*We will continue compare the C-Base results for the last 5 years in this report.

These numbers have remained consistent over the last 5 years for both the state and the University.

Below are the C-Base Results: African-American students at Lindenwood/African-American students state-wide since 2001  
Cumulative Passing Rates by Subject

		English	Writing	Math	Science	Social Studies
2002-03	Lindenwood	55%	74%	65%	63%	51%
	State	53%	64%	47%	49%	55%
2003-04	Lindenwood	54%	73%	67%	63%	52%
	State	54%	65%	48%	48%	54%
2004-05	Lindenwood	54%	73%	66%	63%	52%
	State	54%	65%	48%	48%	54%
2005-06	Lindenwood	55%	72%	68%	59%	53%
	State	54%	65%	48%	48%	53%
2006-07	Lindenwood	56%	71%	68%	60%	52%
	Difference	+2	+5	+20	+12	-1
2007-08	State	54%	66%	48%	48%	53%
	Lindenwood	55%	72%	67%	59%	51%
2007-08	Difference	+1	+6	+19	+11	-2
	State	54%	66%	48%	48%	53%

\*We will continue compare the C-Base results for the last 5 years in this report.

Lindenwood's results on the C-bases 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 4 yr and Private Colleges

		English	Writing	Math	Science	Social Studies
2006-07	Lindenwood Difference 4 yr Inst - State	79% -5 84%	86% -4 90%	82% -2 84%	78% -2 80%	71% -7 78%
	Lindenwood Difference Pvt Inst - State	79% -4 83%	86% -3 89%	82% +1 81%	78% +1 77%	71% -5 76%
2007-08	Lindenwood Difference 4 yr Inst - State	79% -5 84%	86% -4 90%	82% -2 84%	77% -3 80%	70% -8 78%
	Lindenwood Difference Pvt Inst - State	79% -4 83%	86% -3 89%	82% +1 81%	77% +0 77%	70% -5 75%

LU has remained a reasonably close to the state averages over the years, and due the increasing number of students who will have taken the test, any significant increase in the LU numbers will not be reflected for some time.

## Assessment of General Education Overview

### General Education -Some Conclusions:

- The current University GE program is a cross between a class based and a knowledge (concept)/skills based system.
- The combination works well at LU.
- Student improvement is a constant over the years of assessment– that is, students have demonstrated value added from the courses. While the results in some programs may have slipped, as to the degree of improvement, this may be due to the fine tuning of the assessment processes and goals.
- Some programs are still having problems closing the loop on assessment in a formal process but have begun to do so informally.
- GE's objectives are often continued through the majors and programs; assessing the impact of non-GE courses on our GE goals is the current area of weakness in our GE assessment program.
- The Lindenwood faculty continues to show a still growing commitment to making General Education valuable to both the student's academic and personal growth and assessing that growth.
- The number of students assessed each year has continued to increase, as departments and divisions improve and expand their assessment programs into new courses and areas.

- The wide range of courses participating in General Education Assessment insures that almost all Lindenwood students have their learning assessed, usually multiple times during the year.
- The addition of ENG 210, Writing Proficiency Lab, has played a role in improving the writing of LU students.
- The Lindenwood faculty shows a commitment to making the assessment process not only work, but a valuable part of their process of class improvement.
- Lindenwood instructors participating in General Education Assessment are concerned to provide objective (quantifiable) measurements of student learning.
- Lindenwood instructors participating in General Education Assessment are increasingly looking at adding non-quantifiable aspects to their assessment of student learning in order to improve the instructional environment.

### **General Education Action Plan**

- We will begin to look at GE across the curriculum. We need to encourage majors/programs to consider how they continue the GE process and look for methods that assess them as well as assessing the major itself.
- Faculty members will be encouraged to continue to, where possible, work cross-curricular material and the GE objectives into the non-GE classes (discuss the relationships between their subjects and others both within and outside of their discipline).
- The Assessment officers for each Division/Department will be encouraged to create in their assessment plan section on how they will be looking at GE goals across the curriculum.
- The University will expand this report in GE in order to look beyond class based assessment.
- In the next year, the GE committee will begin 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' educations and to allow for better assessing the success of the university in each area.
- The English Proficiency test that was put in place during the 2005-06 academic year in order to assess the students' knowledge on basic competence in writing organization, grammar, and spelling and in writing appropriate to each discipline is now a graduation requirement, and starting in 2009-10 a different version will be used as a placement exam for incoming freshmen.
- The students' ability to communicate effectively and correctly in written English will be increasingly emphasized and assessed across all academic programs.
- Additional success in this area will be expected as more native speaking students will be able to take ENG 110, Effective Writing, before taking ENG 150, Composition I, because of the success of the University's English Proficiency Program (which is for non-native speakers).
- The students' ability to work effectively in Math will be increasingly emphasized.
- The Math Department's development of a new lower level math will improve the quality of work in the GE level classes

Continuing:

- Faculty will be encouraged to continue to, where possible, also use more focused assessment tools that are aimed at areas they may consider problematic within their courses
- Faculty members will be encouraged to promote student involvement in assessment via the use of CAT's, surveys of student attitudes and expectations, student participation in program assessment committees, exit interviews, and student membership on the assessment Committee.
- Programs that do not report action plans for pedagogical and assessment changes will be encouraged to do so.
- Faculty members will be encouraged to review and, where necessary, revise course objectives to reflect appropriate general education objectives in both GE and non-GE classes.

# University Program Assessment

# Introduction

## Assessing Programs and Majors

Programs and activities at Lindenwood University flow from the Mission Statement, which affirms that Lindenwood's educational mission is to add value to the lives of our students and community. Specifically, "Lindenwood is committed to

- providing an integrative liberal arts curriculum.
- offering professional and pre-professional degree programs.
- focusing on the talents, interests, and future of the student.
- supporting academic freedom and the unrestricted search for truth.
- affording cultural enrichment to the surrounding community.
- promoting ethical lifestyles.
- developing adaptive thinking and problem-solving skills.
- furthering lifelong learning.

Lindenwood accomplishes these goals through over 75 programs divided over 9 schools.

1. American Studies
2. Business and Entrepreneurship
3. Communication
4. Education
5. Fine and Performing Arts
6. Human Services
7. Humanities
8. Sciences
9. Lindenwood College for Individualized Education

A majority of the University's programs are doing program assessment as a regular part of their internal review process. In virtually all of the cases the assessment tools are internal to the programs, and are designed, to assess not only the general effectiveness of the programs but specific areas of interest or concern. Both the University and the programs are constantly assessing our assessment programs.

There are a growing number of programs that are going through external evaluations for additional professional accreditations, such as Education, Social Work and Business. These accreditations will have a positive impact on the development of the assessment programs in these areas as we will need to meet not only the traditional higher education goals of assessment, but assess the practical professional level of training.

It is now university policy that new programs are to have integrated assessment into the initial planning phases. This has improved the way programs think about assessment but it still takes time to work through what is a useful set of assessment tools.

While all the schools have at least one major program, not all of the programs are sufficiently advanced or developed to have program assessments.

Overall, the university's program assessment, which has been very good for years, is growing and improving on a regular basis.

#### Praxis University Wide

The PRAXIS exam is taken by those students who wish to teach at the elementary or secondary level. Students who wish to teach at the secondary level take the exam in a specific content area such as History or Unified Sciences. For this reason a number of the programs at LU use the PRAXIS as one area for external assessment of their programs success.

The composite PRAXIS scores for each for program has shown a great deal of consistency over the last six years, with no program in the last year have an average under the required score for passing the exam. There are a number of factors that limit the effectiveness of the PRAXIS as an assessment tool:

- 1) Not all the students have taken the majority of their class work at LU,
- 2) Not all students have majored in the areas in which they take the PRAXIS,
- 3) MAT students are not differentiated from undergraduate students.

PRAXIS II AVERAGE COMPOSITE SCORES: UNDERGRADUATE PROGRAM							
PROGRAM	Required Score	LU average 02-03	LU average 03-04	LU average 04-05	LU average 05-06	LU average 06-07	LU average 07-08
Elem/Early childhood							
Early Childhood B-3	600	601	606	628	645	591	610
Elementary 1-6	164	167	167	168	170	165	172
Middle School Certifications							
Language Arts 5-9	163	178	174	n/a	170	164	170
Mathematics 5-9	158	164	157	167	164	162	165
Science 5-9	149	168	150	157	157	158	154
Social Science 5-9	154	168	160	164	169	155	166
Secondary Certifications							
Art K-12	153	169	158	165	158	168	162
Biology 9-12	150	164	159	158	144	156	160
Business 9-12	590	658	659	647	636	612	600
English 9-12	158	173	169	172	173	173	169
French K-12	161	196	179	172	200	170	172
Health K-12	620	n/a	660	n/a	690	n/a	660
Industrial Tech 9-12	570	640	n/a	n/a	680	n/a	620
Physical Education K-12	153	151	150	156	153	155	158
Mathematics 9-12	137	164	152	140	144	146	142
Music K-12	151	165	156	160	160	154	160
Social Studies 9-12	152	165	162	165	165	162	160
Spanish K-12	158	170	167	144	165	157	163
Speech/Theatre 9-12	530	640	698	623	687	705	655
Unified Science: Biology 9-12	150	164	175	162	162	n/a	160
Unified Science: Chemistry 9-12	152	n/a	n/a	166	162	199	n/a

## School of American Studies

This school is a recent creation being formed only during the 2007-8 academic year. The American Studies program is currently undergoing a series of revisions and not currently prepared to do effective assessment of the program.

## School of Business and Entrepreneurship

The Lindenwood School of Business and Entrepreneurship currently serves approximately 1,200 undergraduate students and 300 graduate students pursuing BA, MA, MS and MBA degrees in accounting, business administration, entrepreneurial studies, finance, human resource management, international business, management information systems, marketing, retail merchandising and sport management.

In the 2007-2008 academic year, the School of Business and Entrepreneurship broadened its coverage of courses for which formal assessment of learning outcomes would be required. In the Undergraduate Program, for each of the ten Majors, the course that represents the first course in the stream of courses required for that major (the "Principles" course), was selected for internal, formal assessment. Also, the capstone course, "Management Policy", was selected for external assessment using a standardized, national test.

The Graduate MBA Program was significantly restructured in 2008. It is planned to start assessment in the 2008-2009 academic year using an external, national, Business Simulation Test in the capstone course, MBA601 Business Policies. It is also planned to start the Educational Testing Systems (ETS) Graduate Business, Major Field Test in this course.

#### Report On General Education Learning Across The Business Curriculum:

All courses taught in the Division are presented as an area of specialized business learning within an overall liberal arts curriculum. As such, the General Education skills of Mathematics, English, History, Ethics, Cross-Cultural Studies, Social Sciences, and to a lesser extent, even the natural sciences, are interwoven into the content of most courses. In particular, our Division expanded the General Education Mathematics requirement from one course to two courses because of the internal recognition and external feedback from the business community, of the need for better computational skills from business graduates.

#### Report On Assessment At Off-Campus Sites:

Several graduate courses are taught off-campus at the Westport site. In 2007-2008, assessment of learning at this site focused primarily on ensuring that professors teaching at this site were fully coordinated and integrated with the academic and administrative policies of the main campus. To this end, as reported above, each class was visited by a full time professor, and subjected to an end-of-course evaluation.

#### What It All Means:

The Division of Management is committed to constantly assessing the learning of its students to ensure that what is taught is learnt, and that what is learnt is the best mix of information and skills that will help the student be successful as an individual in general, and as a business professional in particular.

The following is a summary of the Division's actions related to measuring and improving learning over the 2007-2008 academic year

MAJOR	FIRST "PRINCIPLES" COURSE IN MAJOR	ASSESSMENT METHOD / RESULTS	CHANGES TO IMPROVE LEARNING OUTCOMES
Accounting	Principles of Financial Accounting	The Pre & Post Test was conducted for one section of this course. Students showed an average improvement in test score of 30%, confirming that learning occurred between the pre and post test.	Since the improvement scores were evenly distributed across questions/ topics, '08-'09 will focus on more comprehensive practice problems for better retention of the course information.
Business Administration	Principles of Management	A standardized pre and post test was given to 6 sections of students via 2 different instructors. The average pre test score was 46, with an average post score of 86. This significant increase confirms learning occurred between pre and post testing.	Improvement scores were evenly distributed cross questions. In '08-09, learning will be enhanced through greater application of the theory to current case studies.
Entrepreneurial Studies	Small Business & Entrepreneurship	This is a new major. To date, assessment has focused on an improvement in course content including an increased number of outside speakers, and the introduction of a cross-discipline, computer simulation business game.	The revised course design will allow for measurement of learning outcomes in '08-'09
Finance	Principles of Finance	Assessment focused on an improvement in course content through the inclusion of a Unit on International finance.	The course content will continue to be assessed to ensure coverage of emerging topics.
Human Resource Management	Human Resource Management	Initial assessment of this course was measured from the standard Lindenwood University's end of course Evaluation Form. Responses to questions 29 to 32, which ask students to assess the extent to which the course added to their knowledge, required critical thinking, enhanced professional development, and influenced their ethical development all showed a greater than 56% of students giving the course the highest grade in each of the 4 questions.	A Pre & Post Test will be developed as an assessment instrument for this course.
International Business	International Business Operations	Assessment focused on improving the syllabus and textbook based on external comparisons and feedback from regional business leaders.	A Pre & Post Test will be developed as an assessment instrument for this course.

Management Information Systems	Management Information Systems	In Spring 2008, results of the Pre & Post test showed a 31% improvement in correct answers on the 50 question test. This compares favorably to the 20% improvement on the same test administered in Fall 2007.	In '08-'09 assessment will focus on examining the content areas in which students scored low on in the Post Test.
Marketing	Principles of Marketing	Reviewed and revised the course objectives to make them more consistent across all the sections offered. Also began an evaluation of testing procedures, comparing results from open-notes versus closed-notes tests, as well as the greater use of essay questions.	Course will be improved through the greater use of essay questions requiring critical thinking and cross-discipline analysis.
Retail Merchandising	Retail Buying	Assessment focused on a review of the textbook. Following research on the most used textbooks for this course, the book was changed to reflect a better selection of topics with current retailing language.	A Pre & Post Test will be developed as an assessment instrument for this course.
Sports Management	Orientation to Sport Management	No formal assessment was done for this course	A Pre & Post Test will be developed as an assessment instrument for this course.
MINOR			
Economics	Principles of Microeconomics	The Pre & Post Test was conducted for one section of this course. For the course specific questions, there was an average improvement of 24%, with four students earning a better than fifty percent improvement. A question by question analysis of the results showed that "learning" was not correlated to the question content but rather to the student's course grade.	Course will be improved through the greater use of current business examples that help with understanding and retention of economic concepts.

BUSINESS CAPSTONE COURSE	Management Policy	We completed our second pilot of the Educational Testing Systems (ETS) Business major Field Test. This test was administered to all 152 students in 4 sections of this course. Our Institutional Mean score was 146 compared with 152 Mean for 447 other national institutions taking the same test during the same period. Of the 9 areas of business competency tested, the average for Lindenwood students was closest to the national average in Finance, and widest apart in "Internal Issues". This breakdown of our performance in the 9 business areas will form the basis of an overall program assessment in the 08/09 academic year.	The performance of students in each of the business competency areas of the ETS Test will be used to enhance the overall strength of the program.
Capstone Course	Business Policies	No formal assessment was done for this course	The ETS's Graduate Business, Major Field Test will be implemented and the results used to assess the strengths and weaknesses of the overall MBA program.

## **School of Communications**

Lindenwood's School of Communications offers five Bachelor of Arts degrees and one Master of Arts degree (BA's in Advertising and Media;- Corporate Communications; Journalism; Mass Communications; Multimedia and an MA in Communications) . Undergraduate students can choose from Advertising and Media, Corporate Communications, Multimedia Design, six different emphases in Mass Communications, or two in Journalism. The Masters degree is offered in both a traditional daytime format and an accelerated evening curriculum. The total enrollment in Lindenwood University's School of Communications is about 625 fulltime students. All Communications' curricula include a rigorous liberal arts component. This is in keeping with Lindenwood's philosophy of educating the entire person. The School has been working to strengthen its programs using two distinct methods in assessing progress. The first, more traditional technique, is through reviewing the academic practices and instructional techniques utilized in the classroom. The second involves communicating with industry leaders to insure that the content of our courses is relevant to the needs of our students and their preparation for successful careers.

### **Communications Program**

Academic assessment for the Communications Program includes two instruments: An objective (MC) exam of approximately 100 items and a culminating portfolio. Both instruments are "works in progress" and are in a continuous process of revision, a revision driven by program growth and modification and by change in faculty. The '07/'08 objective exam is nearly the same as that for the '06/'07 academic year (see notes), allowing qualified year to year comparisons for the past three years. Due to changes in program content and faculty, we expect modification to the exam for the '08/'09 academic year. Thus, caution should continue to be exercised in comparing year to year results. We are hopeful, however, that the modest incremental year-to-year improvement in comprehensive scores for seniors would continue, reflecting, among several factors, growing consistency in our faculty's approach to curricular baseline skills and content.

The objective exam, divided into 10 sections is administered twice each semester: once as a baseline instrument in the initial course of the major, COM 130, Survey of Professional Media; and once as a comprehensive exam in the capstone course for the major, COM 460, Senior Communications Seminar. Given changes in the exam, year-to-year, one might expect ongoing fluctuations in the spread between Baseline and Comprehensive results over the next two to three years as program and faculty growth stabilize.

The following table comprises results by semester, stated as percent correct answers by subject matter area. A total of 60 students took the "Baseline" version of the exam, while 60 took the "Comprehensive" version during the 2007-

2008 academic year, a decrease of about 25 percent compared with the '06/'07 academic year.

Subject Matter Area	Fall 2007 & Spring 2008 Baseline (% Correct) (60 Total Exams)	Fall 2007 & Spring 2008 Comprehensive (% Correct) (60 Total Exams)
Historical Literacy	55	55
Media Literacy	57	65
Media Theory/Ethics**	52	49
Media Law	46	46
Journalism/Writing	55	61
Personal Com. Skill	56	62
Online/Comp. Skill*	57	52
Professionalism	70	70
Video/Tech. Skill	53	59
Org. Com.**	31	46

\*Reflects revisions to exam content by new faculty.

\*\*Reflects older exam content, to be replaced by revisions for '07-'08 academic year.

The data indicate some regression in mastery of material in some areas, and performance at less than 60 percent on the comprehensive exam in some areas remains a matter for division faculty attention.

The exam will be revised for the 2008-2009 academic year. Specifically, new and returning faculty members will modify specific items based on results in the Communication Theory and Media Ethics sections of the exam. The modifications will reflect changes in curriculum and faculty. In addition, a thoroughgoing examination of the adequacy of the current exam as an assessment tool will be undertaken.

The second instrument, the professional portfolio, during the 2007-2008 academic year has again been evaluated with numerical scores to the portfolios according to published standards. 57 students submitted portfolios, with the following results:

2007-2008 Academic Year	
Scores by Percent	Number of Portfolios
< 90	17
< 80	17
< 70	18
< 60	3
> 60	2
No Portfolio Submitted	3

Grading standards will continue to be refined in the future. However, proposals are currently being considered to accomplish two related goals: 1) reduce the number of students who decline to submit portfolios, and 2) increase the professional standards of those that are submitted. Since each faculty member grades portfolios in his or her area of expertise, scoring is necessarily subjective. Still those numerical scores will be recorded as an ongoing part of the Communications Program Assessment Effort. The scoring rubric will be subject to ongoing modification.

## **School of Education**

The School of Education has done a comprehensive assessment for a recent visit by the Missouri Department of Elementary and Secondary Education. The data was so extensive that it was impractical to place it in this document. For this year the School of Education assessment is available in a separate report available at the university web site.

## **School of Fine and Performing Arts**

The School of Fine and Performing Arts offers 19 undergraduate majors in the areas of dance, studio arts, theatre and music. The recent opening of the new performing arts center is expanding the ability of the University to offer both quality professional and student productions for the University and the community.

### **Art**

#### **LU Art Major Assessment/BFA Exhibition Thesis Assessment**

We rate each student's demonstrated abilities in specified areas on a 1 – 5 scale from the work presented in their thesis exhibition. The following represents the abilities assessed and the percentage of students who received high marks (4-5) for their demonstrated abilities. In 2005, 19 exhibitions were assessed; In 2006, 18; In 2007, 13; in 2008, 21.

	2008	2007	2006	2005
Drawing	52%	46%	50%	47%
Quantity	52%	69%	44%	63%
Technical Knowledge	57%	69%	39%	52%
Presentation/Craftsmanship	38%	31%	22%	37%
Color	38%	47%	28%	47%
Composition	33%	54%	39%	63%
Content	38%	31%	39%	37%

## Lessons Learned

The content of the foundation courses in the major; History of Art, Intro to Drawing, 2-D Design, 3-D Design, and Color Theory, are not being carried over into the advanced level courses by most of the majors. Some of the foundation courses are not being taken by the students until late in their program because they are not prerequisites for their major coursework. Very few skills and concepts learned in the foundation courses are being reinforced in the advanced courses.

## Action Plan for 2008-09

We have begun to increase the foundation offerings so that majors complete them in a timely fashion early in their careers. It will take a few semesters to catch up.

Develop a mid-program evaluation of each art major to assess the efficacy of the foundation courses as well as to determine the viability of the student's continuation in the major. This has been a desire for a couple of years. The logistics of scheduling such mid-program evaluations for 180 majors while having 4 faculty members has precluded its inception.

The art department is well aware of its programmatic shortcomings and where attention is required. These are primarily in the areas of facilities, contact hours and faculty performance which we continue to work with the University at addressing.

## Dance

### Technique:

Students' technical development is evaluated based on a compilation of their work in technique classes and their dance concert performances.

### Classes:

Students are evaluated for their progress in the following categories: alignment, footwork, awareness of center, use of weight, phrasing, musicality, qualitative

awareness, ability to project choreographic concept, and ability to project stylistic distinctions.

Performances: All dance performances are videotaped. The tapes are kept on file and evaluated each semester. The performances feature students in the styles they study in technique classes: modern, jazz, tap, and ballet as well as selected ethnic dance styles.

Faculty will review students' technical skills at the beginning of each semester in the program through an assessment class. Each student is individually evaluated and have the opportunity to discuss their progress through a faculty/student meeting and the end of the school year.

Choreography:

In addition to two semesters of choreography class, all dance majors choreograph for dance concerts. Their class and performance compositions are evaluated based on their demonstration of the following competencies: spatial and structural design, compositional form, qualitative variety, movement invention, phrasing and musicality, production (performance, costume, sets, lights, etc) and originality of concept.

Student choreography is evaluated at the beginning of their first composition class and assessed at the completion of the final concert in their senior year.

Dance History And Dance As Art:

Students demonstrate their competencies in two ways: through written tests involving multiple choice and short-answer essay questions, and through written video analyses of selected choreographic masterworks.

Pre-tests are given in the following areas: technical analysis, choreographic analysis, stylistic distinctions, historical influences on dance styles, and cultural differences in dance styles. These areas are revisited in tests throughout the semester. The class scores are averaged at the end of the semester to determine progress and areas that need strengthening.

In the Dance as Art course, students write a five-page performance critique analyzing the performance according to criteria developed throughout the semester. In the Dance History course, students write a research paper analyzing the historical importance and cultural significance of a selected choreographer or dance style.

Senior Project:

All graduating dance majors must complete a senior project. This project is developed by the student with faculty guidance and is designed to help the student consolidate their knowledge in a way that supports their career goals, as

in the following examples. For choreography projects, students choreograph a fully conceptualized dance for performance in a designated venue such as a Lindenwood concert. For a performance project, students perform in a variety of dances by different choreographers. All choreography and performance projects are videoed for analysis. For a historical/theoretical project, students develop a theoretical analysis of choreography or technique, or research a specific historical figure, style, or era. All projects include a written component to demonstrate students' literary skills: a pre-project proposal, a journal of progress, and a summary and analysis of the experience. The final technical, choreographic, and conceptual standing of the student are included in their comprehensive score on the student assessment questionnaire.

#### Outside Assessment:

Additional assessment from other professionals in technique, choreography, and performance is received from guest artists, professional companies and participation in adjudicated events such as the American College Dance Festival.

#### Student Attitude/Response:

Faculty meets throughout the year to discuss students' progress and analyze student scores. Students who are having difficulty in their major area are met with on an individual basis, and given guidelines for improvement. It has been our experience that most students respond favorably to this individual attention.

Dance is unique in that performance offers students a continuing opportunity for self-evaluation. The typical dance student is highly motivated by the demands of the art form itself to continually seek improvement and correct identified problems.

Continuous correction in the classroom setting is integral to the dance education process. The Lindenwood dance faculty correct intensively, but in a manner designed to encourage students to do their very best.

#### Results:

The dance faculty is extremely pleased with the level of our students and we will continue to work to refine our methods of developing technical, choreographic, and theoretical skills in our students.

## Music

Representing an integral component of the department's comprehensive recruiting plan, four degree options are available to accommodate a wide range of undergraduate students. The Bachelor of Arts in Music with K-12 Certification degree prepares graduates for a career teaching music at the elementary, middle, or high school levels. Certification options include an emphasis in instrumental music with or without vocal endorsement or vocal/choral emphasis with or without instrumental endorsement. The Bachelor of Arts in Music Performance degree is designed for students who wish to pursue graduate study, establish private studios, pursue solo careers, or perform with major ensembles. The Bachelor of Arts in Music Business degree merges business and musical expertise, preparing the graduate to enter the music industry with an ability to interact with professionals in both music and business. The core program combines traditional music curricula with course work in business, management, marketing, promotion, and communications. The degree culminates with an internship and includes all requirements for a Minor in Business Administration. The Bachelor of Arts in Arts Management with emphasis in Music degree is a multidisciplinary program developed primarily for those individuals who choose a career path in not-for-profit management in the arts.

### Music Department: Major and Programs

The Lindenwood University Music Department aims to create a dynamic, pluralistic, and student-centered musical environment that enables Lindenwood students to be competitive in music careers and related fields, interact with the musical richness of our world, develop their own musical identities, and continue study at an advanced level.

In support of this mission and the overarching missions of Lindenwood University, the primary objectives of the Music Department are as follows:

- Preparing music education, performance, and business professionals through integrative curricula.
- Supporting the University at large through music.
- Providing spaces, materials, and services that support and enable superior music education and performance.
- Attracting students who excel in scholarship and music performance to the University.
- Sustaining student enrollment and participation throughout the department.

## BA in Music w/K-12 Certification:

### Goals

The goals of the major Bachelor of Arts in Music with K-12 Certification are one and the same as the goals set forth in MoSTEP 1.2.1.1: Music K-12: Instrumental and Vocal Competencies, Revised: April 2006]. Organized in ten categories by the Missouri Department of Elementary and Secondary Education, these beginning music teacher competencies are aligned with music accrediting organizations and competency tests as listed below:

- A. Musicianship and Performance (1997 SSC: 1.1,3,7,17,20; NASM [2005] V.A.1-2, VII.A.1-6, VII.I.3.b.3; INTASC 1; G1.3, 2.5, FA1,2; PRAXIS II (0113): III)
- B. Aural Skills and Analysis (1997 SSC: 1.1,2,6,14; NASM [2005] VII.B.1-3; INTASC 1; G1.3, 2.5, FA1,2,3; PRAXIS II (0113): II, III)
- C. Composition, Improvisation, and Arrangement (1997 SSC: 1.3,8; NASM [2005] VII.C.1,2, VII.I.3.b.2; INTASC 1; G1.3, 2.5, FA1,2; PRAXIS II (0113))
- D. Conducting (1997 SSC: 1.19, 2.1,3.1; NASM [2005] VII.I.3.b.1; INTASC 1; G1.3, 2.5, FA1,2; PRAXIS II (0113))
- E. History and Repertory (1997 SSC: 1.4,16,19; NASM [2005] VII.D.1,2, VII.I.b.4; INTASC 1; G1.9, FA4,5, SS6; G1.5, 2, FA3,5, CA5; PRAXIS II (0113): I)
- F. Technology (NASM [2005] VII.E.1,2; INTASC 1; PRAXIS II (0113): III)
- G. Synthesis (1997 SSC: 1.17,18; NASM [2005] VII.F.1-4; INTASC 1; FA1-5)
- H. Professional Practices (1997 SSC: 1.5,11,15; INTASC 1; PRAXIS II (0113): V)  
Teachers of Vocal Music (1997 SSC: 3.1-5; CR III.D.1.e-j; NASM [2005] VII.I.3.b.5.a-b; INTASC 1)  
Teachers of Instrumental Music (1997 SSC: 2.1-5; CR III.D.2.e-i; NASM [2005] VII.I.3.b.6.a-b; INTASC 1)

### Objectives

To achieve the MoSTEP competencies for beginning music teachers (or the goals for the major), specific “performance objectives” or “achievement indicators” or “performance assessments” have been created for each competency. These learner performances are detailed in an extensive department document (The Lindenwood Music Department Curriculum Matrix) for the degree Bachelor of Arts in Music (with K-12 Certification). All respective course syllabi are aligned with this matrix, which includes congruence with the Missions of the University. Attendant instruction is effectively designed to equip and enable students to complete each performance.

## Methods of Assessment

As described in the following sections, several comprehensive assessments are included in the music education program of study.

### Method of Assessment: Cumulative GPA

Table MUS 4 illustrates the cumulative GPA for all Music majors, those students seeking certification including, and those students seeking only a Bachelor of Art in Music without certification.

Table MUS 4: Cumulative GPA: Music K-12				
Year	All Music Majors	Music majors seeking K-12 certification		Music majors seeking BA degree
		Content	vs. Education	
2006-2007	3.19	3.21	3.01	3.34
2005-2006	3.26	3.35	2.99	3.45
2004-2005	3.16	2.89	3.31	3.29
2003-2004	3.23	3.28	3.18	3.22
2002-2003	3.05	2.98	2.97	3.21
TOTAL:	3.18	3.14	3.09	3.30

### Method of Assessment: Performance in Clinical Experience (Student Teaching)

The culminating phase of clinical experience is the enrollment in EDU 410 Student Teaching. The Student Teaching Handbook is used as a guide and reference to successfully complete all the necessary components of the student teaching experience.

The design, implementation and evaluation of the field experience are jointly shared between local school districts and Lindenwood University. Field experiences relate theory and research to the world of practice through observation and application in a variety of experiences and environments. All field experiences and clinical practice are designed to facilitate candidates' development as professional educators. All initial candidates complete a series of graduated, varied, and extensive experiences in which they assume increasing responsibility for P-12 student learning.

Clinical experiences encourage both written and oral reflection by candidates. Feedback is given to students from a variety of sources working close with the student including higher education faculty, host school faculty, administrators, cooperating teachers and peers.

Table MUS 6 illustrates the assessment data from the student teaching experience from cooperating teachers for music program completers. The cooperating teacher evaluates the pre-service teacher based on the standards and performance indicators from the Department of Elementary and Secondary

Education by completing the Evaluation Form found in the Student Teaching Handbook Appendix N. Prior to 2006, students were evaluated according only to the quality indicators; however, the most recent evaluation form includes quality and performance indicators. Despite the change, the equivalent five-point student teaching scale (pg. 29 Student Teaching Handbook) is still used to evaluate student performance on each standard.

1 = Outstanding, 2 = Above Average, 3 = Satisfactory, 4 = Below Average, 5 = Unsatisfactory											
Year	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7	1.2.8	1.2.9	1.2.10	1.2.11
2006-2007	1.8	1.8	1.9	2.1	1.9	1.7	1.6	1.9	2.1	2.1	1.8
2005-2006	2.0	2.0	2.0	2.0	2.0	1.6	2.0	2.0	1.6	2.0	1.6
2004-2005	2.1	2.0	1.9	1.7	1.9	2.0	2.0	1.9	1.9	2.1	2.1
2003-2004	1.9	2.1	2.1	2.0	1.7	1.9	1.9	2.1	1.9	2.0	1.9
2002-2003	2.0	2.0	1.5	2.0	2.0	1.5	2.0	2.0	1.0	2.0	n/a
TOTAL:	2.0	2.0	1.9	2.0	1.9	1.7	1.9	2.0	1.7	2.0	1.9

The data reflects that Lindenwood University pre-service teachers are evaluated as above average and outstanding in their clinical experience in EDU 410 Student Teaching. The data show a consistent high-quality candidate over years and consistent across the required standards.

Method of Assessment: Exit Exam (PRAXIS)

Table MUS 7 illustrates the results of all program completers taking the PRAXIS II Music exam during 2002-2007. From left to right, the columns represent the corresponding year, total number of program completers, the total number of test scores taken by those program completers, the average score from the first time test, the state required score, the 1st time pass rate of the program completers, and the overall pass rate. Lindenwood University identifies program completers as those candidates that have successfully completed student teaching and have passed the content area PRAXIS, therefore, overall pass rate will reflect a 100% pass rate.

Year	Program Completers	Total # of Test Scores by Completers	Average Score from 1st time test takers	State Required Score	1st time pass rate	Overall Pass Rate
2006-2007	10	12	154.40	151	80%	100.00%
2005-2006	3	3	159.67	151	100%	100.00%
2004-2005	6	7	160.00	151	83%	100.00%
2003-2004	6	8	156.00	151	83%	100.00%
2002-2003	2	2	165.00	151	100%	100.00%
TOTAL:	27	32	159.01	151	89%	100.00%

The data reflect an average 1st time pass rate of 89% for Music majors. It should be noted that many students were not given clear and consistent information on when to take the PRAXIS exam. Therefore, many students took the exam prior to completing specific general education, subject matter, and methods courses that provide the foundation and knowledge to be successful on the PRAXIS exam.

Table MUS 8 illustrates similar results of all program completers taking the PRAXIS II Music exam during 2002-2007. From left to right, the columns represent the corresponding year, total number of program completers, the total number of completers who pass on the 1st time, completers who passed on the 2nd attempt, those who passed on the 3rd attempt, total number of tests scores taken by those program completers, and the overall pass rate.

Year	Program Completers	Total # of completers pass 1st time	completers who passed on the 2nd attempt	completers who passed on the 3rd attempt	Total # of Test Scores by Completers	Overall Pass Rate
2006-2007	10	8	2	0	12	100.00%
2005-2006	3	3	0	0	3	100.00%
2004-2005	6	5	1	0	7	100.00%
2003-2004	6	5	0	1	8	100.00%
2002-2003	2	2	0	0	2	100.00%
TOTAL:	27	23	3	1	32	100.00%

#### Method of Assessment: Candidate Performance Assessment (Portfolio)

The culminating phase of teacher preparation at Lindenwood University is the laboratory experience in student teaching accompanied by the completion of a portfolio. Additionally, certification areas may require a subject area assessment of candidates to further demonstrate the candidate's knowledge and mastery in a particular area. The content area assessments are designed by the specific content department faculty. The content area assessments are based upon PRAXIS II data and other assessment data.

Lindenwood University requires the completion of a portfolio from all pre-service teachers which include artifacts of written feedback from both education faculty and cooperating teachers.

The student teacher portfolio documents each student's knowledge, understanding, application and reflection of the MoSTEP standards. During each University Supervisor visit, the student confers on the progress of the portfolio. At the conclusion of student teaching, there is a final portfolio review conducted with a detailed performance rubric. In 2005, students began creating e-portfolios through Foliotek in lieu of the traditional hard copy. Lindenwood University students are required to purchase a six year subscription to Foliotek as a part of

the EDU 110 Orientation to Education or EDU 500 Foundations in Education courses. Selected artifacts from a variety of courses taken throughout the program of study, including student teaching, are placed in the students e-portfolios.

The portfolio rubric (pg. 54 Student Teaching Handbook) is based on evidence of learning accomplishments related to State Board of Education adopted performance standards. These standards describe what every beginning teacher should know and be able to do. The levels of performance are evaluated by the University teacher based on a rationale and reflection artifact and are defined as follows: (0) Unacceptable, (1) Below Expectations, (2) Meets the Standard, (3) Above Expectations, (4) Outstanding.

Table MUS 9 illustrates the assessment data from the university teacher evaluation of the portfolio for music education program completers. The columns represent the corresponding year, followed by each of the 11 standards. The data is divided by the score for the rationale (Rn) and the reflection (Rfl).

	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7	1.2.8	1.2.9	1.2.10	1.2.11
Year	Rn/ Rfl										
2006- 2007	2.1/ 2.4	2.0/ 2.2	2.1/ 2.3	1.8/ 2.0	1.9/ 2.2	2.2/ 2.2	2.0/ 2.2	2.0/ 2.1	2.1/ 2.4	2.1/ 2.3	2.2/ 2.1
2005- 2006	2.0/ 2.3	2.0/ 2.0	2.3/ 2.3	2.3/ 2.3	2.0/ 2.0	2.0/ 2.3	2.3/ 2.3	2.3/ 2.3	2.3/ 2.3	2.0/ 2.0	2.0/ 2.3
2004- 2005	2.8/ 2.7	2.9/ 2.9	2.8/ 3.1	2.7/ 2.8	2.5/ 3.0	2.9/ 3.1	2.7/ 3.0	2.9/ 3.2	3.0/ 3.0	3.0/ 3.0	3.1/ 3.1
2003- 2004	2.9/ 3.0	2.8/ 3.1	3.0/ 3.0	3.4/ 3.5	3.2/ 3.3	3.0/ 3.1	3.0/ 3.2	3.1/ 3/2	2.9/ 2.9	3.0/ 3.3	3.0/ 3.2
2002- 2003	2.0/ 2.0	2.0/ 2.0	3.0/ 2.0	2.0/ 2.0	2.0/ 3.0	2.0/ 2.0	2.0/ 2.0	3.0/ 2.0	2.0/ 2.0	2.0/ 2.0	n/a

When evaluating the data it is important to note that prior to 2004 portfolio scores were only tracked for the final scoring rubric of students; therefore, excluding any scores of students who did not pass (received a < 1) on their first attempts. Due to this fact, scores appear to go down over the years, when in fact student work remained consistent throughout the years. After 2004, all scores were tracked for students, including those who receiving < 1 on the scoring rubric. When taking this into consideration, on average students appear to score between a 2 – meets the standard and a 3- above expectations on the portfolio.

The student teaching experience and the portfolio requirement at Lindenwood University ensures that pre-service educators participate in the experience, rather than just observe, by requiring reflective journals, getting feedback from cooperating teachers, and writing rationales and reflections for the portfolio. Not only do clinical experiences allow the pre-service educator to put learning

theories to use in the classroom through practical application, candidates also experience all duties and responsibilities of the professional role for which they preparing.

BA in Music (with/K-12 Certification); BA in Music Performance; BA in Music Business: Method of Assessment: Semester Juried Performance

To facilitate quality, growth, and achievement in music performance, which is central to all music degrees, music education majors are required to complete a comprehensive performance track specific to his/her major instrument. Each track delineates minimum performance requirements, and to provide consistent and functional feedback, all formal performances are assessed using a standardized scoring guide. Performance Tracks for each major/instrument were revised and updated as part of the 2008 MO DESE Review. For reference, the performance track for voice students is presented below.

Table MUS 10: LU Music Department: Comprehensive Performance Track: Music Education Majors: Voice	
1	Beginning the first semester of study, continuous enrollment/participation in the major ensemble delineated below until graduation, excluding the semester(s) in which student teaching or an internship is being completed.  Major Instrument = Voice: <i>U-Chorus</i>
2	Beginning the first semester of study, attendance at a pre-determined number of department-sponsored performance events, including submission of performance evaluation forms as requested. Consult advisor at the start of each semester for specific information.
3	Beginning the first semester of study, continuous enrollment in MUS104-404 Applied Music (private lessons) each semester of study until MUS490 Senior Recital is completed (a minimum of 6 credit hours must be earned). <u>A juried performance is required at the conclusion of each semester of study.</u> Contact private lesson teacher during the first week of the semester to schedule 14 lessons. Lessons missed for any reason by the instructor will be rescheduled; lessons missed for any reason by the student may or may not be rescheduled.
4	Beginning the second semester of study, performance on at least one department recital or master class per semester. Consult private lesson teacher at the start of each semester to schedule performance(s) and select repertoire.
5	Completion of the following Major Instrument Proficiency Requirements. Note: The semester in which each benchmark is met is to be determined through consultation with private lesson teacher. All benchmarks are to be performed at a semester juried performance.

BENCHMARK 1 & 2	BENCHMARK 3 & 4	BENCHMARK 5 & 6
3 memorized solos with piano accompaniment, at least one of which must be an Art Song in a foreign language; repertoire must be approved by private lesson teacher.	3 memorized solos with piano accompaniment, at least one of which must be an Art Song in a foreign language; repertoire must be approved by private lesson teacher.	4 memorized solos with piano accompaniment, at least one of which must be an Oratorio Opera (5) or Opera Aria (6); repertoire must be approved by private lesson teacher.
A Sophomore Review will be conducted at the end of the 4 <sup>th</sup> semester of study. Students should sign up for an additional jury time slot.		
After completion of Major Instrument Proficiency Requirements, private lessons and practice time should be focused on preparations for MUS490 Senior Recital. Minimum requirements include: (a) repertoire in Italian, French, German, and English, (b) one multi-movement composition or set of solo songs at least 5 minutes in length, (c) one chamber ensemble composition, and (d) form an original ensemble comprised of at least 3 members and select one appropriate composition to rehearse and conduct or lead in performance. The balance of music needed to meet the 30-minute minimum time requirement is left to the discretion of the student in consultation with his/her private lesson teacher; repertoire must be approved by private lesson teacher.		
BENCHMARK 7		
Pass the Recital Hearing. Refer to appropriate scoring guide for assessment criteria. Consult the program manager when enrolling in MUS490 Senior Recital to schedule (a) Recital and (b) a Recital Hearing <u>one month before recital date</u> . Check the availability of voice faculty so that at least three can be present at the Recital Hearing. Note: If the Recital is completed after the 7 <sup>th</sup> week of the semester, a semester juried performance is not required.		
BENCHMARK 8		
Pass MUS490 Senior Recital. Refer to appropriate scoring guide for assessment criteria. Recital must be completed during the semester of enrollment. Failure to do so will result in the grade of F; Incompletes will not be granted without official documentation of extended personal hardship and/or illness. The Dean of Fine and Performing Arts must approve all requests for an Incomplete. MUS490 Senior Recital must be repeated until a grade of A or B is earned.		

## Results

Scores from MUS 104-404 Voice (all sections) were analyzed in this assessment period. Jury scores from the fall 2007 and spring 2008 semesters reveal a 2.3 point increase in the average jury score from the fall to spring semester.

## Action Plan

To monitor the effectiveness of instruction in MUS104-404 Applied Music, scoring procedures for semester juried performances are being re-organized to facilitate uniform data analysis by studio. Comparative information will be included in the 2008-2009 assessment document.

## BA in Music Performance

The music performance program at Lindenwood also prepares qualified students for careers as either professional vocal or instrumental performers. The BA in Music Performance degree is designed to equip the graduate with skills as a performer similar to those with the same degree from other liberal arts colleges and universities with corresponding academic and performance requirements as Lindenwood.

Central assessment tools used to monitor and evaluate the progress of the music performance majors include MUS390 Junior Recital and MUS490 Senior Recital.

The requirements for the Junior Recital are as follows:

- The length of time of all combined musical selections will add up to a minimum of 45 minutes.
- Literature for the recital program will be chosen from a minimum of three contrasting eras in music history.
- A minimum of four compositions will be accompanied with either piano or small ensemble with the exception of piano, organ or guitar recitals.

100% of all students performing the Junior Music Performance Degree Recital during the 2007-2008 academic year passed 100% of the requirements.

The requirements for the Senior Recital is as follows:

- The length of time of all combined musical selections will add up to a minimum of 60 minutes.
- Literature for the recital program will be chosen from a minimum of four contrasting eras in music history.
- A minimum of five compositions will be accompanied with either piano or small ensemble with the exception of piano, organ or guitar recitals.

100% of all students performing the Senior Music Performance Degree Recital during the 2007-2008 academic year passed 100% of the requirements.

One of the primary reasons for the success of degree recital performances is the pre-recital juried performance, which is held approximately four weeks before the recital date. The pre-recital jury is performed exclusively for the student's evaluation committee, which includes the student's private teacher and at least two additional faculty members. Each composition to be performed on the recital is performed during this jury.

Action Plan:

A complete review of performance criteria for the BA in Music Performance degree will be conducted and presented in the 2007-2008 program assessment document.

BA in Music Business

The Music Business degree plan was established in the fall of 2006. The 2006-2007 assessment report incorrectly stated that it was established in the fall of 2007.

Action Plan

Assessment procedures aligned with the goals of the major will be developed in the 2008-2009 academic year.

Objective 3: Providing spaces, materials, and services that support and enable superior music education and performance.

Action Plan:

Continue to work in collaboration with University administration to open the new FPA center.

Sustaining student enrollment and participation throughout the department.

The goal of the department is to maintain a minimum retention rate of 80%, excluding graduates, among all majors. Comprehensive data is presented in Table 2.

Table MUS 11: Major Retention Data: Fall 2007 to Fall 2008								
Major	Return Fall 07	New F & S 07-08	Grad	Transfer	Drop	Major Change	Return Fall 08	Retention %
Mus Ed-Instr	18	8	2		2		22	92%
Mus Ed-Instr w/Voc		1					1	100%
Mus Ed-Voc	11	4	1				14	100%
Mus Ed-Voc w/Instr	2		1				1	100%
Mus Perf-Instr	6	5	1			2	8	80%
Mus Perf-Voc	1						1	100%
Mus Ed & Perf-Instr	1	2	1				2	100%
Mus Ed & Perf-Voc	0							n/a
Mus Bus-Instr	3	12	1			2	12	87%
Mus Bus-Voc	3	3		1	1		4	70%
Mus Perf & Bus-Voc	1	1					1	100%
Mus Perf & Bus-Instr		1					1	100%
Arts Mgmt	0							n/a
MAT-Instr Mus	6	1	2				5	100%
MAT-Voc Mus	11	2	5				8	100%
Contract	3	1	2				2	100%
<b>Totals</b>	66	41	16	1	3	4	82	95%

#### Action Plan:

Objective: Attracting students who excel in scholarship and music performance and sustaining student enrollment and participation throughout the department.

- Create a dynamic, multi-dimensional departmental web presence within the University's web site.
- Direct potential students to the department web space through promotional posters with correspondence cards.
- Request prospective student information from current LU music students at the end of each semester.
- Request Phi Mu Alpha and Sigma Alpha Iota submit a pre-determined number of prospective students at the end of each semester.
- Establish an alumni event where prospective student information can be acquired and recruiting engagements can be initiated.
- Contact all music applicants by phone (direct, personal communication).
- Being hosting individual High School band rehearsals in Hunter Stadium throughout the fall.
- Begin hosting St. Louis District Honor Bands, Orchestras, and Choirs.
- To measure the general scholarship of new music majors, include ACT scores and grade point averages in the 2008-2009 major retention data.

- To measure the quality of musicianship among new music majors, document audition scores for inclusion in the 2008-2009 assessment report using the newly developed audition scoring guide.
- Ensure that all music faculty members are demonstrating professional commitment to the University and the music program through comprehensive annual reviews in relation to Individual Development Plans.

## **Theatre**

Objectives: The graduate in theatre should be able to demonstrate...

- basic skills in technical theatre, acting, directing, and script analysis.
- knowledge of theatre history, theory, and dramatic literature and the influences they have on current practice in the theatre.
- the ability to actively participate in the production of a play – whether as a designer, director, actor, stage manager, producer, or educator.
- professional proficiency in a specific emphasis within theatre – acting, directing, design/technical theatre, arts management, or education.
- the ability and requisite experience necessary to gain employment as a practitioner, educator, or manager in the theatre.

### Theatre Program Assessment

In theatre education, process is as, and often, more, important than product. Therefore, assessment within Theatre is focused on specified core and emphases courses throughout the program. Because process is so critical, a student's understanding of theoretical principles cannot be truly assessed until it is put into practice. The same is true for the effectiveness of course delivery. In many cases regarding creative endeavors, a teacher may teach the concepts and a student may understand them in theory but it is not until these precepts are applied that the levels of teaching and learning can truly be assessed.

Assessment of student academic achievement in the Theatre program is accomplished in three ways:

#### 1. Course Related Assessment Examinations

There are three areas of emphasis - directing, acting, and technical theatre/design - within the major. Because each of these areas includes core courses required by all students and because each specifically addresses a particular process within the major, we have concentrated our assessment relative to specific courses and matriculation through the program. The majority of this document will present the results of these types of assessment instruments which typically take the form of a pre-test/post-test.

## 2. Comprehensive Individual Assessments

At the end of each semester, all of the majors and minors in Theatre and Performing Arts are required to meet for individual assessment conferences with various members of the theatre faculty to discuss their progression in the program and to address any questions or concerns they may have regarding their training. These assessments took place on weekend days at the end of the fall and spring semester. Each student was given a fifteen minute appointment and met with two of their primary instructors for that semester. During the meeting the instructors assessed the student's individual progress in the program. During these meetings feedback regarding their training was also solicited. As a result of these meetings a Theatre Department Handbook outlining all of the expectations and regulations of majors regarding academic success and production responsibilities will be generated for the 2008/2009 academic year and distributed at the beginning of the academic year to every major and minor in the program.

## 3. Tracking Student Employment in the Profession

Tracking and documenting the off-campus opportunities students have to work and/or perform in their respective fields of endeavor is the final method of assessing student success in the Theatre program. The Theatre Department operates under a philosophy of "Development Through Professional Practice" which essentially translates into students receiving foundational, theoretical, historical, and practical skill based training in the classroom that is then put to professional practice on productions both on and off campus. The Theatre program prides itself on preparing its students to enter the professional theatre. Our students have worked in some of the most prestigious theatres in the country. Guided by a professional faculty, students learn in an environment guided by a philosophy where practicing the art is primary to the educational/training process. The following is a list of Professional-Actor's Equity (PAE), Professional-Screen Actor's Guild (PSAG) and Professional-Non-Equity (PNE) employment our 2006-07 students had during the course of the academic year. Of course, some are on-going and others were typically for the duration of a production or a season. The results are similar to previous years and, overall, are relatively high in relationship to other regional and national theatre training programs.

- 1 Kevin Kline award-winner for Best Supporting Actor in a Musical (The professional theatre awards for the St. Louis Metropolitan area) (PAE)
- 4 Kevin Kline nominations for the Best in St. Louis Professional Theatre (PAE)
- Head of Wardrobe, Opera Theatre of St. Louis (PAE)
- 4 costume crew positions, Opera Theatre of St. Louis (PAE)
- 2 Actors, Shakespeare Festival of St. Louis (PAE)
- Actor, Repertory Theatre of St. Louis (PAE)
- Actor, The Muny Theatre (PAE)

- 2 Actors, Stages St. Louis (PAE)
- 3 Actors, St. Louis Black Rep (PAE)
- Choreographer, St. Louis Black Rep (PAE)
- Choreographer, Washington University (PNE)
- 1 intern, the Ugandan National Theatre (PNE)
- Sound Designer, St. Louis Black Rep (PAE)
- Sound Technician, St. Louis Black Rep (PAE)
- New Assistant Professor in Theatre, UMSL
- 1 Actor, EWTN film (PNE)
- Student Director, HotCity Theatre (PNE)
- Assistant Stage Manager, New Jewish Theatre (PAE)
- 2 Actors, HotCity Theatre Company (PAE)
- Actor, Hydeware Theatre Company (PNE)
- 1 Actor, Charter Cable commercial (PSAG)
- 2 Actors, St. Louis Shakespeare Theatre Co. (PNE)
- 2 Actors, New Line Theatre Company (PNE)
- Performers, Six Flags over Mid-America (PNE)
- Stage Manager, Six Flags over Mid-America (PNE)
- 4 Actors, Riverside Shakespeare Theatre (PNE)
- 1 served as secretary to the Kevin Kline Awards

#### Assessment Calendar, 2008-2009

The following courses represent the core courses in the theatre program for all majors as well as those that are offered as electives to fulfill the General Education requirement in Fine Arts.

Course	Assessment Type	Date of Assessment	Faculty, student participation	Data review	Action	Date, type of next assessment
TA 101	Pre/Post Test (Locally generated, self-assess and objective)	Fall semester	Gregory	Faculty  Student assistants	Current assessment instrument will remain in place	Fall 2008
TA 105	Pre/Post Test (Locally generated, self-assess and objective)	Fall and Spring semesters	Faculty	Faculty  Student assistants	Current assessment instrument will remain in place	Fall 2008  Spring 2009
TA 111	Pre/Post Test (Locally generated, self-assess and objective)	Fall semester	Poertner	Faculty	New Assessment Instrument will be generated	Fall 2008
TA 112	Pre/Post Test (Locally generated, self-assess and objective)	Spring semester	Poertner	Faculty	New Assessment Instrument will be generated	Spring 2009

TA 117	Introduction to Theatrical Arts	J-Term	Quiggins	Faculty	Assessment instrument was recently created and will remain in place	J-Term 2009
TA 201	Project (locally generated, objective, self-assess and subjective)	Spring semester	Parker	Faculty	Assessment instrument is continuing to be developed	Spring 2009
TA 207	Introduction to Theatrical Design	Fall Semester	Walsh	Faculty	Assessment instrument was recently created and will remain in place	Fall 2008
TA 304 TA 510	Pre/Post Test (Locally generated, self-assess and objective)	Fall semester	Gregory	Faculty Student assistants	Current assessment instrument will remain in place	Fall 2008
TA 305 TA 515	Pre/Post Test (Locally generated, self-assess and objective)	Spring semester	Faculty	Faculty	Current assessment instrument is continuing to be developed	Spring 2009
TA 306* TA 511	Project (locally generated, objective, self-assess and subjective)	Spring semester	Gregory	Faculty	Current Assessment instrument will remain in place	Spring 2009
TA 335 TA 535	Pre/Post test (locally generated, objective)	Spring	Parker	Faculty	Assessment instrument was recently created and will remain in place	Spring 2009
TA 336 TA 536	Pre/Post test (locally generated, objective)	Fall	Parker	Faculty	Assessment instrument was recently created and will remain in place	Fall 2008
TA 370 TA 530	Pre/Post test (locally generated, objective)	Fall	Walsh	Faculty	Current Assessment instrument will remain in place	Fall 2008
TA 480	Project (locally generated, objective, self-assess and subjective)	Spring semester	Gregory	Faculty	Will explore comprehensive assessment instruments to demonstrate student proficiency in respect to the culmination of training (Video archiving as a way of assessing and tracking student	Spring 2009

					development spanning their matriculation, for example)	
TA 600	Project (locally generated, objective, self-assess and subjective)	Spring semester	Gregory	Faculty	Video archiving tracking student success will be implemented. Ongoing exploration of assessment instruments will continue	Spring 2009

\* The Theatre Department is continuing to explore the assessment of additional studio based classes that are project oriented. The topic changes from semester to semester in these courses and assessment is traditionally tracked by improvement seen in projects that span the entirety of the semester or by the completion of one major project.

### TA 101 Acting I

Designed to teach basic skills to the beginning actor, the course explores the techniques of concentration, relaxation, nonverbal communication, and improvisation. This course is designed for theatre majors. The assessment instrument is a fill in the blank and short essay pre-test and post-test covering terminology, concepts and self-assessment. In the fall semester of 2007 the test was administered to 26 students at the beginning and to 20 students at the end of the semester.

Results:

Category	Year	Pre-test	Post-test	Improvement
Terminology	07-08	32%	94%	62%
Theory/ Concept	07-08	7%	85%	78%
Self-Assessment: Confidence in Performing a Character	07-08	60%	90%	30%

On the Post-Test the students were asked which aspect of the class was the most helpful in learning how to develop a character. The results are as follows:

Lectures	1
Exercises/games	6
Performing a Scene	13

### Analysis:

The improvement in the objective sections of the pre-test and post-test is consistent with the improvement seen in the 2006-2007 academic year. Yearly results will continue to be tracked and compared.

### Action Plan:

Since this is a course designed for majors, the types of scenes chosen for the actors to work on will continue to be modified to reflect the actor's individual skill levels. With the addition of the new Fine and Performing Arts Center we are expecting the number of new majors matriculating into the program to increase significantly. As a result we have added a section of Acting I for majors for the Fall Semester of 2008. The class will have a capacity of 20 students in order to place even more focus on individual student development.

### TA 112 Introduction to Technical Theatre II

A pre-test is given designed to allow students to respond to (define, explain or comment on) the entire range (by terms) of topics covered in the course. A post-test allows students to elaborate on previous results having been exposed to saturation in directed readings, section lectures and discussions and 9 prescribed projects within specific topics. Students complete lab projects and a final presentation with specific criteria designed to stimulate cognitive and visual skills as practical introductory exercises in key aspects of the topical material.

### Results:

Pre-Test: 12 took the pre-test. Average of 27% of questions answered correctly.

Post-Test: 12 took the post-test. Average of 97% of questions answered correctly.

Project work: 13 showed superior-good work, and 0 students showed average work, and 0 students showed below average work as a result of absences.

### Analysis:

Supporting graphics that accompany lectures are productive components in student success. Student participation in productions through lab sections contribute to student success.

### Action Plan:

Additional lab sections will be added to reinforce a more comprehensive understanding of the practical application of concepts and terms covered in this course. The new Fine and Performing Arts Center will be equipped with state-of-the-art tools and technology, allowing students the opportunity to explore the concepts and theories in this course with the aid of advanced technology.

## TA 207 Introduction to Theatrical Design

A pre-test is given to allow the students to respond to (define, explain or comment on) the entire range (by terms) of topics covered in the course. This is used as base line information. A post-test allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture/discussions, and prescribed projects within specific topics. Students complete lab projects and a final presentation with specific criteria designed to stimulate cognitive and visual skills as practical introductory exercises in key aspects of the topical material.

### Results:

7 students took the pre-test with an average score of 12%.

6 students took the post-test with an average score of 100%.

In lab and presentation 4 students showed superior-good work, 2 showed average work, and 0 showed below average and 0 failed as a result of absences and/or lack of project completion.

### Analysis:

The extensive use of supporting graphics during lectures contributed to student learning. Lab participation on two productions reinforced concepts and theories covered in the course.

### Action Plan:

An additional lab section in lighting design will be added to the course. Tutorials will be offered in the new software ordered for the computers that will go into the new Fine and Performing Arts Center.

## TA 304/510 Script Analysis/Graduate Script Analysis

This is a dual enrollment class. Graduate students are expected to produce more comprehensive papers and projects.

A pre-test and post-test was designed for this course that exists of short essay questions covering ten basic components and concepts associated with completing a thorough script analysis of a dramatic text. 25 students took the pre-test and 23 students took the post-test.

## Results:

Category	Pre-Test	Post-Test	Improvement
Given Circumstances	11%	79%	68%
Architecture	0%	68%	68%
Character analysis	42%	94%	52%
Identifying Event	0%	84%	84%
Self-assessment: Confidence in completing Script Analysis	24%	80%	56%

## Analysis:

The current assessment instrument will remain in place. The improvement is consistent with improvement in previous years and will be tracked and officially documented in future assessment documents.

## Action Plan:

This course will continue to incorporate new and important texts that are produced each year by some of the most significant dramatists working in contemporary theatre.

## TA 305/515: Scenography/Graduate Scenography

This is a dual enrollment course. Graduate students are expected to produce more comprehensive papers and projects.

A pre-test is given designed to allow students to respond to (define, explain or comment on) the entire range (by terms) of topics covered in the course. A post-test allows students to elaborate on previous results having been exposed to saturation in directed readings, section lectures and discussions and prescribed projects within specific topics.

Students complete lab projects with specific criteria designed to stimulate cognitive and visual skills as practical introductory exercises in key aspects of the topical material.

## Results:

Pre-Test: 15 students took the pre-test. Average score of 46%.

Post-Test: 15 students took the post-test. Average score of 78%.

Project work: 15 students showed superior-good work, 0 students showed average work, 0 showed below average work, and 0 failed because of attendance or project work.

### Analysis:

The results are somewhat consistent with the results reported in 2006/2007. The number of students in the course increase by over 100% from the previous year which should be considered when assessing these results.

### Action Plan:

The addition of the new Fine and Performing Arts Center will allow students to have more hands on experience with all the component parts of scenography.

### TA 306/511 Directing I/Graduate Directing Studio I

This is a dual enrollment class. Graduate students are expected to produce more comprehensive papers and projects.

The assessment instrument in this class is the practical project work generated by the students. The students were evaluated on a scale of 50 pts for each scene that was broken down into the 5 categories listed in the results table. There were 18 students enrolled in the course. In this class, student directors were assigned 2 student actors from the Acting II class to direct in two different realistic scenes.

### Results:

Category	1 <sup>st</sup> Scene	2 <sup>nd</sup> Scene	Improvement
Staging	60%	80%	10%
Architecture	60%	70%	10%
Understanding of Action	70%	80%	10%
Beat Structure	60%	80%	20%
Ground Plan	70%	90%	20%

### Analysis:

The current assessment instrument will remain in place. The improvement is consistent with improvement in previous years.

### Action Plan:

The new Fine and Performing Arts Center will allow for more rehearsal space to conduct more rehearsals outside of the classroom setting for individual scenes. Students will get more hands on experience with directing as a result.

### TA 335 Modern Drama

This course also satisfies a general education elective for Fine Arts or for Literature. The course consists of the study of texts in modern and contemporary drama from Ibsen to the present. The types of texts covered include realism,

naturalism, symbolist, poetic, expressionist, existentialist, "epic," and experimental.

A pre-test and a post-test were administered in Modern Drama. The pre-test was given the first day of class and the post-test was a part of the comprehensive final exam. The fundamental purpose of the tests was to gauge the basic knowledge students had regarding some of the most important works in dramatic literature from the mid-1800's to the present at the beginning of the term and their knowledge at the end of the semester. In the course of the class, students read plays, wrote a one-page play synopsis for each work, made entries in a journal about each play, listened to lectures and participated in class discussions.

Results:

Pre-Test: 15.2% of the answers were correct.

Post-Test: 76.8 % of the answers were correct.

Improvement: 61.6%

Analysis:

The students were involved in addressing the material in a variety of different ways which seemed to enhance learning. There was a certain amount of planned redundancy in the course and students seemed to benefit from this methodology.

Action Plan:

This is the first time this assessment instrument has been utilized. This assessment instrument will continued to be monitored for its effectiveness in demonstrating student learning. The nature of this course requires the continued utilization of important contemporary texts being generated by some of the most significant dramatic writers working in the theatre.

#### TA 370/530 History of Theatre/Seminar in Theatre History

This course also serves as a General Education elective satisfying the Fine Arts requirement. As such this course serves to educate students in recognizing and identifying 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.

This is a dual enrollment class. Graduate students are expected to produce more comprehensive papers and projects.

A pre-test is designed to allow students to respond to (define, explain or comment on) the entire range of topics covered in the course. The post-test allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture and/or discussions. In addition, students produce 8 papers with specific criteria designed to stimulate cognitive and visual skills with structural material.

Results:

Pre-Test: Average score of 21%.

Post-Test: Average score of 87%.

Project Work: 66% successfully completed their project work.

Analysis:

Additional topical open format discussions were implemented and seemed to contribute to student success.

Action Plan:

Open format discussion will continue to be utilized on occasion in the future. The assessment instrument will be altered slightly to receive feedback from students on the use of these open format discussions. Additional contemporary production videos will be researched and purchased.

### TA 480 Senior Seminar

This is the capstone course for all seniors in the program. There were 12 students enrolled in senior seminar in the spring of 2008. The course is a project oriented course designed to prepare students for direct entry into the profession as a practitioner, manager, or educator. The project consists of a semester long assimilation of the necessary materials needed for gaining professional entry-level positions in their respective emphasis.

1 student completed a directing portfolio

9 completed acting portfolios, 1 completed a design/tech portfolio,

1 student completed a musical theatre portfolio

The portfolios were graded according to criteria indicated in the following results.

Results:

Category	Result average
Thoroughness	60%
Quality	70%
Resume/Headshot	90%
Presentation	60%
Overall Effort	70%

### Analysis:

The current method of assessment will remain in place. Based upon the results the lack of preparation the students had upon collecting the necessary materials for entry into the profession needs to be addressed as well as the professional manner in which they present themselves.

### Action Plan:

We will start requiring all majors to present a collection of portfolio materials they have gathered throughout their training beginning in their sophomore year. These presentations will occur during the individual assessments of each student that takes place at the end of each semester. This is an ongoing project, the results of which will not be demonstrated until the spring semester of 2010. We will explore videotaping performances of freshmen within their first semester of matriculation and upon completion of their training as a significant component in the assessment of the performance program.

## **School of Human Services**

The School of Human Services offers hands on degrees, we call the helping professions. Each of these programs is designed to allow students to take their education and applied directly to society. These programs include: Christian Ministry Studies, Military Science (ROTC), Criminal Justice, Nonprofit Management, and Social Work.

### **Christian Ministry Studies**

#### Program Goals:

Upon completion of the CMS program, Students will...

- learn study skills and values, and demonstrate academic success in the liberal arts institution.
- be able to apply knowledge in laboratory settings through internships.
- be able to demonstrate a basic understanding of the history of Christianity.
- be able to demonstrate proficiency in teaching and preaching.
- be able to apply exegetical principles and skills to Scripture for use in teaching and preaching.
- have a basic knowledge of both global religious structures and Christian systematic theology, including diverse and alternative understandings.
- have gained a basic understanding of biblical content, as well as meaning.
- be able to effectively integrate theological knowledge with applications in their fields of service.
- have re-conceived their own faith tenants, doctrines and perspectives.
- have gained an appreciation of Christian faith perspectives other than their own.
- have gained the skills necessary to lead and administer churches or nonprofit institutions.

- completely understand the concepts of Christian unity and be able to apply “practical Christian unity” in the parish or professional setting.
- be able to interpret pre-contemporary and contemporary culture (especially alternative ideologies) through a theological lens.

Eight CMS courses were assessed for the 2007-2008 academic year. Four of these will be used to assess program goals numbers 3, 6, 7, 8, 11 and 13.

- CMS120 Introduction to Christian Theology (081S and 082S)
- CMS251 Professional Orientation (081S)
- CMS311 Church History- Early Church Fathers to Reformation (081S)
- CMS315 Doctrine of Creation (082S)
- CMS330 New Testament Book Study- Prison Letters of Paul (081S)
- CMS340 Old Testament Book Study- Psalms (08JT)
- CMS348 Youth and Family Ministry (081S)
- CMS380 Biblical Greek 1 (081S)

Methodology:

Each course used identical pre-test and post tests to measure changes in both objective and subject understanding. Pre-test and post test instruments included questions relating to both objective knowledge (facts), and subjecting understanding and application.

### CMS120 Introduction to Christian Theology

This course is a core requirement of all six CMS emphases. The purpose of CMS120 is to provide students with a basic introduction to the major Christian doctrines that comprise a systematic theology, as well as supporting doctrines of the church. The course focuses on both orthodox essentials as well as doctrinal distinctives of historical and contemporary faith traditions.

CMS120 was assessed in two sections as it has been in past semesters in an effort to track the results of changes made to this “flagship” course for the major. It is out of this course that further integration of biblical and theological knowledge occurs. Program goals #6 and #7 were directly assessed. These goals are objective in nature, which the instrument reflects.

Results:

Fall, 2007 section:

Objective #6 and #7:

Pre-test percentage correct: 60%

Post Test percentage correct: 76%

Percentage change: 16%

Spring, 2008 section:

Objective #6 and #7:

Pre-test percentage correct: 57%

Post Test percentage correct: 77%  
Percentage change: 20%

#### Student Attitudes and Response:

Gains of 16% and 20% in correct answers reflect positively. Students gain knowledge, and just as importantly, learn how to learn and integrate a biblical theology to their education. This is an approximate 4% increase as compared to an average 14% gain assessed for this course in the previous 2006-2007 academic year.

Students react differently to this course. Some expect a “warm and fuzzy” subject matter and are surprised to discover the course is basically objective. Exams are about subject matter derived from the texts, lectures and classroom notes. Freshmen in particular are not familiar with the skills or need to discern the differences between objective and subjective learning, and so have yet to become proficient and be successful in both types. As a core course foundational to the integration of knowledge that will follow, this new awareness is part of the developmental goals of the course. It is a “wake up” call to theological learning. While not directly assessed by the instrument in use, it is apparent that program objective #1 is advanced through CMS120.

#### CMS251 Professional Orientation

Professional Orientation is a practical, application course intended to equip CMS students to discern and evaluate their “call” to full-time Christian service in the church or para-church nonprofit organization. An understanding of “call” and its several facets is essential, objective knowledge necessary to determine if pastoral ministry, youth ministry, missionary service- or other servant/leadership positions are right for the student. A corrected, biblical understanding of “vocation” is also introduced and analyzed. The course content emphasizes “gifts and fruits” and includes an inventory of temporal and spiritual gifts. Professional Orientation is required for a B.A. in CMS.

Program objectives #6, 8 and 11 were assessed.

#### Results:

Objective #6:

Pre-test percentage correct: 24%

Post Test percentage correct: 36%

Percentage change: 12%

Objective #8 and #11:  
Pre-test percentage correct: 57%  
Post Test percentage correct: 61%  
Percentage change: 4%

#### Student Attitudes and Response:

The instrument measured the gain in student understanding of theological principles relating to “call” and “vocation”. The simple objective questions related to the content of the course. It also measured an increase of 4% correct for questions assessing the integration of theological and practical knowledge with their ministry, and appropriating tools for ministry. This is interpreted to mean that most students had a strong sense of calling and a vision at the beginning of the course for how they may serve in a possible future ministry position. This is good, as it indicates most students have chosen CMS wisely and properly in their response to call and vocation. These questions were subjective. Personal reflection and the challenges of re-conception are essential to the objectives of this course.

The “spirit” of this particular group of students may be described as impatient. As an early-level course required of all CMS students, some freshmen and sophomores grew frustrated in their attempt to understand the personal relevance of the information and “call exploration” exercises. Upperclassmen likewise sometimes considered the content of the course as redundant in their experience. In spite of this, much discussion kept the course lively and interesting to most. The assessment instrument needs to be redesigned to test more objectively.

#### CMS311 Church History- Early Church Fathers to the Reformation

This new course prep is an elective course for all six CMS emphases. The purpose of CMS311 is to provide students with a core understanding of Church history, including how their own faith traditions came into being. This is complimentary to the second Church history course, CMS 312 Church History- Renaissance and Reformation, to be taught fall, 2008.

Program Objective #3 was directly addressed in assessment of CMS311.

Results:  
Pre-test percentage correct: 69%  
Post Test percentage correct: 80%  
Percentage change: 11%.

## Student Attitudes and Response:

The expected challenge of making historical facts live again was met by underscoring the similarities of the experience of the early church with people today. Students were able to identify their own personal theological and faith journeys with those of people long dead. They understood how a common humanity and a common struggle exists across the ages, and came to see their place in the continuum of faith history. The exciting “ah ha!” occurred as the students connected their own narrative experience to that of early Christians. Students expressed their debt to and appreciation for the sacrifice of early Christian martyrs, disciples, scholars, thinkers and philosophers.

These subjective, practical responses were not well-measured by the objective instrument. Understanding of historical facts was measured. 11% improvement is positive, but not completely satisfying. For future assessment instruments of church history courses, care will be given to better emphasize the “big ideas” instead of historical details.

### CMS315 Doctrine of Creation

An elective for all emphases of the CMS degree program, this was first taught as a summer course in 2005, and was updated and revised for the semester. Enrollment was very good for this 300 level non-Gen. Ed. course and included a number of students in other majors. The course is not about origins, cosmologies/cosmogonies, or formational history, but rather about a biblical understanding of the relationship of nature and the created cosmos to God and to humankind. One text used the Seven Days of Creation as an outline, modeling a devotional approach to the creation narrative. This unique (and scarce) approach was well-received and served to highlight the multiple levels of revelation possible when Genesis is not taken as literal history.

Program objectives #3, #6 and #7 were assessed.

Taken together, students demonstrated a general increase in knowledge and application from 50% to 60%. The following changes are given for each assessed question:

Results:

Objective #3:

Pre-test percentage correct: 49%

Post Test percentage correct: 66%

Percentage change: 17%

Objective #6:

Pre-test percentage correct: 42%

Post Test percentage correct: 74%

Percentage change: 33%

Objective #7:

Pre-test percentage correct: 46%

Post Test percentage correct: 39%

Percentage change: -7%

Student Attitudes and Response:

The instruments measured the highest gain in student knowledge of theology, and lowest gain in knowledge of Church history. This fits well with the objectives of the specific course. The decrease in biblical knowledge and scriptural familiarity is inexplicable, and most likely attributable to random factors or the inadequacy of the instrument.

Students were at first skeptical of the course content. One text introduced Celtic spirituality and was therefore largely subjective in its knowledge, while the other presented a deeply theological understanding of the history of the science and faith tension. The course threatened to challenge long-held beliefs regarding origins. It became evident that students holding a literal hermeneutic toward questions of origins began to see multiple levels of "truth" in the creation narrative, and also that the entire Bible communicates a larger understanding of humankind's relationship with and to the natural world. Students became aware of a variety of hermeneutical approaches toward the subject of origins, and were therefore challenged to re-conceive their own positions - a necessary risk of education. This teacher believes the course was successful on several levels, although these were not well-assessed by the instrument. Application of Scripture and theology to service in nonprofit and church settings, as well as personal life experience, was stressed.

CMS348 Youth and Family Ministry

Most of the students in the class were involved in some form of youth ministry – either official or unofficially. And most of the students were 20 year olds. These two facts correlate to the relatively small differences between pre-test and post-test assessments. This class served to "fine tune" students' knowledge and show how the Bible should also be used to evaluate contemporary culture ideologies (co-habitation, same sex marriage, etc.) challenge God's design for marriage and family. In other words, these 20 year olds came to class with much prior knowledge; this class helped them how to 'connect the dots' or the implications.

Program objectives 6, 7 and 13 were assessed.

Results:

Objective #6:

Pre-test percentage correct: 24%

Post Test percentage correct: 65%

Percentage change: 41%

Objective #7:

Pre-test percentage correct: 80%

Post Test percentage correct: 86%

Percentage change: 6%

Objective #13:

Pre-test percentage correct: 64%

Post Test percentage correct: 88%

Percentage change: 24%

Student Attitudes and Response:

While CMS348 is an elective within the program and not core to any of the six emphases, it is highly recommended for the Youth Ministry emphasis. Students who took previous Youth Ministry courses were excited about this course while new students were apprehensive. However, as the semester progressed the new students were comfortable raising provocative questions. Students enjoyed quite a bit of discussion as the instructor's aim was to help students develop in the area of critical thinking. Several case studies and guest speakers were used to challenge and to hone thinking about the youth minister's role, the parents' role, and the church's role. Students left this class convinced of the importance of honoring covenant marriage and realizing that covenant marriage forms the bedrock of any family unit. Students also learned about the hostile practices and ideologies that threaten the family; some were new to the students, some were common knowledge. Again, the instructor was a facilitator to help students see how seemingly unrelated events are actually related.

Conclusions and Recommendations

Assessing General Education in Christian Ministry Studies:

CMS courses become increasingly practical and specific to individual student emphases as students progress to graduation. CMS120, Introduction to Christian Theology, is foundational to all subsequent learning in the program, and is prerequisite. It is also General Education in that it provides the "forgotten foundation" of Western civilization- now largely neglected in secular, inclusive culture. Regular assessment of this course is assessment of the CMS program's contribution toward General Education.

Suggested Program Changes and Implementation Schedule:

- Review assessment instruments, Pre-tests and Post Tests, in preparation for Fall, 2008 assessments, relative to new and revised program goals. Completely revise CMS251 Professional Orientation, as the instrument is too subjective.
- Revise questions relating to Objective #7 of CMS 315 Doctrine of Creation. (This last change can wait until the course is taught again.)

- Combine CMS 251 Professional Orientation with CMS110 Disciplines of the Christian Life.
- Create a required CMS 4XX Christian Ministry Studies capstone course.
- Review required REL courses relative to recent changes in that separate program.
- Expand CMS Minor elective to include more CMS course options.
- Submit Program Changes to Deans' Council fall, 2008, for implementation spring, 2009.

## **Criminal Justice**

The faculty and administration are committed to providing an education which provides students the opportunity to gain useful information about the Criminal Justice System in the United States. To that end, we have established the following goals:

Criminal Justice majors will:

- Demonstrate an understanding of the historic, social, and political forces that have shaped the current American Criminal Justice System.
- Have the opportunity to meet, hear, and interact with professional guest speakers covering a range of topics related to contemporary crime control theories and strategies.
- Have the opportunity to participate in an internship in an agency or organization within the Criminal Justice System.
- Gain the qualifications necessary to compete for employment within the Criminal Justice System.
- Demonstrate an acceptable level of knowledge in the core courses offered.
- Demonstrate an understanding of the major theories of scientific study of crime as an individual and social phenomenon.
- Understand the increasing importance of the role of victims in the criminal justice process.
- Identify the major forms of deviance and crime in the United States.
- Identify recent trends in dealing with juveniles accused of committing criminal offenses.
- Understand the design and functioning of the Criminal Justice System and the inter-relation of its component parts.
- Understand the evolution of the "professional model" of policing while noting its strengths and weaknesses.
- Understand the ways in which the role of criminal justice professionals is shaped by community concerns.
- Be able to identify and discuss the various selection methods for criminal justice candidates.
- Understand the development and import of the Bill of Rights and other Amendments to the Constitution of the United States that have significant and continuing impact on the functioning of the Criminal Justice system.
- Be able to identify and discuss the major steps in a criminal prosecution.

- Understand the theoretical and practical roles and functions of public and private correctional facilities in the United States today.
- Understand community corrections as it exists today, including probation, parole, house arrest, drug offender treatment, sex offender treatment, pre-trial intervention, and related programs.
- Develop practical crime investigation skills.

CJ 210 - Criminal Justice Systems

Criminal Justice Systems is a course required of all Criminal Justice majors, and is a prerequisite for all CJ 300 level courses, save juvenile justice and special topics courses. It is not often taken by non-majors.

CJ 440 – Senior Seminar in Criminal Justice

This capstone course is required of all CJ majors, and is typically taken during a students last semester of coursework.

A new Criminal Justice Program Assessment has been developed by the Criminal Justice faculty members who teach the courses required of Criminal Justice majors. Questions specific to each required course are included. The test consists of fifty questions covering the core components of the American Criminal Justice System; law enforcement, courts, and corrections. This assessment instrument has been administered at the beginning of the semester to all students enrolling in CJ 210, Criminal Justice Systems since Fall, 2007.

Since Fall 2007 the same instrument has been given to Criminal Justice majors as they conclude the Senior Seminar in Criminal Justice.

Students will be identified when they take the pre-test, and their scores will be maintained until they complete the Senior Seminar, giving us the ability to compare aggregate as well as individual results.

We believe this approach will begin to provide a comprehensive assessment of the learning of Criminal Justice majors from the introductory Criminal Justice Systems through the capstone Senior Seminar in Criminal Justice that we have lacked.

Results are preliminary at this point, because the instrument has not been in use long enough to have been taken as a pre-test and a post-test by the same student. Those students who have taken the test at the beginning of CJ 210, Criminal Justice Systems show these scores:

Criminal Justice Systems, CJ 210	
Average pre-test score	52.8%
Mean pre-test score	49%
Median pre-test score	53%

Those students who have completed the instrument at the completion of CJ 440, Senior Seminar in Criminal Justice show these results:

Senior Seminar, CJ 440	
Average post-test score	70.2%
Mean post-test score	71%
Median post-test score	71%

The scores of the students in CJ 210 have been retained and filed by name so that more meaningful comparisons can be made after the students take the instrument again in CJ 440.

The Criminal Justice faculty has begun the development of an assessment instrument for each course required to to complete CJ degree requirements.

Those core requirements, as of this writing, are:

- CJ 100 – Criminal Justice Student Association
- CJ 200 – Criminology
- CJ 210 – Criminal Justice Systems
- CJ 300 – Policing in America
- CJ 301 – Criminal Procedure
- CJ 305 – Corrections
- CJ 310 – Criminal Law
- CJ 311 – The Juvenile Justice System
- CJ 315 - Victimology
- CJ 331 – Criminal Investigation
- CJ 440 – Senior Seminar in Criminal Justice

#### Method of assessment

As noted above, these assessment instruments are being developed. They will be administered for the first time during the first week of the Spring, 2009 semester. It is anticipated that the instruments will be in the form of pretests to be administered at the beginning of the course, with the questions from the pre-test being embedded in a comprehensive final examination for the course.

Other strategies will be used to assess status of the Criminal Justice program and to determine where it needs to change for the better. Most of those efforts will be directed towards soliciting feedback from the students in the form of an exit survey that requests information on the quality and content of the Criminal Justice program. Additionally, the Human Services Dean will systematically assess teaching performance of each CJ faculty member to further analyze the program's success.

The exit survey has been administered at the conclusion of the CJ 440 Senior Seminar capstone course since the Fall 2007 semester. In addition, two years after graduation a similar survey will be mailed to our alumni, inquiring about the

usefulness of the Criminal Justice degree in obtaining employment and other non-employment related pursuits.

**Results:**

The data gleaned from the assessment instruments (surveys and pre/post tests) will be analyzed, published and used as a bench mark for future comparisons. As discussed last year, the previous assessments (2002 – 2006) used for evaluation of the Criminal Justice program are sound so far as they go, but because of shortcomings identified, should not be used as bench marks for the Criminal Justice program as a whole due to the considerable changes in faculty, evaluation instruments, and methodology.

**Action Plan for 2008 - 2009:**

Administer the pre-test in August 2008 and the post-test in May 2009 then analyze and publish the results to establish a comparison with the 2007-2008 results

Implement appropriate corrective changes based on the analysis of the surveys and pre/post tests in September 2009.

**Assessment Calendar**

Course	Type	Date	Participation	Data Review	Action	Next Assessment
CJ 200	Assessment instrument	June 2009	Faculty		Revise assessment instrument	
CJ 100, 200, 210, 300, 301, 310, 311, 315, 331, 440	Assessment instrument	December 2008	Faculty teaching listed course		Develop assessment instrument for the course	June 09
CJ210	Pre-Test	Aug. & Jan.	Faculty	Jan & June	None	June 09
CJ440	Exit Survey	Dec. & May	Faculty	Jan. & June	Revise Course Offerings	June 09
CJ440	Post-test	May	Faculty	June	Modify test and/or presentation material	June 09
Alumni Assessment	Survey	May	Faculty	June	Revise Course Offerings	June 09

**Nonprofit Administration**

**Goals of the Major:**

Provide knowledge of the creation, operation, and role in society of a nonprofit organization:

**Objectives:**

- Define and explain what constitutes a nonprofit organization (NPO) both legally and operationally.
- To learn all the components of a nonprofit organization.
- To understand the many forms and service areas of NPOs.
- To gain knowledge of management and leadership of volunteers and staff; budgeting; program evaluation; marketing; fundraising; and organizational structure.

To gain skills that are useful for employment and volunteering in the nonprofit sector:

Objectives:

- To teach decision making and critical thinking skills.
- To learn how to manage personnel both paid and volunteer.
- To learn the steps needed for fundraising events and activities.
- To prepare a budget and analyze financial statements.
- How to develop into a leader for the nonprofit sector.
- To learn how to organize and operate a division or program.

To offer opportunities that would enhance a student's ability to gain employment in the nonprofit sector:

- To provide an internship experience in a nonprofit organization.
- To offer a student association experience which would simulate an operating NPO.
- To allow independent study in an area of particular interest for the student.

Classes assessed:

We have dropped our pre-test in our introductory class, NPA 100 as we believe the questions were inadequate to test the knowledge provided by that course. The program is working on creating a template for assessment for all classes. We continue to assess knowledge and skills in the key required and elective courses such as the Management of Nonprofit Organizations, Volunteer Management, Fundraising, and Leadership courses by the tests and papers required. We also test skill level by providing hypothetical situations requiring the student to respond to the situation.

In the senior seminar, we add a case study approach requiring the students to demonstrate the knowledge and skills required to resolve management, budgeting, personnel, program, and volunteer staff issues. We intend, going forward, to create new pre- and post-tests for each core class in the major and compare the results to determine if the critical knowledge is being obtained by our students.

Lessons learned:

Greater emphasis on the application of knowledge obtained in the classroom is needed. We are trying to concentrate on improving critical thinking skills. We hope to add a critical thinking component to all appropriate classes.

Action plan for next year:

We redesigned our introductory course to put more emphasis on the role of nonprofits in American society and plan to continue to modify it to add a stronger community service component by which students will learn more of the application of the concepts in a nonprofit organizational setting.

We hope to have a new assessment instrument for most of our core classes in place by the fall semester and will implement pre- and post-testing all students in these classes.

The Graduate program capstone course has been completely changed to be a research paper representing many of the skills and knowledge gained from the program. In addition upon completion of assessment methodology and creation of an appropriate instrument we will then undertake to create instruments for pre and post-testing in core graduate courses.

Impact and/or changes to classes and program:

We have redesigned our introductory course and several other core classes to enhance knowledge and skill development of students taking classes in the Nonprofit Administration program. We will work to improve our testing instrument for the undergraduates and to design a new instrument for the graduate program. We have added more nonprofit courses at the graduate level to improve knowledge and skills obtained and have implemented the revamped capstone project to better represent the acquired knowledge and skills gained.

## **Social Work**

Goals

Graduates of the Lindenwood University Social Work Program will demonstrate competencies for entry-level practice with individuals, families, small groups, organizations, communities and society in changing social contexts. Students will also be prepared for graduate study in social work or a related field.

Objective 1

Students will be knowledgeable of the history of social work and the profession's values, ethics and theories.

### Implementation and Measurement:

Students will comprehend the development of the social work profession including the historical development and economic trends impacting practice through classroom lecture, readings, research papers and examinations including multiple-choice, short-answer and essay questions.

Students will reference the National Association of Social Workers (NASW) Code of Ethics for ethical decision making and clarity for ethical professional behavior as demonstrated by classroom discussion and case scenario role plays, video presentations and recordings, term papers and research projects.

Students will utilize the theories of social work in written case assessments, bio-psycho-social analysis, social histories and policy analysis as prepared for class requirements.

### Objective 2

Students will be sensitive to issues regarding diversity, social and economic justice, social advocacy, social change and populations at-risk.

### Implementation and Measurement:

Students will analyze social policy and evaluate current trends affecting social welfare policy and social programs through in-class small group discussions, debates and research papers.

Students will evaluate the impact of social policies on client systems, workers and agencies as demonstrated through critical thinking via in-class discussions, small group exercises and research papers, and practicum experience.

Students will demonstrate knowledge of and sensitivity to diverse cultures and populations-at-risk as evidenced by cultural elements of case scenarios and case assessments in small group discussion and role plays, in written case reports and from field practicum experiences.

### Objective 3

Students will effectively apply knowledge and skills related to human behavior in the social environment, social work practice, social work ethics, policy, practice evaluation and research, and professional and personal development in practice with diverse populations.

### Implementation & Measurement:

Students will assess their personal fit in the social work profession through occupational testing, personality inventories, personal logs, journals and in-class discussions.

Students will classify the bio-psycho-social variables that affect not only individuals, but also between individuals and social systems through class lecture, readings, small group discussions and written case assessments.

Students will demonstrate the movement from friendship skills to clinical interviewing skills through in-class role-plays, pre and post videotapes, case response pre/post tests, field practicum experience and post-graduation social work employment.

#### Assessment Procedures:

A variety of measurement instruments are utilized to measure students' learning, skill development and professional identity. Data from these sources are evaluated to refine the program as needed so as to enhance student learning and prepare social work graduates for employment and/or graduate education.

#### Post-graduation plans:

Information is collected about post-graduation plans to determine the number of graduates that are to be employed in social work and/or the number of students that planned to enter graduate school immediately following graduation.

Outcome Measurement: At least 70% of graduating social work students will continue in the social work field (either in employment or graduate school).

#### Pre/post Testing Instruments

##### Core Course Content:

For each core course in social work, a pre/post test consisting of multiple choice questions was administered to demonstrate student growth in content areas. Pre-tests are administered on the first day of class; post-tests are on the last day of class or as part of the course's final exam.

Outcome Measurement: Post-test scores (percentage of correct responses) will average a 20% increase in differentials per course and of the Grand Mean across pre/post measurements.

##### Case Response Scenarios:

To measure basic direct practice skill acquisition across the social work program, a pre/post test based on the Practice Skills Measurement (PSM), Ragg & Mertlich, 1999, is given to social work majors at the first class of Social Work Practice I. The Case Responses questionnaire is a case scenario based instrument describing six potential entry-level clients with a choice of five responses to the "client's" need, concern and/or problem. The scenarios vary in level of need, requiring social work students to draw upon a variety of skills such

as active listening, assessment of the client situation and case planning. Students are required to rank the five given responses in a Likert scale from most desirable first response to least desirable first response. This response measure indicates the level of application, synthesis and integration of classroom information into clinical social work skill. This instrument has been utilized at other Schools of Social Work including Eastern Michigan University and Southern Colorado University. This instrument is utilized to quantify interpersonal intelligence (Gardner), a primary ability necessary to succeed in generalist social work practice. The post-test is administered just prior to the student's graduation (post-tests are usually administered when the student is completing their Field Practicum).

Outcome Measurement: Post-test scores (percentage of correct responses) will average a 5% increase in differentials of the Grand Mean across pre/post measurements.

#### Assessment of Course Objectives

In 2004-05, a student assessment of course objectives was introduced in some of the social work core courses to have students measure their own learning; in 2005-06, assessment of course objectives was completed in all core social work courses offered. On the first day of class, students were asked to assess their current ability with regard to each course objective on a scale of 1 = no ability; 2 = some ability; 3 = average ability; 4 = above average ability; 5 = exceptional ability. The same self- assessment was administered on the last day of class.

Outcome Measurement: The goal will be a change of 1.0, with a .5 change being deemed satisfactory.

#### Results of Assessment Procedures for 2007-08:

The Social Work Program graduated thirteen (13) students in 2000, fifteen (15) in 2001, nine (9) in 2002, nine (9) in 2003, thirteen (13) in 2004, ten (10) in 2005, ten (10) in 2006, seven (7) in 2006-2007 and seven (7) in 2007-2008, for a total of 93 students.

Results of all assessment measures were per the following:

#### Post-graduation Plans

Data has been collected on graduation plans of social work students. Fairly consistently, students have sought and obtained work in the field of social work upon graduation and have been accepted into graduate schools in social work.

## Social Work Student Post-Graduation Plans—Multi-Year Comparisons

Plan	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Social Work Employment	85%	74%	67%	78%	69%	60%	80%	85%	67%
Graduate School	0%	13%	22%	22%	31%	30%	20%	15%	17%
Total going into social work employment or continued social work education	85%	87%	89%	100%	100%	90%	100%	100%	84%
Other	15%	13%	11%	0%	0%	10%	0%	0%	16%

### Data Analysis:

A smaller proportion of graduates in 2007-2008 have moved directly into employment than the previous year with fewer of them going directly to graduate school upon graduation than graduates since 2001. Please note that we are not currently aware of the plans of one of the 2007-2008 graduates. 67% of the 2007-08 graduates had secured full-time post-graduation employment in social work prior to graduation which is slightly lower than the grand mean. 90-100% of social work graduates have plans to enter the field since 2002-2003.

### Outcome Evaluation:

Met. Data consistently affirms that at least 70% of Social Work graduates plan to enter the field of social work or continue their education in social work.

### Core Course Content

Pre/post Social Work Core Course Content  
Percent correct

Course	Pre	Post	Differential
SW 100 Inter-cultural Communication	27%	51%	+24%
SW 110 Introduction to Social Work	53%	82%	+29%
SW 240 Human Diversity & Social Justice	30%	58%	+25%
SW 280 Human Behavior in the Social Environment I	44%	79%	+35%
SW 281 Human Behavior in the Social Environment II	20%	45%	+25%
SW 310 Social Work Practice I	47%	59%	+12%
SW 311 Social Work Practice II	61%	77%	+16%
SW 320 Social Welfare Policy & Services I	31%	45%	+14%
SW 325 Social Work Research	33%	40%	+7%

SW 412 Social Work Practice III	30%	45%	+15%
SW 421 Social Welfare Policy & Services II	27%	46%	+19%
SW 450 Field Practicum and Seminar	37%	53%	+16%
Social Work Program Content	37%	53%	+16%
Grand Mean	37%	56%	+19%

#### Data Analysis:

Overall, students demonstrated growth from Pre-test to Post-test scores, a change of 19% which is slightly lower than 2006-2007, 21%. The largest increases in tested content knowledge were in SW 280 (35%), SW 110 (25%), and in SW 240 (25%) and SW 281 (25%), followed by SW 100 (24%). The smallest increases in tested content knowledge were in SW 325 (7%), SW 310 (12%), and in SW 320 (14%). The lowest pre-test scores were in SW 281 (20%), SW 421 (27%), and in SW 100 (27%) all of which had lower than average pre-test scores. The highest post-test scores were in SW 110 (82%), SW 280 (79%), and in SW 311 (77%) all of which had higher than average pre-test scores. The lowest post-test scores were in SW 325 (40%), SW 281 (45%), SW 412 (45%) and SW 421 (46%) all of which had lower than average pre-test scores. Please note that this was the second implementation of the new Final Social Work Program Content which has been developed from courses in the “new curriculum.” At the time of the test, only some of the graduates had completed that entire curriculum.

#### Outcome Evaluation:

Goal, 20% growth: Not met by 1% on the Grand Mean. Met in SW 100, 110, 240, 280, 281, three of which are General Education courses and all of which are lower level required courses for Social Work majors.

Not met in SW 310, 311, 320, 325, 412, 421 and 450 all of which are upper level required courses for Social Work majors.

#### Case Response Scenario Pre/Post Scores Analysis per Process/Intelligence— Multi-year Comparison

##### Percent Correct for Interpersonal Intelligence—Application

Competency		2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02
Application	Pre-test Scores	49%	43%	58%	56%	51%	56%	47%
	Post-test Scores	56%	54%	58%	59%	62%	60%	61%
	Differential	+7%	+11%	0%	+3%	+11%	+4%	+14%

## Data Analysis:

The Case Response Scenario Test challenges students to directly apply the skills and abilities required for competent generalist social work practice. As beginners, it is expected that the test results consistently represent entry-level social work skills and abilities, and experience in the field may be needed to generate higher test scores. This instrument appears to remain consistent in results with consistent pre/post scores. The comparative differential between the 2001-02 and 2003-04 and the 2002-03 and 2004-05 classes may be partially attributed to student ability. When compared, the average GPA of the 2001-02 and 2003-04 graduates was 3.15 with the 2002-03 and 2004-05 graduates average GPA being 2.95. 2005-06 grads' average GPA = 3.37 and 2006-2007 grad's average GPA = 3.32 were higher than previous years' graduates. 2007-2008 grad's average GPA = 3.27 were comparable but were bi-modally distributed with 57% over a 3.65 and 43% below a 2.75. The 2007-2008 and 2006-2007 data indicate that students arrived with somewhat lower tested skills and abilities required for competent generalist social work practice, the lowest of previous cohorts since 2001-2002 and left with somewhat lower tested skills and abilities than previous years. 2007-2008 and 2006-2007 students, however, demonstrated a substantial change Pre-test to Post-test. 2005-2006 students were somewhat older, all had completed agency observation, many had prior work and life experience in human services prior to the Pre-test. 2007-2008 as well as 2006-2007 graduates were more traditionally aged college students and did not have comparable prior work and life experience in human services.

## Outcome Evaluation:

Met, the differential for 2007-08 was 7%. The grand mean differential for the 6 tested years is 7%.

## Assessment of Course Objectives

### Student Assessment of Course Objectives

Course	Pre-test 2006-07	Pre-test 2007-08	Post-test 2006-07	Post-test 2007-08	Change 2006-07	Change 2007-08
SW 100 Cross-cultural Communication	3.20	3.36	3.96	3.89	+0.67	+0.53
SW 110 Introduction to Social Work	2.82	2.98	4.06	4.06	+1.24	+1.08
SW 240 Human Diversity & Social Justice	2.49	2.96	3.64	3.54	+1.15	+0.58
SW 280 Human Behavior in the Social Environment I	2.80	2.45	3.78	3.59	+0.98	+1.14
SW 281 Human Behavior in the Social Environment II		2.75		3.48		+0.73
SW 310 Social Work Practice I	2.28	2.29	3.90	3.49	+1.62	+1.20
SW 311 Social Work Practice II	2.00	2.45	3.27	3.52	+1.27	+1.07

SW 325 Social Work Research Methods	1.98	2.14	3.44	3.53	+1.46	+1.39
SW 320 Social Welfare Policy and Services I	2.44	2.85	3.67	3.75	+1.23	+0.90
SW 412 Social Work Practice III		2.18		3.33		+1.15
SW 421 Social Welfare Policy and Services II		2.44		3.96		+1.52
SW 450 Field Practicum and Seminar	3.16	3.16	3.75	3.65	+0.59	+0.49
GRAND MEAN	2.58	2.67	3.72	3.65	+1.13	+0.98

#### Data Analysis:

In all courses measured, students indicated on average, over a two year period of time, an improvement of slightly less than 1 point in their ability to meet course objectives.

The greatest amount of change noted in 2007-2008 was in SW 421 followed by SW 325 with pre-test scores in both of those courses below the grand mean. The least amount of change noted in 2007-2008 was in SW 450 followed by SW 100. SW 450, the Field Practicum and "Capstone" course is typically taken as the last course in the required curriculum by Social Work majors. Pre-test scores suggested that students felt prepared for that course. SW 100 is a General Education course. At Post-test, on average, all of the students in all of the courses offered by the Social Work Program indicated slightly above average abilities as measured by course objectives.

#### Outcome Evaluation:

Goal, increase by .50 in all courses. Exceeded: The goal was exceeded in 2004-2005, in 2005-2006, in 2006-2007, and again in 2007-2008 on average, across all courses. In six of the courses in 2006-2007 students indicated progress in excess of 1.00, three in 2005-2006, seven in 2007-2008.

#### Intercultural Communication Assessment

SW 100 and SW 240 are both required of Social Work majors prior to full admission to the major. Many of the students enrolled in SW 240 had completed SW 100 prior to enrollment in SW 240. The items are scaled 1 = Strongly Disagree, 3 = Neutral, to 5 = Strongly Agree. Typically, there are proportionately more Human Services Division students enrolled, particularly Social Work majors, in SW 240 than in SW 100.

#### Monochronic-Polychronic Subscale

Course	Pre	Post	Differential
SW 100 Inter-cultural Communication	3.81	3.40	.41
SW 240 Human Diversity & Social Justice	3.32	3.12	.20

Goal: 3.00, comfortability communicating within both time orientations. The goal was not met in either course. Students in SW 100 indicated an increase in monochronicity with students in SW 240 a slight increase in monochronicity but still slightly polychronic. The monochronic orientation of students in SW 240 had been consistent through the first 3 years of testing. 2007-2008 is the first year that students have tested in the polychronic range at post-test (above 3.00). The goal of comfortability communicating within both time orientations was nearly met (3.02) in SW 100 in 2005-2006.

#### Ethnocentrism Subscale

SW 100	Inter-cultural Communication	2.29	2.09	.20
SW 240	Human Diversity & Social Justice	2.82	1.98	.84

Goal: Substantial change (+.50 or better). The goal was not met in SW 100 but met in SW 240 with a .84 decline in tested ethnocentrism. It was nearly met in SW 240 in 2006-2007 with a .48 change. It should be noted that in both courses pre-test and post-test scores demonstrated substantially less ethnocentrism than national norms (3.09). This was also true in 2005-2006 and 2006-2007. The goal was met in 2005-2006 in SW 100 but not met in SW 240 with slightly less ethnocentrism (.17) demonstrated.

#### Dogmatism/Rigidity Subscale

SW 100	Inter-cultural Communication	2.43	2.70	.27
SW 240	Human Diversity & Social Justice	2.46	2.20	.26

Goal: Substantial change (-.50 or better). The goal was not met within either course. Students in SW 100 demonstrated a slight increase in dogmatism/rigidity (.27) and students in SW 240 a slight decrease in dogmatism/rigidity (.26). Similarly, in 2006-2007, students in SW 100 demonstrated a slight increase in dogmatism/rigidity (.16) and students in SW 240 demonstrated a slight decrease in dogmatism/rigidity (.12). Overall, on post-test scores, for the first time since testing began, students in both courses tested as non-dogmatic/rigid with national standards for a severely dogmatic/rigid person set at 3.20. In 2005-2006, a slight improvement in dogmatism/rigidity was noted in SW 100 students but they still tested as dogmatic/rigid (3.14). In 2005-2006, SW 240 students tested slightly lower on the post-test. In 2004-2005 and in 2005-2006, SW 240 students tested as only somewhat high in dogmatism/rigidity (post-test) when compared to national norms (2.90 average).

#### Intercultural Effectiveness Subscale

SW 100	Inter-cultural Communication	2.61	2.76	.15
SW 240	Human Diversity & Social Justice	2.53	2.98	.45

Goal: Substantial change (+.50 or better). The goal was not met in either course but nearly occurred in SW 240 (.45) For the first year since testing began, on pre-tests and post-tests, in both courses, students rated themselves as below average in intercultural effectiveness. There was substantial variance among sections on all items with regard to both pre- and post-tests. This was also true in 2006-2007 and 2005-2006. The largest change in SW 100 involved an increase in liking to know someone's train of thought. The largest changes in SW 240 involved a decline in resistance to lifestyle changes and an increased tolerance toward someone who doesn't provide straight answers or seems vague and unclear. There was a slight increase in SW 100 (.04) in 2006-2007 with students indicating an increase in comfort levels around strangers (.50) but an increase in dislike for lack of clarity and vagueness (.38). 2006-2007 SW 240 students indicated a similar slight overall increase (.03) with an increase in comfort around strangers (1.00) and an increase in avoidance of conflict (.43). Students have consistently scored higher in intercultural effectiveness in SW 240 since course inception in 2004-2005.

Interpersonal Comfort Subscale

SW100 Inter-cultural Communication	3.04	3.37	.33
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Goal: Substantial change (+.50 or better). The goal was not met which was also the situation in 2006-2007 and 2005-2006. Please note that in 2007-2008, as well as in all previous years students rated themselves as above average in their comfort when communicating intercultural. The largest increase in 2007-2008 was in communicating at a social event even though the student had not attended a similar event previously (.56). A slight decrease in the composite score was indicated in 2006-2007 with a significant increase on the above item (.54). This subscale was not used in SW 240.

Assertiveness Subscale

SW 100 Inter-cultural Communication	3.18	3.18	.00
SW 240 Human Diversity & Social Justice	3.03	2.74	.29

Goal: Substantial change (+.50 or better). The goal was not met which was also true for 2006-2007 and in 2005-2006. The full assertiveness subscale was included for the first time in SW 100 in 2007-2008. In 2007-2008, post-test scores suggested that in SW 240 students completing the post-test were less assertive than those completing the pre-test. This was likely the case as a number of students who completed the pre-test did not complete the post-test. This was true in both the Fall and Spring offerings. At the post-test, 2007-2008 students in SW 240 indicated less agreement (.81) with the statement that they typically speak up and share their viewpoints. In 2006-2007, students indicated changes in a tendency to be somewhat more frank in expressing feelings towards others (.42 change) and more inclined to avoid conflicts (.43 change). There was, however, substantial variance on both of those items on the pre-test.

Please note that students tested as generally assertive (above 3.00) in SW 100 and at the pre-test in SW 240.

### Overall Analysis Intercultural Communication

Goal: Students will demonstrate an increase in intercultural communication (+.50 or higher). The goal was not met in either course but there was a moderate increase in SW 240 (.34). Across subscales, the largest changes were demonstrated in a decline in ethnocentrism in SW 240 (.84 change), more monochronic orientations in SW 100 (.41), an increase in intercultural effectiveness in SW 240 (.45) and an increase in interpersonal comfort in SW 100 (.33). In 2005-2006, students demonstrated a growth of .30 on overall communication abilities, in 2006-2007 overall growth was .13, in 2007-2008 overall growth was .24 (average for both courses combined). It must be noted that for the first time since the testing began in 2004, students in both classes tested as nondogmatic when compared to national standards. It must also be noted that there was considerable variability in scores across sections of the same class as well as individual responses to items in both SW 100 and SW 240. Most items had students marking from 1 (strongly disagree) to 5 (strongly agree) at each testing moment. Individual items of particular interest include:

#### Pre-test/Post-test

##### SW 100:

1.87	3.60	I like to finish one task before going on to another (monochronicity/polychronicity)
2.85	1.85	Americans tend to be smarter than the people from most other countries (ethnocentrism)
3.13	3.82	I really like to know someone's train of thought (interpersonal effectiveness)
2.20	2.81	Most people don't know what is good for them (dogmatism/rigidity)
2.92	3.48	I am comfortable communicating at a social event, even though it is a type of event I have not previously attended (interpersonal comfort).

##### SW 240:

2.79	1.46	Americans tend to be smarter than the people from most other countries (ethnocentrism)
2.58	1.49	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 (dogmatism/rigidity).
3.86	2.77	I dislike it when someone doesn't provide straight answers or seems vague and unclear (interpersonal effectiveness)
3.74	2.74	I usually resist change to my lifestyle (interpersonal effectiveness)
3.58	2.61	I like to finish one task before going on to another (monochronicity/polychronicity)

Most of the 2007-2008 overall growth was due to improvements in scores within the ethnocentrism subscales (.52), interpersonal comfort in SW 100 (.33) and intercultural effectiveness (.45 in SW 240, .15 in SW 100). Overall, in 2004-2005, students demonstrated a slight increase in overall scores related to ability to communicate interpersonally in intercultural situations (+.14). In 2005-2006,

with small changes to the scale, students demonstrated no overall change in their intercultural communication scores. In 2005-2006, students overall moved from clearly polychronic in orientation to only slightly polychronic.. In 2006-2007, students, particularly in SW 100, moved to more monochronic in orientation. In 2007-2008, the students in SW changed (.50) from monochronic in orientation to polychronic with students in SW 240 changing slightly in the opposite direction (.20).

Please know that the subscales utilized in both courses in 2007-2008 were modified with the more substantive changes occurring in SW 100. As was promised in 2006-2007, individual items in all subscales were analyzed for their validity and reliability, particularly with regard to more extreme, yet consistent, variability. As a result minor substitutions were made in some subscales. A full assertiveness subscale was added in SW 100 as well as additional items in the dogmatism/rigidity subscale.

#### 2006-2007 Conclusions and Action Plans:

The assessment data suggest the following conclusions and recommendations for the following actions:

- The Social Work Program has redesigned the curriculum to meet the standards for program accreditation by the Council on Social Work Education (CSWE). All courses in the new curriculum have now been implemented. Three of the courses (SW 281, 412 and SW 421) were not included in 2006-2007 because of very low enrollments making their inclusion, for comparative purposes, impractical, 2007-2008 now includes those evaluations.
- A pre/post program evaluation content evaluation for the entire program has been developed and implemented. None of the students completing that evaluation had in 2006-07, taken all of the courses from which content for the examination was tested. 2007-2008 evaluations now includes more students who completing the “new curriculum” which will enhance the utility of the entire evaluation process.
- The intercultural communication assessment devices used in SW 100 and SW 240 have been analyzed for item reliability and validity. Additional items have been added in some of the subscales, particularly with regard to tested dogmatism/rigidity, and some minor item substitutions have occurred in a few other subscales.

#### Action for learning enhancement:

- The Program, based on evaluation data is considering some minor content changes, primarily through use of different text books, which will require some changes in the test questions.
- Primary texts will be changed in SW 240 and SW 325 which requires major content changes to the pre-test/post-test in those courses. The

- format of questions in the content pre-test/post-test will also be changed in response to student feedback.
- Plans are underway to deploy an upper-level student tutor to facilitate student learning in some courses in response to student demand. This should result in improved performance in those courses.

## **School of Humanities**

The School of Humanities is made up of 6 departments and 8 degree programs: English, French, History, International Studies, Philosophy, Political Science, Religion, and Spanish. The School prepares students for graduate education and for employment in these fields. Three departments in particular (English, Foreign languages and History) prepare a large number of students for work in secondary education. The School of Humanities offers the largest number of General Education classes and also supports the largest number of student enrollments in the traditional day programs.

### **English**

Program Objectives:

Graduates of the degree programs in English (literature and writing) should demonstrate

- A clear, mature prose style that contains sentence variety, appropriate diction, and concrete detail.
- Critical acumen through sophisticated research, insightful interpretation of materials, and creative approaches to problem solving.
- Mastery of grammar, usage, punctuation, spelling, and mechanics.
- Competence in a variety of written forms (depending on the degree program), including the critical essay, short fiction, poetry, drama, technical reports, magazine writing, and so forth.
- Factual knowledge of literary history and tradition, including major authors and works, literary movements and periods, schools of literary criticism, and the chronology of this history.

Senior Assessment: Procedure and Rationale:

In 200- and 300-level English courses, two copies of assigned papers are collected from English majors: one is graded and returned to the student; the other is placed in the student's portfolio.

We continue to assess directly, using elements from our program objectives. Faculty members (privately and anonymously) read the portfolios and rate them on a scale of 0 to 4 (0=unacceptable, 1=below average, 2=average, 3=good, 4=excellent) in the following six areas: clear prose style, reflected in mastery of grammar and mechanics, and variety of sentence styles; critical acumen, reflected in factual knowledge of literary history, traditions, authors, works,

movements, criticism and chronology; sophistication of secondary research, using refereed sources; command of language, as seen in the sophistication of vocabulary, use of tropes, recognition and understanding of irony and quality of prose; growth over 3-4 years as a writer; and the capacity to continue with graduate work.

Results:

Student →	1	2	3	4	5	6	Average Score by Area
Variety of Style	3.1	4.0	2.8	4.0	3.5	3.25	3.4
Critical Acumen	3.1	4.8	2.8	3.25	3.6	3.2	3.5
Sophistication of Research	3.3	4.5	3.0	2.5	3.75	3.3	3.4
Command of Language	3.0	4.7	3.0	3.8	3.7	2.9	3.5
Growth as a Writer	3.3	4.6	3.0	3.9	3.3	3.2	3.6
Capacity for Graduate Work	3.0	5.0	3.0	4.0	3.5	2.9	3.6
Average Score by Student	3.1	4.6	2.93	3.6	3.6	3.12	

Observations:

Based upon the averages above, this year's graduates are basically strong, with half being above average and no particularly weak students. We are encouraged by the general absence of common grammatical, punctuation and syntactical errors in these papers.

In the area of Critical Acumen, a number of students have considerably more emphasis upon secondary rather than primary sources. The need for stronger synthesis is evident among a number of students. Students seem to be heavily dependent upon secondary sources rather than using these to inform and guide their own analyses. They are, however, adequate to strong in their selection of secondary sources.

In terms of Form, some MLA guidelines need to be followed more precisely, for example, omitting quotation marks when the quote is indented, correctly punctuating quotations, and using attributive tags effectively. A number of students' Works Cited pages omitted the primary sources and were not complete in their citations for electronically accessed sources, especially omitting URLs and the database server information.

As for Style, some students are formulaic in providing an opening statement of purpose rather than a well-developed thesis.

Regarding Growth as a Writer, over the years of our minimum 10-page paper requirement for 300 level courses, our English Majors seem to have been

maturing in mastery of the form, becoming more creative and challenging themselves more intellectually. Students have responded well to the faculty's focus on guiding students toward developing challenging and sophisticated paper topics.

Action Plan:

- We will include the description of each category on the faculty's evaluation rubric, as explained above in paragraph 2.
- To be more beneficial to students, advisors should review folders individually with graduating seniors, preferably in the third or fourth week of the fall semester, but no later than the end of that semester.
- We need to identify graduating seniors at the beginning of the year. Perhaps the Registrar's Office can help with this.
- The reading committee should include a mix of both PhDs, who primarily teach 300-level courses, and Masters faculty, who are less familiar with the graduates' work. Preferably each year will have the same readers. This will allow for more objective evaluation and additional insight from those unfamiliar with the students' work.
- The assessment should include discussion among all the readers, not just computation of the numbers.
- We are forwarding the Observations and Action Plan of this report to the English faculty.

## **English Preparedness Program**

Procedure and Rationale:

All international, non-native English speakers were tested with the Michigan Test (an objective 100 question test) and asked to give a writing sample. From these two results, each student was placed in the appropriate English writing course and possibly a grammar and speech course. At the end of the semester, each EPP 052 student took another version (the same format and difficulty level) of the Michigan Test and asked to write another short essay in response to a similar writing prompt.

Michigan Test:

The Michigan Test contains four different sections: Listening (20 points), Grammar (30 questions), Vocabulary (30 questions), and Reading Comprehension (20 points).

Writing Sample:

Each student was asked to respond to prompts typically found on the TESOL test. These writing sample prompts ask for students to compare/contrast, give examples and explanations, and develop a thesis.

## Results

The results in this report will focus specifically on the basic writing course, EPP 052: Reading & Writing for Non-Native Speakers, EPP 054: Grammar for Non-Native Speakers, and EPP 062: Reading & Writing for Non-Native Speakers II.

EPP 110: Academic Writing for Non-Native Speakers and EPP 120: Spoken Communication for Non-Native Speakers are scheduled to be taught for the first time in fall 2008.

The results below show the promise and success of a program still under construction. The results have been organized by overall gains, and then broken down by individual students. This will help those involved with the program see the overall improvement of the general student population, as well as scrutinize the gains made by individuals.

### EPP 052: Reading & Writing for Non-Native Speakers: 6 hours

**Course Description:** This course will give non-native speakers the opportunity to develop English language skills needed to succeed in college courses. Assignments will focus on developing English proficiency, with emphasis placed on developing reading and writing skills. Additional hours with an English conversation partner may be required.

**Course Goals:** To develop a mature writing style, aiming at clarity, cohesion, and correctness; to learn how to apply the rules of grammar and punctuation; to increase reading comprehension and learn various reading strategies.

**Course Objectives:** This course will focus on:

- developing and applying knowledge of standard English grammar and mechanics
- practicing and using brainstorming techniques to generate paper topics
- fostering the importance of revision and peer-critiques
- becoming an independent writer who can write with confidence every time you are impelled or challenged to write
- developing and employing reading strategies
- increasing reading comprehension and vocabulary

### English Placement Program Michigan Tests: EPP 052

#### EPP 052 Michigan Test Averages

	Pre-Test %	Post-Test %	Change %
All Students	53.47%	69%	15%

The largest change was a student who went from 36% to 70% on the exam a 94% increase from beginning to the end of the class.

EPP 052 Michigan Test averages by section

	Pre-Test Correct	Post-Test Correct	Pre-Test %	Post-Test %	Improvement
Listening	10.18	12.68	50.90%	63.40%	+ 12.5
Grammar	16.26	21.11	54.20%	70.37%	+ 16.17
Vocabulary	18.37	21.89	61.23%	72.97%	+ 11.74
Reading Comp.	8.84	13.47	44.20%	67.35%	+ 23.15

The largest change in Listening was a student who went from 9 to 16 on the exam, a 77% increase from beginning to the end of the class. The average improvement was 24.5%.

The largest change in Grammar was a student who went from 13 to 29 on the exam, a 123% increase from beginning to the end of the class. The average improvement was 29.8%.

The largest change in Vocabulary was a student who went from 9 to 22 on the exam, a 144% increase from beginning to the end of the class. The average improvement was 19.1%.

The largest change in Reading was a student who went from 3 to 14 on the exam, a 366% increase from beginning to the end of the class. The average improvement was 52.4%.

Conclusions Drawn:

Most students showed profound improvement, especially in the areas of grammar and reading comprehension. Spring 2008 was the first semester of a 6 hour course with 6 hours of class time a week. Such a format has proven to be successful given the improvements not only in the Michigan scores, but in student writing in general.

EPP 054: Grammar for Non-Native Speakers:

Course Description: EPP 054 is designed for international students to study and improve English grammar. This course will provide students with a solid foundation in grammar to succeed in subsequent courses. This course will cover the basic parts of speech, punctuation, mechanics, and sentence problem areas.

Course Goals: Common grammar problem areas will be focused on with subsequent written compositions based on those specific grammar points. This course will improve students' understanding of English grammar and mechanics to make coherent and cohesive academic work.

Course Objectives: This course will focus on:

- learning basic English grammar skills
- identifying and correcting specific grammar errors
- editing sentences/paragraphs for specific grammar points
- applying English grammar to writing

We wanted to determine how effective the EPP 054: Grammar course was in improving English skills among the most basic students. Typically, those students who score 50 or below on the Michigan Pre-Test are placed in the grammar course.

Students' scores with EPP 052 compared to students' scores with EPP 052 & 054	Pre-Test (G)	Post-Test (G)	Pre-Test %	Post-Test %	Change %
EPP 052	65.67%	73.22%	62.25%	74%	12%
EPP 052 & EPP 054	43.40%	64.30%	45.58%	64%	19%

Conclusions Drawn: Some of the most phenomenal gains came from students who took the writing course plus the grammar course. We believe even more students could benefit from the grammar course. Next testing cycle, those who score 60 or below may be eligible for EPP 054: Grammar (instead of 50 and below as was previously in place). It is possible in the future, given the right conditions personnel wise, we may determine that ALL students who test into EPP 052: Reading & Writing should take the grammar course.

### EPP 062: Reading & Writing for Non-Native Speakers II

Course Description: EPP 062 provides students with further exposure to reading and writing instruction to improve academic English. EPP 062 integrates reading and writing skills in a cohesive unit relative to the subject areas anticipated in college study and subsequent courses.

Course Goals: To develop a mature writing style, aiming at clarity, cohesion, and correctness; to read and respond critically to a variety of topics; to develop reading and writing strategies effective for future study.

Course Objectives: This course will focus on:

- continuing to develop a knowledge of standard English grammar and mechanics
- fostering the importance of revision and peer-critiques
- becoming an independent writer who can write with confidence
- utilizing strategies to increase the speed and comprehension of reading
- This course was designed primarily for those students who have taken EPP 052 but who still need more writing practice, grammar/organization preparation, and skill development before entering EPP 110: Academic Writing for Non-Native Speakers.

## EPP 062

### EPP 062 Michigan Test Score Averages

	Pre-Test %	Post-Test %	Change %
All Scores	44.90%	55%	10%

### EPP 062 Michigan Score Averages by section

	Pre-Test Correct	Post-Test Correct	Pre-Test %	Post-Test %	Change %
Listening	9.6	10.8	48%	54%	+6
Grammar	15.2	16.6	51%	55%	+4
Vocabulary	13.8	17.7	46%	59%	+13
Reading Comp.	9.8	10.2	49%	51%	+2

### Conclusions:

Although as a group some improvements were made, the scores do not reflect as much progress as was made by those students in EPP 052. Here are some possible explanations:

Students of EPP 062 did not benefit from EPP 052 because in Fall 2007, EPP 052 simply didn't exist. These students as a whole scored 10 points LOWER on the Michigan Pre-Test as the EPP 052 students this year, indicating they needed even more time and attention that they didn't receive. This reinforces the need for a 6 hour reading and writing course for the most basic of non-native speakers. Scheduling difficulties meant that these students met only 2 times a week rather than 3 times. In the future, all EPP 052 and 062 courses will be scheduled on a Monday-Wednesday-Friday rotation.

Some of these students have systemic problems with attendance. They were placed in EPP 062 not only because they did not progress in gaining the knowledge and skills necessary to succeed in EPP 110, but also because they rarely showed up. Many of these students did not learn from the mistakes in their past, and continued to miss valuable lessons in their EPP 062 course.

### Assessment of Writing Sample: Pre-Test & Post-Test Comparisons

Students were assessed not only by objective measures (the Michigan Test), but by their writing samples. Writing prompts generally asked students to voice an opinion (thereby allowing teachers to assess student ability to generate a thesis), to compare/contrast, and to use examples and reasons to support their argument. Here are some of the common errors found in their Pre-Test writing samples and some found in their Post-Test writing samples.

## Pre-Test Errors

- Copying
- Sentence fragments
- Spelling errors
- L1 transfer
- Incoherence
- Articles & Determiners (regarding count / non-count nouns)
- Subject-verb agreement issues (specifically the third person singular!)
- Punctuation
- Missing verbs / missing words
- Preposition misuse
- Improper number usage
- Comparison issues
- Misuse of vocabulary
- Run-on sentences
- Lack of thesis / lack of clear main theme
- Poor organization
- Verb conjugation errors
- Possessives
- Word order
- Missing subject
- Misuse of transitive / intransitive verbs
- Pronouns
- Plurals
- Cohesion – sentence-level writing with no connection between phrasing
- Lack of self-editing

## Post-Test Errors

- Off-topic sentences
- Sentence fragments
- Spelling errors
- Articles & Determiners
- Subject-verb agreement issues (maintaining agreement through complex phrasing)
- Punctuation
- Run-on sentences
- Word order
- Misuse of transitive / intransitive verbs
- Pronouns
- Plurals
- Transitions – existent but not yet entirely perfected

## Conclusions Drawn:

- Students are able to draw comparisons between two related (or non-related) events.

- Students gain the ability to realize their own mistakes and self-edit.
- While spelling errors and vocabulary errors are still present, the mistakes are at a higher level; this indicates that students are taking risks with their writing.
- L1 transfer decreases as students are beginning to think in English rather than writing in their native language and then transferring to the target language.
- Ability to write more complex ideas and thoughts has increased; students are able to write more on a topic in the same time limit.
- Generally, teachers of EPP 052 and EPP 054 saw improvement in student's ability to respond appropriately to a writing prompt. Students were much more successful at creating a strong thesis, organizing their responses, and using more specific examples to support their opinions.

## **History**

### History 400

The current system of examination for HIS400 has been evolving since the basic system was put in place in Fall semester of 2003. In 2005, a revised system was implemented for testing and evaluating students in HIS400. This course serves as a cap-stone for History Majors and, therefore, students are expected to demonstrate mastery in the following areas of study:

1. United States History
2. World History
3. European History

Mastery is demonstrated with a passing score on each of the three exams. Exams are given every two weeks beginning with week 3 of the semester. There are two readers from the History faculty for each exam. The course also contains a research component that leads to the creation of a written project which serves to evaluate the progress of students in these important aspects of historical studies.

### Analysis

The most visible patterns emerging from the HIS400 assessments reflect both a substantial increase in the number of students registered for the course and a marked increase in the number of students successfully completing the exams. As currently designed, the HIS400 is showing that the History program is meeting the stated goals for students graduating from Lindenwood University with a degree in History.

In reviewing the overall results of the HIS400 exams from 2004 to the present, measuring exam scores with student GPA's confirm the expected correlation between exam scores and overall student GPA. History majors who score well

on the exams have correspondingly high GPA's. Conversely, students with lower exam scores in HIS400 have lower GPA's.

#### History 400 Actions for 2007-8

- Continue evaluation of History Majors on mastery of existing categories (i.e., United States History, World History, and European History).
- The rotation process among senior professors began in Fall 2006 and will continue.
- Redesign questions each year so that students will be continually challenged through the evaluation process.
- Future Assessment of HIS400 will track and compare PRAXIS scores and HIS400 scores. To meet the objectives of the Education Department students must pass the PRAXIS prior to application for student teaching. As currently designed the HIS400 course is a capstone course for all History majors, although History majors planning to teach may benefit from completing HIS400 prior to taking the PRAXIS rather than concurrent. It is an issue that will require further monitoring.
- For History majors who student teach, the teacher feedback surveys will be utilized for the anecdotal assessment of the History program for future teachers.

## Foreign Languages

### French

#### FLF 311: French Conversation and Composition

Assessment is based on the following tools:

- pre-test given at the beginning of each semester containing items imbedded in the unit exams.
- analysis of scores on unit exams.
- end of semester evaluations of the course.

Of the 7 students who took both the pre- and post-tests, 2 scored 60% or higher (average of 41%) on the pre-test, while on the post-tests all of them scored above 70%. The assessment items were imbedded in 3 unit tests, whose scores averaged as follows: Unit 1: 90%; Unit 2: 88%; Unit 3-4 (final): 89%.

Based on test results and comparing them to pre-test results, some grammar points were eliminated from the course (irregular adjectives & adverbs), with more time spent on others that require more attention.

Based on the students' own perception survey of their knowledge of this material, given at the beginning and at the end of the semester, the students believe that their overall understanding of French grammar and culture and oral proficiency have improved.

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 at regular intervals using the text's CD-ROM. The students in this course continue to express that they prefer these listening exercises to those used in the 200-level course. The instructor and students found them more interesting and useful than those usually accompanying texts.

Oral proficiency is monitored through class participation and through the evaluation of oral presentations made during the semester. Students are evaluated on fluency, use of appropriate grammatical structures, proper vocabulary and pronunciation. Suggestions are given to students who have trouble progressing orally. Oral proficiency is also measured through the Conversation Partner Program. The program worked very well this semester, due to the reliability and attitude of the native French speakers employed. Students' feedback about this element of the course is extremely positive. All felt they made great progress in being able to express themselves with ease in French in this natural setting.

Reading comprehension is monitored through chapter and cultural readings, chapter exams, and homework assignments. While students were asked to write longer assignments than in the 200-level, next year even longer assignments will be introduced, along with some preliminary instruction on using French resources for research papers (which they will have to do in 300-level literature courses). Other reading work being considered: having each student follow a daily newspaper of a different Francophone country, to be reported upon in a journal and orally, to the class, at regular intervals.

Writing skills are tested with each test and through compositions and presentations. The instructor plans to incorporate additional structured writing assignments for the next school year. This will include, in preparation for work in later literature courses, introducing the process research writing in French.

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

### FLF 337: History of French Civilization

Assessment is based on the following tools:

- perception survey given at the beginning and end of the semester
- analysis of scores on unit exams
- end of semester evaluations of the course

Results are based on 6 students taking a perception survey at the start and finish of the semester (there were originally 8, but 2 did not finish the course). While the level of interest in the general history of French civilization was high to start, the

level increased from 4.6 to 4.8 on a scale of 5, with 0=no familiarity and 5=very familiar. Levels of familiarity increased strikingly in all areas as seen below:

Category	Pre-test score	Post-test score
interest in history of French civilization	4.2	4.8
familiarity with the French Middle Ages	1.1	4.1
familiarity with the French Renaissance	1.8	4.3
familiarity with the French Enlightenment	1.9	4.0
familiarity with the French Revolution	3.5	4.8
familiarity with the Napoleonic period	2.5	4.5
familiarity with France's role in WWI	1.8	4.1
familiarity with France's role in WWII	2.9	4.3
familiarity with Charles de Gaulle	1.1	4.4
familiarity with the politics of the 5 <sup>th</sup> Republic	0.9	4.1
familiarity with the French educational system	1.1	4.5
familiarity with contemporary French society	3.1	4.8
familiarity with the mindset of the average French citizen	2.9	4.1
familiarity with French cuisine	2.8	3.6

The results are very satisfactory.

The level of familiarity with the French educational system increased much more than in past years as a result of having a French student come to explain the system to the class. This seemed to have a much more concrete effect on students' perceived knowledge of the system, which is so different from ours, and difficult to explain. This practice will be continued in the future, when possible.

As in past years, time ran short at the end of the semester and little time was spent on some aspects of contemporary French culture, including cuisine. Given the current political climate in France, however, and the recent Presidential election, more time was spent on contemporary politics and issues of immigration, religion, discrimination, etc.

Further evidence of increased knowledge in these areas was seen in the unit test results, the averages of which yielded the following: 90% and above: 4; 80% and above: 2; 70% and above: 1.

Students were also asked to rate their own perceived level of proficiency in various aspects of writing research papers. The following results show a satisfactory increase in perceived competencies, with 0= poor and 5=excellent:

proficiency at writing research papers in French	2.0	3.8
proficiency in using MLA style for writing research papers	3.5	4.6
proficiency at using the library to obtain resources	3.5	4.6

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

## FLF 350: French Literature up to 1800

Assessment is based on the following tools:

- perception survey given at the beginning and end of the semester
- analysis of scores on midterm and final exams
- end of semester evaluations of the course

At the beginning of the semester students were asked to indicate their familiarity with various movements in French literature from the Middle Ages to the end of the 18th century. Of the 13 students that completed this survey, 10 finished the course and completed the exit survey. When asked to list authors/works from the various periods, only one student could list an author or two. By the end of the semester all students were familiar with many works and authors from each period. The following indicates the increase in overall familiarity with each period using the scale 1=no knowledge and 5=very familiar:

Period	Pre-test score	post-test score
Medieval French literature and literary history	1.5	4.6
Renaissance French literature and literary history	1.4	4.5
17 <sup>th</sup> -century French literature and literary history	2.0	4.5
18 <sup>th</sup> -century French literature and literary history	1.0	4.8
Perceived interest in French History and Civilization	3.9	4.8

Midterm and final essay exams demonstrated a highly satisfactory mastery of material by all students. Midterm exam grades broke down as follows: 2 scoring above 90%; 5 scoring above 80%; 3 scoring above 70%. On the final exam 7 scored above 90%; 2 scored above 80% and one scored above 70%.

The use of “reading journals” was introduced for the first time to this course this school year. As in other courses where these are used, there were very favorable results. For almost every class, almost every student prepared all readings and was ready for informed class discussion. This practice will be continued in all literature courses in the future.

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

## FLF 351: Masterpieces of French Literature since 1800

Assessment is based on the following tools:

- perception survey given at the beginning and end of the semester
- analysis of scores on midterm and final exams
- end of semester evaluations of the course

At the beginning of the semester 7 students were asked to indicate their familiarity with various movements in French literature from the 19th and 20th centuries. When asked to list authors/works from the various periods, only two

students could list an author or two. By the end of the semester all students were familiar with many works and authors from each period. The following indicates the increase in overall familiarity with each period using the scale 1=no knowledge and 5=very familiar:

Period	pre-test score	post-test score
19 <sup>th</sup> -century literature and literary history	2.0	4.7
20 <sup>th</sup> -century literature and literary history	2.3	4.8

Overall perceived interest in the period remained the same.

Midterm and final essay exams demonstrated a highly satisfactory mastery of material by all students, with scores yielding the following results:

	Midterm (19 <sup>th</sup> century)	Final exam (20 <sup>th</sup> century)
90 or above	4	4
80 or above	3	2
70 or above	0	1
60 or above	0	0
Below 60	0	0
Overall average	89%	89%

The use of “reading journals” was introduced for the first time in 2007 and was continued this year, yielding very favorable results. For almost every class, almost every student prepared all readings and was ready for informed class discussion. This practice will be continued in all literature courses in the future.

Student evaluations of the course are not yet available.

### FLF 361: Rise of the French Novel

At the beginning and end of the semester, 9 students were given a questionnaire asking them to rate their perceived familiarity with the various authors to be studied in the course. When asked to list authors/works from the 17<sup>th</sup> and 18<sup>th</sup> centuries, only 3 students could list an author. By the end of the semester all students were familiar with many works and authors from each period. Students were also asked to rate their own perceived level of interest in the material and proficiency in various aspects of writing research papers. The following results show a satisfactory increase in perceived competencies, with 0= poor and 5=excellent:

Interest in early French novel	3.4	4.7
proficiency at writing research papers in French	3.3	4.5
proficiency in using MLA style for writing research papers	3.5	4.5
proficiency at using the library to obtain resources	3.0	4.8

The research papers submitted by the students at the end of the semester showed satisfactory literary research and a mastery of MLA style.

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

### FLF 363: 20<sup>th</sup>-century French Theatre

At the beginning and end of the semester, 11 students were given a questionnaire asking them to list any 20th-century plays or authors with which they were familiar or had read. One student, an English literature/philosophy/French major, was able to list 3 authors and 2 plays. Several mentioned Sartre, Camus, but knew no titles. This was probably the result of having already purchased the plays and remembering the authors. Nine of the eleven were unable to identify any major movements that characterize the theatre of the 20th century. The remaining two could name Existentialism as one movement. At the end of the semester, students were able to at least list all the authors and plays studied in class, plus a few mentioned one or two other plays by the authors we had studied.

Students were also asked to rate their own perceived level of interest in the material and proficiency in various aspects of writing research papers. The following results show a satisfactory increase in perceived competencies, with 0=poor and 5=excellent:

Interest in 20 <sup>th</sup> -century French theatre	3.5	4.7
Proficiency at writing research papers in French	3.3	4.8
Proficiency in using MLA style for writing research papers	3.5	4.7
Proficiency at using the library to obtain resources	3.0	4.8

The research papers submitted by the students at the end of the semester showed satisfactory literary research and a mastery of MLA style in the work of all but one student.

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

### FLF 380: Independent Study: Speaking of Art

As a January Term 2008 course, five French majors participated in a project wherein they learned to give a guided tour in French of an exhibit at the Pulitzer Foundation for the Arts. The students made many trips to the Pulitzer throughout October and November of 2007, familiarizing themselves with the exhibit, practicing, and finally, in December and January, giving the tour to a group from Lindenwood, then to several groups of high school students. It was a very enriching experience for our students plus it served to form a relationship with area students and teachers of French. In addition to preparing the tour, students kept journals, in French, of their experience, prepared French descriptions of the works for the high school students, and contributed to the Pulitzer Foundation's blog.

The assessment tool developed for this project asked students to rate their perceived levels of interest or proficiency in the following areas. The following results show a satisfactory increase in perceived competencies, with 0= poor and 5=excellent:

Interest in 19 <sup>th</sup> - and 20 <sup>th</sup> -century art	3.5	4.7
Familiarity with major movements in 19 <sup>th</sup> - & 20 <sup>th</sup> -century art	2.0	4.5
Proficiency at speaking about art in French	2.5	4.6
Proficiency at performing research in art history	1.9	4.5
Proficiency at using the library to obtain resources	3.0	4.8

Student evaluations of the course demonstrate that this was again a very enriching experience for our students, who expanded their knowledge base into new areas and increased their vocabulary substantially. For some, who plan to teach in the future, it was particularly rewarding to work with high school students and their teachers.

### Study Abroad at the Université de Caen

This spring semester the fourth group of Lindenwood French majors is studying at the Université de Caen. Based on information obtained from previous groups and from communications with the group of 5 students currently studying in France, the following general observations can be made:

- Students are generally very pleased with the program, with the coursework, and with their host family experience. The French curriculum has again been redesigned to list all the possible courses students might take in Caen, as the program there continues to change.
- The students who participated in the past three Spring semesters in France returned with a very notable improvement in oral proficiency. They showed great improvement in the other skills (reading, writing, listening) as well. Needless-to-say, their cultural literacy is also improved. The French faculty have also noticed an obvious increase in these students' self-confidence.
- Last year, some were not so happy with the location of their host family homes—too far from campus, inconvenient for use of tram lines. These complaints were made known to the personnel in Caen and they have made efforts to improve this situation. The current students in the program are all very satisfied with their experience and with their host family placements.
- The students have an intensive exposure to phonetics in this program. In response to student suggestions in the past, Dr. Durbin has introduced some phonetics lessons into the 311 course, so that the students will at least be familiar with the International Phonetic Alphabet and the basic concepts of the discipline.

The assessment tool developed for this project asked students in the Spring 2007 exchange to rate their perceived levels of interest or proficiency in the

following areas. The following results show a satisfactory increase in perceived competencies, with 0= poor and 5=excellent:

Level of oral proficiency	2.3	4.0
Level of listening comprehension	2.0	4.3
Level of reading proficiency	3.0	4.4
Level of writing proficiency	2.9	4.1
familiarity with contemporary French society	2.2	4.5
familiarity with the politics of contemporary France	1.9	4.2
familiarity with the mindset of the average French citizen	1.5	4.5
familiarity with French cuisine	3.0	4.8
familiarity with the history of French civilization	3.0	4.1
familiarity with the geography of France	1.8	4.0
overall level of French cultural literacy	2.0	4.5

It must be noted that students at all levels are allowed to participate, so some students moved from beginner to intermediate proficiency, while others moved to a more advanced perceived level.

Depending on the level at which students place, they are evaluated differently. For the lower levels (A1 and A2) we are given only their scores on the DELF (Diplôme d'Etudes en Langue Française), taken at the end of the semester. Of the 6 students taking this exam, one scored above 90%, 2 above 80%, and 3 above 70%. We have requested that the instructors in Caen also provide an evaluation of students' work over the course of the semester, as they have in the past, and as they do for the higher levels. For students in the higher levels (B1, B2, C1 and C2), progress reports as well as scores on final exams were provided. All 4 students in the higher levels in Spring of 2007 passed with scores in the 80% and 90% range.

I have asked that we be given some kind of midterm progress report as well in future. This was promised this year, but was never sent.

As this year's students have not yet finished their semester in France, their assessment results will be included in the 2009 report.

### Assessment of Majors

All essay exams and research papers created by French majors have been stored in portfolios since Fall 2001. These document skills in writing and in literary criticism.

### General Comments Pertaining to Assessment in French

Assessment tools have been developed for every course in the French curriculum. These measuring tools will continue to evolve and improve as they are used and their effectiveness is evaluated by the instructors.

## Spanish

### FLS311/312: Advanced Spanish Conversation and Composition

Each course normally has its own pre-test and final test covering items having to do with advanced vocabulary and grammar points studied during each semester. FLS311 was offered twice this year, once section in the Fall and one in the Spring. Of all 26 311 students in the Fall, 23 have taken both the pre- and post-test, and of all 14 311 students in the Spring, 13 have taken both the pre- and post-test.

### FLS 311: Advanced Spanish Composition and Conversation I -- Fall

On the pre-test none of the 23 students scored 60% or higher (average of 18%), while on the post-test, 19 students did successfully. The average score on the final was 78%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 1; 80 or above: 11; 70 or above: 20; 60 or above: 24; below 60: 3.

### FLS 311: Advanced Spanish Composition and Conversation I -- Spring

On the pre-test none of the 13 students scored 60% or higher (average of 13%), while on the post-test, 10 students did very successfully. The average score on the final was 82%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 1; 80 or above: 4; 70 or above: 8; 60 or above: 9; below 60: 4.

### General Comments Pertaining to the 300 Level Composition and Conversation courses

Students' overall satisfaction with this 300 level course was higher than last year. Based on students' own perception survey of their knowledge of this material (given at the beginning and at the end of the semester), the students feel that their overall understanding of Spanish grammar, vocabulary, culture, and oral proficiency have improved tremendously thanks particularly to the welcoming "Spanish-only" environment, the class and small group discussions. Most students mentioned that the oral presentations were very useful to their learning process. In addition, the end of semester course evaluations of 311 for the Fall (311 for Spring not yet available) offered positive comments on the course overall, the performance of the instructor, the new textbook, the constructive instructor's feedback, and the challenging course workload. Many students also mentioned they enjoyed the format of the new textbook/workbook used for this course. Since some students had suggested more media use (films, videos) in the past year, to have a better understanding of current issues in Latin America and Spain. In addition, several students suggested more media use (films, videos), two movies were built in as part of the course and short cultural research compositions of different topics were added as well.

Listening comprehension continues to be measured at regular intervals with each chapter test and is monitored in a less structured way through class participation (interaction with instructor and also with pairs during oral presentations, as well as during movie sessions).

Oral proficiency is measured through oral examinations, oral presentations, and the Conversation Partner Program (required for both FLS311). Oral proficiency is also monitored through class participation. Students are evaluated on fluency, use of appropriate grammatical structures, proper vocabulary and pronunciation. Suggestions are given to students who have trouble progressing orally.

Reading comprehension is monitored through chapter and cultural readings, chapter exams, and homework assignments.

Writing skills are tested with each test and through compositions and presentations.

As a consequence of this year's changes in our Spanish programs and our Spanish department growth, starting next academic year both FLS311 and FLS 312 will be offered every semester. Also, as a result of the findings above, the instructor will continue focusing the FLS 311 and 312 courses series on conversation and advanced grammar, and less so on composition. Specifically, the instructor will continue developing materials to accompany the new textbook to emphasis even more on advanced conversation, grammar, and vocabulary subtleties. In addition, to reinforce the listening and oral skills of the students, the Conversation Partner for FLS311 and FLS312 students will continue to be required. For the 312 course next year, the instructor will keep the portfolio of newspaper articles project developed last year and which was very popular with the students. The instructor will adjust the assessment tools to help measure the response of students to these changes.

Culture and Civilization Courses:

FLS 335: Peninsular Spanish Culture and Civilization

FLS 336: Latin American Culture and Civilization

At the beginning of the semester in both courses, students were given a questionnaire on their goals/expectations for the course and on various aspects of the culture (readings on the topic, knowledge of geography and people, of historical or contemporary events or individuals, of major cultural, social, or political movements in Spain/Latin America). The questionnaire also asked about their level of interest in the subject matter and their perceived levels of proficiency in the three aspects of linguistic competence in Spanish needed for the course (reading, speaking, writing). It is important to note that the presence of native speakers in all courses, while advantageous in many respects, skews the results of the language-proficiency part of the questionnaire and makes it less useful as a statistical statement.

In general, the questionnaires showed a very limited knowledge of the material at the beginning, even among the native speakers. In answer to similar questions at the end of each course, students all responded with greater detail, but added comments such as “and much more” or “too many to list.” The final questionnaires also included an opportunity to restate the initial goals/expectations, asking whether the course had helped them in that endeavor.

#### FLS 335: Peninsular Spanish Culture and Civilization

Of the 11 students in the class, 10 completed both the initial and the final questionnaires. (One native speaker dropped the class on realizing it would require more study time than he was willing to invest.) Of the non-natives, most estimated their reading, speaking, and writing skills in the 2-3 range at the beginning. At the end of the course, the results were more varied, but all indicated improvement by one or more levels. Interest in Spanish culture and civilization in general was either very high at the beginning or grew by the end of the course, except in two cases, in which the students felt that their interest had diminished somewhat, now that they had satisfied their initial curiosity.

Most of the students declared as their goal a desire to learn more about Spanish culture and felt that they had been successful in doing so. Their responses to the content questions confirm this.

#### FLS 336: Latin American Culture and Civilization

Of the 18 students who began the course, 13 completed both the initial and the final questionnaires. 5 students withdrew shortly after the beginning: two because of an insufficient command of Spanish, one felt she had to choose between this and another Spanish course, both requiring more time than she had expected, and two native speakers who felt that the course would require more study time than they wished to invest. Two of the remaining students were also native speakers. All of the participants expressed beginning and continued high interest in the subject matter and great satisfaction with the course, one mentioning particular appreciation for the video documentaries illustrating various subjects. Their responses to the content questions confirm an increase in knowledge of the subject. With regard to their perceived levels of proficiency in reading, writing, and speaking Spanish, some were quite proficient to begin with and remained so; those who judged their initial level at 3 or 4 felt that they had improved by one to two levels, except for a couple who had overestimated their abilities at first and had to lower their self-evaluation after the practical experience over the semester. Interestingly enough, one of the native speakers felt that her reading ability in Spanish had improved from level 4 at the start to 5 (“excellent”) by the end of the course.

Literary Masterpieces Courses:

FLS 350: Masterpieces of Peninsular Spanish Literature

FLS 351: Masterpieces of Spanish-American Literature

These are what are frequently referred to as “survey” courses, designed to provide the beginning literature student with a general overview and framework for the more narrowly focused, in-depth seminars that follow in the sequence of study.

FLS 350: Masterpieces of Spanish Literature

There were 14 students in the class, of those four were native speakers of Spanish. At the beginning of the semester the students were asked to indicate their familiarity with various periods in Spanish literary history, and only one wrote 4 authors/works. At the end, every student listed between 2-10 authors and/or works per category, with an average of 5-7 per student. The following shows the changes in overall perceived familiarity with each period as represented by a scale of 1 (no knowledge) to 5 (very familiar):

Familiarity Levels Beginning: Final (14 Students took the exam)	1	2	3	4	5
Medieval / Renaissance	7 : 0	5 : 0	2 : 7	0 : 6	0 : 1
Enlightenment / Generation of 98	9 : 0	2 : 0	3 : 2	0 : 8	0 : 4
Civil War / Franco era	5 : 0	7 : 0	2 : 2	0 : 8	0 : 4
1975 (Franco’s death) to Present	10 : 0	4 : 0	0 : 4	0 : 8	0 : 2

Most students expressed in the first exam that they wished to learn about Spanish history through literature, while native speakers hoped to expand their knowledge and appreciation of Spanish literature and its different periods already acquired during previous studies in their home countries. None-native speakers also indicated they expected to improve their Spanish language skills. At the end of the semester, all students seemed to think they had accomplished most of their goals. Even after the changes made in the quantity of reading selections from the past year, one student mentioned the coursework was still very demanding. Also worth noting is the increase in familiarity level from 2007 tests and 2008 tests. More students indicated a familiarity level of 4 or 5 this year, in comparison to last, and this can be due to the changes done to the reading list and the increase use of Power Point presentations (on PC Common) by the instructor.

Overall, the students perceived interest in Spanish literature and literary history seemed to have increased by the end of the semester, from average 3-4 to 4-5.

FLS 351: Masterpieces of Latin American Literature

There were 7 students in the class, of them none were native speakers of Spanish. All students were asked at the beginning of the semester to indicate their familiarity with various periods in Spanish-American literary history, and only a few students could name an author or two. At the end of the course, most listed between 2-13 authors and/or works per category, with an average of 7-8 per student, although a few contained errors as to time frame. The following

shows the changes in overall perceived familiarity with each period as represented by the scale already given above:

Familiarity Levels Beginning: Final (9 students took exam)	1	2	3	4	5
Pre-Conquest / Conquest	5 : 0	1 : 0	0 : 2	1 : 4	0 : 1
Colonial to Independence	5 : 0	1 : 1	1 : 2	0 : 4	0 : 0
Independence to "Posmodernismo"	5 : 0	0 : 0	0 : 1	2 : 6	0 : 0
"Posmodernismo" to "Boom"	5 : 0	2 : 0	0 : 2	0 : 5	0 : 0
"Boom" to Present	5 : 0	1 : 0	0 : 1	1 : 5	0 : 1

All the students expressed the goal of increasing their knowledge of Spanish-American history and cultures as well as the general outlines of its different literary movements. Some also expressed their desire to improve their Spanish language abilities in comprehension, reading and speaking. All felt the course had helped them achieve their goals and most not only maintained the levels of interest expressed at the beginning ("2" or "3"), but several chose "4" and "5" instead.

Many expressed that they enjoyed having access to the daily Power Point presentations through PC Common, to use as notes and study guides; the instructor will therefore continue using them in both literature courses. More students indicated a familiarity level of 4 or 5 this year, in comparison to last, and this can be due to the changes done to the reading list.

Overall, the students perceived interest in literature, history and culture seems to be much higher for the Latin American Literature course than the Peninsular Literature course.

Literary Seminars:

FLS 370: Spanish Romanticism

FLS 370: The Spanish-American Regional Novel

FLS 370: Spanish Romanticism

There were five students in the course. Their goals for the course included learning more about Spanish literature and the Spanish society of the era through the eyes of the authors, learning to interpret Spanish literary works more deeply, and to improve reading and speaking skills in Spanish, all of which were accomplished to varying degrees by the end of the course.

In response to the prior knowledge questions in the initial questionnaire, no one could list any 19th-century Spanish writers already read nor any they had heard of. Only one could name any major movement or event that characterized 18th- or 19th-century Spanish literature. By the end of the course all of them could name the five works read in the course and their authors, as well as some others

they had heard of. As to literary movements or trends, the listings varied from one to four, covering the topics mentioned in the course.

The level of interest in the subject matter generally stayed the same, from average to very high, which correlated fairly clearly with the amount and intensity of individual engagement with the material (the greater the personal involvement, the higher the interest level indicated).

There were three questions concerning the students' background in researching and writing papers. The perceived proficiency levels were varied, but showed a general tendency toward improvement by the end of the semester. More needs to be done in this area.

### FLS 370: The Spanish-American Regional Novel

As a result of the other students at this level being in Costa Rica for the semester, there were only two students in the class. In the initial assessment both students expressed the desire to learn as much as possible about Spanish-American regional history and culture as illustrated by these novels, as well as a desire to gain greater skill in reading and fluency in speaking. At the end of the course, both of the students felt that they had accomplished their goals.

In response to the three prior knowledge questions at the beginning of the semester, both showed fairly limited knowledge. By the end of the course, they were able to go into much greater detail. That the depth of their knowledge had increased notably was confirmed by the sophistication of the Final Colloquium.

Interest in the material generally rose in the course of the semester, as did research-paper proficiency. One of the students became so enthusiastic about the topics covered that he decided to do the course for Honors and produced an excellent in-depth study as his term paper.

### Study Abroad: Semester in Costa Rica

This spring the Spanish department organized the first semester abroad program in Costa Rica. Of the 13 students who started the 15-week program (3 at the intermediate level and 10 at the advanced level), 11 completed it and filled out a thorough program evaluation (3 at the intermediate level and 8 at the advanced). Two students had to return early.

According to these evaluations, it can be stated that all participants believe that our first semester program was a success overall.

With a couple of exceptions, most mentioned that they felt prepared both culturally and linguistically, thanks to the J-Term course and to the various language, culture, and literature courses taken at LU. The students who thought

they were not fully prepared for the program had not completed FLS 312, a course which will be added as a requirement in the future.

Regarding the local school, the instructors and staff at Intercultura, every student highlighted how professional and organized they all were, how welcome they felt, and how approachable everyone was. Whenever there were doubts or someone needed a review on grammar, the instructors always complied. It appears that everyone enjoyed the intensive 4-hours-a-day of class format, as it was conducive to the “full-immersion” goal of this program.

Some students did have some constructive criticism, which we will address for next year’s program. Some of these comments concerned the reading load for the Theater course, the testing in the linguistics course, and the value of certain assignments.

Finally, many students expressed that this experience of living and studying abroad was a life-changing one (several even mentioned it as the best four months of their lives!). Thanks to the experience, not only do they have a better appreciation for their home country and for Costa Rica, but they also feel like the “door of possibilities” for their future is now wide open.

#### Assessment of Majors in Foreign Languages

As can be seen from the above discussions of the French and Spanish 300-level courses, we have a growing number of students doing upper-division work. The last three academic years have seen an expansion of the French program to include a semester of intensive work in France, which is attracting additional majors. The Spanish program has been expanded to require a semester of study in Costa Rica for majors; this is also an option for minors, although the possibility of completing the minor on the Lindenwood campus remains. Our upper-division students are frequently double-majors or minors, combining such subjects as education, international business, or social work with their studies in the foreign language, culture, and literature. Some students shy away from upper-division studies in this field as soon as they recognize the time-consuming nature of such studies, as can already be surmised from the remarks concerning workloads in the language-oriented courses. In view of this continued apparent disinclination to invest the large quantities of time and effort required by the field, the imposition of additional requirements over and above those of the individual upper-division courses themselves still seems inadvisable. The assessment tools for individual tasks within the courses can serve as evidence of overall achievement, as, for example, part of a portfolio. As described above, beginning- and end-of-semester questionnaires are being used in the 300-level Spanish culture and literature courses, to gain some insight into the pre-course and final levels of knowledge of the material.

## Reading Assessment

As one of the four basic skills of foreign-language learning, reading comprehension is something that must be assessed throughout every course, frequently on a daily basis, in the course of every exercise, whether the focus is on some point of grammar or on the skill of reading itself. As can be seen from the above descriptions of the Spanish and French finals at all levels, reading assessment is already part of our procedures. It becomes especially pertinent at the end of the first Advanced Conversation and Composition courses (FLF 311 / FLS 311). These courses are, respectively, the pre-requisite for all upper-division literature courses, which require reading comprehension as a starting point from which to advance toward other goals, including text-analysis and interpretation.

## The PRAXIS Exam

This year four of our Spanish majors took and passed the PRAXIS exam. There were no French majors who took the exam.

## Other “Outside” Feedback

In order to enhance our means of evaluating the effectiveness of our teacher preparation, we are participating in a program for the School of Humanities, the Survey of Cooperating Teachers, begun in the fall 2007 semester, to receive input from the supervising teachers at the schools where our majors are doing their practice teaching. In addition to general questions about the class/grade levels at which the student teacher is teaching and how well the student seems to know the relevant material, etc., for foreign languages we ask about student performance regarding pronunciation of the target language, command of the grammar, ability to explain the grammar clearly, cultural knowledge, ability to communicate that knowledge, and ability to get the students to speak the foreign language in class. Additionally, there are questions concerning breadth of knowledge and asking about areas of skill or knowledge that seem particularly strong or particularly lacking. So far the responses have been extremely positive throughout, with no mention of areas of skill/knowledge lacking, except occasionally in the field of classroom management, which falls under the Education Department’s purview. We will continue to follow up on our student teachers.

## Improvement Efforts for 2008-2009

Most of the specific efforts for the coming year have already been indicated above, including the intensification of the experiential aspect of the French and Spanish programs through the semester in France or Costa Rica, as well as the new semester program being offered for study at the University in Bochum, Germany. The J-Term travel program was strengthened again this year with

trips to Costa Rica and Germany. We also continue to encourage individual students to take advantage of study opportunities in Spanish-speaking or other countries, as some have done in the past. To that end, we maintain the large bulletin board in the department hallway with announcements of opportunities for study abroad, as well as for graduate work in the fields of language and literature.

This year Roemer 304 was designated for primary usage by foreign-language classes, so that the wall maps can be permanently exhibited and available for reference in class. The room is also equipped for VCR, DVD, and Power Point presentations. The French/Spanish library has also been moved from Butler Hall to a new home in the large closet attached to R304, making the reference works in the collection more easily accessible to the literature and culture classes in the room. The CD- and tape-player and instruction-related art books can also be stored there, when not in use.

For students who would like to add depth to various aspects of their language, literature, and cultural studies, many of our courses are being offered for Honors credit. In this academic year six students have earned Honors credit in French or Spanish. With the reactivation of Lindenwood's chapter of the national collegiate Spanish honor society in the spring of 2006, the department now has active national honor society chapters in both French and Spanish, giving added incentive and encouragement to our majors and minors to excel in their studies.

At the other end of the spectrum and impossible to measure, but very much in evidence (especially at the elementary level), is the unwillingness of too many students to practice intensively on a daily basis. This is something essential to establishing the reliable foundation that is the goal of the course requirements at both the elementary and intermediate levels, without which there can be very little linguistic self-assurance and therefore no "fun." Encouraging students to take this work seriously and to strive for linguistic accuracy is an ongoing pedagogical challenge with no pat answers. Nevertheless, one tool that can be used to attract many students is the opportunity to work with technology and to practice with native speakers in a lab setting.

Recognizing this, we continue to strengthen this part of our program, requiring regular laboratory practice as an essential component of the semester grade in the elementary and intermediate courses, as well as the Conversation Partners Program for specific courses beyond the elementary level. Efforts to encourage and help to arrange individual tutoring will continue, as well, in connection with the language lab as a center and by other means (i.e. peer volunteers). Internet access and installation of foreign-language software for use at the more advanced levels have improved the computer section of the lab, which is now being well used. Appropriate review software for the earlier stages is still elusive; however, there are a number of useful websites that can be accessed for practice at this level. The collection of foreign-language magazines has grown,

as well, making it possible for students to use this resource for a variety of assignments at different levels of language learning.

## **Philosophy**

Departmental Goals and Objectives:

- To provide adequate courses for students seeking to meet their General Education requirement.
- To provide adequate courses and training for students seeking to pursue philosophy at the graduate and post-graduate level.
- To develop students' abilities to carefully read and critically analyze material from different perspectives and to form and express cogent judgments concerning philosophical questions and issues.
- To develop an understanding of the philosophical questions and issues that underlies much discussion of contemporary problems facing the world today.
- For students to develop their own world-views and understanding of philosophical questions, to cogently argue for their views, and to understand perspectives and views different from their own.

Classes Assessed:

This year only PHL 102 Moral Life was formally assessed and this data is found in the General Education Assessment Report. The assessment instrument this year was the same as in the previous year.

PHL 493 Senior Seminar was informally assessed. The Senior Seminar was re-structured to provide a program assessment. The topic ("What is Philosophy?") and the books were selected to make standardization of data possible. The students were assessed on the following criteria (selected based on the Departmental Goals and Objectives above): (1) Understanding of Ancient, Medieval, Modern, Contemporary Philosophy; (2) Understanding of Arguments; (3) Construction of Arguments. Roughly, (1) Focuses on content, (2) On analysis and critical reading, and (3) on synthesis and argumentative writing.

Results

Total Number of Assessments: 3

Total Used: 3 (100%)

Since the assessment was informal this year, averages and scoring were not evaluated in detail. However, the numbers reflect the general scores of the respective students and reveal no serious deficiencies in the program.

	Average
1=Understanding of Ancient Philosophy	96%
2=Understanding of Medieval Philosophy	96%
3=Understanding of Modern Philosophy	99%
4=Understanding of Contemporary Philosophy	86%
5=Understanding of Arguments	98%
6=Construction of Arguments	93%

## Action Plan

PHL 493 Senior Seminar was informally assessed for the first time in Spring 2008. The Senior Seminar was re-structured to provide a program assessment. Plans are to repeat this assessment in 2008-2009.

## Religion

### Goal:

The goal for the religion Major and program courses is the same as that for the religion General education courses listed above.

### Objectives:

- To develop the student's ability to do rational, critical thinking and analysis in studying diverse religions.
- Currently, the students' ability to do rational, critical thinking and analysis in studying diverse religions is subjectively measured by the use of essay and short answer exams and critical thinking papers. The religion department faculty will continue to seek quantifiable and objective ways of measuring these parameters.
- To encourage students to respect, preserve, and perpetuate all that is good in each tradition.
- During the summer and fall the religion department faculty will be working with members of the psychology department and human services agency management department to identifying measurement scales that might indicate changes in the students' levels of openness, prejudice, narrow mindedness, tolerance, broad mindedness, and tolerance of other religions, worldviews, and theological positions.
- To develop an appreciation of diverse world views, moral systems, and religious beliefs. -See No. 2 above.
- To develop a sense of openness to and acceptance of other cultures and traditions different from one's own. - See No. 2 above.
- To bring students to an understanding of the difference between an academic study of religion and religious beliefs and a theological study of a person's own individual faith.
- No specific plans for the coming year to change any of the presentations in the program.
- To expose students to original literature and historic faith texts from cultures and civilizations.

- To encourage students to develop their own beliefs in light of the various traditions and theories and to be able to make practical and theoretical judgments based on those beliefs, understanding the strengths and weaknesses of those beliefs.

A review of the REL courses was conducted in the Spring of 2008 to measure the amount of primary texts to which students were exposed in each of the courses. It was found that only six of the eleven courses in the catalog made use of primary texts. Preparation of courses and the choice of textbooks for the coming year will focus on increasing the amount of primary source readings included in each offering.

Individual course Evaluations:

### REL 325: Philosophy of Religion

The stated objectives of REL 325 include the students' being able to explain the major traditional arguments (ontological, cosmological, teleological, moral) for the existence of God, as well as other reasons for believing, and not believing, in God. Pre- and post-tests were given to the students in which they were simply asked to summarize any such reasons they could. The aim of these tests was to determine how familiar students were before the semester began, and at the end of the course, with arguments for and against the existence of God.

On the pre-test, the 19 students who took the test were able to express, at least vaguely, an average of 4.42 reasons (both for and against) per student. On the post-test, the 18 students who took the test were able to express, at least vaguely, an average of 6.11 reasons (both for and against) per student.

This was a frustrating result. The post-test seems to show that students learned less than they it appears they actually did in REL 325. Student performance on the regular tests in the course seems to indicate more learning than the post-test did: the average final grade this semester was almost a B+. Some individual students whose work in the course was otherwise good or even excellent do not seem to have taken the post-test very seriously; some did more poorly on the post-test than on the pre-test. Some complained of being too tired after taking the final exam to do well on the post-test, which they were not motivated to try hard on in any case because it was "only" for assessment purposes and not related to their own grades. Some did not seem to understand the directions for the test, and merely listed arguments or adverted to them rather than summarizing them to show that they understood them. Perhaps what is called for is more precision in giving directions to the students for how to take the assessment tests, and maybe a different kind of assessment test the next time the course is taught. The assessment could form part of the regular final exam, thus motivating students to do their best on it.

## REL 211: New Testament

One of the stated objectives of the New Testament course is that students should be able to list the books of the New Testament in their traditional ("canonical") order. This simple skill is invaluable in the study of the Bible. A pre-test was given to the students in both sections of the course in the spring semester, 2008 on the first day of class. One question on the pre-test asked students to list the New Testament books. A post-test was also given after the final exam in both sections. A perfect or near-perfect list of books got a score of ten; a slightly less perfect list got a nine; and so on.

Thirty-four students took the pre-test. Thirteen students scored seven or higher. This means that at the beginning of the course 38.2% of the students in REL 211 possessed to a fairly high degree this requisite skill for looking up passages in the New Testament. Twenty-nine students took the post-test. Nineteen scored seven or above. That is, by the end of the course 65.5% of the students possessed this skill to this degree. The percentage had increased significantly. On the pre-test, ten students (29.4%) could not name even one book of the New Testament. On the post-test only one student (3.4%) was unable to list any books.

On the pre-test, the average score on this question was 4.50. On the post-test, the average score was 7.17, a significant increase. The pre-test and post-test both asked students to explain what "Q" is, in the context of modern New Testament studies. "Q" is the name given to a hypothetical source document that is thought to stand behind the Gospels of Matthew and Luke. Thus, this question tests the degree to which students can meet the stated course objective of being able to explain some of the current scholarly theories concerning the sources of the New Testament Gospels. On the pre-test, only three students (8.8%) had even a distant idea what "Q" was. On the post-test, twenty-eight students (96.6%) had at least some idea what "Q" was -- a dramatic increase.

A third question on the pre-test and post-test asked students to identify the central idea in the thought of Paul the apostle, in line with another stated objective of REL 211. On the pre-test, seven students (20.6%) could do this to at least some degree. On the post-test, twenty students (69%) could do it. The percentage had more than doubled.

To summarize: these results indicate that these three objectives of REL 211 were met to a significant degree.

## REL 210: Old Testament

One of the stated objectives of the Old Testament course is that students should be able to list the thirty-nine books of the Old Testament in their traditional ("canonical") order. This simple skill is invaluable in the study of the Bible. A pre-

test was given to the students in the course on the first day of class in which they were asked to provide this list. The same question was asked of the students on a post-test given immediately after the final examination at the end of the course. The question on both tests was scored on a basis of ten points. A perfect or near-perfect list of books got a ten; a slightly less perfect list got a nine; and so on. Twenty-five students took the pre-test. The average score on this question on the pre-test was 3.08 out of a possible 10. Twenty students took the post-test. The average score on the question on this post-test was 6.50 out of a possible 10. This means that the average student's ability to name the Old Testament books in order had more than doubled during the semester. Also, on the pre-test 4 students, or 16%, could list none of the books, while on the post-test only one student, or 5% of the total, was unable to list any of the books at all. On the pre-test, three students (12%) scored a 7 or above on the book list question. On the post-test eleven students (55%) scored 7 or above.

Another question on the pre-test asked students about the prevailing scholarly theory about the origins of the Pentateuch, the Documentary Hypothesis. This question is related to another course objective, that students be able to explain some important theories about the Bible developed by modern critical scholars. A post-test was given after the final exam in the course, and this same question was asked on the post-test. On the pre-test, six of the twenty-five students (24%) could tell something about the Documentary Hypothesis. On the post-test, fourteen out of twenty, or 70%, gave at least a minimally acceptable account of it. Interestingly, by the end of the semester, a greater proportion of the students taking the post-test (80%) knew the old theory about the Pentateuch that it was written by Moses, than knew the new one! This figure is up from 40% on the pre-test. An explanation could be that we do discuss the Mosaic authorship theory, and this theory is easier to express in a few words than the more complicated Documentary Hypothesis; thus students eager to finish the post-test simply give the old theory and do not bother to struggle with explaining the new theory. Moreover, conservative students often object to the Documentary Hypothesis, and may not even want to think about it or express it at all.

A third question on the pre-test, growing out of another course objective, asked students to name one of the prophets of the Old Testament and to tell something about that prophet's message. The same question was asked on the post-test. On the pre-test, 60% of the students could name a prophet, and 36% could tell at least something about that prophet's message. On the post-test, 80% could name a prophet, and 80% could tell something about that prophet's message. Thus, this year's results indicate that significant learning about the prophets took place during the semester.

All these data indicate a significant increase in familiarity with the contents of the Old Testament and with scholarly theories about it as a result of taking REL 210.

Action Plan for next year:

The course REL 120-Religious Foundations of Western Civilization was reformatted as a 300 level course. After being taught at the freshman level for two semesters, it was found that the material and textbooks were too difficult for an introductory level course. The courses been relabeled as REL 310 and will be offered again at this level. The exam results can student evaluations will be compared to previous offerings of discourse to ascertain if this was an advantageous move.

Based on student evaluations of the REL 120 course, REL 202-Religion in America, and REL 200-World Religions, an experimental course on the History of Christianity will be offered as a pilot in the Fall of 2008. This will be offered as a special topics course and will be evaluated at the end of the semester, and further offerings of the course or inclusion as a new course will be decided at that time.

In order to prepare Religion Major's for continuing education and advanced degrees, a capstone course, REL 400-Method and Theory in the Study of Religion is being developed. It consists of an historical survey of selected theorists concerned with the nature of "religion" conducted by methodological analysis of their theories, data, and conclusions. In it Students will assess the contributions of major figures in the history of the academic study of religion. Sociological, psychological, anthropological, and phenomenological approaches for defining, describing, and explaining "religion" will be considered. Students will produce seminar papers and presentations that apply the insights and perspectives of particular methods and theories to their own areas of interest and research within religious studies. When majors reach this point in their educational career, the efficacy of the course will be evaluated and plans made for revision and improvement.

Review of the whole program will continue to include the following:

- A review of the numbering system of the courses, evaluating the level of difficulty, the proper order of courses for the best program, and reflecting the goal of a unified and well-ordered program.
- The addition, subtraction, modification or revision of existing courses to give the program a broad range and diverse appeal.
- Consideration of making some of the special topics courses that are popular and that reflect the goals of the program into regular courses offered on a rotating basis.
- The addition of courses in Eastern or Asian religion that reflect the interest in trends in the world and the expertise of the new faculty member.

## **School of Sciences**

The School of Sciences has six degree programs: Biology, Chemistry, Computer Science, Mathematics, Psychology, and Anthropology as well as two minors,

Anthropology & Physics. The school also has a number of non-degree programs include Earth Sciences, Pre-Engineering & Pre-Nursing.

## **Biology**

Goals:

Biology majors will demonstrate;

- thorough understanding of the major areas of biology, especially cell structure & function, genetics, evolution, and ecology.
- facility in practicing the “Scientific Method”, including observation and perception of patterns in nature, induction & deduction, investigation, data collection, analysis, synthesis, and scientific writing & communication.
- a level of preparation enabling them to succeed in graduate and professional schools, or to obtain and succeed in careers in applied areas of biology, such as environmental science, industrial or academic research & development, and process / quality analysis.
- awareness of the important historical developments that underlay contemporary discoveries in biology.

Objectives:

- Students will be provided with facts and concepts in areas of Biology such as ecology, evolution, cell and molecular biology, anatomy and physiology and genetics through a variety of lecture, laboratory and field study approaches.
- Students will initiate and complete laboratory experiments using scientific methodologies.
- Students will do historical reviews and complementary searches of biological journals.
- Students will learn to present results and conclusions of research, experimentation and scientific thinking in a variety of formats, including visual, oral and written modes.
- Students will pursue some topic(s) in greater depth than is presented in most courses.
- Students will be introduced to ethical issues generated by advances in genetics, biotechnology, environmental science and other areas of biological research.

Program Assessment 2007-2008

Assessment of the Biology Major Program consists of four components: Pre/Post Testing of students in the General Biology I & II sequence; assessment of Pre/Post Test performance of graduating seniors; career success of Lindenwood biology graduates; and graduating student / alumni input. The results of our 2007-08 assessments in these areas are described below:

### Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 251	PreTest	Aug/Jan	Faculty	June	None	Aug 08
	PostTest	Dec/May	Faculty Students	June	Evaluate alternative teaching methods	Dec 08
BIO 252	PreTest	Jan	Faculty	June	None	Jan 09
	PostTest	May	Faculty Students	June	Evaluate alternative teaching methods	May 09
Graduating Students Exit Interview	PostTest	May	Faculty	June	Data Evaluation	May 09
		May	Faculty Students	June	Data Evaluation	May 09

#### General Biology I & II - BIO 251 / 252

BIO 251 / 252 General Biology I & II is a two-semester introductory sequence for Biology majors. BIO 251 covers cell structure & function, genetics, evolution, and introduces students to the practice of biology as an experimental science (e.g., experimental design, data collection & analysis, scientific publications). BIO 252 continues with a brief review of evolution and the bulk of the course material is focused on animal structure and function.

#### Pre/Post Testing Of General Biology Students

Pre/Post Tests have been developed for both BIO 251 and BIO 252. The following competencies are assessed using these tests:

- Development of factual knowledge base in five areas of biology: Cell Structure & Function; Genetics; Evolution; Animal Structure & Function; Acquisition & Interpretation of Scientific Information.
- 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.

The BIO 251 & 252 Pre-Tests are administered during the first class meetings of the semester and the Post-Tests are administered as part of the final exams. The Post-Test questions add extra credit to the students point totals, while the Pre-Tests have no effect on student grades. Each test consists of 25 multiple choice items selected primarily from the test bank for Biology, 5th edition, Campbell, Reece & Mitchell. (We are currently using the 7th edition of that text in both courses.) The test items are distributed as follows:

BIO 251 Pre/Post Test Items:		BIO 252 Pre/Post Test Items:	
Factual Recall	4/25	Factual Recall	11/25
Conceptual Understanding	10/25	Conceptual Understanding	8/25
Application	11/25	Application	6/25
Cell Structure & Function	8/25	Evolution of Biological Diversity	10/25
Genetics	9/25	Animal Form & Function	15/25
Evolution	4/25		
Practice of Science	4/25		

	Pre Test	Post Test	Change	% Improvement
BIO 251 2007/08	7.32	11.66	4.34	59%
Avg To Date	7.63	11.14	3.52	46%
BIO 252 Spring 08	8.77	15.7	7.1	110.3%
Avg to Date	8.13	17.83	9.70	119%

The results from BIO 251 show improvement between the Pre and Post Tests scores. The absolute scores and the level of improvement are similar to those seen in past years. BIO 252 students, however, show very marked improvement from the beginning to the end of the course. This pattern of greater improvement in student performance in BIO 252 as compared with BIO 251 was observed in all previous years. There are several possible explanations for this observation: The BIO 251 exam is more heavily weighted with questions that test conceptual understanding and application of learning rather than factual knowledge; the material in BIO 252 is focused only on two related topics rather than the four rather diverse topics covered in BIO 251; much of the material in BIO 251 depends on the student having attained a sufficient level of knowledge of chemistry. Students with insufficient chemistry background tend to perform relatively poorly in BIO 251. Although we attempt to identify such students and advise them to complete General Chemistry I before taking General Biology I, we are not always successful in diverting them.

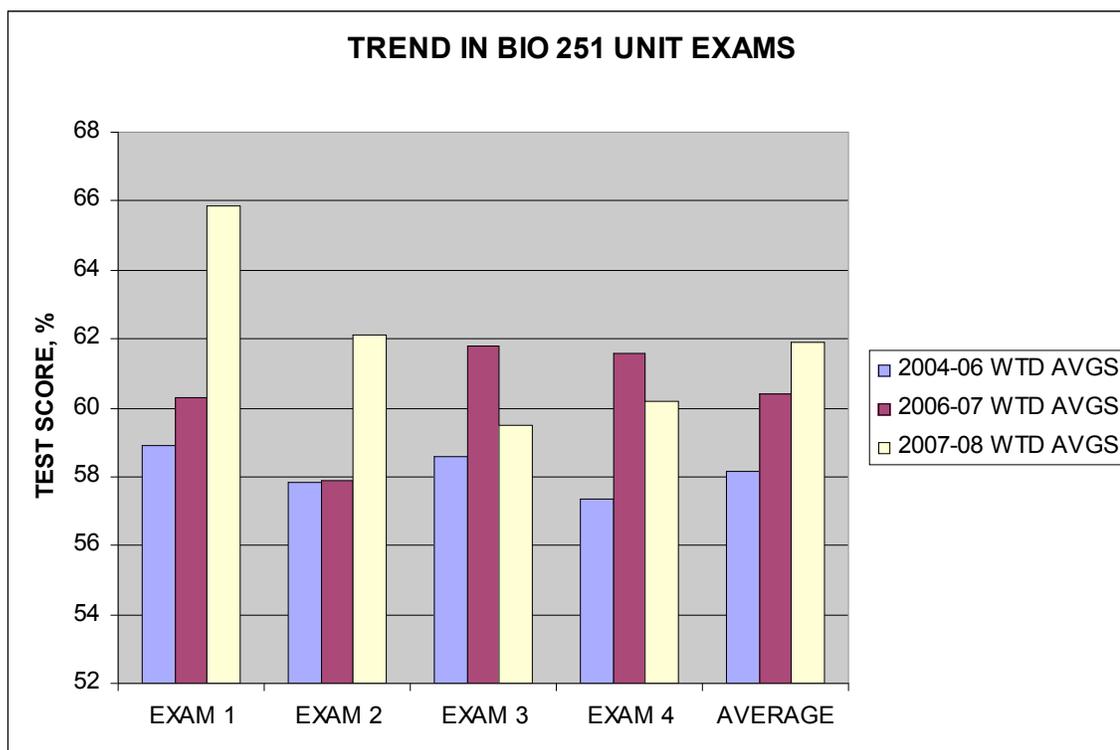
### Evaluation of Alternative Teaching Methods

In BIO 251 General Biology I, student scores on the four unit exams routinely average under 65%. The exams consist of a mixture of multiple choice (60/100), short answer (10-20/100), and essay (20-30/100) questions. The multiple choice questions are selected from the test bank for the course textbook. The low exam scores are discouraging for both student and instructor. Therefore, for the past three years, the instructor has evaluated a number of approaches to improving them.

The following techniques have been implemented:

- 2005-06 - Incorporated exam-type questions into lecture 1-2 times per week; discussed possible answers in class. Some of these questions were included on subsequent unit exams

- 2006-07 - Introduced lecture/exercise period on study skills and note taking
- 2007-08 – Group review of graded unit exams; discussion of multiple choice answer options and best ways of answering short answer / essay questions
- The graph below summarizes the results of these efforts:



### BIO252 - General Biology II

Pre- and post-tests were administered during the first class meeting and during the final exam period. Results are summarized below and show good improvement.

Pre-test and Post-test, correct answers out of 25 questions  
(data for 30 students who took both tests)

	Pretest	Posttest	Change	% Improvement
Mean	8.77	15.7	7.1	110.3
Median	8	15.5	7	
Range	3-14	7-23	1-15	

Other assessments of student progress included exams for lecture and lab, mini-quizzes on reading assignments or at end of a lecture, assignments in lecture and lab, and class discussion.

### BIO 365 - General Ecology

	Pretest	Posttest	Change	% Improvement
Mean	26.3	38.9	+12.6	+47.9
Median	26.5	38		
Range	15-34	33-47		

Assessment results for BIO 365 showed improvement for the course. There is a need for additional course development and a new text is being evaluated for the next course offering. This course is taught on alternate year basis and is one of 3 choices that Biology majors have to satisfy the Ecology requirement for their degrees.

### BIO 464 - Evolution

	Pretest	Posttest	Change	% Improvement
Mean	9.75	11.85	+2.1	+21.5%
Median	10	13		
Range	5-15	6-17		

BIO 464 is required for all majors. Pre-requisites for the course have been changed to include "senior status" as this course requires significant content knowledge from all areas of biology. Although assessment results indicated an improvement, overall performance on the assessment instrument were considered to be poor by the current instructor. The course instructor is in the process of evaluating the assessment instrument along with course content to improve course delivery.

### Assessment of Graduating Seniors

#### Pre/Post Testing

Each May, an Exit Exam, consisting of the Pre/Post Test for BIO 251 (Part I) and a test (Part II) containing some of the questions from the BIO 252 Pre/Post test, along with questions from Plant Biology and the Ecology/Environmental Biology area, is administered to all graduating seniors. The material included in this test covers the important areas that all of our students have studied in the Biology Program at Lindenwood University.

Grad Year	N	Part I	Part II	Total
2002	12	12.42	12.50	24.92/50
2003	16	12.81	14.88	27.69/50
2004	16	14.13	16.20	30.33/50
2005	12	13.08	13.00	26.08/50
2006	18	15.00	17.11	32.11/50
2007	23	13.00	16.26	29.26/50
2008	17	15.24	16.00	31.24/50
Mean Score	114	13.59	16.45	30.00/50
Gen Bio I Avg	365	11.14	NA	NA

## Career Success of Graduates

Another measure of the quality of the education offered by the Lindenwood Biology Program is the level of success our graduates have in finding the employment they desire, or in gaining admittance to graduate and professional education programs. Twenty students have graduated or will graduate from Lindenwood's Biology program in 2008. Their post-graduation plans include accelerated BSN programs, high school biology teaching, laboratory technology, graduate school, wildlife management, and conservation biology.

## Student / Alumni Input

As an additional measure of the quality of our educational programs, we solicit and utilize the following two forms of student evaluations of the Biology Program: course evaluations of General Biology I & II and graduating student exit surveys.

Student evaluations of both BIO 251 & BIO 252 are generally positive. Students reported feeling challenged by both the instructors and by the material. In BIO 251, students with weak chemistry backgrounds report struggling in that portion of the course. In BIO 252 some students mention that the amount of material covered is somewhat overwhelming. However, the instructors of the courses have calibrated the course content to match comparable courses in other universities; therefore, efforts to improve student performance will focus on improving methods of instruction and student study skills.

The Exit Interview of graduating students includes questions in which students are asked about the features of the Biology program that they feel were most beneficial and which areas could be improved. The feature of the Biology Program mentioned as "best" by the majority of graduating students was the opportunity for frequent interactions with faculty members in both formal and informal settings. Students described the personal advising and mentoring provided by the Biology faculty as particularly important to them. The university began, in the fall of 2007, a program for new freshman that will help students establish connections with various parts of the university community, including their academic advisors. We hope that this will help to retain students between their freshman and sophomore years.

The most frequently mentioned area of the Biology Program in need of improvement is the limited variety of course offerings and the relatively limited range of laboratory equipment. Both of these concerns are being addressed and the negative comments in both these areas have been fewer in the past few years, since the Biology labs and prep areas have been remodeled and we have hired new faculty members. Our future focus will be on purchasing new equipment for student use in laboratory classes and research projects.

## 2007/08 Action Plan Results

- Revise course plans for BIO 490 Senior Seminar and BIO 491 Senior synthesis to place increased emphasis on oral presentation and poster presentation skills, respectively.
- Formal oral presentations were incorporated into both courses
- Poster format is difficult to use for literature review project and may work better in seminar course
- Develop plan to improve laboratory experiences in upper division biology courses.
- New equipment purchased for Genetics, Cell Biology & Biochemistry courses (electrophoresis chambers, power supplies, thermocycler, gel documentation system)
- New labs were devised and implemented in Genetics & Biochemistry
- Review and revise Part II exit exam questions, as necessary
- No action taken.
- Continue efforts to improve student study skills during the General Biology sequence.
- Results discussed above

## 2008/09 Action Plan

- Initiate assessment for all general education courses, standardizing assessment for courses with multiple sections
- Improve communication with adjunct instructors
- Continue to increase assessments for major courses
- Continue to purchase additional lab equipment
- Renovate lab space in Young 206, 208 and 210
- Increase use of primary literature in all majors courses
- Develop a comprehensive “writing across the curriculum” plan that develops students science writing skills in a comprehensive manner that exhibits improvement as students progress in their coursework

## Chemistry

### Assessment Calendar:

Course	Type	Date	Data Review	Action	Next
CHM 251	Pre and Post Test	August 2008 and December 2008	May 2009	Assess review material presented at start of course	Fall 2008
CHM 251	Pre and Post Test	January 2009 and May 2009	May 2009	Evaluate presentation of material	Fall 2008
CHM 252	Pre and Post Test	August 2008 and December 2008	May 2009	Evaluate presentation of material	Fall 2008
CHM 252	Individual CAT's	January - April 2009	January through April 2009	Evaluate Lecture Material per CAT results	Fall 2008
CHM 351	Pre Test reviewing topics from previous courses that must be mastered for success	January 2009	February 2009	Assess review material presented at start of course	January 2009
CHM 471	Pre Test reviewing topics from previous courses that must be mastered for success	August 2008	September 2008	Assess material presented for review throughout the course based upon competencies	Fall 2008

### Chemistry Majors:

#### Goals:

To Prepare and train our graduates for:

- professional work in Chemistry;
- continuation on to graduate studies in either Chemistry or related professions; and,
- teaching at the middle school and/or the secondary school level.

#### Objectives:

- Acquire core competencies in major divisions of the chemistry field such as Analytical, Inorganic, Organic, and Physical Chemistry.
- Acquire practical experience in the subject areas of the courses through both the design and implementation of laboratory experiments using a team approach as well as individualized practice.
- Adequately collect, record and analyze data in a laboratory setting.
- Recognize and implement safe and appropriate laboratory techniques.
- Research, repeat and present senior level experiments in at least one major field of chemistry that will be evaluated based upon a grade rubric that is generated by the Chemistry Faculty.

## Course Assessments:

### CHM 251 - General Chemistry I

A two semester introductory comprehensive course designed for Chemistry, Biology and health science majors with CHM 251 offered in the fall semester and CHM 252 offered in the spring semester. CHM 251 covers atomic structure and energy, atomic and molecular bonding, chemical nomenclature and reactions, as well as gas laws and introductory thermodynamics. The primary objectives of the CHM 251 course involve acquiring a broad general knowledge of the topics listed above as well as problem solving skills for both qualitative as well as quantitative questions for the above topics.

During the 2007-2008 academic year three sections were evaluated during the fall semester and two sections during the spring semester. Both utilized a pre and post test with the test consisting of a 24 question multiple-choice format, which tests general and applied knowledge of chemical concepts, problem solving, and data manipulation. The pre-test is given the very first day of class, after addressing the syllabus, and the students are given a 30 minute time period to answer. The post-test is prior to the final review for the semester, with minimal warning, and with no prior indication of what specific concepts to study. This is done in the hopes that the test will be measuring the degree of general chemical knowledge that the student has acquired in the course, and more importantly should indicate how much of the information that the student is carrying in their mind on a day to day basis. The students are told that since this is a comprehensive overview of the various concepts that they will be tested over on the final exam, that it serves as both review for the final exam, and assessment of what they have learned.

The fall semester data includes students who completed both exams. There was an overall average increase in scores of 32.5% for all students. The increase in score correlated to the letter grade received in the course so it is clear that student abilities and actions contribute greatly to success in this course.

Final Course Grade	A	B	C	D	F	Overall
% INCREASE From Pre to Post Test	56.86	39.11	22.48	21.67	18.67	32.47

The spring semester data the averages would seem to indicate an average 6 point increase (roughly 25%) across the board of student scores. Based on student answers, the students have generally learned most of the basic concepts, with some few gaps that seem to be very student dependent. The scores also correlated well with the final grade.

CHM251-General Chemistry I Assessment Action Plan for 2008-2009 Academic Year

The growth in the number of General Chemistry I students during the academic year has made it necessary to divide the course among multiple instructors. In evaluating this change as well as previous year's data that consistently shows improvement for all students in the course, the faculty has chosen to re-evaluate the assessment of this course for the proceeding academic year. The pre- and post- tests will continue as previously. The standard analysis will continue but two new facets will be examined. First, the data will be compared and contrasted by instructor to look at continuity. The goal is for the course to be equally instructive regardless of the instructor. Second, the information will be looked at to evaluate the content material of each question. In previous assessments it has been proven that the students are learning overall. Now the focus will be on evaluating which topics are causing the most difficulties and trying to adjust the teaching methods to add emphasis to these challenging areas. In addition, as with the general education coursework, there will be a mid-semester evaluation that addresses textbooks, lecture style, tutoring availability and out of class assignments. The use of the mid-semester evaluation is of particular interest as the faculty believes that this will give the students a chance to address areas of concern during the existing semester and be given an opportunity to affect immediate change.

### CHM 252 - General Chemistry II

One section of CHM 252 was given pre and post tests during the fall semester 2007 with pre and post tests not utilized by the other professor for assessment in the spring semester 2008. The pre and post tests are identical and never returned to the students and are comprised of twenty four questions that are a combination of multiple choice, short answer, short essay, and detailed problem solving on material that encompasses kinetics, thermodynamics, reaction equilibrium, acid base equilibrium as well as first semester principles of atomic and molecular structure, periodic properties and solutions. The posttest was given with a precursory announcement to the students in the lecture with no credit given for the exam. For all of the students in the course, some improvement was made from pre to post test with an average of 25% improvement from pre to post. Overall final grades correlated with percent improvement as with CHM 251 and previous semesters data.

For the spring semester 2008, the instructor chose not to use pre and post tests for assessment purposes. Given that over a period of four years the pre and post test data have consistently shown that the students begin CHM 252 with little knowledge of the subjects that will be covered in the course and end with consistently higher scores on the post test, the previous data indicates that competencies in all subject areas of the course are being consistently met by the students. The professor chose to use multiple in Classroom Assessment techniques on areas that show consistent gaps in understanding for the students. These areas include: solutions quantitation, equilibrium constant calculations, buffer solutions and redox reactions. In total six Classroom Assessment Techniques (CAT) were used throughout the semester. All were effectively one-

minute problems that were collected and graded, but not used for credit. For each problem – the following lecture material was then modified to review material that was clearly missed by a majority of the students in the classroom. These CAT's are extremely useful in this course to evaluate the understanding of critical building material in the course. These CAT's will continue to be used in future semesters as the primary means of assessment for the course.

### CHM 351 - Analytical Chemistry

It was previously observed that the student's in Analytical Chemistry were entering with various levels of working knowledge of key concepts taught in pre-requisite courses. This course greatly builds on this previously material. The variation in mastery often would lead to class and instructor frustration as to the level of material to/being covered. This semester, at the beginning of each section, students were given a review problem set to work on in class. Using the observations, the instructor was able to gauge the level of knowledge and adjust the beginning material to suitable review and build from. The comfort level of the students in the class seemed to improve.

### CHM 471 - Physical Chemistry

As a result of previous years evaluations of pre and post tests indicating that students begin this course with almost zero knowledge of the subject material and consistently end with post test improvement that is significant and shows competency in all areas of the course, the post test was eliminated and the pre-written to test for overall knowledge from previous courses in areas of gas laws, thermodynamics, equilibrium, kinetics and solutions. General competency and background knowledge of none calculus-based problem solving in these five areas is expected to be built upon in order for students to have success in this course. With this in mind the pre-test was given on the second day of class with advanced warning to the students in the fall 2007 so that the students may bring calculators, periodic tables and other necessary handouts to readily examine the problems on the pre-test. Based upon the scores on the pre-test and subject question analysis, additional review material was presented during the semester in order to insure that all students had the necessary background knowledge to effectively expand upon ideas in this advanced senior level majors course. The professor was extremely happy with the results, noting that the overall success in the course for the students was improved from previous semesters and that the students appeared to have fewer struggles with background concepts than in previous years. Due to the small size of this class (seven total students) there is no statistical data that was gathered to indicate these trends. This approach will be repeated in the fall 2008 section of this course and where applicable statistical data will be evaluated.

## Senior Student Assessment

As a major undertaking for the program, the faculty has started to implement a senior exit exam for all students in their final year in the program. The challenge to the faculty is in developing a single test that effectively measures all of the basic competencies of a chemistry major while also taking into consideration the breadth of majors that the program includes: Bachelor of Arts in Chemistry; Bachelor of Science in Chemistry; and, Bachelor of Science in Chemistry with a Biochemistry emphasis. Each of these majors differs in junior and senior level coursework and breadth of topics. In order to begin a trial exit exam, the faculty chose to concentrate on those topics covered in CHM 251 and 252, General Chemistry I and II. The students in the chemistry capstone course were given two exams. Exam I consisted of 57 questions covering material from topics in General Chemistry I (CHM 251), while Exam II consisted of 50 questions covering material from topics in General Chemistry II (CHM 252). All eight students took the first exam while only seven took the second semester exam. The students were allowed to bring in calculators and equation sheets. The exams were not counted as credit in the course.

Results from the exam showed sweeping variances and gave very little insight into either strengths or weaknesses in the program. The exams were not timed and took two to three hours a piece for each of the students to take. Several of the students took the exams back to back and sat for over four hours testing. This time issue was clearly a major flaw in the testing approach and significantly skewed the data analysis with all students performing poorly towards the end of the exams. In addition, the small number of students participating in the exams made it extremely difficult to gather real statistical data. Most of the success or failure of the students could be correlated with a student's previous success in courses, successful students performed moderately well on the exams while less competent students did not. The results were driven much more by the individual rather than as a gauge for the program.

Due to this major time factor, the program is completely revamping the exit exam process for future semesters. The exit exam will consist of a minimum of four content exams that each have a maximum of 25 questions. The students will be given the content areas to review. Students will be given the exams as a group for a specified time period with two weeks separating each exam.

With these changes in the process the program hopes to achieve measurable data that may be used to evaluate the overall strengths of the program as well as emphasis areas that need improvement. Based upon these improvement areas, the program will modify course curriculum to improve specific competencies.

## Program Action Plan:

The 2008-2009 academic year will involve a continued restructuring of the chemistry assessment program in order to improve pre and post exams as well as incorporate mid-semester evaluations in most courses. Most significantly the program will restructure the senior exit exam as outlined above. The program continues to choose a group approach to assessment to build a program that is consistent and uniform for all general courses. In addition the program will continue the development of assessment techniques for upper level courses such as CHM 361 and 362, Organic Chemistry, CHM 471 and 472, Physical Chemistry, CHM 351 and 352, Analytical and Instrumental Chemistry. As part of this complete overhaul, the program has set the following goals for the 2007-2008 academic year.

A Pre and Post Test Evaluation will again be restructured for all sections of CHM 100, CHM 251 and CHM 252. This pre and post test will be compiled by the entire chemistry faculty to include multiple competencies as well as a correlation with semester exam questions to evaluate retention of material with post test questions. This data will then be correlated by instructor in order to standardize the curriculum for all the instructors.

Mid-semester evaluations will be given in most Chemistry courses that evaluate textbooks, lecture style, tutoring availability and out of class assignments.

Senior Exit exams will be given to all graduating seniors to evaluate strengths and weaknesses in the chemistry program.

## Mathematics

### Mathematics Department Offerings (Upper-Level)

In order to achieve the Mathematics department's mission it offers upper-level courses in the following content areas: Algebra, Analysis, Discrete Mathematics, Geometry, History, Numerical Methods, and Probability & Statistics.

Mathematical content Areas	Relevant LU Courses
Algebra	MTH 290, MTH 315, MTH 320
Analysis	MTH 271, MTH 272, MTH 303, MTH 311, MTH 361, MTH490
Discrete Mathematics	MTH 290, MTH 321, MTH 390
Geometry	MTH 303, MTH 315, MTH 330
Numerical Methods	MTH 271, MTH 272, MTH 311, MTH 351
Probability & Statistics	MTH 341, MTH 342, MTH 380

### Procedure for Program Assessment

The assessment materials of the mathematics program each semester consists of a folder and two reports: the General Education Mathematics Assessment Report and the Mathematics Program Assessment Report.

Each instructor submits electronically the following documents:

- A copy of the course syllabus
- A copy of the final for each course taught.
- Performance records on each course objective
- An instructor's epilogue which is a narrative enumerating accomplishments and recommending improvements.
- These documents are stored on the faculty drive in the J:\MCPE\ Assessment Info\FORMS COMPLETED\MATH folder, accessible to all Lindenwood faculty.

## Mathematics Program Assessment

Between four and eight objectives were written for each of the mathematics courses. In addition we have tables relating each course objective to the appropriate program objective. For each course appropriate data was collected from each student who finished the course. This data was averaged for each objective. If there were multiple sections with different instructors, the data was pooled. In most cases, test scores, problem scores, or assignment scores throughout the semester from each of the units where the particular objectives were covered were used to provide the data.

## Results

### Fall 2007

There were 6 courses taught in 9 sections by 7 instructors.

- MTH 271 Calculus I
- MTH 272 Calculus II
- MTH 303 Calculus III
- MTH 320 Algebraic Structures
- MTH 330 Geometry
- MTH 361 Applied Engineering Mathematics

FALL 2007		OBJECTIVES								Students Assessed / Student Total
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	
MTH 271	4	90	50	65	65	65	65	50	X	49/81
MTH 272	1	64	68	60	72	65	60	64	X	18/23
MTH 303	1	82	78	85	84	80	88	82	78	23/23
MTH 320	1	55	55	55	X	X	X	NA	NA	9/11
MTH 330	1	67	50	67	X	50	50	X	NA	6/12
MTH 361	1	X	80	80	75	80	NA	NA	NA	5/5

Spring 2008

There were 7 courses taught in 8 sections by 4 instructors.

- MTH 271 Calculus I
- MTH 272 Calculus II
- MTH 290 Intro to Adv. Math
- MTH 311 Differential Equations
- MTH 315 Linear Algebra
- MTH 341 Probability & Statistics
- MTH 490 Advanced Calculus

SPRING 2008		OBJECTIVES								Students Assessed / Student Total
Course	SECTIONS	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	
MTH 271	2	73	68	70	80	71	80	86	70	25/41
MTH 272	1	80	X	80	88	85	80	80	X	26/33
MTH 290	1	64	60	45	X	72	X	X	NA	20/25
MTH 311	1	90	67	X	67	X	X	X	X	15/15
MTH 315	1	90	70	50	50	X	NA	NA	NA	12/14
MTH 341	1	84	82	80	80	78	NA	NA	NA	10/13
MTH 490	1	74	88	NA	NA	NA	NA	NA	NA	5/6

Relation of Course Objectives to Program Objectives.

#### Mathematics Program Objectives

- Understand the basic concepts (CONC) of each knowledge area.
- Understand the basic skills and tools (SKAT) associated with each knowledge area.
- Understand the logical foundations (LOGF) of mathematics.
- Know the historical development (HISTD) of mathematics.
- Understand the applications (APPL) of mathematics to our culture.
- Recognize the interrelationships between knowledge areas (INTER) of mathematics.
- Read and communicate mathematics independently (SEM).

The following tables show the correlation between the course objectives and program objectives. Each shows the average scores, a list of course objectives for each course and a list of related program objectives associated with each. An "X" in the body of the table means that "the course objective associated with the row contributes to the program objectives of the marked column".

### Objectives for MTH 271 - Calculus I

2007/8	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Identify the graphs of basic functions and to apply them to a variety of problems.	X	X					
OBJ2	Find limits graphically, numerically, and algebraically.	X	X	X				
OBJ3	Find derivatives from the graph and from the definition	X	X	X				
OBJ4	Find derivatives using the derivative rules	X	X	X				
OBJ5	Use the derivative to solve a variety of applied problems	X	X	X		X		
OBJ6	Compute the definite integral using its definition and the Fundamental Theorem of Calculus	X	X	X				
OBJ7	Use the definite integral to solve a variety of applied problems	X				X		
OBJ8	Prove simple theorems for derivatives and integrals			X				

### Objectives MTH 272 - Calculus II

2007/8	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Evaluate definite and indefinite integrals in closed form	X	X					
OBJ2	Approximate the value of definite integrals and estimate the accuracy of these approximations	X	X	X				
OBJ3	Determine the convergence or divergence of improper integrals	X	X	X			X	
OBJ4	Apply the concept of integration in areas such as geometry, probability, and physics				X	X		
OBJ5	Understand and determine the convergence and divergence of sequences and series	X	X	X	X		X	
OBJ6	Determine the Taylor approximation of a function	X	X	X			X	
OBJ7	Use the exponential, logarithmic, and inverse trigonometric and inverse hyperbolic functions in applications of calculus	X	X			X	X	
OBJ8	Solve basic differential equations.	X	X		X	X	X	

### Objectives MTH 290 Introduction to Advanced Mathematics

S 2007	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proofs.	X	X	X	X		X	
OBJ2	Use the basic technical language of contemporary mathematics, including statement calculus, first order predicate calculus, set theory, relations, and functions.	X	X	X	X		X	
OBJ3	Use mathematical induction and recursion in definitions, algorithms and proofs	X	X	X				
OBJ4	Use basic concepts of analysis: limits, continuity, convergence	X	X	X				
OBJ5	Use the basic elements and algorithms of number theory.	X	X	X		X		
OBJ6	Understand the structure and basic properties of real numbers	X	X	X				
OBJ7	Understand the structure and basic properties of complex numbers	X	X	X				

### Objectives MTH 303 Calculus III

F 2007	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Use vectors to study and describe geometrical objects.	X	X					
OBJ2	Use the derivative and integral to analyze and use functions of one and several variables.	X	X				X	
OBJ3	Solve unconstrained and constrained optimization problems	X	X			X	X	
OBJ4	Use integrals in Cartesian, polar, spherical, and cylindrical coordinates	X	X			X		
OBJ5	Model motion in space using parametric functions	X	X					
OBJ6	Apply vector fields to model flows and fluxes	X			X	X		
OBJ7	Use the three fundamental theorems of multivariate calculus in computations	X	X			X	X	

### Objectives MTH 311 Differential Equations

S 2008	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Solve and apply differential equations (DEs) of order one.	X	X					
OBJ2	Apply numerical methods to obtain approximate solutions to DEs	X	X				X	
OBJ3	Solve linear DEs with constant coefficients of order 2.	X	X			X	X	
OBJ4	Apply linear DEs of order 2 to vibration problems.	X	X			X		
OBJ5	Solve systems of linear DEs	X	X					
OBJ6	Apply systems of linear DEs to electric circuits and to networks.	X			X	X		
OBJ7	Compute Laplace transforms and their inverses.	X	X		X	X	X	
OBJ8	Apply the Laplace transform method to solve DEs.	X	X		X	X	X	

### Objectives MTH 315 Linear Algebra

S 2007	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Deal with matrices, their properties, and perform operations with them.	X	X			X		
OBJ2	Use techniques for solving linear systems of equations and explain the properties of sets of solutions.	X	X	X		X	X	
OBJ3	Find the value of determinants and use their basic properties.	X	X			X	X	
OBJ4	Find eigenvalues, eigenvectors and LU factorizations.	X	X			X		
OBJ5	Explain vector space structure.	X	X	X			X	

### Objectives MTH 320 Algebraic Structures

F 2007	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Extend and develop the basic arithmetic of the natural integers learned in elementary school, including divisibility properties, algorithms for the finding the greatest common divisor, and algorithms for solving linear diophantine equations and linear congruencies.	X	X	X	X			
OBJ2	Use the well ordering principle and mathematical induction as logical basis for the arithmetic of the natural integers.			X	X			
OBJ3	Study the basic elements of the structures of groups, rings and fields as abstractions of the arithmetic of the natural integers.			X	X			
OBJ4	Use these structures to study polynomial arithmetic.			X	X			
OBJ5	Use these structures to trace the historical development of the concept of number				X			
OBJ6	Apply these structures and techniques to the theory of equations and to geometry			X	X		X	

### Objectives MTH 330 Geometry

F 2007	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	explain the properties and devise models for an axiomatic system.	X	X	X		X		
OBJ2	state undefined terms, axioms, and prove theorems for an example of finite geometry.	X	X	X				
OBJ3	state Euclid's Fifth Postulate and discuss statements that are logically equivalent to it.	X	X	X	X	X		
OBJ4	compare and contrast Euclid's, Hilbert's, Birkhoff's, SMSG, and other models for Euclidean Geometry.	X	X	X	X		X	
OBJ5	discuss the types of non-Euclidean geometries that result if other postulates are substituted for Euclid's Fifth Postulate and state undefined terms, axioms, and develop a model for each type	X	X	X	X	X		
OBJ6	explain what is meant by neutral geometry how this concept affects theorems involving congruence, parallels, and rectangles.	X	X	X				
OBJ7	do proofs involving congruence, similarity, circles, triangles, etc. using the SMSG Postulates for Plane Geometry	X	X	X				

### Objectives MTH 341 Probability and Statistics

S 2008	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	summarize and display data, calculate measures of central tendency, variation, and position	X	X					
OBJ2	summarize and display data, calculate measures of central tendency, variation, and position	X	X					
OBJ3	develop theory for mathematical models to describe random experiments for discrete random variables	X	X			X		
OBJ4	develop theory for mathematical models to describe random experiments for continuous random variables	X	X			X		
OBJ5	use mathematical models to compute probabilities and expected values	X	X			X		

### Objectives MTH 361 Engineering Mathematics

F 2007	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Mathematically model problems in Physics	X	X		X	X	X	
OBJ2	Solve problems via eigenfunctions.	X	X				X	
OBJ3	Solve problems via integral transforms	X	X					
OBJ4	Solve problems via finite difference methods	X	X					
OBJ5	Extract pertinent information about physical systems from solutions	X	X			X	X	

### Objectives MTH 490 Topics in Mathematics (Advanced Calculus)

S 2008		CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	An introduction to the topology of Euclidean space.	x	x	x				
OBJ2	A rigorous development of differential and integral calculus.	x	x	x				

Actions taken in this cycle:

This is the seventh year we have this form of assessment.

We hosted 86 high school students in the annual American Mathematics Contest sponsored by the Mathematical Association of America and Lindenwood University. The three top contenders were awarded substantial Lindenwood scholarships. We think that the contest is a good tool to promote our mathematics program.

We continue to refine and develop our course objectives and their evaluation. This is done each time the course is offered.

We have been using placement tests in MTH272, MTH271, MTH152, and MTH151 since the 2005/2006 academic year. They are given in class in the first week of the semester to quickly assess whether students have the appropriate preparation for the course. Students who fail these tests are advised to drop to a lower level course. The sequence is MTH272 -> MTH271 -> MTH152 -> MTH151 -> MTH110. All courses in the sequence are offered at the same times.

The placements work reasonably well – many poorly prepared students are directed to the appropriate courses. The only problem is that the decision to drop is left to a student; some students decide not to drop and they fail the course at the end.

We need to work closer with the academic advisors and insist that students failing the placement test must drop back to a lower level course.

The epilogues are effective tools for course improvement. The same instructors teach each course at least twice in succession. This allows them to make appropriate course adjustments in the next semester. Starting with the 2007/2008 assessment cycle the assessment materials for each course are stored on a computer drive accessible to all faculty.

We continue introducing new courses to the mathematics curriculum. During this cycle we offered MTH490 - Special Topics in Mathematics – Advanced Calculus.

We kept the minimum prerequisites for MTH/CSC290, MTH321, and MTH315. This proved to be a correct decision for the first two courses. The prerequisites for MTH315 need to be raised to “at least a C in MTH272 – Calculus II”.

The completely revised (in 2006) Algebraic Structures course (MTH 320) was offered again in fall 2007.

The students continue to struggle with the material. The prerequisites MTH320 together with MTH330 need to be reassessed.

## Plans for the next cycle

- Continue our efforts to expand the Mathematics Program. The main initiatives are: hosting the annual American Mathematics Contest and promoting the Actuarial Studies Program.
- Continue using the first week placement tests in MTH272, MTH271, MTH152, and MTH151. We need to work closer with the academic advisors and insist that students failing the placement test must drop back to a lower level course.
- The prerequisites for MTH315 need to be raised to “at least a C in MTH272 – Calculus II”.
- The prerequisites MTH320 and MTH330 need to be reassessed.
- Offer several new courses in the Fall 2008 and Spring 2009
  - MTH 380 – Interest Theory. Prerequisite: MTH 272 – Calculus II
  - MTH 390 – Special Topics in Applied Mathematics – Actuarial Exams. Prerequisite: MTH 341 and MTH 380.
  - MTH 490 - Special Topics in Mathematics – Complex Variables. Prerequisite: MTH 303 - Calculus III
  - MTH 490 - Special Topics in Mathematics – Topology. Prerequisite: MTH290 and Advanced Calculus.
- Continue reviewing the course objectives as needed.
- The departmental objective “read and communicate mathematics independently” (SEM) continues to be a problem. Our mathematics program does not offer courses containing this objective. A new course seems to be necessary (History of Mathematics or Capstone Project). Alternatively we should consider including student projects and presentations in our upper level courses to achieve this objective.

## Psychology

### Objectives of the Psychology Major

The Psychology Department’s objectives align with the broad objectives for undergraduate Psychology programs promulgated by the American Psychological Association, which are summarized below. The Psychology major graduating from Lindenwood ideally will be able to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology;
- Understand and apply basic research methods in psychology, including research design, data analysis, and data interpretation;
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes;
- Understand and apply psychological principles to personal, social, and organizational issues;

- Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

### Program's Culture Of Assessment

The Psychology program strives to establish and maintain a culture of assessment. Ideally, assessment will be conducted in various ongoing ways, informally as well as formally; day-to-day as well as annually. The overriding goal is continuous enhancement of the program. Student involvement also contributes to our assessment process.

### Re-Cap Of Assessment – Majors Component Action Plan For 2007 - 2008

#### Summary of Alumni Survey

At the close of the spring 2007 semester a brief questionnaire was mailed to psychology program graduates. The mailing list of graduates from 2000 – 2006 (n = 85) was obtained from the university alumni office. The cover letter, survey, and stamped return envelopes were prepared and mailed at the end of May 2007, the return rate was 15 percent.

Fifty percent of the respondents reported having completed additional education at the graduate level. Completed graduate education reported included:

- Lindenwood University Counseling MA
- Lindenwood University MBA
- Webster University MA Management/Leadership
- St. Louis University MA Counseling Family Therapy
- St. Louis University Ph.D. Marriage and Family Therapy
- Houston Baptist University MA Psychology
- Fairleigh Dickinson University MA Clinical Counseling Psychology

The following job titles reflect the career paths of our graduates:

- Mental Health Assessment Counselor, Private Psychiatric Hospital
- Multicultural Therapist – International Institute
- Relief Counselor – Youth In Need
- Licensed professional Counselor (LPC) Private Practice
- Licensed Professional Counselor (LPC) Agency
- Research Assistant – University Health Sciences Center, University of Texas
- Behavioral Health Counselor, Acute Partial Hospitalization
- Case Manager, MERS/Goodwill
- Research Associate, Executive search consulting firm
- Children's Services Worker/Investigation, MO Department of Social Services

- Research Assistant, St. Louis University
- Licensed Specialist in School Psychology
- Mental Health Technician
- Research Technician, Express Scripts
- Started a company “Solutions That Make Life Simple” Technology Advisor
- Office manager

The respondents also indicated rankings related to the overall quality of academic preparation for work and graduate school. Eighty four percent of the respondents rated the quality of academic preparation for their current job as very good to excellent, 8% as adequate and 8% as poor. Seventy-five percent of the respondents who completed graduate school rated the quality of their academic preparation as very good to excellent, 25% rated their preparation as adequate, and none of the respondents indicated a poor rating for graduate school preparation.

Courses cited as most helpful for graduate school/career preparation were (in order of frequency of notation):

- Abnormal psychology
- Research methods
- Counseling and Psychotherapy
- Experimental Psychology
- Adolescent psychology
- Human Growth and Development
- Theories of Personality
- Behavior modification
- Psychology of Aging
- Psychology of Learning
- Human Sexuality
- Child Psychology
- Social Science Statistics
- Principles of Psychology
- Cultural Anthropology

Courses in Substance Abuse, Neuropsychology, Aging, Advanced Psychopathology, Parenting/Family Life, and Career/Graduate School Preparation were identified as valuable recommendations for future students.

The majority of students rated the quality of academic and career advising as adequate to excellent, with one respondent noting a poor rating.

Additional comments included the following

- “great professors, inspired students, variety of classes”
- “developed critical thinking skills and problem solving skills”

- appreciated opportunity to “publish a research project and present at a conference”
- “better prepared for graduate school than many of my current classmates”
- need “more emphasis on careers for students who do not plan to go to graduate school”
- “enjoyed my overall experience”
- “little to no advising took place”
- “I don’t think we wrote enough research papers compared to other universities”

The information gleaned from the small number of returned surveys reflects some of the changes that have already been made in the curriculum. For example, courses that focus specifically on neuropsychology, parenting, careers, and advanced psychopathology have recently been taught as Special Topics classes and are scheduled to be integrated into the overall program.

### Summary and Conclusions

The return rate was less than we had hoped for. We have no way of knowing how many surveys reached the intended recipients. The principal investigator for this component of our assessment did not have time to make routine follow up calls to encourage returns or attempt to track the accuracy of an address or phone number. The content of this report only includes the information returned in the mail, not anecdotal information known by faculty. For example, we do know of alumni attending graduate school or working in the community, but the individuals did not respond to the survey and there is no formal data base for verifiable information

A second part of our psychology / majors component action plan for 2007 – 2008 involved proposing changes to our curriculum and our major requirements. Specifically, we planned to propose changing the status of PSY404 (Research Methods) from a required course to an elective course, and then to modify the prerequisites for that course, in hopes of improving student success rates in PSY404. A summary of our efforts along those lines follows.

### Modification of Requirements in Psychology

Proposal to the Dean’s Council: (prepared by Psychology faculty in consultation with the Dean of Sciences, and ultimately approved by the Council of Deans)

We currently require students to take a total of 48 credit hours for our major and 21 credit hours for our minors. Our current major requirements must include: PSY100, MTH141, PSY303, PSY304, PSY404, PSY432, SS310 and two courses from among the following four courses: PSY324, PSY330, PSY332, PSY334. Four of these courses are in research methods and statistics. Our current minor requirements must include: PSY100, PSY303, PSY304 and two

courses from among the following four courses: PSY324, PSY330, PSY332, PSY334. Additional hours are taken as electives. Currently, we have roughly 150 majors and few minors if any.

### Rationale For Change

Based on a comparative analysis of neighboring schools, our program demands the greatest number of credit hours for our major. According to the same comparative analysis, none of the other schools require students to take four courses in research methods and statistics. In order to be competitive with other schools, we should offer our students as much flexibility as they can get elsewhere. In comparison to some other social science programs, we have more demanding credit hours for our minors.

### Proposal

Reduce the number of credit hours for our major from 48 to 45. Eliminate the advanced level research methods course (PSY404, recently renamed Advanced Research Methods) from our major course requirements, reclassifying it as an elective course. Abolish the four current program emphases, replacing them with a sampling from among a greater breadth of course offerings.

### New Major Course Requirements

- PSY100 – Principles of Psychology
- MTH141 – Basic Statistics
- BIO107 – Human Biology
- PSY303 – Abnormal Psychology
- PSY304 - Basic Research Methods (formerly called Experimental Psychology)
- PSY306 – Behavioral Science Statistics (formerly called Social Science Statistics)
- PSY432 – Senior Seminar (formerly called Advanced General Psychology)
- Plus
- At least two courses from each of the proposed groups of courses: Clinical, Experimental, Developmental, and Electives for a total of at least 39 credit hours (the following section outlines these course groupings, another curriculum change made this year).

### New Grouping of Psychology Courses

Proposal To The Dean's Council (prepared by Psychology faculty in consultation with the Dean of Sciences, and ultimately approved by the Council of Deans)

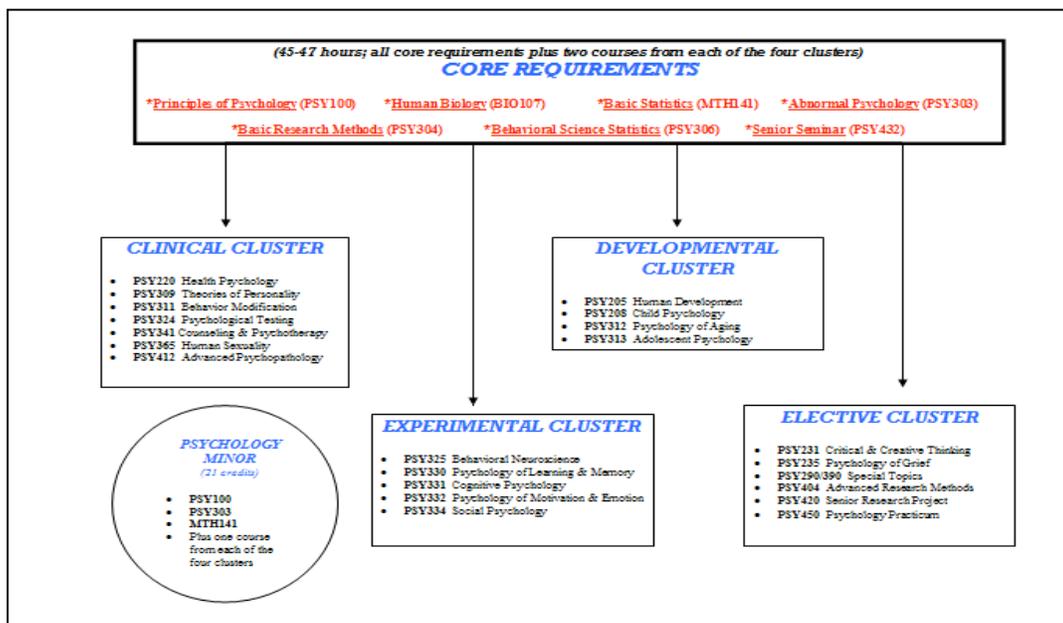
We currently offer four emphases: pre-clinical/counseling, developmental, experimental, and applied/organizational. In our best rough estimate, half of our

majors choose the pre-clinical/counseling emphasis. Students also have the option of not selecting an emphasis.

### Rationale for Change

A comparative analysis of neighboring schools reveals that none of the other local schools offers emphases in their program. Many programs, however, group their courses by subject area and require students to select courses from each of those areas. Although many of our students choose the pre-clinical/counseling emphasis, many do not pursue careers or further studies in these fields. We believe that offering a more diverse and well-rounded background in psychology would serve our students better.

Eliminate the four emphases and require students to take a greater variety of courses within our discipline. Group our course offerings into five different areas: Core Requirements, Clinical, Experimental, Developmental, and Electives (see below for groupings of course offerings).



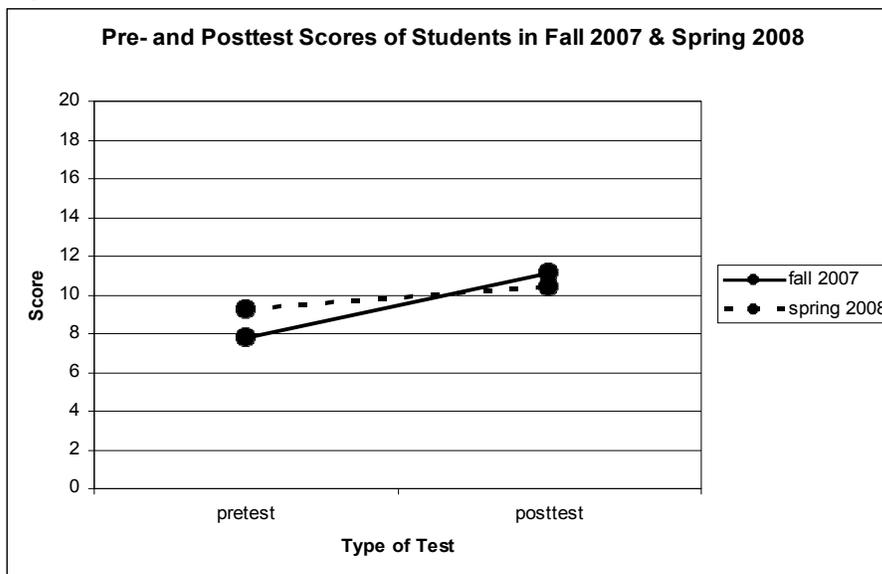
A third part of our psychology / majors component action plan for 2007 – 2008 involved proposing changes to the structure, sequencing, and prerequisites for the courses currently called Behavioral Science Statistics (PSY306, previously SS310) and Basic Research Methods (PSY304). Our proposal, to heighten the stringency of the prerequisite for these courses, was proposed and eventually accepted. The data which served as the rationale for making these changes are summarized below.

## SS310 Assessment Results

The data for the pre- and post-tests for this academic year were provided by 31 students in the fall 2007 semester and 17 students in the spring 2008 semester. Of these students, five were repeating the course after being unsuccessful in a previous semester. In fact, two of these students repeated the course twice. The data obtained from these individuals were excluded from the analysis comparing the performance of students on the pre- and post-tests because these students had prior exposure to the assessment questions. The results of a paired t-test comparing the remaining 41 students' performance on the pre- (M=8.29, SD=2.56) and posttests (M=10.90, SD=3.14) revealed a statistically significant difference  $t(40) = 4.96, p < .01$ .

A noteworthy change was made in the SS310 course requirement between the fall and spring semesters based on data from previous semesters that clearly indicated that students who do not pass the prerequisite course, MTH141 (Basic Statistics) with a C or better end up with deficient grades in SS310. Although not printed in the course catalog, we instituted verbally, a stricter prerequisite of C or better in MTH141 upon recommendations from our Dean. This resulted in nearly a third of the originally enrolled students withdrawing from the course in the spring of 2008. In the end, only two students who did not meet this strict criterion elected to remain in the course (one of these students earned a C in SS310 and the other, a D). In addition, unlike previous semesters where a significant number of the students in the class were political science majors, all but one of the 23 students who completed the course this semester were psychology majors. The one non-psychology major was a sociology major.

Figure 1. Pre- and Posttest Scores of Students in Fall 2007 and Spring 2008



A repeated measures analysis of variance conducted on the pre- and posttest data obtained from the 27 students who provided data for the first time in the fall of 2007 and the 14 students who provided data in the spring of 2008 for the first time revealed a statistically significant main effect of test,  $F(1,39) = 18.03$ ,  $p < .001$  as well as a two-way interaction between semester and type of test (pre- or post-) that approached statistical significance,  $F(1,39) = 3.92$ ,  $p = .055$ . A series of follow-up post-hoc analyses revealed that the significant interaction was due to the significantly higher pretest score obtained by the students in the spring of 2008, when the prerequisites for the course became more stringent (see Figure 1). The difference in pretest scores across the two semesters approached statistical significance; this could be seen as suggesting that the students in the spring 2008 section were better prepared than those in the fall 2007 section. However, we must exercise some caution in interpreting these results due to the unequal sample sizes between the two semesters.

Due to changes in their curriculum, political science majors will no longer be required to take SS310. Therefore, we will be offering this course as a psychology course, PSY306 (Behavioral Science Statistics), beginning in fall 2008. This new course is required for all psychology and sociology majors and students taking it will be required to enroll concurrently in PSY304 (Basic Research Methods, previously called Experimental Psychology). Both courses will be taught by the same instructor to ensure a good fit between the two courses, and major changes will be made in the content of these two courses to better serve students majoring in psychology and sociology. What this involves specifically is altering the content of PSY304 to better serve students majoring in sociology and tightening up the content of PSY306 to include statistical methods most useful for psychology and sociology majors.

#### Action Plan For 2008 - 2009

Explore the feasibility of securing a Work & Learn student or Graduate Assistant to assist with follow-up survey efforts;

Explore the feasibility of creating or contracting for an on-line survey;

Brainstorm other possible ways to collect alumni data (e.g., via e-mail or text-messaging; via some kind of exit-interview process, via interactive website, etc).

### **Anthropology/Sociology**

#### Majors Assessment 2007-2008

##### Goals:

There are three major goals we would like to have our students attain within the Sociology and Anthropology program. 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.

We would like students to 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.

We would like our students to 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.

We would like our students to 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.

Objectives Of The Sociology And Anthropology Program:

These are the measurable aspects of the assessment of the students in the Sociology and Anthropology program. These objectives coincide with the various competencies of the Bloom taxonomy learning model.

Basic Concepts:

Students

- should 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.
- will demonstrate knowledge of how sociologists attempt to explain human behavior and institutions. This objective measures the knowledge.
- should be able to distinguish a sociological generalization from "common sense" understandings of society. This objective measures the knowledge.
- will demonstrate knowledge of the basic concepts of culture and society as used by social scientists. This objective measures the knowledge.

- should understand the distinctions among the concepts of material culture, symbols, norms, values, subcultures, ethnocentrism, and cultural relativism. This objective measures the knowledge
- should understand the differences among hunting-gathering, tribal horticultural and pastoralist, agrarian, and industrial societies. This objective measures the knowledge.
- will 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. Students should understand the relationship of family, peers, school, and the mass media and socialization processes. This objective measures the knowledge, comprehension, and analytical competencies.
- should understand the concepts of status and role as used by social scientists. This objective measures the knowledge.
- should understand the difference between primary and secondary groups; and the research conducted by sociologists on these groups. This objective measures the knowledge competency .
- should understand the different types of sociological explanations for deviant behavior. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.
- should 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.
- should understand the various sociological explanations for social stratification and poverty in their own society. This objective measures the knowledge, comprehension, and analytical competencies.
- will 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.
- will 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.
- should understand basic worldwide demographic trends and the consequences for urbanization. This objective measures the knowledge, comprehension, and evaluation competencies.

## Social Theory

### Students

- should have a good understanding of the differences between structural-functional, conflict, and symbolic interaction theories in

- sociology. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.
- should have an understanding of the differences between unilineal evolutionary theory and diffusionism as early explanations of societal change. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.
  - should have knowledge of the major classical theorists in both sociology and anthropology such as Comte, Spencer, Durkheim, Marx, Weber, Parsons, Boas, Margaret Mead, George H. Mead, Benedict, and White. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.
  - should have an understanding of the contemporary views of societal change: modernization, dependency, and world systems theory. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.

## Research Methods

### Students

- should have knowledge of what constitutes independent and dependent variables, correlations with and without causal linkage, and causation. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.
- should understand "objectivity" and the limitations of objective research in the social sciences. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.
- should understand the different research methods, both qualitative and quantitative in sociology, anthropology, and social work including social experiments, survey research, participant observation, and secondary analysis. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.
- should understand the basic steps of formulating a research project from defining the topic to specifying hypotheses to data collection to interpreting results including statistical procedures and finally drawing conclusions. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.

## Institutional Understanding

### Students

- should have a cross-cultural understanding of the different forms of family structure and marriage, educational institutions, the major religious belief systems and institutions, and economic and political systems that exist

- throughout the world. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.
- have an understanding of social conditions and social problems that affect social work practice should be demonstrated by social work majors. A demonstration of the need to make social institutions more humane and responsive to human needs, especially for at-risk populations will be evident. This objective measures the knowledge, comprehension, analytical, and evaluation competencies.

### Assessment Of Majors 2007-2008

This academic year 2007-2008 we had one student graduate in our Sociology and Anthropology programs. This student was a sociology major. Upon interviewing her, we found that she benefited from the sociology and anthropology major as it gave her a more holistic understanding of the relationship between individuals and society, which will provide her with life-long skills. This student did major research papers for SOC 320 Social Thought and Theory, which is to some extent the capstone course in our area. She developed her critical writing skills with the various research papers she wrote in our program. Unfortunately, this student was not able to take the capstone course, SOC 320 with other students. She had to take the course as an independent study tutorial. We think that students learn the material much better when they have other classmates who are learning at the same time.

### Action Plan For Assessment

#### Assessment Calendar

Major	Type of Assessment	Dates of Assessment	Faculty & Student Participation	Data Review Date	Action Taken: Program Assessment	Date & Type of Next Assessment
SOC Major	Portfolio	May 2009	Collect portfolio of major essays	May 2009	Review portfolios according to standardized criteria	Fall 2008 Department meets to evaluate methods of assessment
ANT Major	Portfolio	May 2009	Collect portfolio of major essays	May 2009	Review portfolios according to standardized criteria	Fall 2008 Department meets to evaluate methods of assessment

### Future Plans for Assessment for Our Sociology/Anthropology Majors

Again, as we mentioned last year, we need to continue to perfect our collection of papers for incorporation into the portfolios. We have improved our collection of research papers for the portfolios of our students. We will still need to remind students of how important these portfolios are and they need to be more aware

of how these portfolios will be assessed. One way in which we will do this is to inform them that these portfolios will be used as a means of writing recommendation letters for them for their future careers.

### Challenges in Our Assessment Program for Sociology And Anthropology

We are going to try to develop a more effective instrument for assessing the student portfolios for those majoring in sociology or anthropology. Since we have a small number of majors graduating, it is difficult to get statistically meaningful assessment information. We did develop a likert scale for assessing their essays in their portfolios, however, we are still evaluating whether this is a significant measure of our student's intellectual and critical thinking abilities. Therefore, we will re-evaluate our methods this next year to determine whether we can improve our assessment for our majors.

Next year we are going to have a final exit interview with the students to discuss their plans and how it relates to our program. We experimented with this informally this year, but next year we will do it in a more formalized manner with their portfolios in hand.

Beyond our introductory courses in sociology and anthropology, we use essay exams, short papers, and more extensive research papers to assess our student's progress throughout our curriculum. We also have students do presentations on their research papers by utilizing power point slides. We have noticed an improvement in oral communication presentation skills since we introduced this into our program. We have not developed any formal means of assessing these materials to demonstrate student proficiencies in any statistical meaningful way. However, we do believe that we are engaged in both the process and culture of assessment throughout our program.

## **Lindenwood College for Individualized Education (LCIE)**

The Lindenwood College for Individualized Education is an accelerated program which specializes in fulfilling the educational needs of adults. LCIE is committed to the idea that people learn more effectively when their experience and goals converge. To this end, LCIE actively fosters the participation of students in the planning of their educational programs.

LCIE has grown to cover a number of areas and now includes 13 Undergraduate and 9 Graduate degrees. The College served over 2000 students in an average of 163 clusters (1467 student semester hours) per quarter. The college has 14 fulltime faculty and hires approximately 150 adjunct faculty each quarter.

LCIE requires 54 hours of general education courses in the liberal arts. It provides a structured, broad-brush approach in its majors. The various programs use the cluster format to serve the adult learner and provide mentoring for every

student. Every student must attend a colloquium each quarter, an out of the classroom learning experience in which the student becomes aware of and samples the cultural and professional events available in the community.

Upon admission and initial matriculation into any LCIE degree program, a student will meet with his or her advisor to create a "Program Overview." The Program Overview will detail the student's learning goals, previous education as well as other experience, and will set forth a program of coursework designed to attain these goals. Copies of the Program Overview Document are given to the student and retained in permanent student files held by the advisor. Changes in the student's learning goals and/or program content are added to the original document.

LCIE offers various majors at the undergraduate and graduate levels. There are goals and objectives which are common to all majors, and there are some goals and objectives which are specific to individual majors.

The common goals and objectives of LCIE are the following:

Goal: 1. Develop an awareness of the relationships among traditional disciplines.

Objectives: The students will

- learn in integrated clusters of related disciplines
- participate in at least one colloquium per term
- meet with their faculty advisors each term for integrative discussion of studies.

Goal: 2. Develop written and oral communication skills.

Objectives: In each cluster the students will

- write at least 30 pages (40 pages for graduate students) of case study analyses, expository prose, and/or research projects
- participate in and lead seminar discussions
- meet with their faculty advisors to monitor progress.

Goal: 3. Develop research skills.

Objectives: The students will

- assimilate a range of information from a variety of sources into a thesis driven discussion
- demonstrate competence in the use of accurate and appropriate documentation
- complete a culminating project under the supervision of their faculty advisors or complete a capstone course

Goal: 4. Develop an awareness of community resources to foster lifelong learning.

Objectives: The students

- may participate in experiential learning opportunities including practica, internships, and other field experiences
- participate in learning experiences outside of the classroom.

Goal: 5. Develop a mastery of the body of knowledge and skills within a field of study.

### Analysis Of How Goals Are Being Achieved

Goal: 1. Develop an awareness of the relationships among traditional disciplines.

Objectives: The students will

- a. learn in integrated clusters of related disciplines

The following program overview is a sample of how the clusters for a typical business administration major are organized. They are integrated clusters of related disciplines.

- b. participate in at least one colloquium per term

A colloquium is defined as an out of class learning experience. Each student must attend one such event and write a 250 word summary during each cluster. The faculty advisor receives the written summaries and will not sign for the student's graduation if the colloquia have not been completed.

- c. meet with their faculty advisors each term for integrative discussion of studies.

Students receive signed vouchers when they meet with their faculty advisors. A carbon copy remains in the student's file and the original is turned in to the instructor of the cluster in which they are enrolled. The instructors may not issue grades to students who do not turn in vouchers. This assures that the students meet with their advisors.

Goal: 2. Develop written and oral communication skills.

Objectives: In each cluster the students will

- a. write at least 30 pages (40 pages for graduate students) of case study analyses, expository prose, and/or research projects
- b. participate in and lead seminar discussions

Each instructor must submit a copy of his/her syllabus for every cluster. The syllabi are collected by the office manager for LCIE and sent to the registrar's office. Electronic copies are stored in the LCIE office for monitoring by the program managers who are responsible for the adjuncts.

The written and oral communication requirements are monitored by this method.

- c. meet with their faculty advisors to monitor progress

The voucher system described previously gives the faculty advisors an opportunity to monitor progress. In addition, faculty advisors encourage telephone and email correspondence and additional meetings as necessary.

Goal: 3. Develop research skills.

Objectives: The students will

- a. assimilate a range of information from a variety of sources into a thesis driven discussion
- b. demonstrate competence in the use of accurate and appropriate documentation

Each cluster requires a research paper or research project. Each instructor is provided with an electronic student assessment form which allows him/her to record both narrative and quantitative summaries on the students' performances in that cluster.

- c. complete a culminating project under the supervision of their faculty advisors or complete a capstone course

Culminating projects are 30 page research papers written by students under the supervision of the faculty advisors. They are submitted in 10 page increments so that the student and faculty advisor can discuss weaknesses and strengths of the thesis development and writing style. The projects were awarded grades of pass or fail in the past, making an assessment of the quality of them very difficult. During the past academic year, there was a transition to awarding letter grades.

Capstone courses have been an alternative to the culminating projects in some majors for several years. During the 2007-2008 academic year, the Dean and faculty advisors in LCIE decided to eliminate the culminating project and require the capstone courses in business administration, human resource management, health management, and information technology. These capstone courses review and expand the content areas of the majors. Students who entered under catalogs that offered the culminating project will be allowed to finish by doing the project rather than taking the capstone.

Goal: 4. Develop an awareness of community resources to foster lifelong learning.

Objectives: The students

- a. may participate in experiential learning opportunities including practica, internships, and other field experiences

The following courses provide internships and practica:

- IBA 450 Business Administration Internship
- ICM 492 Communications Internship
- IGE 400 Practicum in Gerontology
- IGE 500 Professional Internship

In addition, there is a series of special topics courses and independent studies available. Additional field experiences are provided by program managers and instructors.

- b. participate in learning experiences outside of the classroom.

In the colloquium students are required to participate in learning experiences outside of the classroom. In addition, there are speaker series, events at the Boone Campus, and other Lindenwood offerings in which the students are encouraged to participate.

Goal: 5. Develop a mastery of the body of knowledge and skills within a field of study.

Grades and written evaluations given by the instructors of the clusters are used to determine the student's mastery of the body of knowledge and skills within a field of study. Every instructor is required to use some method of objective testing as a part of the determination of the grades.

A program manager, who is also full time faculty advisor, supervises the choice of textbooks, reviews the syllabi, and interviews and manages the instructors who teach in a field of study. The Program Manager monitors the methodology and content that is presented in the classroom to ensure that a mastery of the body of knowledge and required skills is possible for each student.

Instructors assign letter grades in every course in every cluster. Each instructor in LCIE must submit an electronic copy of his/her gradebook to the LCIE Office Manager each quarter. These are available to consider in disputes about grades that are assigned.

The Dean and the program managers in LCIE look at the cumulative statistics regarding the students' evaluations of the instructors, the instructors' evaluations of the students, and the grades to determine what actions might improve the programs.

For the past six years the instructors' evaluations of the students were based on their determinations of the extent to which each student mastered the individual content objectives of the courses. The data acquired was massive and there were no statistically significant trends present. In the 2007-2008 academic year, all instructors scored students on four common objectives and one general content objective:

Objectives for LCIE Cluster: (Fill in a number from 1 to 5 according to the rating scale.)

1. Demonstrates written communication and documentation skills.
2. Demonstrates oral communication skills.
3. Prepares for and participates in every cluster meeting.
4. Demonstrates an understanding of basic concepts in (the skills for the cluster are stated here and will vary from cluster to cluster)
5. Average of grades earned on all tests and quizzes.

Rating scale

1. Student rarely achieves the objective. (less than 60% of the time)
2. Student minimally achieves the objective. (60% to 69% of the time)
3. Student adequately achieves the objective. (70% to 79% of the time)
4. Student usually achieves the objective. (80% to 89% of the time)
5. Student almost always achieves the objective. (at least 90% of the time)

Instead of averaging content objectives for each cluster as the assessment did in the past, the 2007-2008 assessment averages objective 1 for all clusters, objective 2 for all clusters, objective 3 for all clusters, objective 5 for all clusters. It averages objective 4 for clusters dealing with the same content matter. There is a narrative section on each form which is of value to the advisors and program managers.

All evaluations turned in by all instructors teaching a given cluster are compiled in the following manner. Each row of numbers corresponds to one student evaluation. The instructor of the cluster is listed, but not the individual student names. In the Managed Care Cluster, there was only one section and one instructor. The class size was 11. Each program manager receives all summaries for the clusters in the program.

Managed Care					
IHM 480/580/481/581/482/582					
Instructor					
Objectives	I	II	III	IV	V
Mean scores	4.18	4.18	4.27	4.55	86.18
Number of students	11				

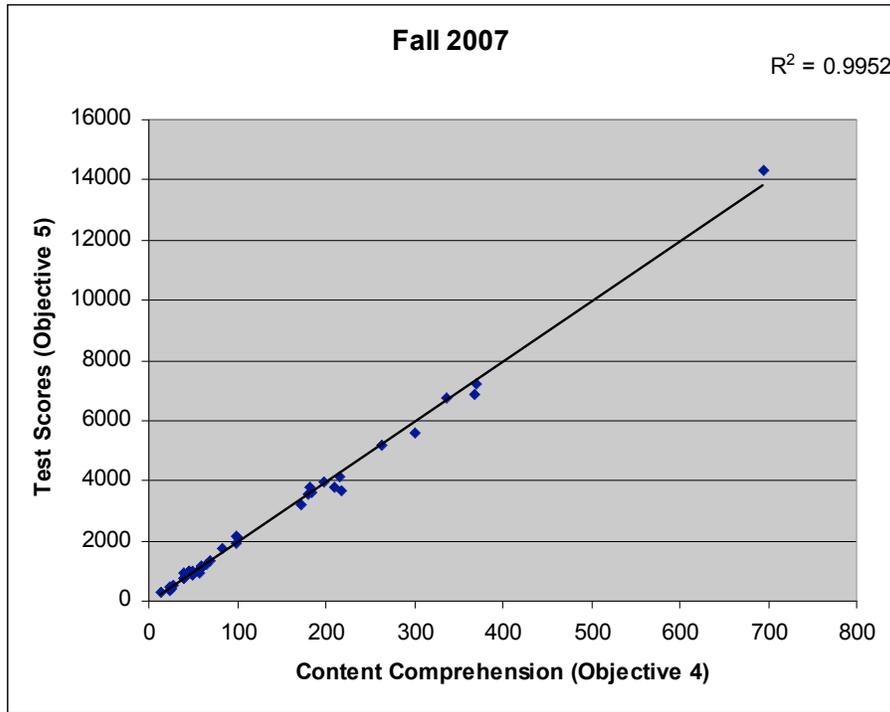
The mean scores for all clusters are recorded in the spreadsheet below. The COUNT is actually the number of students who took the cluster. The

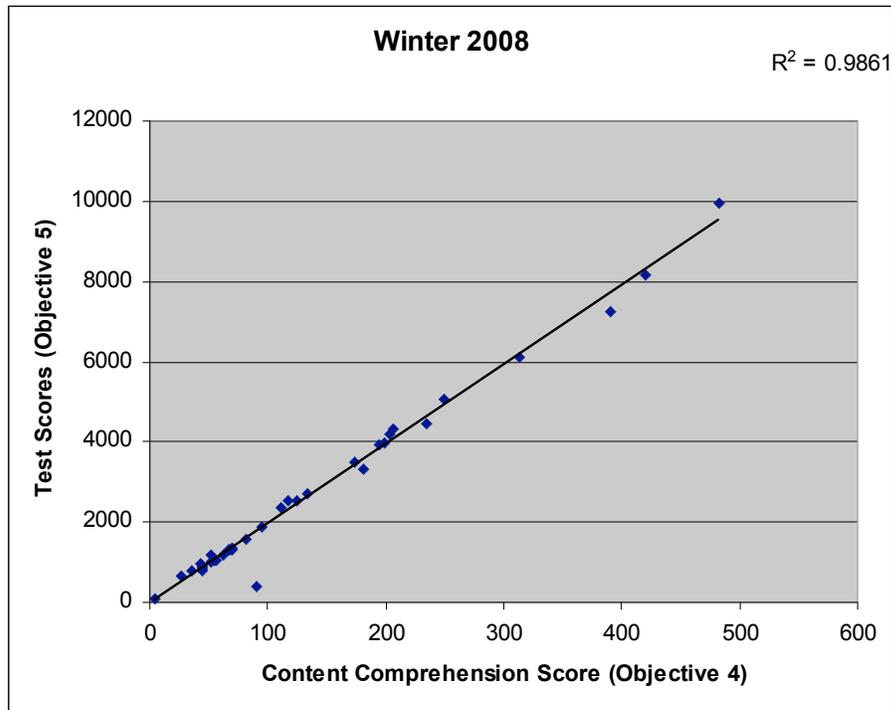
PRODUCTS are part of the calculations done to get the weighted means, AVERAGES for each objective. There is a good bit of variance between instructors. The variances are not calculated because of discrepancies in the manner in which instructors recorded data. The averages will become points in a trend analysis over the next several quarters.

FALL 2007										
		OBJECTIVES			COUNT		PRODUCTS			
I	II	III	IV	V		I	II	III	IV	V
4.00	4.33	4.00	4.33	91.67	3	12	13	12	13	275
4.08	4.23	4.09	3.95	81.47	176	718	744	720	695	14339
4.46	4.53	4.49	4.63	90.21	80	357	362	359	370	7217
4.35	4.52	4.13	4.39	91.65	23	100	104	95	101	2108
4.36	4.49	4.64	4.40	88.00	45	196	202	209	198	3960
4.50	4.50	5.00	4.50	88.33	6	27	27	30	27	530
4.26	4.49	4.37	4.23	88.05	43	183	193	188	182	3786
4.55	4.53	4.53	4.21	84.23	80	364	362	362	337	6738
4.49	4.89	4.67	4.67	96.00	18	81	88	84	84	1728
4.49	4.46	4.41	4.39	85.93	41	184	183	181	180	3523
4.00	3.82	4.18	4.09	92.27	11	44	42	46	45	1015
3.80	4.00	4.00	3.96	86.00	25	95	100	100	99	2150
4.71	4.76	4.57	4.76	91.19	21	99	100	96	100	1915
4.38	4.79	4.79	4.74	92.59	39	171	187	187	185	3611
4.36	4.58	4.46	4.48	83.73	67	292	307	299	300	5610
4.71	4.73	4.49	4.64	83.64	45	212	213	202	209	3764
4.27	4.44	4.35	4.48	85.88	48	205	213	209	215	4122
4.27	4.27	4.73	4.00	84.09	11	47	47	52	44	925
4.40	4.69	4.86	4.12	76.07	42	185	197	204	173	3195
4.12	4.39	4.51	4.09	76.39	90	371	395	406	368	6875
3.55	3.91	3.73	3.64	85.00	11	39	43	41	40	935
4.80	5.00	4.80	4.90	89.00	10	48	50	48	49	890
4.60	4.80	4.00	4.60	75.20	5	23	24	20	23	376
4.60	4.80	4.60	4.60	91.00	5	23	24	23	23	455
4.50	4.88	4.75	5.00	95.50	8	36	39	38	40	764
4.25	4.67	4.50	4.17	84.75	12	51	56	54	50	1017
4.70	4.70	5.00	4.80	93.30	10	47	47	50	48	933
5.00	5.00	5.00	4.88	92.50	8	40	40	40	39	740
4.18	4.18	4.27	4.55	86.18	11	46	46	47	50	948
4.75	4.92	4.92	4.92	95.00	12	57	59	59	59	1140
5.00	4.60	4.80	5.00	95.00	10	50	46	48	50	950
4.33	4.58	4.33	5.00	91.67	12	52	55	52	60	1100
4.51	3.89	4.38	4.64	78.19	47	212	183	206	218	3675
4.89	5.00	4.67	4.67	93.89	9	44	45	42	42	845
4.50	4.43	4.36	4.71	86.07	14	63	62	61	66	1205
4.75	4.75	4.92	4.92	93.00	12	57	57	59	59	1116
4.60	4.60	5.00	5.00	85.00	5	23	23	25	25	425
4.20	4.90	4.80	4.90	89.00	10	42	49	48	49	890
4.86	5.00	5.00	5.00	93.57	14	68	70	70	70	1310
4.67	4.92	5.00	4.83	84.92	12	56	59	60	58	1019
4.58	4.67	4.58	4.75	77.00	12	55	56	55	57	924
4.80	4.70	4.70	4.50	98.00	10	48	47	47	45	980
4.50	4.57	4.73	4.40	85.83	60	270	274	284	264	5150
				totals	1233	5393	5534	5517	5410	105173

AVERAGES FOR OBJECTIVES:										
		I		II		III		IV		V
		4.37		4.49		4.47		4.39		85.30
WINTER 2008										
		OBJECTIVES			COUNT		PRODUCTS			
I	II	III	IV	V		I	II	III	IV	V
4.37	4.73	4.61	4.41	86.10	71	310	336	327	313	6113
4.50	4.50	4.50	3.38	80.00	8	36	36	36	27	640
4.08	4.22	4.20	3.99	82.18	121	494	511	508	483	9944
4.24	4.33	4.12	4.22	87.80	49	208	212	202	207	4302
4.62	4.72	4.63	4.72	91.79	89	411	420	412	420	8169
4.58	4.88	4.65	4.50	97.35	26	119	127	121	117	2531
4.33	4.22	4.78	4.63	93.89	27	117	114	129	125	2535
4.47	4.57	4.43	4.16	85.12	49	219	224	217	204	4171
4.35	4.43	4.75	4.35	87.53	40	174	177	190	174	3501
4.40	4.55	4.80	4.55	20.25	20	88	91	96	91	405
4.09	4.27	3.91	4.00	85.09	11	45	47	43	44	936
4.21	4.50	4.48	4.50	85.40	52	219	234	233	234	4441
4.15	4.19	4.04	4.31	90.56	26	108	109	105	112	2354
4.44	4.67	4.65	4.63	92.21	43	191	201	200	199	3965
4.21	4.42	4.35	4.39	81.18	89	375	393	387	391	7225
4.67	4.73	4.53	4.67	90.33	15	70	71	68	70	1355
4.41	4.25	4.23	4.10	82.67	61	269	259	258	250	5043
4.71	5.00	4.93	5.00	95.00	14	66	70	69	70	1330
4.43	4.50	3.86	4.50	84.07	14	62	63	54	63	1177
4.43	4.77	4.66	3.85	70.28	47	208	224	219	181	3303
4.43	4.14	4.79	4.00	90.00	13	58	54	62	52	1170
4.42	4.50	4.58	4.58	88.25	12	53	54	55	55	1059
4.71	4.93	4.64	4.86	92.86	14	66	69	65	68	1300
4.22	4.89	5.00	5.00	89.11	9	38	44	45	45	802
5.00	4.88	5.00	4.38	96.88	8	40	39	40	35	775
4.00	4.36	3.73	3.91	85.91	11	44	48	41	43	945
4.67	4.81	4.93	4.96	99.81	27	126	130	133	134	2695
4.55	4.85	4.70	4.75	93.25	20	91	97	94	95	1865
4.86	4.71	4.93	4.79	92.86	14	68	66	69	67	1300
4.88	4.93	4.64	4.64	93.10	42	205	207	195	195	3910
5.00	5.00	5.00	5.00	92.00	1	5	5	5	5	92
4.12	4.71	4.82	4.76	91.24	17	70	80	82	81	1551
4.50	4.50	4.40	4.50	87.60	10	45	45	44	45	876
4.83	4.67	5.00	4.67	88.33	12	58	56	60	56	1060
4.91	5.00	4.91	5.00	95.00	11	54	55	54	55	1045
5.00	5.00	5.00	4.73	91.36	11	55	55	55	52	1005
5.00	5.00	5.00	5.00	91.67	9	45	45	45	45	825
				totals	1113	4909	5068	5018	4903	95715.44
AVERAGES FOR OBJECTIVES:										
		I		II		III		IV		V
		4.41		4.55		4.51		4.41		86.00

Using the PRODUCT columns for Objectives IV and V we get the following graphs. The correlation between these objectives is very high. More analysis should be done after the new forms are in use for several quarters. Note that Winter 2008 has an outlier in which the instructor used the wrong type of numbers to report test scores. The program manager for this cross cultural cluster will need to work with that instructor.





This gives LCIE a measure for how well it is achieving items in the goals previously discussed in this document. It also gives Program Managers a measure for how the various clusters are satisfying Goal 5.

Observations based on assessments received and analyzed:

Math cluster test scores and homework indicate that some students are entering the cluster without an adequate background. This was reported by faculty advisors and by math instructors on the narrative portion of the student assessment forms.

Objective 1 indicates an area of concern in some students' written communication skills.

Instructors feel that student participation is very good, however, narratives indicate that preparation for class is not always adequate.

#### Action Plan For 2008-2009

- Achieve 100% participation in the student assessment process.
- Store the student evaluations on a secure network drive that is available to all LCIE faculty advisors, enabling those advisors to print individual copies for students desiring them.
- Collect regular reports from the program managers on issues that can be improved in their clusters based on their interpretation of objectives 4 and 5 of the assessment forms.

- Provide regular reports to program managers on overall trends as determined by the combined results on objectives 1, 2, and 3 of the assessment forms.
- Explore the possibility of developmental courses for students not ready to take basic math or communications clusters.
- Continue to work on pretests and posttests in designated skills areas.

## **Program Assessment Overview**

Lindenwood University's program assessment is growing and becoming more comprehensive each year. All of the schools at Lindenwood annually assess some or all of their degree programs, the only exception being the School of American studies which only came into existence in the last year.

### **Summary of Assessment of Programs**

Program Assessment -Some Conclusions:

- The Lindenwood faculty continues to show a growing commitment to making our programs valuable to both the student's academic, personal and professional growth and assessing that growth.
- The university's program assessment is constantly in a state of evolution.
- Student improvement has, and continues to be, a constant over the years.
  - That is, students have demonstrated value added from the courses.
- Three of our professional programs are going through the process of getting outside accreditation, and because of that they are working on changing their assessment programs to meet the standards of the professional associations.
- A number of programs have determined their current tools no longer provide useful information.
  - These programs are currently looking at new assessment techniques and tools.
- A number of the newer programs are looking at how to expand their program assessment.
- Some programs are looking at third party sources for assessment tools such as the GRE professional exams.
- We still have programs that have problems closing the loop on assessment in a formal process but have begun to do so informally (without documentation).
  - This appears in three areas:
    - Programs with a lot of physical activity, or very subjective material.
    - New programs that have yet to work out what they need assessment to tell them.
    - Programs that had significant turnover in personnel, numbers of specific persons.

## Program Assessment Action Plan

- The University will assist programs in the creation of their assessment plans.
- The university will assist in examining and helping to recommend to programs outside, third party, tools that can play a significant role in helping with their assessment programs.
- Program assessment plans will be collected, reviewed and overseen by the new office of Institutional Research.
- The Assessment officers for each Division/Department will be encouraged to create in their assessment plan a section on how they will be looking at GE goals in their programs.
- The student's ability to communicate effectively and correctly in written English will be increasingly emphasized and assessed across all academic programs.
- Encourage divisions and programs to look for methods to create more effective assessment, and reports by reducing extraneous data and increasing analysis. The university wants programs to examine specific interests and concerns for their programs in order to close the feedback loop. Such as:
  - success of current methods.
  - changes in courses.
- The University will begin to look at GE across the curriculum. We need to encourage majors/programs to consider how they continue the GE process and look for methods that assess them as well as assessing the major itself.
- Faculty will be encouraged to continue to, where possible, work cross-curricular material and the GE objectives into the non-GE classes (discuss the relationships between their subjects and others both within and outside of their discipline).
- 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.
- Encourage schools and programs to look to use both objective and subjective measures in their analysis and written reports. Increase the use and reporting of more subjective measures including CAT, student class assessments and other non-quantifiable measures with the assessment process and reports.
- The expansion of student involvement in the assessment process will continue to be encouraged especially in general education. Programs will be asked to expand efforts to include students on program assessment, to make expanded use of surveys of undergraduate and graduate student opinions.
- Continue to assist and encourage programs to develop more focused assessment plans that will allow them to concentrate their efforts on specific areas of concern. The aim is to lighten the burden of assessment

(where possible) while focusing efforts on using assessment to improve instruction in specific areas and ways.

# Graduate Programs

# Graduate programs at Lindenwood University

## Assessing Graduate programs

Programs and activities at Lindenwood University flow from the Mission Statement, which affirms that Lindenwood's educational mission is to add value to the lives of our students and community. Specifically, "Lindenwood is committed to

- providing an integrative liberal arts curriculum.
- offering professional and pre-professional degree programs.
- focusing on the talents, interests, and future of the student.
- supporting academic freedom and the unrestricted search for truth.
- affording cultural enrichment to the surrounding community.
- promoting ethical lifestyles.
- developing adaptive thinking and problem-solving skills.
- furthering lifelong learning.

LU has 33 graduate programs in Master of Arts, Master of Fine Arts, Master of Business Administration, Master of Arts in Teaching, Specialist, and Doctor of Education degrees through its over 33 graduate degrees divided over 9 schools.

1. American Studies
2. Business and Entrepreneurship
3. Communication
4. Education
5. Fine and Performing Arts
6. Human Services
7. Lindenwood College for Individualized Education

A growing number of the University's graduate programs are doing assessment as a regular part of their internal review process. In virtually all of the cases the assessment tools are internal to the programs, and are designed, and being constantly redesigned, to assess not only the general effectiveness of the programs by specific areas of interest or concern. Both the University and the programs are constantly assessing our assessment programs.

There are a growing number of programs that are going through external evaluations for additional professional accreditations, such as Education and Business. These accreditations will have a positive impact on the development of the assessment programs in these areas as we will need to meet not only the traditional higher education goals of assessment, but show a practical professional level of training. They will play an important role in the enhancement of the value and prestige of the degrees offered by the University. These outside accreditations of our undergraduate programs may also lead to the expansion of our graduate offering in areas such as Social work.

It is now university policy that new programs are to have integrated assessment into the initial planning phases. This has improved the way programs think about assessment but it still takes time to work though the what is a useful seat of assessment tools.

While all the schools have at least one major program, not all of the programs are sufficiently advanced or developed to have program assessments.

Overall, the university's graduate assessment is growing and improving on a regular basis.

## **School of American Studies**

The School of American Studies offers one graduate degree field:

- MA in American Studies

The program has not yet reached a point in size that would make any significant class based evaluation useful to the program. Currently the entire program is under review by the American Studies faculty and the Administrators responsible for the program. Changes are currently under consideration that would lead to a significant reworking of the program.

## **School of Business and Entrepreneurship**

The School of Business and Entrepreneurship offers thirteen graduate degree fields:

- M.A.-Business
- M.B.A-Business
- M.B.A.-Accounting
- M.B.A.-Entrepreneurial Studies
- M.B.A.-Finance
- M.B.A.-Human Resource Management
- M.B.A.-International Business
- M.B.A.-Management
- M.B.A.-Marketing
- M.B.A.-Management Information Systems
- M.B.A.-Public Management
- M.A -Sports Management
- M.S.-Business

The Graduate MBA Program was significantly restructured in 2008. It is planned to start assessment in the 2008-2009 academic year using an external, national, Business Simulation Test in the capstone course, MBA601 Business Policies. It

is also planned to start the Educational Testing Systems (ETS) Graduate Business, Major Field Test in this course.

**Report On Assessment At Off-Campus Sites:**

Several graduate courses are taught off-campus at the Westport site. In 2007-2008, assessment of learning at this site focused primarily on ensuring that professors teaching at this site were fully coordinated and integrated with the academic and administrative policies of the main campus. To this end, as reported above, each class was visited by a full time professor, and subjected to an end-of-course evaluation.

MAJOR	FIRST "PRINCIPLES" COURSE IN MAJOR	ASSESSMENT METHOD / RESULTS	CHANGES TO IMPROVE LEARNING OUTCOMES
GRADUATE PROGRAM	All Courses	A full-time professor in the Division of Management was assigned to visit each MBA class taught by an Adjunct instructor. The visiting professor observed and reported to the Dean, on classroom organization and management designed to enhance learning, as well as on the communication abilities of the professor. Also, in the Fall 2007, a total of 22 MBA courses taught by adjunct professors were evaluated using a 9-question end-of-course questionnaire. The average score for these 22 courses was a highly commendable 3.6 on a 4.0 grading scale.	Assessment will continue to focus on the structure and course content of the program.

### **School of Communications**

The School of Communications offers one graduate degree field:

- MA in Communications

### **School of Education**

The School of Education offer thirteen degree fields:

- M.A. - Education,
- M.A.- Education with Library Media
- MA - Educational Administration
- Ed.S. - Educational Leadership
- Ed.D. - Educational Leadership
- Ed.S. - Instructional Leadership

- Ed.D.- Instructional Leadership
- Ed.S - School Administration
- M.A.- Professional & School Counseling
- M.A.- Professional Counseling (MO)
- M.A - Professional Counseling (IL)
- M.A. - Education-School Counseling (MO),
- M.A.T. - Education

The School of Education was subject to a comprehensive review of all of its programs, and the subject areas in which we certify teachers, during the 2007-8 Academic year. The results were so positive that the Missouri Department of Education is currently using the University's documentation as an example for training evaluators.

Because of the comprehensive nature their results are too expansive for this report. They can be found on the university intranet.

## **School and Professional Counseling**

### Forms of Assessment

#### Assessment in Individual Courses

The program will utilize continued monitoring of syllabi, use of standardized assessment techniques, using MoSTEP standards and ACA Code of Ethics in the content areas as criteria. For all courses related to school counseling curriculum, syllabi will be organized around the MoSTEP Standards. Course objectives will be aligned with the quality indicators of these standards.

#### Program Assessment

A variety of approaches have been adopted to assess students' competencies towards the end of the program curriculum and to evaluate if program objectives have been achieved. The following describes the types of assessment that have been utilized:

#### Exit Requirements:

- During the 2007-2008 year there have so far been a total of 203 graduates; 8 were in the joint Professional/School program, 66 were in the Professional Counseling program, and 49 were in the School Counseling program. All completed the exit requirements described below, depending on the track.
- As part of the exit requirements for the professional and school counseling programs students are required to complete either (a) a scholarly paper (IPC 605) or (b) comprehensive exams (IPC 599).

- Culminating Project/Scholarly Paper.

Prior procedures developed for the Thesis have been modified to accept a scholarly paper (0 credit hours) requirement in place of the thesis. This does not require taking Thesis coursework (3 hours for thesis plus 3 hours of statistics) but will allow for voluntary research guided by an identified full-time (or cooperative adjunct) faculty advisor. If the paper involves human studies, students will be required to submit a detailed proposal to the Institutional Review Board for approval, prior to gathering data for research purposes. If the scholarly paper is a research review of previous work in professional journals, no approval is needed beyond the faculty advisor. Students electing to do human studies research should have statistics coursework. Students opting for a research review will receive guidelines, based on APA standards.

There have been three students who have elected to submit a scholarly paper in the 2007-2008 school year. In one case, the paper had been started several years ago and work had been suspended due to a lack of oversight by faculty. With mentoring available, this paper was satisfactorily completed. In the other two instances, students chose the scholarly paper option as opposed to the exit exam. With mentoring and several revisions, the papers were acceptable and met the exit requirement.

Objectives met through the process of completing a scholarly paper project include: ethics, research methods and evaluation, and assessment. Depending on the topic area addressed in the literature review, theories & techniques, cultural awareness, human and personality development and careers may also be addressed. All aspects of Bloom's taxonomy are addressed in the process from beginning to the end.

Comprehensive Exams:

A nationally normed multiple choice test (CPCE)

These results include data regarding national averages and standard deviations of this test. Trends from the 2004-2005 academic year initially suggested a drop in scores from prior administrations of the test; however by Spring '05, scores increased significantly. Low scores from Summer and Fall 2005 were still consistent with national norms. Examinations of sub-test scores also show that students' performance in typically low-scoring areas such as Research and Appraisal is increasing from trimester to trimester. Scores from the 2006-2007 year show that in most sub-tests mean scores were below national averages. This could be due to higher achieving students opting to take the GSA-NCE in place of the CPCE, leaving a pool of less talented and prepared students taking the CPCE.

Students taking their professional exams have been allowed to use these exams for their exit criteria. School Counseling students with passing Praxis II scores are exempted from the CPCE. Likewise, students electing to take the National Counselor Exam (NCE) have been exempted from the CPCE. Lindenwood was approved to administer the GSA-NCE on campus for the October, 2006 testing; 22 students took the NCE ) of which 20 passed). The second testing in April 2007 resulted in an additional 23 students taking the exam (of which 18 passed). Results from the October 20, 2007 NCE test indicate that 23 or the 27 students passed the test and that in all sub-tests Lindenwood counseling students matched or exceeded the national average scores. Lindenwood students' scores were similar to CACREP-accredited participating schools (non-significant lower scores in all but Research & Program Evaluation, where LU students scored non-significantly higher than CACREP-school results and significantly higher than national results), Lindenwood mean scores were virtually equivalent to Non-CACREP results.

#### Action taken

##### General:

Continued providing feedback to adjunct instructors to incorporate more testing (in particular, multiple-choice testing) across the curriculum. Subsequently, based on student evaluations, adjuncts that failed to address a broad range of theoretical concepts and knowledge in their classes were not rehired. Two texts have been added as required texts for the foundations classes and put on reserve for faculty to review that will help prepare students for the CPCE and/or NCE (*Encyclopedia of Counseling, 3<sup>rd</sup> Ed.*, 2008, Rosenthal) for professional candidates and the Praxis II test (*The Praxis Series Study Guide*, 2003, ETS) for school counseling candidates. This will focus instruction on elements of the required exams to insure that all pertinent areas are covered in class and that students will become oriented to the test material earlier in their program. We will monitor test scores in the future to see if this has a positive effect on performance.

Continued to encourage Adjunct instructors to use a stricter grading policy so as to provide students with a more accurate assessment of their academic abilities. In addition, with the assistance of the administration, monitoring of student's performance and stricter enforcement of academic probation and suspension policies allowed us to maintain more rigorous academic standards. As a result of the exit exam requirements and the shift to increased testing across the curriculum, we continue attracting a stronger caliber of students. Earlier feedback regarding academic performance has also allowed students to make adjustments as necessary to increase their own performance. It is hoped that the net outcome of these actions will lead to an overall increase in the quality of students that enter the program as well as increase their quality of their performance at the end of the program. The rise in scores at the end of the '04-'05 academic year lends support to this assertion.

Test preparation workshops have been reinstated by several adjunct faculty members. Students have expressed interest in attending these opportunities and we expect to see more students utilize them in the future.

In Spring, 2007 we decided to allow students to obtain a grade of C without retaking classes except for internship or field placement classes, which must obtain a B or better. At the same time, instructors were encouraged to elevate their grading standards. Also, if students had more than 2 C grades, they would be put on academic suspension and would have to appeal to the provost to be reinstated.

Textbooks will continue to be evaluated and monitored in adjunct-taught classes. This feedback on the usefulness of current or proposed texts will allow the department to choose materials that are most consistent with the goals of the program and prepare students adequately for the CPCE.

In Fall, 2007, a Skills Rating Checklist system was instituted across the program, after being piloted by several foundations classes, counseling theory and skills labs, and internship sections.. These forms will be part of the student's permanent file and utilized in instances of evaluating for fitness if student is considered for dismissal. Data is being collected and it is planned to expand the practice of utilizing the checklists to all students. A small amount of data has been entered into a database. Better efforts to collect this data will be undertaken in the coming year, using Work and Learn students to enter the data into an excel file. For students that have been identified as "at risk" these forms are being closely reviewed and may be exhibited as evidence when counseling inappropriate candidates out of the program.

Electronic portfolios were implemented in Fall of 2006 for all School Counseling students and starting in Spring of 2007 licenses for the portfolios were introduced in earlier courses to allow students to collect artifacts and reflections over the course of the program rather than during the last trimester of the field placement experience. An electronic evaluation form was adopted in Summer of 2007 to allow for standardized evaluations from site supervisors which could be collected and used for report writing electronically. Each quality is evaluated on a scale of 0-4 and is coordinated with 13 quality indicators of the MoSTEP standards for guidance counseling. Candidates overwhelmingly received positive evaluations, and final evaluations were more positive than midterm, indicating improvement over the course of their field experience.

After the October 20, 2007 GSA-NCE test it was decided that the test would no longer be accepted as an exit exam. The National Board of Certified Counselors (NBCC), creator of the test, communicated their strong opinion that the test should not be used as an exit exam, and in order to comply with their expectations, students were informed that they could still take the test for licensure, but it would not apply to their exit requirements.

It is predicted that students will opt to take the CPCE in the future. Because the status of being accepted as a testing site, Lindenwood will continue to offer the test and continue an affiliation with NBCC.

Specific courses:

Appraisal classes are being standardized to insure that all instructors require a specific set of inventories.

Lifestyle and Career classes are providing a standard set of interest inventories to insure that students receive consistent experience with these testing materials.

Internship/Field Experience: Professional Counseling Internships

Professional Counseling students are required to complete 600 hours of field experience over at least two trimesters (IPC 590). Site supervisors offer weekly face-to-face feedback and a standardized evaluation at the end of the trimester. During the 2007-2008 school year approximately 247 students were enrolled in internship classes. Students were asked to complete a survey regarding their internship sites at the end of their experience. This helps us to determine the suitability of each site and whether or not we should continue our relationship with each site. Additional means of evaluating our students' experiences and performance included the following actions:

Recording of site supervisors' evaluations. A sample of these evaluations (several sections of internship) indicated a mean score of 4.75 out of 5 points possible, averaging scores on about 18 criteria. In addition, interns were expected to provide a minimum of 3 tape transcriptions of sessions with clients. A skills rating checklist provided data on students' self-assessments and instructor self-assessments. Below are the mean scores on tapes 1, 2, and 3, showing a trend towards improved skills over time using a Likert-type scale of 1 (least skilled) to 5 (most skilled).

Tape #	Self-score	Instructor-score
1	3.5	3.8
2	3.6	3.9
3	3.7	4.1

School Counseling Field Placement

Joint Professional/School Counseling students complete 300 hours (IPC 591) at an agency and 300 hours of field placement in a school setting (IPC 592, 593, 594). School counseling students in Missouri must complete 150 hours in Field Placement I (IPC 591) and 300 hours in Field Placement 2. For the 2007-2008

school year, approximately 154 students completed field placements in school settings.

In Illinois the requirement for on-site hours increased from 450 to 700 (including 100 hours of practicum, which is incorporated in the two trimesters of Field Placement). If Illinois students choose to go for Illinois certification directly, they must collect this higher number of on-site hours. ISBE requires 700 hours even if students obtain Missouri certification and request reciprocity for Illinois certification. Therefore, we counsel Illinois students intensely regarding the need for the extra field placement hours. To offset the extra effort, we have eliminated one of the evaluation tools that Missouri students are required to submit—site visits by a Lindenwood faculty representative at which interns must present an individual counseling session, a group counseling session, and a guidance lesson. It is reasoned that the extra supervision received from site supervisors provides sufficient opportunities for the Illinois candidates to be evaluated.

Evaluations of sites by students completing their Internship experiences in agencies have helped us to provide a stronger resource for internship sites. Some sites have been dropped from our listing while others have been added. The listing is posted on our website so students can access the information easily from a distance.

A sample of Praxis II scores from 3/10/07 to 4/25/08 shows that 15 students took the Illinois Counselor Competency test and all passed. During the same time period 109 students took the Praxis II test, as required by DESE in Missouri, and 26 did not pass the test, for a success rate of 75.1%. The mean score for the Praxis was 631.28, with a range of 440 to 760.

In 2007 we began collecting data on certification applications processed through the School counseling program. Results so far indicate that 111 applications for guidance counselor certificates have been submitted, including 17 to Illinois State Board of Education. All ISBE applications were for K-12 Counseling, since there is only one option for counselors. Among the 94 Missouri applications, 4 were for Temporary Authorization Certificates (students who had been hired before they completed the program, with more than 12 hours left to complete); 4 Provisional Certificates (students who had been hired before completing the program with 12 hours or less to complete); 10 Psychological Examiner Certificates; 8 Secondary Certificates (7-12); 31 Elementary Certificates (K-8); and 37 K-12 Certificates.

Action Taken:

Starting Spring, 2007, the electronic portfolios added an evaluation feature by which site supervisors could enter their midterm and final evaluations of interns on their portfolios. Reports can then be generated through the mechanisms of Foliotek.com.

During the Summer 2007 session a pilot project was initiated for field Placement students. An “accountability project” was created whereby each student tracked the progress of three students and reported changes in behaviors and/or attitudes, using three markers per student. Each marker was stated in positive terms and students were assessed on 5 occasions following treatments. This data, which was all rated on a Likert-type scale of 1 (least improvement) to 5 (most improvement). This data was collected by Dr. Munro and compiled into aggregate data. This information is being compiled now and will be available at the end of the summer session (August 18, 2007). This project should continue with all field placement sections in the future. It is hoped this continuing project will help to determine if field experience is making a difference in children’s lives. A presentation of this data was made at the Missouri School Counselor Association Conference in November, 2007, at Lake of the Ozarks, Missouri.

### Survey of Recent Graduates & Employers

No official survey was sent to graduates or employers. However, a database was created to collect anecdotal information from graduates and/or employers when employment was reported to the Assistant Dean or other faculty members. Below is a summary of the 41 graduates who reported becoming employed after graduation, starting in August of 2007. Other anecdotal information from employers includes the following statements:

- A Lindenwood professional counseling graduate working at the Office of Veterans Affairs reported that his supervisors assessed his clinical skills as being comparable to “doctoral level” clinicians.
- A Child welfare agency in Oregon reported that a Lindenwood professional counseling graduate made a very strong, favorable impression during her job interview and that she had the skill set they were looking for.
- A local child advocacy agency reported that a Lindenwood professional counseling graduate was offered a job after her internship there because her skill set had made such a strong impression on the staff.

Many students received job offers at the school site after a favorable field placement.

Site supervisors reported to faculty that their strong clinical and organizational skills made them strong candidates.

Type of Job	Professional Counseling Program	School Counseling Program	Joint Counseling Program	School Counseling Certification Only
School Counselor		17	3	3
Mental Health Specialist	4			
Mental Health Therapist	10		1	
Mental Health Coordinator	2			
Mental Health Supervisor/Director	1			
TOTAL	17	17	4	3

#### Action Plan For Next Cycle Of Assessment:

As stated in the previous action plan, an area that continues to be of concern is the lack of baseline data for the CPCE (from entry-level students) against which to evaluate students who are graduating. Exploration into methods used by other programs to gather this data has begun. Because this exam is counseling-specific, it would be of little value to use the Miller Analogy or GRE test for baseline data. Plans to screen for writing and clinical skills in the Foundations classes may provide baseline data that will then be assessed with the clinical skills rating checklists that follow students through the program.

In order to obtain data on student progress through the curriculum, the above mentioned counseling skills inventory (LU Counseling Skills Checklist) has been adopted. This would provide a standardized measure to be utilized at three points in the program: the beginning (IPC 510/511: Foundations), midpoint (IPC 552: Counseling Skills Lab; IPC 575: Family & School Consulting) and during field experiences (IPC 590, 591, 592, 593, 594). Inter-rater reliability testing is in progress. An improved Field Placement intern evaluation by site supervisors will be used to monitor achievement. This rating form is found in Appendix C.

Attempts to increase uniformity in site supervisor's ratings of our students have been discussed. Current action plans will be evaluated for their effectiveness. Training options for site supervisors are being explored to increase the quality of supervision our students are receiving. A stipend of \$100 for site supervisors was implemented in Spring 2007 to provide incentive supervisors to give an earnest appraisal of their supervisees.

A new graduate survey will be developed and sent to graduates of the counseling program. Data will be obtained regarding work in the counseling field, their place of employment, and satisfaction with their education. Information from these surveys will allow us to then survey employers for their opinions about the preparedness of Lindenwood counseling graduates.

Evaluation data from the CPCE exams and the essay exams continue to provide important program evaluation data that will be utilized to identify areas that could be further improved.

Use of fitness-to-practice and English competency assessments should aid us in identifying students who require immediate assistance. By addressing these students, we can either aid them in improving deficient areas or help identify other academic programs that might be a better fit for the student. In the event that a student has demonstrated unethical, illegal, or immoral behavior in the course of their candidacy that leads to removal from the program, a proposal is being developed that will require such a student will be required to submit to a psychological test, the Millon Psychological Inventory, given by a psychological testing professional outside the department, before being allowed to reenter the program. We're hoping this will prevent inappropriate candidates from being endorsed for licensure or certification by our department.

CPCE Results (Fall 2007)

With increased participation in the GSA-NCE testing and the removal of CPCE as an exit exam for School Counseling candidates, a very small group sat for the October 13, 2007 test. Two of the 7 testers failed the exam and were required to sit for subtests and/or oral exams for their exit interview. The test given to this cohort was the Fall 2006 national exam form. The national mean scores shown below are based on the Fall 2006 national results (n=774). At this same time, the testing organization, the Center for Credentialing and Education, changed the criteria for testing to parallel changing CACREP core areas. The new subtests are:

- C1—Human Growth and Development
- C2—Social and Cultural Foundations
- C3—Helping Relationships
- C4—Group Work
- C5—Career and Lifestyle
- C6—Appraisal
- C7—Research and Program Evaluation
- C8—Professional Orientation and Ethics

MEAN SCORE FOR EACH OF THE 8 SECTIONS OF THE CPCE:

		(C1)	(C2)	(C3)	(C4)	(C5)	(C6)	(C7)	(C8)
Max possible	136	17	17	17	17	17	17	17	17
<b>National Norms-Mean</b> (n=774)		11.44	10.03	12.00	11.55	8.77	10.34	10.80	12.16
<b>Std Deviation</b>		2.36	2.23	2.18	2.56	2.23	1.84	2.34	1.99
Total Mean Score (possible 106) = 87.12									

Lindenwood Cohort (n=7)									
Mean		10.14	8.29	10.29	10.29	6.57	9.43	9.14	11.14
Std. Deviation		3.08	2.63	1.60	3.35	1.81	1.72	3.13	1.21
Total Mean Score (possible 106) = 75.29									

CPCE Results (Spring 2008)

With the removal of the GSA-NCE test as an exit exam, the number of students sitting for the March 1 test increased to 45. Below are the results of that test. Thirteen of the 45 participants (28.8 %) failed to achieve the minimum criteria and were informed that they would have to take sub-tests and beyond that oral tests to meet the exit requirements. That number is equivalent to the percentage failing the Fall 2007 test. In each of the 8 sub-tests the scores improved for the Spring test. The total mean score improved by more than 5 points. This could be accounted for by the addition of serious test-takers who would have opted for the more expensive GSA-NCE who were again included in the pool for the CPCE test. However, standard deviations were actually smaller in half the sub-tests, indicating that there was consistency of scoring across the entire Lindenwood cohort. More discrepancies among scores were evidenced in the sub-tests concerning Helping Relationships, Career and Lifestyle, Appraisal, and Professional Orientation.

Mean Score For Each Of The 8 Sections Of The CPCE:

		(C1)	(C2)	(C3)	(C4)	(C5)	(C6)	(C7)	(C8)
Max possible	136	17	17	17	17	17	17	17	17
<b>National Norms-Mean</b> (n=774)		11.44	10.03	12.00	11.55	8.77	10.34	10.80	12.16
<b>Std Deviation</b>		2.36	2.23	2.18	2.56	2.23	1.84	2.34	1.99
Total Mean Score (106 possible) = 87.12									
Lindenwood Cohort (n=45)									
Mean		10.48	9.53	11.29	10.36	8.11	9.87	9.76	11.40
Std. Deviation		2.55	2.26	2.27	3.04	2.27	2.24	2.79	2.46

Total Mean Score (106 possible) = 80.80

GSA-NCE Test Results, October, 2007

These results indicate that the Lindenwood cohort continues to exceed the national average in every category and performs on a par with students from

CACREP-accredited institutions. Of the 27 who took the test 23 passed for a pass rate of 85%. Because of the expense of the test and the expectation of using the results for licensure, test takers apparently prepare more seriously for this exam. Since instituting the GSA opportunity for Lindenwood Professional candidates, it has become apparent that

Collaboration Within the Faculty, With Adjuncts, And With Advisory Committees:

In 2007-2008 we have made an effort to communicate more effectively within the full time faculty through recording of minutes from our bi-weekly "Cabinet" meetings; by changing the location of our tri-annual adjunct faculty meetings to the Florissant campus so to attract a larger participation from Belleville and Florissant faculty; by holding meetings of two sub-committees identified at adjunct meetings as major concerns: curriculum and advocacy. These groups, which include full-time faculty representatives, adjunct faculty, and program graduates, have begun to meet and discuss issues of concern to the success of our program. The Curriculum Committee has met twice and has already taken action to evaluate textbooks, evaluate the sequencing of coursework, and prepare recommendations to enhance learning. We expect by next year we will have meeting minutes to include in our report to illustrate the work they are doing.

## **School of Fine and Performing Arts**

The School of Fine and Performing Arts offers six graduate degrees:

- MFA in Studio Art
- MA in Studio Art
- MA in Arts Management
- MA in Theatre
- MA in Arts Administration
- MFA in Theatre with emphases in Acting, Directing, or Technical Theatre

### **Theatre**

TA 306/511 Directing I/Graduate Directing Studio I

This is a dual enrollment class. Graduate students are expected to produce more comprehensive papers and projects.

The assessment instrument in this class is the practical project work generated by the students. The students were evaluated on a scale of 50 pts for each scene that was broken down into the 5 categories listed in the results table. There were 18 students enrolled in the course. In this class, student directors were assigned 2 student actors from the Acting II class to direct in two different realistic scenes.

Results:

Category	1 <sup>st</sup> Scene	2 <sup>nd</sup> Scene	Improvement
Staging	60%	80%	10%
Architecture	60%	70%	10%
Understanding of Action	70%	80%	10%
Beat Structure	60%	80%	20%
Ground Plan	70%	90%	20%

Analysis:

The current assessment instrument will remain in place. The improvement is consistent with improvement in previous years.

Action Plan:

The new Fine and Performing Arts Center will allow for more rehearsal space to conduct more rehearsals outside of the classroom setting for individual scenes. Students will get more hands on experience with directing as a result.

TA 370/530 History of Theatre/Seminar in Theatre History

This course serves to educate students in recognizing and identifying 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.

This is a dual enrollment class. Graduate students are expected to produce more comprehensive papers and projects.

A pre-test is designed to allow students to respond to (define, explain or comment on) the entire range of topics covered in the course. The post-test allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture and/or discussions. In addition, students produce 8 papers with specific criteria designed to stimulate cognitive and visual skills with structural material.

Results:

Pre-Test: Average score of 21%.

Post-Test: Average score of 87%.

Project Work: 66% successfully completed their project work.

Analysis: Additional topical open format discussions were implemented and seemed to contribute to student success.

Action Plan: Open format discussion will continue to be utilized on occasion in the future. The assessment instrument will be altered slightly to receive

feedback from student s on the use of these open format discussions. Additional contemporary production videos will be researched and purchased.

### TA 370/530 History of Theatre/Seminar in Theatre History

This course serves to educate students in recognizing and identifying 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.

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#### Results:

Pre-Test: Average score of 21%.

Post-Test: Average score of 87%.

Project Work: 66% successfully completed their project work.

#### Analysis:

Additional topical open format discussions were implemented and seemed to contribute to student success.

#### Action Plan:

Open format discussion will continue to be utilized on occasion in the future. The assessment instrument will be altered slightly to receive feedback from student s on the use of these open format discussions. Additional contemporary production videos will be researched and purchased.

### TA 600 Masters Thesis

The student and his or her faculty mentor must agree upon the MFA thesis subject by the end of the penultimate semester of study. The syllabus and deadlines for scholarship as well as practical production work is given to the student at the beginning of the academic year in which the student will be completing their thesis project. The thesis committee is a made up of three members. A faculty member, selected by the student, acts as the head of the

committee and moderates the subject and progress of the thesis. When the thesis reaches an acceptable draft form, using standard MLA format, two additional copies are distributed to the other members for review and evaluation. A committee meeting is held to discuss the merits of the thesis with the candidate present as the final step in the approval process.

A thesis must contain: the proposal, a research section appropriate to the project, conceptual development, production requirements (theoretical or practical), analysis appropriate to the project, supporting design and/or technical specifications (tech/design emphasis only), directed conclusion, production journal and self-evaluation (for acting and directing only), and a works cited page. The student is regularly advised throughout the process by the committee head in order to maintain certain standards of depth and clarity of thought in preparing work which rigorously explores the chosen topic. The candidate may also regularly refer to selected theses on file for examples and organizational direction.

#### Results:

In the course of the 2007-08 academic year, one student participated in a thesis project with an emphasis in design/technical theatre, one with an emphasis in acting, and two with an emphasis in directing. The production components of their collected theses ranged from good to excellent. These determinations were made after consultation between the members of the faculty thesis committees. Due to the demands and rigor associated with completing the production component of the thesis, the written portion often takes more time to complete than the academic year allows. As a result, only one of the students was completely finished with their thesis document by the end of the Spring 2008 semester.

**Analysis:** More time and energy needs to be spent on the completion of the written portion of the thesis in a timely manner. This needs to be an area of focus of the student but also the faculty that are helping the student committees.

**Action Plan:** Faculty members who chair a thesis committee will establish more meeting times with students specifically to monitor their written work in a more thorough manner. Students need to be motivated to complete the written work of the thesis in a more timely and effective manner. An extension course will be added to the curriculum for students who do not complete the written portion of the thesis in the academic year in which they are enrolled in the course. Students will be required to enroll in this extension course for each subsequent semester that the work is not completed.

# **School of Human Services**

## **Non Profit Management**

Action plan for next year:

The Graduate program capstone course has been completely changed to be a research paper representing many of the skills and knowledge gained from the program. In addition upon completion of assessment methodology and creation of an appropriate instrument we will then undertake to create instruments for pre and post-testing in core graduate courses.

Impact and/or changes to classes and program:

We have to design a new instrument for the graduate program. We have added more nonprofit courses at the graduate level to improve knowledge and skills obtained and have implemented the revamped capstone project to better represent the acquired knowledge and skills gained.

## **Graduate Assessment**

### **Overview**

Lindenwood University's graduate assessment is in need of expansion, but it is growing and becoming more comprehensive on an yearly basis.

### **Summary**

The number of graduate programs reporting assessment is currently limited as the University had for a number of years focused primarily on General Education and Program assessment.

In the last three years there has been a growing realization that Graduate Assessment needs to be expanded and that there must be an emphasis on this from the University Administration as well as from the schools and programs.

The new formatting of the assessment report will highlight those areas in which graduate assessment is lacking or is at a state similar to where the General Education and Program assessments were a few years ago.

There are programs and schools that are doing, or beginning, assessment of their graduate programs that are being expanded to meet the growing needs of graduate assessment:

- School of Education

- School of Business and Entrepreneurship

- School of Fine and Performing Arts – Theatre

### **Action Plan**

Over the next years the University will:

- continue to encourage new programs to begin or report their assessment efforts.
- work with existing programs that are not currently doing/reporting assessment to develop viable assessment programs.
- continue to encourage programs that are reporting assessment to expand their reports to include class based assessment – assessment of individual graduate classes especially those that are core classes to programs.
- work with new programs to develop their assessment programs.
- work with programs to develop assessment tools that meet their need and concerns.
- work with programs in finding and using third party assessment tools.

## Appendix A: School and Professional Counseling

Results of October 20, 2007 GSA-NCE Test  
 Descriptive Statistics on Lindenwood University  
 Site Code: 7257  
 Examination Date: 10/20/2007  
 Number Tested: 27  
 Number Passed: 23  
 Minimum Criteria: 90

Items	University Results		National Results			CACREP Results			Non-CACREP Results		
	Means	SD	Means	SD	N	Means	SD	N	Means	SD	N
Human Growth & Development (12 items)	8.74	2.26	7.96	2.13	351	8.88	1.87	930	8.65	1.93	596
Social & Cultural Foundations (11 items)	6.26	1.72	5.76	1.78	351	6.54	1.74	930	24.08	4.75	596
Helping Relationships (36 items)	24.48	5.15	22.19	4.80	351	24.86	4.45	930	24.08	4.75	596
Group Work (16 items)	11.56	2.22	10.72	2.46	351	12.12	2.31	930	11.81	2.38	596
Career & Lifestyle Development (20 items)	11.89	3.34	11.26	2.91	351	12.72	2.70	930	12.18	2.77	596
Appraisal (20 items)	12.74	3.61	11.85	3.13	351	13.63	2.90	930	113.11	3.06	596
Research & Program Evaluation (16 items)	9.78	2.87	8.48	2.34	351	9.75	2.52	930	9.28	2.49	596
Professional Orientation & Ethics (29 items)	20.30	3.54	19.27	3.71	351	21.18	3.34	930	20.70	3.31	596
CACREP Area TOTALS (160)	105.74	20.41	97.51	17.69	351	109.69	16.37	930	106.30	17.11	596
Fundamentals of Counseling (64 items)	45.26	7.10	41.47	7.72	351	45.89	6.76	930	45.07	6.98	596
Assessment & Career Counseling (22 items)	13.63	3.99	12.58	3.42	351	14.56	2.96	930	13.83	3.17	596
Group Counseling (19 items)	13.15	3.06	12.40	2.65	351	13.77	2.46	930	13.46	2.36	596

Professional Practice Issues (29 items)	19.11	5.44	17.63	4.01	351	19.80	3.79	930	19.14	4.05	596
Programmatic & Clinical Intervention (26 items)	14.59	3.19	13.42	3.56	351	15.66	3.54	930	14.80	3.67	596
Counselor Work Behavior TOTALS (160 items)	105.74	20.41	97.51	17.69	351	109.69	16.37	930	106.30	17.11	596

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## Appendix B: School and Professional Counseling

Summative Field Placement Clinical Performance

Based on Mid-term and Final Evaluations by Site Supervisors

Adopted for Foliotek Portfolios 2006-2007

Excellent = 4; Above Average = 3; Satisfactory = 2; Needs Improvement = 1

Evaluation Item	Correlated Quality Indicators	Mean Score (0-4)	
		Mid-term (n=21)	Final (n=26)
Verbal Skills	1.4.3.1, 1.4.2.2, 1.4.2.3	3.52	3.96
Writing Skills	1.4.1.3, 1.4.1.4, 1.4.2.1, 1.4.2.2, 1.4.2.4, 1.4.3.1, 1.4.4.2, 1.4.4.3	3.38	3.69
Knowledge of Terminology	1.4.1.1, 1.4.1.2, 1.4.1.3, 1.4.1.4, 1.4.2.1, 1.4.4.1, 1.4.4.2	3.43	3.77
Interviewing	1.4.3.1, 1.4.2.2, 1.4.2.3	3.69	3.79
Attending Behaviors	1.4.3.1, 1.4.2.2, 1.4.2.3	3.67	4.00
Active Listening Skills	1.4.3.1, 1.4.2.2, 1.4.2.3	3.62	3.96
Professional Attitude	1.4.3.1, 1.4.4.3	3.71	3.92
Observation	1.4.1.3	3.67	3.96
Use of Questions	1.4.1.3	3.38	3.88
Reflection	1.4.1.3, 1.4.3.1	3.48	3.81
Empathy	1.4.3.1, 1.4.4.3	3.71	4.00
Understands Developmental Needs of Students	1.4.1.1	3.29	3.85
Ability to Function as a Team Member	1.4.2.4, 1.4.3.1	3.67	4.00
Demonstrates Proper Ethical Conduct	1.4.4.1, 1.4.4.2	3.76	4.00
Interest in Professional Development	1.4.4.3	3.71	3.85
Understands MO and District Guidance Plan	1.4.2.1	3.26	3.80
Ability to Conduct Classroom Guidance Activities	1.4.2.1, 1.4.2.5	3.71	3.92
Familiarity/Use of Appropriate Appraisal Instruments	1.4.1.3, 1.4.2.5	3.64	3.87
Ability to Work With Individual Students	1.4.2.2, 1.4.2.3	3.62	4.00
Ability to Work with Small Groups	1.4.2.2, 1.4.2.3	3.57	4.00
Effectiveness in Crisis Counseling	1.4.2.3	3.68	3.91
Dependability	1.4.3.1	3.71	3.92
Shows Initiative	1.4.3.1	3.71	3.92
Time Management	1.4.3.1	3.57	3.88
Ability to Communicate	1.4.3.1	3.62	3.96
Interacts with Staff in Professional Manner	1.4.3.1	3.76	3.96
Shows Enthusiasm	1.4.3.1	3.86	4.00
Is Open to Learning	1.4.4.3	3.43	4.00

Works Within the District Guidelines and Policy	1.4.3.1	3.71	3.96
Probably Success as a Counselor	1.4.4.3	3.86	4.00
Recommendation for Employment in This District or Similar	1.4.4.3	3.81	4.00
Recommended Letter Grade		A=95.24% B=4.76%	N/A=3.85% A=96.15%

## **Appendix C: Missions Statements**

Alphabetical by department

### **Anthropology and Sociology**

There are three major goals we would like to have our students attain within the Sociology and Anthropology program. 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.

First, we would like students to 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.

Second, we would like our students to 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.

Third, we would like our students to 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.

### **Art**

The studio art program offers a rich and diverse range of investigations across the disciplines of art making and art history. Integrating the University's extensive liberal arts offerings with a broad studio experience, majors are well prepared for graduate school, teaching K-12, or future work in an art-related field. Critical thinking, imaginative problem solving, and self-reflective evaluation are key components in the development of the theoretical and technical aspects of art making. Through art courses students gain competency in visual language, an increasingly important skill in contemporary culture. Visual and verbal analytical

and organizational skills learned in the studio apply to thoughtful practice in many arenas of our complex world.

## **Biological Sciences**

The mission of the Biology Program is two fold: First to provide non-majors with an awareness of and appreciation for the modern science of Biology and its relevance in their daily lives through General Education courses; Second, to prepare Biology majors for graduate study, professional school, teaching at the high school level or employment in applied areas of the biological sciences.

## **Christian Ministries**

Combining critical, academic objectives with spiritual discernment within an applied educational approach, the CMS program assists students to explore their call and prepare them for service in the Church, parachurch, nonprofit organizations or mission sending organizations. The CMS program also educates students wishing to further their training in graduate school or seminary after they receive their B.A. in CMS degree.

## **Chemistry**

The Lindenwood University Chemistry Program seeks to provide a better comprehension of the science of chemistry and how chemistry influences the student's daily lives as part of the general education requirements. The Chemistry Program will also prepare chemistry majors for employment in a science related field, teaching at the high school level or prepare students for graduate study or professional school.

## **Computer Science**

The Lindenwood Computer Science Department mission is to

Provide all Lindenwood students an opportunity to appreciate and understand Computer Science and its role in our society.

Prepare Computer Science students for careers in the field of computing and information technologies.

Prepare interested students for graduate study in the field of Computer Science.

Serve the Computer Science discipline by encouraging faculty and students to understand, apply, and develop skills in the area of programming and information technologies independent of a formal setting.

## **Criminal Justice**

The faculty and administration are committed to giving students the opportunity to gain the knowledge and develop the skills and character to serve effectively

within the Criminal Justice System in the United States, and in allied civilian fields. To that end, our curriculum has been and continues to be developed in a manner intended to provide a broad base of education and experience in law enforcement, courts, and corrections.

The aim of the required core courses in Criminal Justice is to give students a basic understanding of the Criminal Justice System in the United States. Criminal Justice majors will learn the fundamental elements of state and federal criminal statutes, the law of search and seizure, and the law of arrest. Those students will be able to identify the basic strengths and weaknesses of the American penal system. And, Criminal Justice majors will have an understanding of the Uniform Crime Reports and other sources of statistical information and their use for research on crime in American society.

Our core courses are intended to give students a basic understanding of how the United States criminal law works, and to require them to learn to appreciate the government powers of arrest, search and seizure, and the civil rights laws that bear on these activities. Criminal justice students will also gain an understanding of the role and function of the many participants in the criminal justice system.

## **Dance**

Dance, a key component of the Lindenwood Arts Program, encompasses a range of course and performance opportunities which enable students to contribute to our society as dance performers, choreographers, educators, and knowledgeable audiences who appreciate the unique ability of the arts to promote understanding. The Dance Program takes into account student activities, educational trends such as interdisciplinary studies and multi-cultural, and the aims of the Performing Arts Division.

The Dance major focuses on three major areas: creative, technical, and historical/theoretical. As a BA program, the Dance Program serves students by recognizing that there are many potential careers available to them with a dance major. Examples include: professional performer or choreographer, educator, arts manager, and health and fitness trainers. Our program also serves as preparation for dance study at the graduate level, for those interested in careers in higher

## **English**

The mission of the English Program is to prepare students to become

- Critical thinkers with the intellectual resources to test the validity of ideas in a manner informed and disciplined by extensive reading and exchange with others.

- Writers with the ability to adapt their command of the language and their knowledge of a subject to the wide variety of communications tasks that confront them both in their college coursework and in their careers.
- Oral communicators who can express themselves with precision, confidence, and skill.
- Researchers with the ability to find and evaluate information from a variety of both traditional and evolving electronic resources.
- Individuals with an understanding of and appreciation for both their own culture and other cultures as these are revealed in the various literary canons.
- Creative thinkers who strive to develop their own artistic and creative abilities and who appreciate the artistic and creative expressions of others.

## **Foreign Language**

One of the distinguishing features of a liberal arts education is the study of a culture through its language. Such a study offers insights into unfamiliar worlds that cannot be realized in any other way. Current economic and political changes in the world have made the teaching and learning of foreign languages even more necessary than before. According to the philosophy statement of the *Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century*, “language and communication are at the heart of the human experience,” and we “must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.”

Teaching foreign language as social practice can play a vital role in the internationalization of general education (C. Kramersch, “Foreign Languages for a Global Age,” *ADFL Bulletin* 25:1 [Fall 1993]: 5-12). It offers students an ideal opportunity to broaden their intellectual horizons, improve their communicative skills, and gain a genuine understanding of another culture. In addition, competence in languages other than English can provide a decided advantage for any post-graduate education or career objective. Employment opportunities have become increasingly international in their orientation. Our students may greatly enhance their prospects by pursuing foreign language studies, either as an independent major or in combination with other disciplines.

For these reasons, our broader mission is to provide our students with the intercultural competence necessary for this global society. In so doing, we can instill in our students informed and critical perspectives regarding other cultures as well as our own.

## **History**

The Lindenwood History department mission is (1) to help all Lindenwood students gain a base level of cultural literacy founded on familiarity with salient aspects of the human past and on the ability to understand connections across

time and space, and (2) to prepare our majors for careers as secondary school social science educators and/or for post-baccalaureate training in history

## **Mathematics**

A variety of general mathematics courses ranging from Contemporary Math to Calculus I is offered to fulfill the needs of a varied student body. The Lindenwood mathematics faculty is committed to empowering students to

- Learn mathematics with understanding not memorization
- Build new skills based on their past experience and knowledge
- Incorporate appropriate modern technology to solve problems
- Relate mathematical concepts to real world applications
- Gain competencies that will apply to their chosen major fields.
- Recognize mathematics as a part of our culture

## **Music**

The Lindenwood University Music Department functions within the guidelines of the University, and along with its students, is subject to all regulations issued by Lindenwood University. The Music Department offers music courses of interest and concern to all Liberal Arts students, in order that they might acquaint themselves with both cultural, appreciative, and theoretical aspects of the art of music.

Some of these courses include the following:

MUS 100 Fundamentals of Music (GE)  
MUS 109 The Showcase Band  
MUS 110 The University Chorus  
MUS 114 Class Piano I  
MUS 115 Class Piano II  
MUS 165 Introduction to Music Literature (GE)  
MUS 260 History of Jazz (GE)  
MUS 356 History of Music II (GECC)  
MUS 357 History of Music III (GECC)

These courses fulfill several of the specific goals of The Mission of Lindenwood University by 1. providing five courses which fulfill several of the categories of the Lindenwood University General Education Requirements. 2. These course offerings show that the Lindenwood University Music Department functions within an integrative liberal arts curriculum. 3. Two of these courses place value on excellence in musical performance thus developing the talent, interests, and in some cases the future of the student musician while issuing cultural enrichment to the surrounding community by providing performances to be attended by all and ensemble participation by interested individuals within the community at large. 4. All of the courses listed above promote ethical lifestyles by insisting on academic honesty in the classroom and committed participation in musical ensembles with parameters established in specific course syllabi. 5.

These courses also challenge students to think in a different style of communication called the art of music thus aiding the student in developing adaptive thinking and problem solving skills. 6. By opening specific sections of band and chorus to the general public and accepting when possible nontraditional students as music majors individuals are continually being encouraged to pursue lifelong learning. 7. Including and adapting courses in the music major so that interested non music majors are given the opportunity to explore the history of music in depth supports academic freedom and the unrestricted search for truth

## **Nonprofit Agency Management**

NPA program, both graduate and undergraduate, provides students with the knowledge and skills needed for a career in the nonprofit sector. This is a professional studies program designed to provide students with an understanding of the nonprofit sector and its many areas of management and leadership; its areas of services to society and individuals; and the significant role it plays in improving the quality of life of all members of society.

## **Philosophy**

The philosophy program at Lindenwood University is designed to introduce students to the field of philosophy by introducing the major works and authors in the philosophical tradition and by exploring the central philosophical questions in their historical context as well as their relevance in matters of perennial interest. This is to be done with the interests and needs of the general student body in mind but especially to prepare and train philosophy majors for success in graduate work and careers in philosophy. The department also seeks to fulfill the greater goals of the university by providing courses of instruction that lead to “the development of the whole person—an educated, responsible citizen of a global community” by “promote ethical lifestyles, the development of “adaptive thinking and problem-solving skills,” and which “further life-long learning.” We use as a guide and goal the words of Bertrand Russell, who said: “Philosophy should be studied...above all because, through the greatness of the universe which philosophy contemplates, the mind also is rendered great, and becomes capable of that union with the universe that constitutes its highest good.”

## **Psychology**

The Lindenwood University Psychology Department mission is to help our majors attain a base level of competence in understanding the impact that wide-ranging psychological, biological, and social influences have on the mind and on behavior. Consistent with the undergraduate curriculum guidelines promulgated by the American Psychological Association (APA), we seek for our majors to cultivate knowledge, skills, and values consistent with the science and application of psychology. Our mission also encompasses a range of

knowledge, skills, and values that are reflective of the University's broader liberal arts mission; these include (again, consistent with APA guidelines) fostering literacy in information technology (e.g., computer proficiency), communication skills, multicultural awareness, personal development (e.g., enhanced self-awareness; insight into the behavior of others), and career planning and development.

## **Social Work**

The Social Work Program at Lindenwood University utilizes a liberal arts perspective to promote the understanding of the person-in-environment paradigm of professional social work practice. Students gain direct knowledge of social, psychological and biological determinants of human behavior and of diverse cultures, social conditions and social problems. The mission is to prepare undergraduate students for ethical and effective entry-level generalist social work practice with individuals, families, groups, organizations and communities in addition to promoting societal responsibility and social justice. Upon completion of the program, students will be prepared for graduate study in Social Work.

## **Theatre**

The Lindenwood Theatre Department mission is (1) to contribute to all Lindenwood students recognizing 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, and (2) to prepare our majors – both undergraduate and graduate - for careers as professional practitioners, managers, and/or educators of theatre.

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