Spring 2007

Comprehensive Program Assessment Report: 2006-2007

Lindenwood University

COMPREHENSIVE PROGRAM ASSESSMENT REPORT

2006-2007

LINDENWOOD UNIVERSITY

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INTRODUCTION

Assessing Lindenwood University's Culture of Learning

Programs and activities at Lindenwood University, including the Comprehensive Program Assessment Plan (CPAP), 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, to turn the Liberal Arts into the Liberating Arts. To these ends our assessment program asks two questions:

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

This focus on results emphasizes building a future for our graduates and for our institution.

Lindenwood's CPAP embraces three areas:

1. The General Education component of the curriculum.
2. The various majors and programs offered at the institution.
3. 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 CPAP operates on two levels simultaneously:

1. Most importantly, it provides the necessary feedback to evaluate all components of the Lindenwood program – general education, the various majors and programs, and the non-academic areas. It gives us the information we need to improve our fulfillment of our 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 the *results* of our efforts.
2. In addition, it provides the necessary information to address the requirements of North Central Association Criterion III. During a comprehensive visit in the academic year 1993-94 the visiting team pronounced our Assessment Plan "a strength." In 1995-96 a focused visit's team gave our plan high marks.

Our assessment program is broadly based. For the academic components – general education and majors – 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 CPAP 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. Assessment itself is assessed, leading to yearly review and adjustment.

Conceptual Framework of the Assessment Program

Our curriculum and programs flow from the mission of the university. We offer undergraduate and some graduate programs in liberal arts and professional and pre-professional studies to upwards of 11,000 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 and each major and program have established goals and objectives which provide the stuff of the assessment program.

Assessment, as an integral part of our program, flows from the mission statement. That the mission statement begins with "an integrative liberal arts curriculum" is an affirmation of the centrality of a traditional, yet innovative, liberal arts program providing a framework from which the student may build a personal outlook on life. Founded on a general education component required of all undergraduate students, this framework comprises an inheritance of ideas and knowledge from the past that an educated person should know along with an exposure to enduring values and attitudes to which the student needs 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 which meet this requirement. 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 others. 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 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 complied, 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.

Notes on the Undergraduate Student Body

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 2006-07 academic years in the Fall of 2006,

Lindenwood enrolled 5,697 full-time undergraduate students, an increase of 605 (11.8%) from the previous year. The overwhelming majority of these were conventionally aged students recently out of high school. The number does include a small number of older students enrolled in programs though 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 5,697 full-time undergraduates enrolled in the Fall Semester 2006, 940 were first time students according to the Integrated Post Secondary Education Data (IPEDS) report, an increase of about 14% from the previous year. These were almost entirely students making a direct transition from high school to university.

The students are distributed with over 60% the student body as either Freshman or Seniors:

- 1,784 (31%) are Freshman (23.7% in 2005-06)
- 988 (17%) are Sophomores (22.6% in 2005-06)
- 1,113 (20%) are Juniors (23.7% in 2005-06)
- 1,812 (32%) are Seniors (29.9% in 2005-06)

of this total 15.3% are from minorities tabulated in the IPEDS report, a decrease of slightly over 4% from 2005-6.

Of the full-time undergraduate student population 43.4% were men and 56.5% women which represents only a slight shift from the previous year towards (43.6% and 56.4% in 2005-06) more women in the student body.

The part time undergraduates made up 506 students in the Fall of 2005.

International 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	

Notes on the Graduate Student Body

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

- 1,374 full-time students.
- 2,083 were Part-time students.
- 28.6% are men and 71.3% are women.
- Minority students make up approximately 21.7% of the graduate student body a .6 decrease from last year.

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?

The Lindenwood University Comprehensive Program Assessment Plan has three components:

1. General Education
2. The majors and programs
3. Campus Life/Co-Curricular

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 general 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 part of the college experience. The sections of the Assessment Plan carry those general goals into more specific realization.

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 two 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, 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 a faculty member, sits on the Assessment and the General Education Committees, and works with faculty from the several disciplines and programs. In addition each division has assessment officers who are faculty members. 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, but 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 (we are finishing our fourteenth assessment cycle). 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 this 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 2007-08. 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?

Under the oversight of 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 Academics/Provost who is the administrator designated to monitor the program. The Vice President for Academics/Provost of faculty 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 Academics/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. We have an Assessment Committee consisting of faculty and the Deans from each academic division, together with the Director of Student Life and the Vice President for Academics/Provost. The committee provides a sounding board for ideas and proposals. 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.

General Education Assessment

The University uses GE classes to introduce students to a variety of thoughts, ideas and ways of viewing the world. They are the beginning of the process for our students. It is a process which will continue throughout their education, in their majors and throughout their lives.

Goals: Through the joint effort of Lindenwood faculty and students teaching and learning in an atmosphere of academic freedom, students will be able to:

1. Develop as more complete human beings, who think and act freely both as individuals and as community members.
2. 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.

3. 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.
4. Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration of ideas.
5. Apply analytical reasoning to both qualitative and quantitative evidence.
6. Acquire guidelines for making informed, independent, socially-responsible decisions, respectful of others and the environment, and develop a willingness to act accordingly.

Objectives: The University's eight General Education objectives are taught throughout the curriculum and 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 General education courses that both meet the university's General education requirement and lay a groundwork for meeting the objective.

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

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

   (1) Classes:
   (2) <u>English Composition</u>
      (a) Composition I, Eng 150 (Humanities Division)
      (b) Composition II - Eng 170 (Humanities Division)

   (3) <u>Communications</u>
      (a) Effective Speaking/Group Dynamics - COM 105 (Communications Divisions)
      (b) Fundamentals of Oral Communication - Com 110 (Communications Division)
      (c) Cross-Cultural Communication -SW 100 (Human Services Division)

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

   a. Classes:
   b. <u>Mathematics</u>
      i. Contemporary Math - MTH 121 (Science Division)
      ii. Quantitative Methods - MTH 131 (Science Division)
      iii. Concepts of Math – MTH 134 (Science Division)
      iv. Basic Statistics - MTH 141 (Science Division)
      v. Basic Geometry – MTH 135 (Science Division)
      vi. College Algebra – MTH 151 (Science Division)
      vii. Precalculus – MTH 152 (Science Division)
      viii. Calculus I –MTH 171 (Science Division)
      ix. Calculus II-MTH 172 (Science Division)

3. 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) and 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.

a) Classes
b) Social Sciences
    a) Anthropology
        i) Cultural Anthropology –Ant 112 (Science Division)
    b) Criminal Justice
        i) Criminology - CJ 200 (Human Services Division)
    c) Economics
        i) Survey of Economics -BA210 (Management Division)
    d) Psychology
        i) Principles of Psychology -PSY 100 (Science Division)
    e) Social Work
        i) Human Diversity & Social Justice - SW 240 (Human Services Division)
        ii) Human Behavior in the Social Environment I SW 280 (Human Services Division)
    f) Sociology
        i) Basic Concepts Of Sociology - Soc 102 (Science Division)

4. 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.

    a) Fine Arts
        a) Art
            i) Concepts in the Visual Arts-ART 210 (Fine and Performing Arts Division)
            ii) History of Art – ART 220 (Fine and Performing Arts Division)
            iii) Intro. To Drawing: ART 130 (Fine and Performing Arts Division)
            iv) Intro. To Ceramics: ART 240 (Fine and Performing Arts Division)
            v) Intro to Photography: ART 181 (Fine and Performing Arts Division)
            vi) 2-D Design: ART 106 (Fine and Performing Arts Division)
        b) Dance
            i) Introduction to Dance-DAN 101 (Fine and Performing Arts Division)
            ii) Dance As Art-DAN 110 (Fine and Performing Arts Division)
            iii) Dance In The 20th Century-DAN 371 (Fine and Performing Arts Division)
        c) Theatre
            i) Acting I - TA 101 (Fine and Performing Arts Division)
            ii) Introduction to Technical Theatre I -TA 111 (Fine and Performing Arts Division)

5. 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.

    a) Natural Science
        a) Biology
            i) Concepts/Principles in Biology - BIO 100/110 (Science Division)
        b) Earth Sciences
            i) Astronomy - ESC131 (Science Division)
            ii) Physical Geology - ES100 (Science Division)
            iii) Survey of Geology - ESC 105 (Science Division)
            iv) Oceanography ESG120 (Science Division)
        c) Chemistry
            i) Concepts of Chemistry - CHM 100 (Science Division)

6. 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.

(1) Classes
   (a) World History –His 100 (Humanities Division)

   (b) Philosophy and Religion
      (i) The Moral Life: A Study in Ethics - PHL 102 (Humanities Division)
      (ii) Introduction to Religion - REL 100 (Humanities Division)
      (iii) World Religions - REL 200 (Humanities Division)
      (iv) Old Testament - REL 210 (Humanities Division)
      (v) New Testament - REL 211 (Humanities Division)
      (vi) Christian Doctrine – REL 320 (Humanities Division)
      (vii) Philosophy of Religion - REL 325 (Humanities Division)

   (c) Cross-Cultural / Foreign Language – Many of the Cross cultural courses are mentioned under other categories of General Education classes.
      (i) History
         1. Contemporary World History - His 200 (Humanities Division)
      (ii) Foreign Languages
         1. Elementary - French I - FLF 101 (Humanities Division)
         2. Elementary - French II - FLF 102 (Humanities Division)
         3. Intermediate French I - FLF 201 (Humanities Division)
         4. Intermediate French II - FLF 202 (Humanities Division)
         5. Elementary German I- FLG 101: (Humanities Division)
         6. Elementary German II- FLG 102 (Humanities Division)
         7. Intermediate German I- FLG 201 (Humanities Division)
         8. Intermediate German II- FLG 202 (Humanities Division)
         9. Elementary Spanish I - FLS 101 (Humanities Division)
         10. Elementary Spanish II- FLS 102 (Humanities Division)
         11. Intermediate Spanish I- FLS 201 (Humanities Division)
         12. Intermediate Spanish II- FLS 202 (Humanities Division)

7. 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.

   a) Classes
   b) American Government / American History
      a) History
         i) America: Colony to Civil War - HIS 105 (Humanities Division)
         ii) America: Civil War to World Power - HIS 106 (Humanities Division)
      b) Government
         i) American Government: The Nation - PS 155 (Management Division)

8. 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.

   a. Classes
   b. Literature
      i. World Literature I - English 201 (Humanities Division)
      ii. World Literature II - English 202 (Humanities Division)
      iii. American Literature I - English 235 (Humanities Division)
      iv. American Literature II - English 236 (Humanities Division)
      v. African American Literature - English 276 (Humanities Division)

The Lindenwood faculty has constructed a general education program designed to realize these goals and objectives. The program is comprehensive, requiring students to construct programs that incorporate courses 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 2000-01 (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, etc. 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 summary and formative assessment instruments are used to measure student learning in general and the General Education program in specific.

The methods devised in the mid-1990's to assess the success of the general education program did not provide the feedback necessary to demonstrate success or guide improvements. So, we discarded the previous methods and continue the process of devising new ones. The new methods are based on the "pattern of evidence" model. 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 developed an english/grammer examination for those completing the ENG 170 requirement. 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 which 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 semester of 2003, all faculty teaching general education courses began participating in workshops initiated by the Assessment and General Education Committees. There results and methodologies are shared across disciplines with the aims of broadening General Education Assessment and developing techniques for the further quantification of results.

An important initiative beginning in 2000-01 is the use of a Course Profile Concept, a competencies-oriented assessment device built upon a combination of the six cognitive operations (competencies) devised by B. S. Bloom (1956) and of eight expressive modalities (multiple intelligences) identified by Howard Gardner (1993). Arranged in a matrix as follows, these will provide a profile of particular courses:

Sample Competencies Matrix

Expressive Modality	Competency						
	Know-ledge	Compre-hension	Applica-tion	Analysis	Synthesis	Evaluation	Other
Linguistic							
Musical							
Mathematical-Logical							
Spatial							
Bodily-Kinesthetic							
Interpersonal							
Intrapersonal							
Naturalist							
Other							

General Education Assessment by Area

English Composition

English 150 - Composition I

Course Goals:

The broader purposes of the course ask 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.

Course Objectives:

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 2006 (based on a sample of 245 students from 15 sections)

Areas Assessed	Pre-test % Correct	Post-test % Correct	Fall 2006 Difference	Fall 2005 Difference
Sentence Structure	59.4	67.8	8.4	4.7
Parallelism	68.2	71.7	3.5	6.4
Misplaced Modifiers	64.4	70.2	5.8	-2.1
Agreement/Pron Usage	49.3	61.1	11.8	4.4
Spelling/Usage	77.2	81.0	3.8	4.3
Average % Correct	63.7	70.4	6.7	3.5
Essay Application	58.7	64.4	5.7	8.0

Spring 2007 (based on a sample of 34 students from 3 sections)

Areas Assessed	Pre-test % Correct	Post-test % Correct	Spring 2006 Difference	Spring 2005 Difference
Sentence Structure	51.3	59.7	8.4	3.6
Parallelism	69.1	64.7	-4.4	14.6
Misplaced Modifiers	51.0	52.3	1.3	4.9
Agreement/Pron Usage	51.8	52.4	0.6	1.6
Spelling/Usage	69.6	68.6	-1.3	2.2
Average % Correct	58.6	59.5	0.9	5.4
Essay Application	44.8	58.3	13.2	9.2

Discussion:

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 disjunction makes relatively useless any conclusions we might draw from the present data.

Action Plan:

The department will decide on a new assessment tool and implement it as soon as possible.

English 170 - Composition II

Course Goals:

The broader purposes of the course are 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.

Course Objectives:

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. Section I of the exam measures students' abilities to summarize, paraphrase, and quote source materials and to cite those sources correctly using a standard academic format of documentation. Section II of the exam asks students to define terminology; it measures their knowledge and comprehension of the language of argument. Section III measures their abilities to recognize logical fallacies and to identify why the reasoning is fallacious. Both sections I and III measure the competencies of knowledge, comprehension, application, analysis, synthesis, and evaluation since students must recognize terminology, understand principles and theory, use previously learned material in new and concrete situations, evaluate and discriminate among options, and apply prior knowledge to produce a new and original whole.

Results:

Section I measures students' abilities to summarize, paraphrase, and quote source materials and to cite those sources correctly using a standard academic format of documentation	% Correct Pre-test	% Correct Post-test	Difference
Section I Average	63	76	13
Section II asks students to define terminology.	% Correct Pre-test	% Correct Post-test	Difference
Section II Average	35	46	11
Section III measures students' abilities to recognize logical fallacies and to identify why the reasoning is fallacious.	% Correct Pre-test	% Correct Post-test	Difference
Section III Average	54	60	6
Section IV asks students to read and answer questions about a written passage.	% Correct Pre-test	% Correct Post-test	Difference
Section IV Average	56	62	6
Overall Average	**52**	**61**	**9**

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 on 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.

Action Plan:

- Since the department chose a different text last academic year, we have realized a need to modify the assessment measure, so any discussion of pedagogy to improve students' knowledge and scores would be counterproductive.

- We currently have no procedure 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 measure has been tested for the first time, we can then discuss this issue as a department.

Praxis Results in the Language Arts

The overall university results in the social and behavioral sciences are for the academic year last received (2005-06) and who took the test between September 2005 and August 2006. These results are of limited value as students working on Master of Arts in Teaching degrees are also included and may have had only limited contact with the various department faculty.

High School

Out of 26 students	LU Average % correct	State-wide Average % correct	National Average % correct	Difference - LU and State	Difference – LU and National
Reading and Understanding Text	76	77	75	-1	+1
Language and Linguistics	71	72	70	-1	+1
Composition and Rhetoric	79	81	78	-2	+1

In all areas Lindenwood students' averages were within 3 percent of the statewide average and 2 percent of the state and exceeded the national average.

This may say more about English Education in Missouri than it does about LU as we are constantly above the national average while slightly below the state's.

There may be a correlation between the proximity and amount of contact with the faculty in the English and scores on the test.

This is not to say there is no room for improvement as we are averaging just over 50% in the upper two quartiles.

Out of 26 students	Top Two Quartiles of all students	Second Quartile of all students	First Quartiles of all students (lowest)
Reading and Understanding Text	14	6	6
Language and Linguistics	15	4	7
Composition and Rhetoric	14	6	6

Middle School

Out of 17 students	LU Average % correct	State-wide Average % correct	National Average % correct	Difference - LU and State	Difference – LU and National
Reading and Understanding Text	76	75	73	+1	+3
Language and Linguistics	74	75	71	-1	+3
Composition and Rhetoric	80	79	78	+1	+2
Short Essay	64	65	65	-1	-1

LU is consistently within one percent of the state average, but almost as consistently higher than the national average which says more for the education of Middle School Language Arts teachers in Missouri than it does about LU.

This is not to say there is no room for improvement. There is a sign of concern in that over 50% of our students were in the lower quartiles – this may reflect a need for enhanced English classes for Middle school preparation.

Out of 17 students	Top Two Quartiles of all students	Second Quartile of all students	First Quartiles of all students (lowest)
Reading and Understanding Text	10	4	3
Language and Linguistics	7	6	4
Composition and Rhetoric	7	6	4
Short Essay	5	5	7

As a whole the English education at Lindenwood compares favorably to the rest of the state and nation

Communications

Communications

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 and General Education Goals:

- 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:

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 consisted of theory and concepts. The scale question asked the student how nervous they were about speaking in front of an audience.

Fall 2006

Category	Pre-Test	Post-Test	Improvement
Theory	3%	64%	61%
Concept	2%	54%	52%

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:	At the end of the semester:
1	7	0
2	14	1
3	25	14
4	10	27
5	5	17

Spring 2007

Category	Pre-Test	Post-Test	Improvement
Theory	3%	94%	91%
Concept	2%	58%	56%

	At the beginning of the semester:	At the end of the semester:
1	6	0
2	12	0
3	15	9
4	14	19
5	3	20

<u>Com 110 - Oral Communication</u>

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:

1. Develop more effective listen skills.
2. Learn the theories and techniques of non-written communication in business and society.
3. Participate in communication activities, as well as research, organize and present formal speeches.
4. Identify the parts and functions of a speech.
5. Apply the basic principles and theories to preparing an organized presentation.

6. Deliver an effective presentation.
7. Understand and be able to execute various speeches for different situations.
8. Gain confidence in communicating with others and performing before an audience.

Procedure:
Three different methods are used in assessing the students, Test A, Test B and Test C.

Test A
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. The instructors administer the tests in both fall and spring semesters. The examination is given the first week of the semesters and, again, the last week of the semester.

Fall '06	Students	Total Correct	Percent Correct	Average Number Correct
Pre-test	87	2436	56%	28
Post-test	87	3219	74%	37
Improvement:			18%	

Spring '07	Students	Total Correct	Percent Correct	Average Number Correct
Pre-test:	75	1893	50%	25
Post-test:	75	2888	77%	38
Improvement:			27%	

Test B:
In this testing students are given the opportunity to assess themselves on confidence and nervousness. This self assessment test is given at the beginning and, again, at the end of the semester. This test consists of a question that asks the student to measure confidence level and nervousness when in an oral communication situation. At the end of the course, most had gained confidence and were less nervous.

Fall 2006

	At the beginning of the course	At the end of the course
Very confident	14	21
Moderately confident	40	49
Moderately nervous	41	29
Very nervous	12	3

Spring 2007

	At the beginning of the course	At the end of the course
Very confident	10	23
Moderately confident	37	42
Moderately nervous	33	19
Very Nervous	14	1

Test C:
There are three presentations given in the class. Based on a random sampling from fall and spring classes students averaged 89% on first presentation, they averaged 92% on the second presentation and students averaged 94% on the third (group) presentation.

Data Analysis:
In test A, the limited test of short answer, a marked improvement can be seen. Test B is a student self-assessment of the progress they felt they had accomplished. All students felt they had conquered fear to various degrees. While in test C, a more comprehensive test, a slight, progressive improvement occurred in both the fall and spring classes. The spring classes showed a slight improvement over the fall classes. The variable may be attributed to more

international students taking a first time Oral Communication class. The classes with students who had taken a speech class before, as a whole, scored higher. One must also consider the size of the class and time of day in which the class was offered.

Action:
After reviewing the data, the instructors, who will be teaching Oral Communication in the fall, plan to make changes in the assessment test for the purpose of greater ease in data evaluation. Instructors will strive for consistencies in education and material coverage. The assessment test will continue to evaluate nervousness and confidence as well as categories of communication.

Social Work

SW 100 - Cross-cultural Communication

The goals of SW 100 Cross-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 as to 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

2006-07 student ratings were per the following:

Objective Topic	Pre Self-rating	Post Self-rating
Physical & verbal communication styles	3.19	3.88
Interaction with others	3.58	4.16
Effects of culture on communication	3.41	4.08
Cultural assumptions separate from facts	3.05	3.09
Self and others' cultural perspectives	3.15	3.96
Personal discomfort from intellectual disagreement	3.15	3.82
Effective day-to-day communication	3.55	4.00
Organized, expressed thoughts in formal situations	3.33	3.92
Improved communication skills	3.27	3.96
Mean Scores	3.29	3.87

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

Data Analysis: In all objectives except the ability to separate cultural assumptions from fact, 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 +.37.

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%

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 34% correct to 62% correct.

Outcome Evaluation: Goal met.

Action Plan for 2007-08

- Based on data collected and analyzed, there is evidence of growth and learning in Cross-cultural Communication.
- However, based on the lack of expected change in self-rating on separating fact from cultural assumptions, increased class time will be spent on exploring this.
    - It is expected that, as this course is taken by first and second year students, the separation from the strong cultural influences of their home environments may result in the challenge of examining fact from the beliefs, values and attitudes that they bring from their mostly white, middle-class suburban culture. Class time will be devoted to this discussion.

Humanities

Literature Courses

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.

Course Objectives:

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.

- Application of knowledge to specific passages of the literature - Questions 1, 2, 3, 4, 7, 8, 13, and 14. In these questions, students are not being tested on their knowledge of the passages per se; rather, they are being tested on their abilities to read, comprehend, and analyze passages from representative works.
- Knowledge of specific literary terms - Questions 5, 6, 9, 10, 11, 12, and 15 test students'. 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.

Eleven sections of English 201 were included in this report.

Results:

Question	% Correct Pre-test	% Correct Post-test	Difference 2007	Difference 2006	Difference 2005
Application					
1	46.6	64.8	18.2	4	16.4
2	51.5	75.6	24.1	20	9.2
3	27.8	54.0	26.2	26	18.0
4	56.0	82.9	26.9	4	18.0
7	52.6	60.2	7.6	0	-2.5
8	56.0	61.6	4.6	11	11.3
13	49.4	69.3	19.9	4	26.3
14	52.6	64.1	11.5	-1	15.6
Application Avg	**49.1**	**66.6**	**17.4**	**8.5**	**14.0**
Terms					
5	62.7	76.6	13.9	5	10.4
6	48.0	48.4	.4	18	6.3
9	33.1	37.2	4.1	8	2.5
10	18.4	23.3	4.9	9	10.0
11	52.2	60.2	8.0	10	5.7
12	38.6	71.0	32.4	17	37.7
15	43.2	65.1	21.9	14	-15.9
Terms Avg	**42.3**	**54.5**	**12.2**	**11.6**	**8.1**
Total Average	**45.9**	**61.0**	**14.9**	**10**	**11.2**

Scores showed an average gain of 14.9% on the post tests as compared with the pre-tests. This difference is minimal compared with last year's difference of 10%, but it is significantly lower than the results from 2004, which showed an average improvement of 20%. 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, 13 sections of world literature I were included in this year's report, as opposed to only 5 sections in last year's report.

The largest improvements on the world literature post test involved those questions regarding reading comprehension and application (questions 1, 2, 3, 4, 7, and 8). Students seemed to have the most difficulty with literary terms (questions 5, 6, 9, 10, 11, 12, 13, 14, and 15). Specifically, there was a 24.1%, and 26.2%, and 26.9% improvement, respectively, on questions 2, 3, and 4, and there was an improvement of 32.4% on question 12. Interestingly, there was only a .4% improvement on question 6, which asks students to recognize the classical, Greek definition of tragic flaw, and there were small improvements in the other questions that asked students to recognize the definitions of classical literary terms.

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 World Lit I students.

<u>English 202 - World Literature II</u>

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 fourth year 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. Seven questions (2, 3, 4, 5, 8, 10, 11) incorporate passages of various lengths from the literature.

Results:

These results are compiled from a total of 191students who took both the pre- and the post-tests in a total of 13 sections. Some of the instructors culled tests from 10 students per section for their report.

Question	% Correct Pre-test	% Correct Post-test	Difference 2007	Difference 2006	Difference 2005
Average	54	57	3	8	11

The percentage of improvement continues to be not as high as one would expect given the assumption that most students are unfamiliar with much of the course material. This is the third year with this revised assessment tool. The percentage of improvement on many individual questions as well as on the composite average was greater last year than this year, as was true in the previous year. This year's average improvement on all questions was 3%, compared to of 8% last year and 11% the previous year.

Students haven't shown much success with the literary period context questions.

Compared to last year, students scored lower on the post-test on five questions. Two questions with the largest negative percentage difference refer to general characteristics of the Enlightenment era. Of the three questions that we revised for this test, student scores improved on two of them but scored lower on one (another historical context question.)

Action Plan:
- Instructors should emphasize literary periods, historical contexts.
- Instructors should be sure to administer the most recent test (6-20-07), on which question 1 is 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.
- Speaking to the low level of improvement from the pre- to the post-test, perhaps the Eng 202 faculty should discuss how valid such a test is in light of the variation of reading selections and emphases among the different instructors. English 201 sections, for example, have more overlap of reading selections and literary types, making it less difficult to design an assessment tool equally fair to all sections.
- Still addressing the changes we might make so that the test is better representative of all sections, we could increase the number of questions on the Shakespeare question. The Eng 202 faculty should discuss teaching in all sections two other modest-sized but representative works, for example Tartuffe and a Kafka reading.
- We might benefit from comparing the Eng 202 results with the Eng 201 assessment test results.
- 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.
- The previous five suggestions were all in the 2005-06 report. Especially these main points should be presented to the English faculty for discussion within the first month of fall semester 2007.

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 of the course. Students were given a 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 2007	Difference 2006	Difference 2005
Average	42	68	26	20	17

This year's average improvement of 26% on the post-test shows a marked increase compared with last year's 20% and the previous year's 18% improvement over the pre-test. Considering that all material had been covered in the class and students had to write daily journals on the material, we would still expect higher performance. Excessive absences, failure to buy books, foreign language speakers not understanding dialect, and a failure to retain information beyond exam time might account for the low percentages.

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 fourth year of assessment, and it was administered to all sections of the course. Students were given a 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 2007	Difference 2006	Difference 2005
Average	48	61	16	15	18

Student's performances on the post-test showed an increase on most questions. Considering that all material had been covered in class, the primary explanations for a weak performance are student absences, failure to buy books, foreign language speakers not understanding American dialect, and a failure to retain information beyond quiz and exam time. While some students had superlative scores, others were abysmal, which brought the overall total down.

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.

English 276 - African-American Literature

Course Objectives:

Upon completion of English 276, students should be able to

- Study works from a selection of African American authors.
- Consider some ways these writers defined themselves, their culture, their "American."
- Disclose come of the problems with which the writers engaged.
- Discuss criticism of a Black aesthetic.

Procedure and Rationale:

This was the second year of assessment for African-American Literature; only one section is offered per year. Students were given a 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
Average	59	70	11

Students' performances on the post-test showed a rather small improvement. Considering that all material had been covered in class, the primary explanations for the poor performances are student absences, failure to buy books, foreign language speakers not understanding the African American dialect, and a failure to retain information beyond quiz and exam times. While some students had superlative scores, others were abysmal, which brought the overall total down.

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. In addition, 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.

Philosophy

The goals for general education courses are the same as those for the department:
Departmental Goals and Objectives:

1. To provide adequate courses for students seeking to meet their General Education requirement.
2. To provide adequate courses and training for students seeking to pursue philosophy at the graduate and post-graduate level.
3. 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.
4. To develop an understanding of the philosophical questions and issues that underlies much discussion of contemporary problems facing the world today.
5. 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. Plans for assessing, and reasons for the delay in last year's plan to expand formal assessment, are given below in the Action Plan section. Given the difficulties with the assessment instrument for PHL 102 The Moral Life: A Study in Ethics in 2003-2004, the assessment instrument was revised to be multiple choice instead of short answer/essay. Otherwise, the assessment instrument was the same as in 2003-2004. Emphasis is given to understanding of the major moral theories presented, Aristotle, Mill, and Kant, and to applying those theories.

Narrative of Results

In the assessment of 2003-2004, we stated that "It would be reasonable to expect at least 80% of students showing some improvement and … we might also 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 the current year (2006-2007) the number was virtually unchanged at 59%. However, this year's number was the result of a large increase in the Aristotle results (up from 40% in 2005-2006 to 64% in 2006-2007) combined with a decrease in numbers for Mill (70% down to 56%) and Kant (65% down to 56%). There again seems to be a strong correlation between performance on assessment and grade averages (see Improvement, below).

Action Plan for Next Cycle:

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 the content areas (a general understanding of a moral theory or a developed grasp, for example). This will allow discrimination between students who "generally get it" and students who have a firm grasp on the material. Consideration will be given 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 2007.

Repeating a conclusion of the assessment for 2003-2004, there seems to be no reason to consider gender in the assessment.

Last year's results indicated that students had more trouble with the Aristotle section of the course than those on Mill and Kant. That part of the course was given new emphasis in Fall 2006 and the results were encouraging. However, the emphasis on Aristotle corresponded to a slight decline in the results for Mill and Kant. Therefore, next year greater emphasis will be placed on those philosophers.

Assessment was not done for PHL 150 Introduction to Philosophy in 2006-2007 in part due to the hiring of new faculty and uncertainty about curriculum for the course. Starting in Fall 2007, we will begin a pilot program for PHL 150. New faculty is teaching PHL 214 Ethics for the first time in Fall 2007 and will work on developing an assessment instrument based on his curriculum. A pilot program of assessment should be ready for the next time the course is offered (Fall 2008). Assessment for PHL 215 has been suspended as the course has been split into PHL 215 Traditional Logic and PHL 216 Modern Symbolic Logic. Since 2007-2008 will be the first time those new courses will be taught, 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 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.

Summary Of Data:

Total Number of Valid* Assessments: 80
Total Used: 25 (31%)
*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: No Answer 100%
Post-Test: Correct A-Level (9) 36%, Correct B-Level (5) 20%, Incorrect 44%.

Kant
Pre-Test: No Answer 100%
Post-Test: Correct A-Level (6) 24%, Correct B-Level (8) 32%, Incorrect 44%.

Aristotle
Pre-Test: No Answer 100%
Post-Test: Correct A-Level (4) 16%, Correct B-Level (12) 48%, Incorrect 36%.

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

Improvement:

The percentage of students finishing with an A-Level basic knowledge (25% avg.) was slightly in excess of the percentage of students earning an A for the course (24%) but the difference does not seem significant. Those students finishing with a B-level basic knowledge (33% avg.) were slightly less than the number of students earning a B for the course (37%), again this difference does not seem significant. The exception is in the section on Aristotle where the A-Level was significantly lower and the B-Level was significantly higher and the number of incorrect responses was significantly lower. Overall, there continues to be a strong correlation between assessment outcomes and grade averages.

Action Plan:

The department is discussing using exit exams, comprehensive exams, or a capstone course as a program assessment instrument. We are also working on revising our Mission Statement and Goals and Objectives, both of which were written before the addition of 2 new faculty. Since all philosophy faculty currently work on 9-month contracts, plans are to have a preliminary assessment formalized in 2007-2008 when we return from Summer break with a first implementation scheduled for 2008-2009. Attention will be given to the concerns addressed by the American Philosophical Association in their statement on Outcomes Assessment.

Religion

Goal:

Using the critical, rational approach to academic education and in line with the first objective of the Lindenwood University Mission Statement; to provide an integrative liberal arts program, 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. 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:

1. To develop the student's ability to do rational, critical thinking and analysis in studying diverse religions.
2. To encourage students to respect, preserve, and perpetuate all that is good in each tradition.
3. To develop an appreciation of diverse world views, moral systems, and religious beliefs.
4. To develop a sense of openness to and acceptance of other cultures and traditions different from one's own.
5. 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.
6. To expose students to original literature and historic faith texts from cultures and civilizations.
7. To encourage students to develop their own beliefs in light of the various traditions and theories.
    a. To enable them to make practical and theoretical judgments based on those beliefs.
    b. To assist them in understanding the strengths and weaknesses of those beliefs.

Classes assessed:

Other than a continuation of the content analyses that has been carried on for the past several years, no new assessments were conducted this year. Instead, time was spent on evaluation of the program as a whole and reviewing the stated goal and objectives. This will be continued in the coming year.

Action Plan for next year.

With the addition of a new faculty member and the upcoming assessment by DESE, the Religion program will be reviewed and reorganized in the coming year. The action plan for the coming year will involve the critical re-evaluation of the goal and objectives for the whole Religion program. In past years, various pedagogical models (including Bloom's taxonomy) have been used to try to identify various levels of student learning, the achievement of goals and objectives, and the validity and usefulness of the courses in the Religion department.

As a part of the reformulation of the Religious studies department, one of the tasks will be to reevaluate the goals and objectives in order to bring them into line with the terminology and pedagogy of the DESE evaluation. This will allow the department to compare its course offerings with other departments and divisions using the same vocabulary and measurement criteria.

With the added expertise of a new faculty member, additional courses will be developed and the whole program will be expanded to offer a broader and deeper program of education to the General Education student as well as the student seeking a Major and Minor in Religious studies.

Fine and Performing Arts

Art

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.

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

Intro. To Drawing Assessment: ART130 (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.

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

Intro. To Ceramics Assessment: ART240 (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.

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

Intro to Photography Assessment: ART181 (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.

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

Intro to Photography-Digital Assessment: ART181 (GE): New for 2007

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.

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

2-D Design Assessment: ART106 (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.

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

Lessons Learned

The GE 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 (GE and majors) has been deemed sufficient justification to separate the populations and adjust the course content for each. Beginning with the 2007-08 year, Intro to Drawing and 2-D Design will be directed toward anticipated majors and the GE offering(s) replaced with Fundamentals of Drawing and Design.

Action Plan for 2007-08

Re-evaluate the rubric identified competencies of the GE courses.

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, ballet and ballroom. 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 *5 points or 33% accuracy*. At the end of the semester, students were given the same test and the average score was *12 points or 80% accuracy.* The overall improvement was *7 points or 44% increase*.

Average Scores Fall 2006 and Spring 2007

	Fall 2006			Spring 2007		
	Pre-test out of 15 possible	Post-test out of 15 possible	Improvement	Pre-test out of 15 possible	Post-test out of 15 possible	Improvement
Average Score	5	12	7	6	12.5	6.5
Average Accuracy	33%	80%	47%	40%	83%	43%

Results:

- Due to changes in faculty and curriculum, there are no test results from prior years.

Actions for 2007-08

- Maintain current assessment tools to determine long-term results and effectiveness.

DAN110 - Dance as Art: Dance as Art

DAN110 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). A pre-test was given the first week of class worth 10 points. The average score was *5 points or 50% accuracy*. The same test was given at the end of the semester and the average score was *7 points or 70% accuracy.*

Average Scores Fall 2006

	FALL 2006		
Student	Pre-test	Post-test	Improvement
Average Score	5	7	2
Average Accuracy	50%	70%	20%

Results:

- Due to changes in faculty and curriculum, there are no test results from prior years.

Actions for 2007-08

- Maintain current assessment tools to determine long-term results and effectiveness.

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 included 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, the ability to discuss major dance forms and reforms, and to 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 4 quiz scores to determine student's progress. Approximately 30 out of 35 students were used in the class average. The remaining 5 students were dropped from the average score because they did not participate in every quiz. The average pre-test score was 5 out of 15 or 33% accuracy. The class overall improved to 14 out of 15 or 93% accuracy on Quiz #4.

Average Scores Spring 2007

Dance in the 20th Century					
	Pre-test	Quiz 1	Quiz 2	Quiz 3	Quiz 4
Average Score	5	11.5	13	12.5	14
Average Accuracy	33%	77%	87%	83%	93%

Results:

- Due to changes in faculty and curriculum there are no assessment results available from general education courses in prior years.

DAN101 Actions for 2007-08

- Maintain current assessment tools to determine long-term results and effectiveness.

Music

Goals/Objectives
Students will interact in an atmosphere of creativity and discovery to explore distinctive voices, historical underpinnings, and the evolution of various genres and styles of music. Specifically, the student will:

- Distinguish fundamentals characteristics of music, including melody, rhythm, harmony, form, pitch, duration, timbre, dynamics, texture, style, and genre.
- Analyze music in terms of texture and instrumentation.
- Apply basic music terminology and vocabulary to engage in academic exchange regarding the aesthetic world around us.
- Describe the relationship between music, history, and culture.
- Describe the relationship between music, the other arts, and disciplines outside the arts.
- Identify relationships among the forms and techniques of music, citing specific examples.

Classes Assessed: *MUS 150 Music in America*

Assessment of MUS 150 Music in America, which annually has the largest enrollment of all GE courses the department offers, is accomplished by several methods. Examples include listening and written tests, papers, and classroom participation and attendance. Objective assessment is achieved through the preparation and presentation of artist sketches and an accompanying final paper. Subjective assessment consists of weekly listening logs and concert description papers. Student attitudes and responses are also evaluated through the use of listening logs, personal evaluations, course evaluations, and classroom/discussion participation.

Action Plan:

Develop a pre- and post-test to provide entrance/exit data and a student self-evaluation document to be administered at the beginning, middle, and end of the semester.

Theater

These courses serve as General Education electives satisfying the Fine Arts requirement. As such they serve 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 2006 the test was administered to 33 students at the beginning and to 31 students at the end of the semester. In the spring semester the pre-test was administered to 46 students and the post-test was administered 36 students.

Results:

Category	Year	Pre-test	Post-test	Improvement
Terminology	06-07	10%	82%	72%
Theory/ Concept	06-07	5%	75%	70%
Self-Assessment: Confidence in Performing a Character	06-07	50%	80%	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	8
Exercises/games	26
Performing a Scene	33

Analysis: The improvement in the objective sections of the pre-test and post-test is consistent with the improvement seen in the 2005-2006 academic year which was the first year this course was offered. Yearly results will continue to be tracked and compared.

Action Plan: Methods of involving students in practical performance exercises will continue to be explored in conjunction with the theoretical and conceptual components of this 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/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: 8% responded successfully to 6% of the questions.
Post-Test: 100% responded successfully to 84% pf the questions.
Project Work: 88% successfully completed the project work throughout the course of the semester. In project work, 23 students have shown superior-good work, 3 showed average work, and 1 showed poor work chiefly as a result of absences.

Analysis: Results are currently being tracked to previous years to assess changes, if any, in the course and the requisite impact on student learning.

Action Plan: Meet with students with excessive absences to discuss options for completing required hours.

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

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: 100% responded to 1.3% of the questions correctly.
Post-Test: 100% responded to 36% of the questions correctly.
Project Work: 82% successfully completed their project work.

Analysis: Results are currently being tracked to previous years to assess changes, if any, in the course and the requisite impact on student learning.

Action Plan: Meet with students at midterm to evaluate progress and discuss remedies for deficiencies in work.

Civilization

HIS 100: World History 100

World History functions as 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.

Comparison of pre-test and post-test scores will provide information regarding the value of our World History course as a communicator of these basic facts and ideas. Each faculty member teaching HIS100 uses identical assessment tests. The History Department adopted a new objective section for the 2006-7 academic year. Summary results reflect a sampling of sections, faculty, and semester results.

Category	Pre-test	Post-test	Improvement
16th - 17th c.	46%	57.4%	11.4%
18th – 19th c.	47.6%	55.6%	8.0%
20th – present	55.5%	63.1%	7.6%
Persons	55.2%	62.4%	7.1%
Processes	48.9%	53.8%	4.9%
Events	55.9%	61.4%	5.5%
OVERALL	52.2%	58.9%	6.7%

Geographical Identification
The geographical Identification section presents students with an unlabeled map. Twenty countries are marked for identification. All students are asked to identify the same twenty countries; however, the countries were randomized from the previous academic year. Summary results are as follows:

	Year	Pre-	Post-	Improvement
Asia	2005-6	40.10%	64.29%	24.19%
	2006-7	53.0%	82.3%	29.3%
SW Asia	2005-6	15.05%	41.39%	26.33%
	2006-7	18.8%	57.8%	39.0%
Africa	2005-6	10.10%	23.95%	13.85%
	2006-7	27.6%	56.0%	28.3%
Europe	2005-6	37.67%	62.34%	24.67%
	2006-7	28.0%	54.3%	26.3%
Overall Geography Identification	2005-6	26.89%	49.04%	22.18%
	2006-7	32.7%	64.1%	31.4%

HIS 100 Analysis

- This is the first year for the objective portion of the World History assessment tool. As such trends are not currently available.
- The results from the objective portion of the assessment are somewhat lower than the geography identification results.
- The results underscore the broad range of material, both chronological and topical, covered in World History.

HIS 100 Action Plans for 2006-7

- Review objective questions and results with full-time faculty. Revise individual questions as deemed appropriate.
- Expand geographic identification to include both eastern and western hemispheres.
- Provide assessment tests to new adjunct faculty for 2007-8 academic year.
- Consider adopting evaluation criteria to determine number of students passing the assessment test at the beginning of the semester (pre-test) versus the end of semester (post-test).

Cross Cultural

Modern Language Courses

The first two years of the foreign language are generally regarded as courses that can be used to meet the Cross Cultural requirement in General Education. These courses are, of course, 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. And, 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.

FLC 101/102 - Mandarin Chinese

In the 2005-2006 academic year, Elementary Mandarin Chinese (FLC 101/102) was a new course offered to Lindenwood students, and enrollment in the three sections was limited. During the fall 2006 semester the total number for all three sections of Mandarin Chinese I grew, with 56 students from different countries enrolled, 22 more than in the previous year. In the spring 2007 semester, 38 were enrolled in Elementary Mandarin Chinese II,

12 more than in the spring of 2006. None of the students had ever learned any Mandarin Chinese previously, nor did they know very much about the language before taking it.

After practicing the pronunciation and basic spoken Mandarin during the fall semester, Mandarin Chinese II focused on character-writing practice, while spoken Mandarin focusing on topics from daily life was still an important part of the program. By the end of the spring semester, students could 1) write the language in Chinese characters, and 2) communicate with each other in Chinese on daily life topics, such as greetings, introductions, talking about themselves, introducing friends, telling about their family, shopping, booking tickets, ordering food, etc. They had also learned about basic Chinese grammar and gained an understanding of the Chinese cultural background knowledge related to the topics covered.

French

FLF 101: Elementary French I

Assessment is 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.

Assessment was based on 41 students taking the pre-test and post-test. The pre-test showed 3.2% correct answers to questions over grammar to be covered in the course. When compared to the same items imbedded in the final exam, the number of correct answers increased to 76%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 6; 80 or above: 11; 70 or above: 8; 60 or above: 11; below 60: 5.

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	17	6
80 or above	8	11
70 or above	9	8
60 or above	6	11
Below 60	1	5
Overall average	83%	76%

While the comprehensive final is deemed useful and necessary as a tool to push students to review the whole semester's material, it is also clear that performance on such a massive exam at such a stressful time of the semester is often not a reflection of the student's true grasp of the material. Starting next year, the final exam will be shortened and will focus on areas that proved weakest on this final: interrogation, le passé compose, pronominal verbs, present conjugations.

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

Enrollment in the course dropped from 62 to 41, mostly within the first 2 weeks of the course—a much higher attrition rate than normal. It seemed clear to the instructor that this was the result of the difficulty students had in obtaining the text book and the access code needed to do the online workbook and lab exercises. Students enrolling late or arriving late to the class had to long of a delay in acquiring the materials through MBS online. Some also had difficulty using their foreign credit cards to buy the materials. As a result, they got so far behind in the course that they had to drop it.

FLF 102: Elementary French II

Assessment is 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.

Assessment was based on 35 students having taken the pre- and post-test. The pre-test showed 1.8% correct answers to questions over grammar to be covered in the course. When compared to the same items imbedded in the final exam, the number of correct answers increased to 63%. This average is 8 points lower than that of the first-semester 101 course. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 0; 80 or above: 6; 70 or above: 10; 60 or above: 10; below 60: 9.

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	0
80 or above	9	6
70 or above	10	10
60 or above	2	10
Below 60	1	9
Overall average	84%	63%

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 student's true grasp of the material. Starting next year, the final exam will be shortened and will focus on areas that proved weakest on this final: passé compose vs. imparfait, verb conjugations in present and passé compose, pronominal verbs. More time will be spent on verb conjugations in both 101 and 102.

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 each chapter test 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 automatic 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.

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 a few chapters into 101 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 was not having practice putting pen to paper.

FLF 201: Intermediate French I

Assessment was based on 20 students having taken the pre- and post-tests. On the pre-test none of the students scored 60% or higher (average of 7%), while on the post-test 16 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: 4; 80 or above: 8; 70 or above: 15; 60 or above: 16; below 60: 1. These results are highly satisfactory.
Students' overall satisfaction with the course was very 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 14 students having taken the pre- and post-test. On the pre-test none of the students scored 60% or higher (average of 14%), while on the post-test 12 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: 3; 80 or above: 8; 70 or above: 10; 60 or above: 12; below 60: 2. These results are highly satisfactory.
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 second year this course was re-designed (new instructor, switching to a new text). It is interesting to note that the rates of success remain almost as high as they have been in past years, although there appear to be fewer students enrolled in 202 than in past years.
Students' overall satisfaction with the two 200 level courses was high. Based on the 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 particularly to the class and small group discussions as well as the welcoming "French-only" environment, although a few students mentioned 201 was a difficult transition period for them. Many students mentioned that the new textbook represented several challenges (almost all in French, long lists of vocabulary, several grammatical sections per chapter, some of the workbook activities 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 the 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 very positive comments and constructive criticism of the course for next year.

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.

As a result of these findings, the instructor will adopt some of the students' suggestions (more vocabulary activities, for example) while continuing to develop these 2 courses with the new textbook package. The instructor will continue developing tools to reinforce their knowledge of grammar, intermediate-level vocabulary and cultural diversity by bringing more books, photos, videos and movies. In addition, during the next academic year, the instructor will require more oral class work in both FLF201 and FLF202 to reinforce the listening and pronunciation skills of the students. The instructor hopes that these measures will lead to an increase in the oral capabilities of individual students and the overall group. The instructor also plans on continuing 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 to be able 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.

German

FLG 101/102: Elementary German

FLG 101/102	Assessment Type	Scores	Fall 2006	Spring 2007
FLG 101	Pre-Test: August 2006	60% or higher	22%	
FLG 102	Post-test: May 2007	60% or higher		67%

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

FLG 201/202: Intermediate German

FLG201/202	Assessment type	Scores	Fall 2006	Spring 2007
FLG 201	Pre-test: August 2006	60% or higher	33%	
FLG 202	Post-test: May 2007	60% or higher		78%

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

Spanish

FLS 101/102 - Elementary Spanish

132 points total	Pre-test	Post-test
90% (118-132)	0	6
80% (105-117)	0	13
70% (92-104)	0	12
60% (78.5-91)	0	13
Under 60% (78 and below)	102	54

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 (102) scored under 60% on this initial test. As can be seen in the above table, the results on these same items embedded as a post-test in the final exam at the end of the second semester are more differentiated. Although around 45% of those taking both tests scored over the 60% minimum, and about 75% (31) of those 44 students scored 70% or above, the percentage of those scoring higher than 60% still needs to increase. It is encouraging to note that 6 of the students scored in the highest level; 2 more 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. Last year we began requiring them to take the pre-test during the first week of the semester, to establish a base-line for them, as well. Although they had had the equivalent of FLS 101, their pre-knowledge was still under the 60% level. A source of difficulty for an appreciable number of students this year (although there have always been a few) was having allowed a year or more time lapse between taking the first semester and the second semester of this two-semester course. We will make a concerted effort to point out the dangers of such discontinuity to faculty advisors in all fields in the coming year, in the hopes of improving student performance in this way, as well.

The fundamental problem, however, 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 (new in July 2004), has provided a number of new types of support material in the package, which has helped in our effort to accomplish this. Those students who have actually taken advantage of these tools have been enthusiastic about them and have shown improved mastery as a result; nevertheless, too many still do not want to invest the necessary time and effort.

As stated in previous reports, a change in the method of testing, limiting the need for independent knowledge of forms and rules in favor of a strictly multiple-choice "recognition" format for the test items, could lead to better numerical results; students tend to do better on the sections (i.e. vocabulary, reading comprehension) that use this format. However, while this method might indeed improve the statistical results for the students, it does not reflect the degree of independent ability in language usage that is the true goal of foreign-language instruction.

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 51 FLS 201 students, 41 students have taken both the pre- and post-test for the Fall section, and of all 36 FLS 202 students, 31 students have taken both the pre- and post-test for the Spring section

FLS 201 - Intermediate Spanish I

On the pre-test none of the students scored 60% or higher (average of 11%), while on the post-test 31 students did. The average score on the final was 73%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 10; 80 or above: 19; 70 or above: 22; 60 or above: 31; below 60: 10.

FLS 202 - Intermediate Spanish II

On the pre-test none of the students scored 60% or higher (average of 17%), 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: 1; 80 or above: 4; 70 or above: 11; 60 or above: 23; below 60: 8.

General Comments Pertaining to the Spanish 200 Level

Student's overall satisfaction with the two 200 level courses continues to be high. Based on the survey of the students' own perception of their knowledge of this subject matter (given at the beginning and at the end of each semester), and their overall understanding of Spanish grammar and culture, and their oral proficiency have greatly improved. Many students mention that they enjoyed the textbook (grammar well explained), the cultural readings (cultural awareness), the tests' format, and the daily oral group activities and several group mini plays, even though these 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 positive comments and constructive criticism such as more media input (videos and films) and also how they understand the need for a challenging course workload. Particularly in 201, some students were not happy with the "Spanish-only" policy as they thought 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.

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.

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 interesting readings. In addition, during the next academic year, the instructor will spend more time on class and group oral activities as well as make use of more 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 on continuing 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 to be able 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.

Praxis Results in the Foreign Languages

The overall university results in the social and behavioral sciences are for the academic year last received (2005-06) and who took the test between September 2005 and August 2006. These results are of limited value as students working on Master of Arts in Teaching degrees are also included and may have had only limited contact with the various department faculty.

High School - Spanish

7 Students	LU Average % correct	State-wide Average % correct	National Average % correct	Difference - LU and State	Difference – LU and National
Listening Comprehension	72	75	78	-3	-6
Structure of the Language	71	73	74	-2	-3
Reading Comprehension	78	81	83	-3	-5
Culture	72	71	69	+1	+3

In all areas except Government, and Behavioral Sciences Lindenwood students' averages were within 3 percent of the statewide average but their was greater variance with the national average.

Efforts will need to be made to improve comprehension (both listening and reading), but the understanding of culture is a strong suit of the program.

There may be a correlation between the proximity and amount of contact with the faculty in the Foreign language and scores on the test.

As a whole the Foreign Language education at Lindenwood compares favorably to the rest of the state but does lag a bit behind the national average.

Out of 7 students	Top Two Quartiles of all students	Second Quartile of all students	First Quartiles of all students (lowest)
Listening Comprehension	3	1	3
Structure of the Language	2	4	1
Reading Comprehension	2	4	1
Culture	5	1	1

There is a concern with the high percentage of students in the lower two quartiles. This will be observed to see if there is a pattern or if this is an anomaly.

GEO 201 - World Regional Geography

World Regional Geography fulfills part of Lindenwood University's General Education cross-cultural requirement. All Elementary Education and Secondary Social Science majors are required to take Geography to be eligible for Missouri State Certification.

The assessment test for World Geography includes both objective multiple-choice questions and map identification. The results are as follows:

Categories	**Pre-test**	**Post-test**	**Improvement**
Map-Locations	44.3%	67.1%	22.8%
Religious Geography	65.0%	76.0%	11.0%
Ethnic Geography	62.2%	73.9%	11.7%
Ecology	57.7%	75.0%	17.3%
Economic Geography	35.3%	81.4%	46.1%
Physical	27.0%	53.6%	26.6%

HIS 200 - Contemporary World History

The assessment instrument for History 200 is comprised of 35 multiple-choice objective questions. The test was administered to 29 students at both the beginning and the end of the semester. The overall results for the 29 students who took both the pre- and post- tests were as follows:

Pre-test	49.2%
Post-test	62.7%
Avg improvement for class	13.5%

Individual student results, however, offer a more informative assessment of competency and knowledge gained.

Number of students 'passing' with 60% or higher

Pre-test	8
Post-test	19

Number of students who improved: 28 out of 29

The questions were divided into categories, with some questions fitting in more than one category.

Categories	**Pre-test**	**Post-test**	**Improvement**
Cold War (11 questions)	50.5%	78.4%	27.9%
US Int'l Policies (8 questions)	44.0%	58.2%	14.2%
The Int'l Economy (4 questions)	52.6%	73.3%	20.7%
The Communist World (12 questions)	43.1%	68.1%	25.0%
Decolonization (6 questions)	40.8%	57.5%	16.7%
Third World Politics & Development (3 questions)	62.1%	75.9%	13.8%
Islam and the World	40.4%	54.2%	13.8%
Important Ind. & Movements (8 questions)	54.7%	80.6%	25.9%
Overall Average	48.5%	68.3%	19.7%

Action Plan:

- The test is being revised to better reflect the goals and objectives of the current instructor.
- Additional time will be spent in examining Islam.

- Additional efforts will be made to examine the impact of decolonization on the development of the 3rd world.

American History and Government

History

US History-HIS105 and HIS106

These assessment tests are in the pilot stage and the results are indeterminate. This year in HIS105 the History Department administered a new version of the assessment test to coincide with a new textbook.

History 105: US History to the Civil War

	2004-5	2005-6	2006-7
Pre-test average	40%	36.5%	42%
Post-test average	57%	48%	54%
Average Improvement	17%	12%	12%

Results by Time Period or category

Category	Year	Pre-test	Post-test	Improvement
Pre 1600	2005-6	33%	41%	8%
	2006-7	--	--	--
1600-1763 (4 questions)	2005-6	27%	34%	7%
	2006-7	26%	40%	4%
1763-1789 (5 questions)	2005-6	45%	57%	12%
	2006-7	45%	52%	7%
1789-1815 (4 questions)	2005-6	29%	43%	14%
	2006-7	41%	54%	13%
1815-1850 (5 questions)	2005-6	51%	51%	14%
	2006-7	45%	60%	15%
1850-1865 (4 questions)	2005-6	40%	57%	17%
	2006-7	45%	60%	15%
Native Americans (2 questions)	2005-6	27%	30%	3%
	2006-7	21%	36%	15%
Slavery (7 questions)	2005-6	36%	51%	15%
	2006-7	44%	63%	19%
Civil War (3 questions)	2005-6	40%	51%	11%
	2006-7	42%	57%	15%
American Revolution(4 questions)	2005-6	46%	60%	14%
	2006-7	48%	63%	5%

History 106: US History Civil War to the Present

Overall Results

	2004-5	2005-6	2006-7
Pre-test average	37.9%	36.9%	38%
Post-test average	54.6%	49.0%	51.6%
Average Improvement	16.6%	12.1%	13.5%

Results by Time Period

	Year	Pre-test	Post-test	Improvement
1860-1876 (4 questions)	2005-6	24%	75%	51%
	2006-7	29%	39%	10%
1876-1900 (8 questions)	2005-6	34%	48%	14%
	2006-7	33%	41%	8%
1900-1932 (6 questions)	2005-6	40%	51%	11%
	2006-7	41%	52%	11%
1932-1945 (3 questions)	2005-6	42%	57%	15%
	2006-7	45%	54%	9%
Post 1945 (5 questions)	2005-6	44%	52%	8%
	2006-7	45%	46%	1%
Race (6 questions)	2005-6	34%	52%	18%
	2006-7	36%	49%	13%
Economic (6 questions)	2005-6	45%	54%	10%
	2006-7	44%	56%	12%
Civil War (3 questions)	2005-6	--	--	--
	2006-7	24%	36%	12%
Cold War (3 questions)	2005-6	35%	57%	22%
	2006-7	43%	51%	8%
US and the World (7 questions)	2005-6	35%	48%	13%
	2006-7	39%	47%	8%

Analysis for HIS 105 and 106

- Results for the 2006-7 school year are consistent with the results from the prior year when new assessment tools were adopted.
- While specific categories show some variance, this is to be expected. Overall student improvement is observable in all assessment areas.

Action Plan for HIS 105 and 106

- Continue with current assessment tools.
- History faculty teaching HIS105 and HIS106 to review results by question and category and provide input for any changes to current assessment tools.
- Adjust individual questions as recommended.
- Provide assessment tools for adjunct faculty beginning in Fall 2007 and review results as compared to full-time faculty.
- Consider adding an evaluation category to measure the overall number of students passing the pre-test as opposed to the post-test.

Political Science

PS 155 - American Government: The Nation - See Management Division section

Social Sciences

Criminal Justice

Goals

The faculty and administration are committed to providing a General Education course that provides students the opportunity to gain useful information about the Criminal Justice System in the United States.

Lindenwood University's General Education Goals are important to the Criminal Justice Program. Those goals include:

1. *(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.* 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.
2. *(3) Refine and apply the basic skills needed for productive study and communication of ideas. These skills include listening, speaking, reading, writing, researching, observing, and reflecting.* 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.
3. (5) *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.
4. (6) *Develop personal guidelines for making informed, independent, socially-responsible decisions that are respectful of other people and of the environment. The General Education curriculum also seeks to foster students' willingness to act according to those guidelines.* 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.

Objectives:
The Criminal Justice program offers a single General Education course, Criminology, CJ 200. Criminology is the scientific and in-depth study of the origin, causes, and enforcement of criminal law. The objective is to provide students with a broad understanding of the criminological theories that attempt to explain past, present, and future behaviors that pervade society as a whole.

Methods 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., (2005). *Criminology: The core, Second edition.* California: Thompson Wadsworth.

Results:
A review of the results shows that the students in Criminology, 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	
Average pre-test score	55.8
Average post-test score	78.9
Average increase	23.1

Criminology, 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. Accordingly, 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 2007 – 2008

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.

Economics

BA 210 Survey of Economics - See Management Division section.

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 principle 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.

General Education Component:

Part of our action plan for this year was to evaluate how well our new PSY100 textbook met expectations. Student reactions to the text were solicited during both semesters. What follows is a narrative summary of the reactions to this text.

Students responded favorably to the text. Specific factors highlighted by students included:

- the book's "readability"
- the unique "question and answer" organizational format
- the fact that it was paperback (and therefore lighter and less expensive)
- the usefulness of the chapter summaries and information maps at the ends of chapters

From the instructors' standpoint, reactions were also favorable. Highlights included:

- the usefulness of the Prentice-Hall DVD set (video-clip demos of principles covered)
- the quality of the test bank (items rarely had to be edited or reworded, which is a change from the test bank associated with our previous text)
- one instructor commented that, among the international students in her sections, she did not receive any comments concerning difficulties with the book's vocabulary/language, idioms, or expressive style – again, a distinct departure from our previous text.

Action Plan for Upcoming Year

Based on the encouraging responses to our trial year with this textbook, 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 meeting the needs of both students and faculty.

PSY100 – Team-Teaching Trial For

Drs. Nohara-LeClair and Biri each taught two sections of PSY 100 concurrently in the spring semester of 2007. They have complementary areas of expertise (experimental and clinical respectively) and decided to utilize a team-teaching approach to provide students with a more enthusiastic and enriching experience in their first psychology class.

Both sections utilized identical syllabi with the exception of the order of the presentation of materials. Dr. Nohara-LeClair's original two sections began with chapters on sensation and perception; Dr. Biri's original two sections began with human development. After spring break, the instructors switched sections, with Dr. Nohara-LeClair teaching sensation and perception to Dr. Biri's original classes, and Dr. Biri teaching human development to Dr. Nohara-LeClair's original sections. Assignments were consistent among all four sections, with identical scoring guides, and tests for all sections covered the same units and used the same multiple-choice format and answer sheets, but instructors chose the questions independently, primarily from a common test bank. Of the 50 multiple choice questions per test, 5 were designed according to address material from lectures only, 5 were from the textbook only, and 40 were from material covered in the textbook and in lecture. To ease the transition, the professors introduced the other to their sections approximately two weeks before the change. Students were invited to offer their feedback about the course at any time to either professor.

Results

A total of 109 students were enrolled across all sections. None of the students knew at registration that this course would be team-taught, so there was no selection bias. We did an initial assessment of students' feelings about taking a team-taught class on the first day, and a follow up assessment was administered after completing the first exam with the new instructor. Fifty students completed both assessments because of absences on either assessment date or students who dropped the course. Of the 50 students who completed both surveys, only 3 had previous experience with a team-taught class in high school, so the students did not have preconceived notions or expectations about what the experience would be like. Only 2 were declared psychology majors, and 5 were "maybes"; the majority of students were non-majors.

One of the most useful elements of our assessment was an item that asked students "How do you feel about our decision to team-teach this class?" Students responded on a Likert scale from 1 (strongly disagree) to 5 (strongly agree), and 3 was neutral. The rating mean was 3.73 across sections for the initial assessment, and 3.27 for the follow up assessment. Interestingly, there was no relationship between how students felt initially and at the follow up ($r=-.097$). Thirty of the 50 students indicated they would like to take a team-taught class in the future, 17 said they would not, and 3 said "maybe."

The initial assessment asked students to indicate what they imagined they might like about having a team-taught class. The results of content analysis of the responses to this open-ended question can be found in Table 1. The majority of the students (54%) indicated they would appreciate the different perspectives and personalities of the instructors, getting a "fresh start" and the different teaching styles. Thirty-eight percent responded that they would benefit from the particular expertise of each instructor. A similar question asked at follow up, "What did you like about the team-taught class?" resulted in a shift toward the "variety" category.

Table 1

Response	Initial Assessment	Follow Up Assessment
Variety & Fresh Start	54%	72%
Expertise	38%	22%
Both Variety & Expertise	0%	4%
Other/ Uncodable	6%	2%

The initial assessment also asked students to indicate what they imagined they might not like about having a team-taught class. Seventy percent of the students raised concerns about different teaching styles, the transition between instructors, and preference for one teacher over another. Fourteen percent did not foresee any disadvantages. A

similar question was asked at follow up, "What did you not like about the team-taught class?" At that point, 62% of students raised the same concerns. Eighteen said there was "nothing" they did not like.

Thirty-four out of 50 students responded to an open-ended question about what improvements could be made to the course for the future. The most common response was to "keep teaching methods consistent" (38%). Fifteen percent of this group commented that the timing or fluidity of the transition between instructors could be improved. A full 21% of these respondents remarked that "nothing" should be improved and they were satisfied with the experience.

Implications and Future Directions

These results taken together encourage us to pursue this further by incorporating suggestions for improvement offered by the students themselves. Great effort was made to keep the structure of the course consistent (as mentioned above), however, students felt that we needed to be more consistent. We plan to further investigate what "consistent" means to students. Nevertheless, in order to improve consistency next semester we will select the same percentages of easy, moderate, and difficult test questions from our common test bank; we will both provide lecture notes to students on a common computer drive for them to print before class; we will standardize the length of time students have to complete written assignments, not simply assign the same deadline. We may also reconsider the order of material presented in our respective segments of the class. After a few trials, as we continue to improve, we may designate some sections as "team-taught" so that students are aware of this format from the beginning.

General Education Action Plan for 2007-2008

1) We plan to continue using our current textbook, as it appears to be adequately meeting the needs of both students and faculty.
2) Course evaluation information related to the textbook will be formally evaluated upon completion of the Fall, 2007 semester. This information will be analyzed in the Spring and reported upon in the May, 2008 assessment report.
3) Another trial of team-taught sections of PSY100 will be implemented in Fall, 2007, with further review of the strengths and weaknesses of this innovative approach to instruction. With each trial, the process can be further refined and improved.

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
1) Knowledge about populations at risk	3.64	3.47	3.55
2) Awareness and knowledge of factors that contribute to and constitute being at risk	3.50	3.42	3.57
3) Knowledge about how group membership includes access to resources	3.36	3.37	3.53
4) Awareness and knowledge of social and economic justice	3.44	3.58	3.82
5) Understanding of distributive justice, human and civil rights and global interconnections of oppression	3.33	3.47	3.61

6) Awareness of strategies to combat discrimination, oppression and economic deprivation	3.60	3.37	3.78
7) Knowledge regarding advocacy for nondiscriminatory social and economic systems	3.40	3.16	3.53
8) Knowledge on reciprocal relationships between human behavior and social environments	3.60	3.37	3.77
9) Awareness of theories and knowledge of a range of social systems and interactions between and among them	3.47	3.37	3.59
10) Awareness of how social systems promote or defer maintaining or achieving health and well-being	3.27	3.95	3.70
11) Awareness and skills used to understand major policies	3.13	3.43	3.54
Overall Mean Score	3.43	3.44	3.64

Highest Rated Lowest Rated

For 2006-2007, the goal of an overall mean score of 3.50 was met. It was met with regard to all 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 % of items correct, are as follows:

	2004-05	2005-06	2006-07	Grand Mean
Pre-test	57%	26%	25%	36%
Post-test	73%	64%	49%	62%
Change—% correct pre to post tests	16%	38%	24%	26%

Data Analysis:

Students demonstrated an acceptable increase in mastery of course content as determined through an increase from pre-test scores of 25% correct to 49% correct.

Outcome Evaluation: Goal met.

Action Plan for 2007-2008:
Based on data collected and analyzed, there is evidence of growth and learning in Human Diversity & Social Justice. During 2006-2007, there was substantial variation between students in different sections and among students in sections with regard to mastery of content as shown through course examinations. Much of the content, as it is commonly taken by first and second year students, challenges them to separate social science and historical fact from the beliefs and values that they bring from their mostly white, middle-class cultures. Many of the students find the reading challenging due to the factual presentation of controversial issues. Students tend to do much better on written expectations of the course. Evidence has been presented that many students prefer to complete written extra-credit options rather than master the reading required in the course. Class time will continue to be spent assisting students with understanding the required reading without actually reading the material to them.

SW 280 - Human Behavior in the Social Environment I/ PSY 280 - Human Development

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*
populations-at-risk and the factors that contribute to and constitute being at risk	2.52	3.03	3.91	3.61
how group membership includes access to resources	2.37	2.82	3.65	3.92
reciprocal relationships between human behavior and social environments	2.59	2.94	3.56	3.89
empirical theories and knowledge about the interaction between and among systems	1.95	2.42	3.35	3.53
theories and knowledge of biological, sociological, cultural, psychological and spiritual development across the life span	2.59	2.79	3.74	3.97
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
Overall Mean Scores	2.39	2.82	3.63	3.74

Outcome Measurement:
To become consistent within the Social Work curriculum, the goal has been revised to be: 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 +.24.

Course Content Assessment:
To quantify this course's effectiveness in achieving course objectives, two measurements have been utilized. Beginning this 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	Grand Mean
Pre-test	59%	58%	58%	42%	58%
Post-test	80%	72%	88%	64%	80%
Change—% correct pre to post tests	+21%	+14%	+30%	+22%	+22%

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 four years at an acceptable level.

Outcome Evaluation:

Met. Over the past two 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 2005-06	Post 2005-06	**2005-06 Change- % correct pre to post tests**	Pre 2006-07	Post 2006-07	**2006-07 Change- % correct pre to post tests**
Conception to Birth	65	87	**+22**	70	89	**+19**
Infancy	45	73	**+28**	36	49	**+13**
Toddlerhood & Preschool	46	58	**+12**	6	22	**+16**
Middle Childhood	70	68	**- 2**	22	46	**+14**
Early Adolescence	74	91	**+17**	64	81	**+17**
Late Adolescence	46	70	**+24**	26	57	**+31**
Early Adulthood	70	73	**+ 3**	39	72	**+33**
Middle Adulthood	39	55	**+16**	73	96	**+23**
Late Adulthood	55	84	**+29**	36	78	**+42**
Very Old Age	52	83	**+31**	52	70	**+18**
Grand Mean	56	74	**+18**	42	66	**+24**

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 24% was demonstrated for a satisfactory outcome. Infancy and Middle Childhood were the only life stages that did not meet the expected growth of knowledge.

Action Plan for 2007-08:

Data reveal an overall growth in student learning as measured by both student self-rating and content tests. Due to the lower score in the Infancy life stage, a review of this material will be conducted and special attention to this course information will be made for future courses.

Anthropology

As we indicated four years ago we were going to implement an assessment technique for our Cultural Anthropology course. We wanted to measure the competencies of our students through pre and post testing. 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. However, 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. 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 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.

In the case of comparing the scores obtained from students in the Intro courses for Anthropology and Sociology, a *dependent t-test* is appropriate. Each sample was taken from the same individual. That is, for each student, a pre-test score and a post-test score were obtained. To see if there is a significant improvement of the student's knowledge of the subject area, related to taking the course, we would want to compare the pre-test and post-test scores of the students. Substantially higher scores are expected on the post-test scores. If that is so, then an inference can then be made that the improvement is related to effective teaching methods of the professors and the student's completion of the respective course. (We would expect that enrolling and completing the course is the independent variable that had an effect on the student's overall better performance on the post-test).

We expected that our post- scores to be significantly greater statistically than the pre-test. By convention, "statistical significance" is defined as $p < .05$, which just means that there is a 5% chance that our conclusion that there is a significant difference between the two scores is wrong. Put more positively, we can be 95% confident, so-to-speak that the difference in scores between the pre-test and post-test that we see are "real" (i.e., due to treatment).

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

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

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 2006 revealed a statistically significant difference in scores in the predicted direction, t stands for trials, $t(124) = 11.57$, $p < .05$. In other words, the post-test scores (mean = 13.02, standard deviation = 6.85) exceeded the pre-test scores (mean = 9.44, standard deviation = 6.73).

ANT112 - Cultural Anthropology

Course Goals**:**

1. 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.

2. 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.

3. 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.

Cultural anthropology course objectives:

The 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 pre-industrial 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 for fall 2006 and spring 2007:

- Questions 1-3 tried to measure critical thinking skills by having students ask questions about how anthropologists use data to analyze human behavior and institutions within the course.
- Questions 4-5 tried to measure knowledge on the research on language studies within anthropology:
- Question 6 tried to measure how students learned about the influence of language on culture:
- Questions 7-13 tried to measure how students learned about the components of culture and society:
- Question 14 tried to measure how students learned about social stratification in different societies:
- Question 17-19 tried to measure how students learned about globalization and its effects:
- Question 20 tried to measure how students learned about applied anthropology:

Cumulative results for pre-test and post-test for ANT 112, fall 2006 and spring 2007 are summarized in the following statically notations based on the paired t-tests that we administered and analyzed the data.

Fall 2006 Results
Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Post-test Score	13.02	124	6.85	.390
Pretest Score	9.44	124	6.73	.369

Course Notation:	Mean Prescore (Sd Pretest):	Mean Post-Score (Sd: Post-Test)
ANT 112 Fall 06 T(124) =	9.44, P < .05	13.02, P < .05

Spring 2007: Results
Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Post-test Score	11.72	81	5.68	.378
Pretest Score	9.01	81	5.98	.311

Course Notation	Mean Prescore (Sd Pretest):	Mean Post-Score (Sd: Post-Test)
ANT112 Spring 2006 T(81) =	9.01 P < .05	11.72 P < .05

Again as in our last year 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 pretty 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 2007-2008:

We discovered that with our new assessment tool the paired T-Tests gives us a much more precise measurement for assessing what our students are learning in the Cultural Anthropology courses. We will retain this assessment tool to accurately measure the outcomes of our 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 did mention that last year 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 did experiment 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 are going to spend some time to try to refine this procedure for this next academic year.

Sociology

As we indicated four years ago we were going to continue to implement an assessment technique for our Basic Concepts of Sociology course for 2002-2003 as a general education 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. Again with the assistance of the Psychology program we developed a much more precise technique to assess our students based on paired t-tests which are used to compare between two scores usually taken before and after "treatment" by the same individuals. In this case, the "treatment" is having taken the relevant course. We 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- scores to be significantly greater statistically than the pre-test. By convention, "statistical significance" is defined as $p < .05$, which just means that there is a 5% chance that our conclusion that there is a

significant difference between the two scores is wrong. Put more positively, we can be 95% confident, so-to-speak that the difference in scores between the pre-test and post-test that we see are "real" (i.e., due to treatment).

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

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

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 2006 revealed a statistically significant difference in scores in the predicted direction, $t(142) = 6.73$, $p < .05$. In other words, the post-test scores (mean = 13.28, standard deviation = 6.87) exceeded the pre-test scores (mean = 11.07, standard deviation = 8.93).

The goals and objectives for the course were the following:

SOC 102 - Basic Concepts In Sociology

Course Goals

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

1. 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.

2. 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 conditions are different from those of their own society. Simultaneously, we would like them to perceive the basic similarities that exist from one society to another and to appreciate how much alike humanity is irrespective of cultural differences.

3. 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.

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. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)

Cumulative Results Of The Pre-Test And Post-Test, Fall 2006 And Spring 2007

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

Questions 1-3 measure critical thinking skills by having students ask questions about the three major theoretical paradigms that they use to analyze human behavior and institutions within the course. As demonstrated on the bar chart, students made definite progress in most areas,

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

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

Comparative Results For Pre-Test And Post-Test Basic Concepts Of Sociology Fall 2006 And Spring 2007

FALL 2006 Results

Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Post-test Score	13.28	142	6.87	.391
Pretest Score	11.07	142	8.93	.341

Course	Notation	Mean Prescore (Sd Pretest):		Mean Post-Score (Sd: Post-Test)	
Soc 102 Fall 2006	T(142) =	11.07	P < .05	13.28	P < .05

Spring 2007 Results
Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Post-test Score	13.28	147	4.37	.337
Pretest Score	10.28	147	6.42	.362

Course	Notation	Mean Prescore (Sd Pretest):		Mean Post-Score (Sd: Post-Test)	
Soc 102 Spring 07	T(147) =	10.28	P < .05	13.28	P < .05

Again our paired T-Test analysis demonstrated that in all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can comfortably conclude that our students in SOC 102 have definitely improved in their understanding of the goals and objectives of the SOC 102 course. Any of the background data for this report is available from the Sociology and Anthropology program.

Action Plan:

We discovered that with our new assessment tool the paired T-Tests gives us a much more precise measurement for assessing what our students are learning in the SOC 102 courses. We will retain this assessment tool to accurately measure the outcomes of our General Education program. Although, we did plan 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 are going to try to develop more qualitative methods in the future.

We will review the results of our assessment technique and the questions for our introductory course in sociology. We may modify some of the questions following our evaluation. We will again administer the pre-test and post-test for our Basic Concepts of Sociology. But we will supplement this pretest and post-test assessment with other more qualitative methods of assessment.

Praxis Results in the Social and Behavioral Sciences

The overall university results in the social and behavioral sciences are for the academic year last received (2005-06) and who took the test between September 2005 and August 2006. These results are of limited value as students working on Master of Arts in Teaching degrees are also included and may have had only limited contact with the various department faculty.

High School

30 Students	LU Average % correct	State-wide Average % correct	National Average % correct	Difference - LU and State	Difference – LU and National
US History	66	67	66	-1	0
World History	67	66	66	+1	+1
Government	61	67	67	-6	-6
Geography	63	65	65	-2	-2
Economic	58	58	58	0	0
Behavioral Science	58	62	63	-4	-5

In all areas except Government, and Behavioral Sciences Lindenwood students' averages were within 3 percent of the statewide average and 2 percent of the national average.

There may be a correlation between the proximity and amount of contact with the faculty in the social sciences and scores on the test.

As a whole the social science education at Lindenwood compares favorably to the rest of the state and nation.

This is not to say there is no room for improvement.

Out of 30 students	Top Two Quartiles of all students	Second Quartile of all students	First Quartiles of all students (lowest)
US History	14	7	9
World History	15	7	8
Government	9	11	10
Geography	10	13	7
Economic	14	9	7
Behavioral Science	10	10	10

Middle School

19 Students	LU Average % correct	State-wide Average % correct	National Average % correct	Difference - LU and State	Difference – LU and National
US History	63	65	60	-2	+3
World History	62	66	62	-4	0
Government	69	70	62	-1	+7
Geography	70	70	66	0	+4
Economic	54	63	59	-9	-5
Sociology and	70	76	75	-6	-5

Anthropology Short Essay	58	62	56	-4	+2

LU is consistently lower than the state average, but almost as consistently higher than the national average which says more for the education of Middle School teachers in Missouri than it does about LU.

There may be a correlation between the proximity and amount of contact with the faculty in the social sciences and scores on the test.

This is not to say there is no room for improvement.

Out of 19 students	Top Two Quartiles of all students	Second Quartile of all students	First Quartiles of all students (lowest)
US History	11	5	3
World History	9	8	2
Government	10	7	2
Geography	9	5	5
Economic	4	10	5
Sociology and Anthropology	9	7	3
Short Essay	9	5	5

As a whole the social science education at Lindenwood compares favorably to the rest of the state and nation.

Mathematics

Departmental Goals and Objectives:

Departmental Goals and Objectives may be found following assessment results for each semester.

Assessment Instruments Used:

Assessment of the Mathematics program each semester will consist of a file and a report.
Each instructor will submit for the file

- A copy of the course syllabus
- A copy of the final for each course taught
- Performance records on each course objective
- The instructor's epilogue, a narrative, which enumerates accomplishments, recommends improvements.

Mathematics Courses as Assessment Instruments for the General Education Program

Instructors are asked to fill out an epilog for each of the courses. An epilog includes an evaluation of how the course was taught and suggestions for the future. These are kept on file and are shared with the rest of the department. A sample epilog form is attached at the end of this document. A comprehensive final examination is given in each class and a copy is on file in the department.

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.

Mathematics - General Education - Fall 2006: There were 41 sections taught by 15 instructors (11 full time, 5 part-time). All but one (10) full time instructors and one (1) part-time instructors filled out an epilog for each of their classes.

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 271 Calculus I
MTH 272 Calculus II
MTH 303 Calculus III
MTH 320 Algebraic Structures
MTH 330 Geometry
MTH 341 Probability and Statistics I
MTH 490 Special Topics

FALL '06 COURSES	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 110	NA	NA	NA	NA	NA	NA	NA	NA	NA
MTH 121	x	73	x	x	69	x	75	50	50
MTH 131	95	90	90	90	80	80	X	80	61
MTH 134	71	x	81	81	83	x	80	X	85
MTH 135	x	x	x	x	x	x	x	x	x
MTH 141	84	80	74	76	71	72	70	67	272
MTH 151	59	63	59	55	75	68	73	81	93
MTH 152	x	x	78	75	72	x	x	x	33
MTH 170	96	90	90	90	80	70	70	x	28
MTH 271	75	75	75	75	65	65	65	65	30
MTH 272	82	80	80	78	74	72	73	x	19

Mathematics - General Education - Spring 2007: There were 35 sections taught by 14 instructors. All but one (10) full time instructors filled out an epilog for each of their classes.

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 271 Calculus I
MTH 272 Calculus II
MTH 290 Intro to Adv. Math
MTH 311 Differential Equations
MTH 315 Linear Algebra
MTH 321 Discrete Math
MTH 361 Apl Engineering Math

SPRING '07 COURSES	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 110	76	66	69	64	64	58	58	X	6
MTH 121	90	72	50	80	x	X	82	77	114
MTH 131	x	x	x	x	x	x	x	x	X
MTH 134	68	x	73	71	73	X	80		52
MTH 135	x	x	x	x	x	x	x	x	X
MTH 141	77	75	68	75	70	77	63	75	206
MTH 151	90	90	90	x	80	80	70	90	61
MTH 152	86	86	73	60	60	60	x	X	30
MTH 170	77	62	70	88	75	x	72	x	27

MTH 271	90	85	82	86	70	70	73	x	33
MTH 272	86	76	78	65	76	71	77	x	20

Objectives for MTH 121 - Contemporary Mathematics

The student should be able to

1. formulate preference schedules from individual preference ballots in a real life scenario and determine the rankings of the choices by using each of four common voting methods (the plurality method, the plurality with elimination, the Borda count, and pairwise comparisons) and relate these to Arrow's Impossibility Theorem.
2. determine the fair apportionment of indivisible objects using Hamilton's, Jefferson's, Adam's, and Webster's Apportionment Methods.
3. use the abstract concept of a graph with vertices and edges to model real world situations and find optimal routes for the delivery of certain types of municipal services (garbage collections, mail delivery, etc.).
4. determine the best route for real life scenarios using the Brute Force, Nearest Neighbor, Repetitive Nearest Neighbor, and Cheapest Link Algorithms.
5. identify rigid motions and symmetries and apply them to figures, borders, and wallpapers.
6. identify issues in the collection of valid statistical data and discuss some well-documented case studies that illustrate some pitfalls that can occur in the collection of data.
7. make and interpret a variety of different types of real world graphs and calculate some statistical measures for a set of data (mean, median, mode, etc.).
8. calculate simple and compound interest, identify various types of loans, and compute the interest due, and perform calculations involved in buying a house.

Objectives for MTH 131 - Quantitative Methods

The student should be able to

1. perform basic algebraic operations.
2. 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.
3. identify, graph, and solve linear functions and inequalities by hand and with a graphing calculator.
4. 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.
5. set up and solve systems of linear equations using algebraic methods and also with a graphing calculator.
6. set up and solve systems of linear inequalities; identify the feasible regions and corner points.
7. develop linear regression equations using the least squares method and carry out regression analysis.
8. 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

1. describe sets using the listing method and set builder notation and find the union, intersection, and complement of two given sets.
2. convert numerals to other bases and other number systems
3. manipulate whole numbers, integers, rational numbers, and decimal numbers.
4. perform conversions among decimals, fractions, and percents.
5. solve real world problems involving ratios, proportions, and percents.
6. identify geometric figures on a plane.
7. identify basic logic terms and do simple problems.
8. use the divisibility tests for natural numbers 1 through 12 and find the GCF and LCM using different algorithms.

Objectives for MTH 141 - Basic Statistics

The student should be able to

1. organize raw data into frequency distribution tables and display the data graphically.
2. calculate and understand descriptive statistics of a data set.

3. solve counting problems using trees and various multiplication rules.
4. state the definition of probability and calculate and apply probabilities of events.
5. identify probability distributions and apply specific distributions.
6. identify the properties of the normal distribution, use the normal distribution in applications, and understand and apply the Central Limit Theorem
7. compute and interpret confidence intervals
8. use hypothesis testing

Objectives for MTH 151 College Algebra

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

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

Objectives for MTH 152 – Precalculus

The student should be able to

1. solve and graph polynomial equations and solve inequalities by hand and using a graphing calculator.
2. graph and solve rational equations by hand and using a graphing calculator and simplify rational expressions.
3. graph and solve exponential and logarithmic equations by hand and using a graphing calculator.
4. understand both degree and radian angle measures and evaluate the six trigonometric functions for a given angle measure.
5. graph the six trigonometric functions and evaluate inverse trigonometric functions by hand and using a graphing calculator.
6. solve trigonometric equations and know and apply multiple angle and sum and difference formulas.

Objectives for MTH 170 – Survey Calculus

The student should be able to

1. Find derivatives of basic functions.
2. Apply the derivative to analyze functions.
3. Find the integral of basic functions by approximation.
4. Find the integral of basic functions using the fundamental theorem of calculus.
5. Apply the derivative to application areas.
6. Apply the integral to application areas.

Objectives for MTH 271 - Calculus I

The student should be able to

1. identify the graphs of linear, quadratic, exponential, trigonometric, and power functions, and to apply these basic functions to a variety of problems.
2. find limits graphically, numerically, and algebraically.
3. given the graph of a function, estimate the derivative at a point using slope, and to graph the derivative of a function.
4. find derivatives using limit; find derivatives of basic functions using all of the derivative rules; apply the derivative to a variety of applications and disciplines.
5. approximate the definite integral using limits.

6. apply the Fundamental Theorem of Calculus and the definite integral to a variety of applications and disciplines.
7. verify elementary proofs.

Objectives MTH 272 Calculus II (revised Spring 2007)
The student should be able to:

1. Evaluate definite and indefinite integrals in closed form.
2. Approximate the value of definite integrals and estimate the accuracy of these approximations.
3. Determine the convergence or divergence of improper integrals;
4. Apply the concept of integration in areas such as geometry, probability, and physics.
5. Understand and determine the convergence and divergence of sequences and series
6. Determine the Taylor approximation of functions and use them in applications.
7. Use the exponential, logarithmic, and inverse trigonometric and inverse hyperbolic functions in applications of calculus.
8. Solve basic differential equations and develop models using them.

Conclusions and Actions for Next Cycle of Assessment:

1. Acting on observations from the 2005/2006 Assessment Cycle we will continue using placement tests for the Calculus, Precalculus, and College Algebra classes. These classes are offered at the same time to enable students to drop back to a lower level course early during the semester 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.
2. We will continue to offer more sections of College Algebra in the coming year as well as a section of Intermediate Algebra for those students not prepared for College Algebra.
3. In the last cycle we were planning to introduce a common final exam for all sections of statistics. This was not done due to the lack of consensus among the math faculty. Instead some of the faculty members will introduce in the Fall 2007 computer-graded homework assignments.
4. Offer a new Statistics course for science majors (MTH241) in Fall 2008. This would have a prerequisite of College Algebra and be a prerequisite for MTH 341, Probability and Mathematical Statistics.

Natural Science

Biology

Goals:

The Biology General Education courses are designed to achieve our objectives of increasing student understanding of fundamental biological concepts and developing their appreciation of the role of these concepts in daily life. General Education students will be offered a choice of courses addressing various aspects of modern biology. At the present time, these choices include: BIO 100 Concepts in Biology, BIO 106 Modern Topics in Biology, BIO 107 Human Biology, BIO 110 Principles in Biology, BIO 112 Environmental Biology and BIO 121 Nutrition.

Objectives:

After completing one of our General Education courses, students will:

1. demonstrate increased understanding of fundamental concepts of biology;
2. demonstrate improvements in their ability to apply these concepts in daily life.

BIO 100/110: Concepts/Principles in Biology

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 100/110	Pre-Test	Aug & Jan	Faculty	Jan & June	None	Aug 06

BIO 100/110	Post-Test	Dec & May	Faculty	Jan & June	Modify test and/or Revise presentation of material	Dec 06

Together, BIO 100 Concepts in Biology and BIO 110 Principles in Biology are the General Education (GE) biology courses taken by the largest number of students per year (approximately 400). The topics covered and the textbook used are the same in both courses. The only difference between them is that BIO 110 is a lecture course only, with no laboratory component. In order to assess the contribution of these courses to the Lindenwood University GE curriculum, the biology faculty utilize an objective exam that is administered to all BIO 100/110 students during the first week of each semester (Pre-Test) and at the end of the semester (Post-Test).

The BIO 100/110 Pre/Post Test assesses the following competencies:

- Development of factual knowledge in five areas of biology: Cell Structure & Function; Genetics; Evolution; Ecology; the Scientific Method (7/25 items)
- Ability to expand knowledge to understanding of key concepts (14/25 items)
- Ability to apply conceptual understanding of course material to analysis of specific biological examples (4/25 items)

The content of the test items is distributed as follows:

Cell Structure & Function	5/25
Genetics	6/25
Evolution	5/25
Ecology	5/25
Scientific Method	4/25

Instructors give no weight to student performance on the Pre-Test when calculating course grades. All instructors administer the Post-Test as a portion of their final examination. Some instructors award extra credit for the points earned on the Post-Test portion of the final, while others incorporated these points into the total final exam score. Each BIO 100/110 instructor scores his/her own Pre/Post Tests. The scores and exam papers are delivered to one faculty member who tabulates the overall results.

Table I displays the results from students who took both the Pre and Post Tests from Fall 2000 through Spring 2007. Student performance as indicated by Post Test scores shows some decline over previous years, although the value is within the range of past results.

Table I: Bio 100/110 Pre / Post Test Results

	Pre-Test	Post-Test	Change	% Improvement
2000/01	11.32/25	14.89/25	3.57	32
2001/02	11.56/25	16.18/25	4.62	40
2002/03	10.70/25	14.68/25	3.98	37
2003/04	11.41/25	14.82/25	3.41	30
2004/05	11.52/25	14.26/25	2.74	24
2005/06	10.96/25	14.98/25	4.01	37
2006/07	10.73/25	13.72/25	2.99	28
Cumulative	11.17/25	14.7925	3.62	32

2006-07 Action Plan Results

A new textbook (*Biology: Science for Life* by Belk & Borden) will be adopted for BIO 100 and BIO 110.

- The new textbook and accompanying lab book were adopted. Faculty opinion on the text is mixed. The lab book will be streamlined with a custom published version in 2007-08 to eliminate labs that are not used and to reduce costs for the students.

Biology faculty will meet during Faculty Workshop week to review the Pre/Post Test instrument to determine whether it remains an accurate reflection of the content of these courses. Modifications to the test will be completed before it is administered during the first week of class.

- No changes were recommended.

The use of electronic classroom assessment tools ("clickers") will be initiated in two sections of BIO 110 and two sections of BIO 121 Nutrition. The results will be reviewed to determine whether to expand the use of this classroom technology.

- Faculty and student response to the clicker system has been mixed. Technical difficulties during the fall semester limited use in the Nutrition class. Evaluation will continue in 2007-08, however, it is generally agreed that unless there is wider adoption of the clicker system, their use will be ended in future years.

2007-08 Action Plan for Improvement

- Streamline and standardize content in BIO 100 labs.
- Continue to add and update laboratory materials and equipment to meet increasing demand for General Education Biology courses.
- Explore the use of computer simulations in BIO 100 labs.
- Revise PrePost test and explore adding more frequent formal assessments to allow for changes in the course to improve student performance.
- Continue evaluation of clicker system in two Gen Ed classes

Earth Science

Departmental Goals and Objectives:

Goals and Objectives for Astronomy (ESC130) - (as found in the syllabus)	
Course goals	During the semester, the successful student will achieve a higher level of understanding of astronomy. Two goals are paramount in the process. They are: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration. • Apply analytical reasoning to both qualitative and quantitative evidence.
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

Goals and Objectives for Environmental Geology (ESC310)	
Course Goals	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: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration

	• Apply analytical reasoning to both qualitative and quantitative evidence
Objectives	The primary focus of this course is to: • Explore the dynamics of how the planet Earth works • Explore the relationship between natural and man-made systems to changing conditions on Earth • Evaluate the role that humans and developing technologies play in maintaining and altering these planetary conditions

Goals and Objectives for Physical Geology and Survey of Geology (ESC100 and ESC105) - (as found in the syllabus)	
Course Goals	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: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration • Apply analytical reasoning to both qualitative and quantitative evidence
Objectives 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	To accomplish this, you need a basic understanding of the following concepts: Plate tectonics Mineral growth and characteristics Igneous rock formation Volcanism Weathering and erosion Sedimentary rock formation Metamorphic rock formation Relative and absolute geologic time Topographic maps Geologic structure Earthquake dynamics Mass wasting Stream dynamics Groundwater Glacial erosion and deposition Wind erosion and deposition in the desert Coastlines and erosion

Goals and Objectives for Meteorology (ESC110) - (as found in the syllabus)	
Course goals	During the semester, the successful student will achieve a higher level understanding of Meteorology. Two goals are paramount in the process. They are: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration. • Apply analytical reasoning to both qualitative and quantitative evidence
Objectives 1 2 3 4 5 6 7	To accomplish these two basic goals, you must gain an understanding of the following concepts: the structure of the atmosphere the impact of energy from the sun on the earth relative humidity cloud formation pressure and winds atmospheric circulation air masses fronts

8	forecasting
9	thunderstorms and tornadoes
10	hurricanes
11	air pollution
12	climatology
13	

Goals and objectives for Introduction to GIS (ESC200) -(as found in the syllabus)	
Course goals	During the semester, the successful student will achieve a higher level of understanding of GIS. Two goals are paramount in the process. They are: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration • Apply analytical reasoning to both qualitative and quantitative evidence
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

Departmental Goals for Oceanography (ESC120) - (as found in the syllabus)	
Course goals	During the semester, the successful student will achieve a higher level of understanding of Oceanography. Two goals are paramount in the process. They are: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration • Apply analytical reasoning to both qualitative and quantitative evidence

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	24 May 07	Cumulative exams	Fall 07
ESC310 Environmental Geology	None	None	Hopkins	24 May 07	Create test	Unknown
ESC100 Physical Geology and ESC105 Survey of Geology	Pre-Test Post-Test	Fall 06 and Spring 07	Hopkins Perantoni Barker	24 May 07	Fine tune course; cumulative exams	Fall 07
ESC 200 Intro to GIS	None	None	Perantoni	24 May 07	Create test	Spring 09

ESC110 Meteorology	Pre-Test Post-Test	Fall 06 and Spring 07	Perantoni	24 May 07	Periodic review	Fall 07
ESG120 Oceanography	Pre-Test Post-Test	None	Perantoni	24 May 07	None, course not taught	Unknown

Narrative(s) of results:

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 one included an in-class hands-on activity. 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 or labeling diagrams. Most of the questions were taken directly from the textbook website online quizzes. Weekly submission of the online quizzes with scores of at least 80% was required.

Assessment Results: Low scores (<50%) occurred on all objectives in both sections.

Analysis of Results: All of the topics assessed were visited in the first ten weeks of the course; the material studied in the most recent weeks was not assessed. Because the in-class quizzes, the basis for the grade up to the final exam, were not cumulative, most students appear to have forgotten much of the assessed information. Evidently, many students had not begun to study for the final exam when the Post-Assessment was given.

Solutions proposed: All students had access to most of the weekly quiz questions and answers taken from the textbook website online quizzes, and were required to submit the website online quizzes with scores of at least 80%. Even so, some students performed marginally on the in-class quizzes. When confronted with the Post-Assessment test, composed of questions of which they did not have specific 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. I would like to see questions from the last five chapters of the course included in the assessment. I will also encourage them 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 midterm exams might also produce better scores by encouraging the continuous review of older material.

ESC130 Assessment

Year	**2006**		**2007**	
Semester	**Fall**		**Spring**	
Test	**Pre**	**Post**	**Pre**	**Post**
Objective 1	30%	48%	30%	43%
Objective 2	28%	41%	24%	31%
Objective 3	36%	49%	36%	31%
Objective 4	31%	43%	29%	27%
Objective 5	34%	42%	33%	31%
Objective 6	31%	67%	34%	44%
Objective 7	45%	44%	40%	40%
Objective 8	39%	56%	30%	38%
Objective 9	41%	54%	31%	37%
Objective 10	30%	31%	31%	33%
Objective 11	19%	59%	23%	40%
Objective 12	28%	48%	27%	36%
Objective 13	31%	36%	22%	30%
Average	33%	48%	30%	35%
Questions Right	11	13	10	8
Bloom	**Pre**	**Post**	**Pre**	**Post**

Knowledge	30%	53%	30%	39%
Comprehension	33%	43%	29%	33%
Application	42%	42%	34%	33%

Environmental Geology: Not taught this academic school year.

Historical Geology: Not taught this academic school year.

ESC10011 - Physical Geology

Overview:
This was the first year on a new textbook. So both faculty members had to create new lecture materials. This took time away from fine-tuning the course. All seventeen objectives were discussed in lecture and lab in various forms, either by lecture, discussion, or hands-on experience. 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, three areas seem to stand out: Objective 5 (Weathering and Soils) , Objective 10 (Geostructures), and Objective 16 (Deserts). Scores were less than 50%. The materials for Objectives 5 and 10 are filler information lodged in the class schedule between major topics. Hence the amount of time spent on them is in only one lecture each. As for objective 16, it is the last chapter covered and students don't focus very well on the material as they are starting to worry about final exams. In comparing the assessment results from last year, it is interesting to note that Objectives 5 and 16 were problem areas then as well.

On the positive side, learning did take place as no one retrograded.

Solutions Proposed: 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.

ESC10012/13-Physical Geology

Overview: All topics were covered in the course. All were covered in one or two lecture periods, most were covered in lab exercises, two were enriched by videos, and some were discussed on the required field trip. Each lecture and lab was assessed with weekly quizzes composed of questions formatted as multiple choice, matching, and/or labeling diagrams. Most of the questions were taken directly from the textbook website online quizzes. Weekly submission of the online quizzes was also required.

Assessment Results:
Low scores (<50%) occurred in 4 of 4 sections on Objectives 1 (Plate Tectonics), 5 (Weathering and Erosion), and 7 (Metamorphic Rocks). Low scores (<50%) occurred in 3 of 4 sections on Objectives 3 (Igneous Rocks), 8 (Geologic Time), and 16 (Deserts). Two sections had low scores on Objectives 10 (Structures) and 12 (Mass Wasting). One section had a low score on Objective 13 (Streams).

Analysis of Results:
Scores on Objective 1, Plate Tectonics, fell between about 2 and 6%. The questions are asked in a short answer format. Many students left these questions blank; they were not exposed to short answer questions in my courses. Objective 5 (Weathering) was discussed as a prerequisite chapter for Sedimentary rocks, and students might devalue prerequisite material. Objective 7 (Metamorphic Rocks) was discussed with a lab; scores were just below 50%. Objective 3 (Igneous Rocks) scores fell just shy of 50% in two of four sections. One section did poorly (~38%) while one performed above 50%. Both subjects are full of new terminology

that is difficult for students to learn and remember. Objective 8 (Geologic Time) included a question involving a simple mathematical analysis. Many students will not try to determine an answer to a mathematical problem and will prefer to guess even though they had been assessed on the problem in class. Objective 16 (Deserts) fell at the end of the semester when students were busy, tired, and beginning to wind down. Of the remaining low scores, objectives 10 (Structure) and 12 (Mass Wasting) occurred in two sections, and objective 13 (Streams) occurred in one section. Lack of the three dimensional spatial skills necessary to visualize geologic structures might account for low scores in objective 10. The Mass Wasting lab was sacrificed for the field trip and might account for low scores in objective 12. The Streams topic was covered in lecture, lab, and a video; the single low score of 49% in objective 13 is probably not significant.

Solutions proposed:
It is recommended we change the short answer questions to a multiple choice format so that students are more at home with the style used in class. Furthermore, though all students had access to most of the weekly quiz questions and answers taken from the textbook website online quizzes, and were required to submit the website online quizzes with scores of at least 90%, they often performed marginally on the in-class quizzes. 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 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 midterm exams might also produce better scores by encouraging the continuous review of older material.

There is always room for improvement. Consideration is being given to integrating the lab with the lecture next year to implement more inquiry-based learning. Perusal of trade journals (e.g. Journal of College Science Teaching, National Science Teachers Assn.) will continue in pursuit of suggestions related to this and other science and math teaching and learning issues.

ESC10511

Overview:
This course was taught by a new faculty member in the Fall. A Pre-Test was given, but no Post-Test, so no analysis of student progress can be made.

A different faculty member taught the course in the Spring when both the Pre and Post-Tests were administered. As this course does not have a lab with it, the students do not get the hands-on experience that the lab class does. Four assignments were given that covered the concepts the students should have learned. These assignments were materials from the lab manual. The students did well on the assignments, but could not transfer the concept during exam time. A new textbook was used in this course, so the faculty member spent more time preparing for lectures than fine-tuning the course. The students were evaluated with weekly quizzes, three exams and a final exam.

Assessment Results:
The students scored low on Objectives 1 ( ), Objective 3 (Igneous Rocks), Objective 5 (Weathering and Soils), Objective 7 (Metamorphic Rocks), Objective 8 (Relative and Absolute Dating, Objective 10 (Geostructures), Objective 12 (Mass Wasting), Objective 13 (Streams), Objective 15 (Glaciers), Objective 16 (Deserts), and Objective 17 (Coastlines).

Analysis of Results:
The students did not do well on the exams. The average score for the exams ranged from the high 50s to the low 60s. Several discussions were held with the students as to the reason for such low scores. Their feeling was that there was too much material to cover for the exam. Instead of covering 4 chapters they asked for just 2. It was tried and the results were no better, so the amount of material is not the issue.

Solutions Proposed:

Even though the students had access to the lecture notes from WebCT, it did not seem to help their performance. It seems that more class participation is needed rather than just lecturing along with weekly reviews of materials.

ESC100 Assessment Fall 2006

Section		ESC10011		ESC10012		ESC10013		ESC10511	
Test		**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
Objective 1		3%	10%	0%	6%	1%	3%	2%	0%
Objective 2		43%	69%	46%	61%	55%	60%	71%	0%
Objective 3		39%	51%	26%	46%	47%	48%	40%	0%
Objective 4		43%	72%	49%	67%	54%	68%	51%	0%
Objective 5		23%	40%	27%	35%	27%	45%	20%	0%
Objective 6		53%	79%	62%	74%	60%	70%	68%	0%
Objective 7		28%	64%	29%	49%	30%	41%	37%	0%
Objective 8		20%	52%	28%	31%	32%	18%	16%	0%
Objective 9		48%	78%	40%	81%	43%	63%	48%	0%
Objective 10		50%	46%	30%	53%	36%	48%	44%	0%
Objective 11		63%	81%	56%	77%	58%	71%	58%	0%
Objective 12		21%	57%	28%	67%	29%	60%	30%	0%
Objective 13		33%	53%	25%	61%	25%	53%	40%	0%
Objective 14		52%	73%	44%	82%	36%	71%	56%	0%
Objective 15		25%	51%	17%	74%	29%	50%	17%	0%
Objective 16		23%	33%	26%	43%	23%	37%	26%	0%
Objective 17		51%	60%	51%	59%	55%	55%	52%	0%
Average		36%	57%	34%	57%	38%	51%	40%	0%
Number of Questions		21	34	20	33	22	30	23	0
		ESC10011		**ESC10012**		**ESC10013**		**ESC10511**	
Bloom		**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
Knowledge		39%	62%	38%	68%	39%	57%	44%	0%
Comprehension		36%	56%	36%	55%	38%	48%	40%	0%
Application		44%	59%	42%	54%	44%	52%	49%	13%

ESC100 Assessment Spring 2007

Section	ESC10011		ESC10012		ESC10013		ESC10511	
Test	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
Objective 1	0	12%	0%	1%	5%	6%	4%	17%
Objective 2	40%	61%	49%	51%	46%	51%	57%	62%
Objective 3	38%	48%	40%	37%	43%	51%	41%	39%
Objective 4	48%	73%	55%	56%	49%	64%	45%	60%
Objective 5	37%	39%	31%	44%	24%	43%	27%	47%
Objective 6	60%	80%	62%	72%	57%	76%	61%	71%
Objective 7	34%	55%	31%	47%	34%	46%	33%	49%
Objective 8	21%	57%	17%	23%	22%	57%	22%	31%
Objective 9	46%	82%	37%	54%	51%	59%	50%	65%
Objective 10	40%	43%	35%	42%	36%	57%	34%	40%
Objective 11	66%	80%	68%	65%	55%	72%	67%	92%
Objective 12	38%	64%	24%	36%	31%	44%	27%	33%
Objective 13	28%	39%	50%	49%	30%	56%	28%	26%
Objective 14	47%	67%	44%	72%	54%	78%	49%	71%
Objective 15	22%	48%	23%	69%	18%	84%	27%	32%
Objective 16	24%	44%	27%	45%	33%	51%	28%	26%
Objective 17	51%	52%	51%	59%	48%	52%	50%	47%
Average	38%	56%	38%	48%	37%	56%	38%	47%
Number of Questions	22	33	22	29	22	33	23	28

	ESC10011		ESC10012		ESC10013		ESC10511	
Bloom	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
Knowledge	39%	60%	39%	52%	41%	65%	41%	55%
Comprehension	39%	57%	37%	48%	41%	50%	39%	50%
Application	47%	57%	49%	51%	39%	57%	46%	51%

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

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, we spent two weeks in studies of global warming. The students were assigned pro and con positions and they conducted 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 8 (Fronts), Objective 11 (Hurricanes), 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%. What is interesting from the Bloom's taxonomy standpoint is that the students did better on the Application questions than on the Knowledge questions. This implies that they understood the concepts and were able to apply them to different situations.

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: Objective 13 on climatology is an easy fix. Assuming that a project on Global Warming is done next semester, a short amount of time will be devoted after the project to quickly cover the climatology concepts. As for the other two, no solution is proposed at this time other than to watch for any developing patterns.

See table below for statistics.

ESC110XX -- Meteorology Assessment

Year		**2006**				**2007**			
		Fall				**Spring**			
Semester		**ESC11011**		**ESC11012**		**ESC11011**		**ESC11012**	
Test		**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
Average		43%	65%	43%	63%	47%	61%	48%	67%
Questions Right		13	18	13	16	18	18	18	28
Bloom		Pre	Post	Pre	Post	Pre	Post	Pre	Post
Knowledge		34%	67%	31%	67%	39%	60%	40%	64%
Comprehension		50%	63%	49%	62%	55%	59%	53%	66%
Application		54%	75%	61%	74%	54%	77%	62%	79%

- Oceanography: Course was not taught this academic year.

Action plan for next cycle of assessment

- Astronomy: initiate cumulative assessments.
- Environmental Geology: develop Pre/Post Test for Spring 08.
- Physical Geology: now that the initial year with the new textbook is over, time will be spent fine-tuning the materials presented to the students. Students will be evaluated throughout the semester with cumulative assessments
- Intro to GIS: develop Pre/Post Test for Spring 09.
- Meteorology: monitor the random low objective scores for patterns.
- Oceanography: no change other than to be sure to do a complete cycle of testing if course is offered.

Chemistry

Goals:

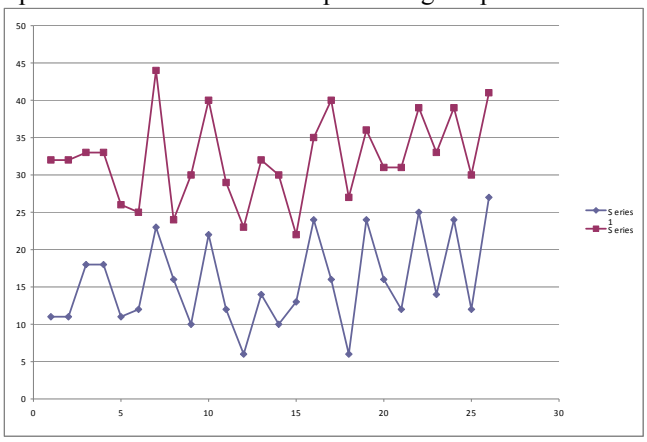
Students will obtain a sound knowledge of chemistry as it relates to modern issues and increase their critical thinking skills and ability to evaluate data for scientific analysis.

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.

CHM 100 - Concepts of Chemistry

During the 2006-2007 academic year three sections during the fall semester and three sections during the spring semester were used for assessment purposes. Both the Fall 2006 and Spring 2007 CHM 100 sections were assessed using Pre/Post Tests. The pre and post test utilized for all CHM 100 sections were generated by the chemistry faculty to analyze critical thinking and problem solving skills based on the general education objectives outlined above. Overall improvement on the exam from pre to post test showed an average improvement of 17% for both fall and spring semesters. Shown below is individual student data for one representative section in Spring Semester 2006 with series 1 representing the pretest scores and series 2 representing the post-test scores for identical students.



The pre and post test is an identical 23 question fill- in- the- blank, short answer format, which tests general 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 given on the last lab period of the semester, with minimal warning, and with no prior indication of what concepts to study. This is done in the hopes that the test will be measuring the degree of general chemical knowledge that the student as 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.

For each student there is improvement between pre-test and post-test scores. The averages would seem to indicate a better than doubling of student scores. Based on student answers, the students have generally learned most of the basic concepts, with some few consistent gaps.

These gaps, in the areas of the ideas of "the Mole and Measuring", "Quantum Mechanics and Energy," and "Chemical bonding" can be addressed with additional focus; however they represent some of the more challenging concepts so difficulties in these areas are not unexpected.

Action Plan for 2007-2008 Academic Year:

There will be three sections of CHM 100 offered in the Fall 2007 and Spring 2008 academic year. The program will be running the same assessment exams but will add:

(1) Pre and Post Test that is analyzed question by question for knowledge, comprehension and application. These tests will be compiled by all chemistry faculty and evaluated at the end of each academic year for effectiveness and,

(2) a mid-semester evaluation will be given to the students analyzing effectiveness of lecture material and teaching approach as well as self-evaluation of the students including their study approaches, time applied to the course, and changes that each would make to improve their knowledge base in the course. Grades on subsequent tests will be evaluated to indicate if the mid-semester evaluation made an overall improvement in the course average.

C-Base

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*
	State	*84%*	*90%*	*83%*	*80%*	*78%*

*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*
	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*	*79%*	*86%*	*82%*	*78%*	*71%*
	Difference	*-5*	*-4*	*-2*	*-2*	*-7*
	4 yr Inst - State	84%	90%	84%	80%	78%
	Lindenwood	*79%*	*86%*	*82%*	*78%*	*71%*
	Difference	*-4*	*-3*	*+1*	*+1*	*-5*
	Pvt Inst - State	83%	89%	81%	77%	76%

LU has maintained a reasonably close 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.

Summary of Assessment of General Education Objectives

General Education -Some Conclusions:

- 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.
- The Lindenwood faculty continues to show a commitment to making General Education valuable to both the student's academic and personal growth.
- In spite revisions and changes being made to divisional assessment plans of the number of courses assessed has continued to grow indicating a continuing strong faculty commitment to the process.
- The number of students assessed each year has increased, as departments and divisions improve and expand their assessment programs into new course and area.
- 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 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 look at add non-quantifiable aspects to their assessment of student learning in order to improve the instructional environment.

General Education Action Plan

1. The University will, within the next couple of years, consider issuing a separate report on GE which will:
    - Allow the University to spend more time on analysis of the effectiveness of GE classes
    - Allow the University to look more effectively at the impact of non-GE classes and classes with a major on the GE objectives.
2. Student ability to communicate effectively and correctly in written English will be increasingly emphasized and assessed across all academic programs.
3. Faculty will be encouraged continue to, where possible, also use more focused assessment tools that are aimed at areas they may consider problematic within their courses.
4. Faculty will be encouraged continue to, where possible, work cross-curricular material and the GE objectives into the non-GE classes (discuss the relationships between their subjects and other both within and outside of their discipline).
5. Continue 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.
6. Continue to publicized in various campus publications, the methods and purposes of assessment, including course syllabi.
7. Continuing:
    - Programs that do not report action plans for pedagogical and assessment changes will be encouraged to do so.
    - 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.

DIVISIONAL ASSESSMENT

Communications Division

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 '06/'07 objective exam is nearly the same as that for the '05/'06 academic year (see notes), allowing qualified year to year comparisons for the past three years. Due to changes in program content and faculty, we do expect modification to the exam for the '07/'08 academic year. Thus, caution should 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 is administered twice each semester: Once as a baseline instrument in the initial course of the major, COM 130, Survey of Professional Media; and again 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 the growing program and faculty stabilize.

The following table comprises results by semester, stated as percent correct answers by subject matter area. A total of 100 students took the "Baseline" version of the exam, while 59 took the "Comprehensive" version during the 2005-2006 academic year, an increase of about 12 percent compared with the '04/'05 academic year.

Subject Matter Area	Fall 2006 & Spring 2007 **Baseline** (% Correct) (102 Total Exams)	Fall 2006 & Spring 2007 **Comprehensive** (% Correct (64 Total Exams)
Historical Literacy	44	64
Media Literacy	40 *	66 **
Media Ethics	40	46
Media Law	37	56
Journalism/Writing	47	78
Personal Com. Skill	48	52
Online/Comp. Skill	36	64
Professionalism	61	83
Video/Tech. Skill	31	77
Critical Thinking	33	74
Com. Theory	19	56

*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 progress in mastery of material in most areas; however, 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 2007-2008 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 new section on Organization Communication will be added to reflect new capstone course curriculum. The section specifically devoted to "critical thinking" will be eliminated, and more challenging critical thinking questions will be added to existing sections.

The discrepancy between the number of students taking the Baseline exam and those taking the Comprehensive exam reflects two factors: first, rapid program growth over the past two to three years and, second, normal student attrition from the Freshman through the Senior years.

The second instrument, the professional portfolio, during the 2006-2007 academic year has again been evaluated with numerical scores to the portfolios according to published standards. 61 students submitted portfolios, with the following results:

2006-2007 Academic Year

Scores by Percent	**Number of Portfolios**
< 90	13
< 80	24
< 70	9
< 60	3
> 60	6
No Portfolio Submitted	5

Action:

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.

Relative to the other areas of study, the increases in tests' scores for "Media Ethics" and "Personal Communications Skills" are significantly lower. The overall curriculum will be examined for ways to deliver more thorough and effective instruction on those subjects.

Education Division

Goals and Objectives

The review and addressing of student assessment continues to be a priority within the Education Division. Several reasons put assessment near the top. The Education Division believes that quantitative measures of how our graduates are achieving is part of the measure that we use to determine our effectiveness as a division.

Undergraduate Teacher Education

Undergraduate Teacher Education Philosophy and Objectives

The Lindenwood Education program is designed to foster in its students and faculty a broad understanding and commitment to individuals and society through the teaching and learning process.

There are certain skills, techniques, and methods that students can learn and develop. Therefore, we believe students need frequent opportunities to practice these skills in a supportive and reflective environment. Students are provided with the techniques and procedures necessary to be effective teachers, as well as practical experiences in the public schools in order to put these acquired techniques and procedures to practice in a "real-life setting."

We believe teaching is both an art and a science.

As a science, the profession is engaged in ongoing research in its quest for knowledge to improve effective teaching practices. We believe our Education program should be built upon this research base, and that it is important to develop in our students:

1. an awareness of the importance and limitations of research.
2. the ability to be critical judges of methods and materials.
3. the ability to adapt methods and materials to the needs of individual children.

We believe that theory and practice cannot be separated. Both why and the how must be integrated into wholes, rather than separate pieces. Practica are integrated with courses as essential components. A weekly seminar during the student teaching semester helps student teachers integrate "real-life" experience with course-work preparation.

Because teaching is also an art teachers must be creative as well as critical thinkers who can adapt to changing curricula and teaching situations, and who are ever striving for creative educationally defensible strategies to motivate, teach, and evaluate all students.

We believe the whole person must be educated; therefore, we subscribe to Lindenwood's mission of providing a broad liberal arts background for all students. Through courses required in the General Education program as well as in special events, we promote respect for persons, understanding of divergent views, concern for justice, and an appreciation of life-enhancing activity. We encourage students to take leadership roles and to develop their own unique talents through many channels such as athletics, drama, and music, religious, and civic organizations.

We further believe that teachers should be self-directed learners. As future professionals, education majors are expected to take an active role in their own learning and avail themselves of educational opportunities for professional growth.

Undergraduate Teacher Education Objectives

The standards around which the Lindenwood University Teacher Preparation Program is developed are as follows:

Standard 1	The pre-service teacher understands the central concepts, tools of inquiry, and structure of the discipline (s), within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
Standard 2	The pre-service teacher understands how students learn and develop, and provides learning opportunities that support intellectual, social, and personal development of all students.
Standard 3	The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Standard 4	The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.
Standard 5	The pre-service teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
Standard 6	The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 7	The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 8	The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Standard 9	The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth

	to generate more learning for students.
Standard 10	The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
Standard 11	The pre-service teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

Graduates should:

1) value their liberal arts studies as an essential part of their personal intellectual development and as a basis for understanding the role of education in society.
2) demonstrate knowledge of the historical, psychological, sociological, philosophical, and legal bases of contemporary education, and use this knowledge to analyze educational practices and issues.
3) demonstrate knowledge of important physical, cognitive, emotional, and social characteristics of learners and the impact of these factors on learning, motivation, and classroom management.
4) demonstrate ability to plan instruction, teach students, and evaluate learning, applying the principles derived from learning theories, research, observation, and personal self-evaluation.
5) demonstrate skill in the processes of oral, written, and non-verbal communication as well as the use of instructional technology as a means of communication.
6) demonstrate the ability to adapt instruction to the needs of the individuals, including students with special needs.
7) demonstrate the knowledge, attitudes, and skills needed for teaching about cultural pluralism and for working in culturally diverse settings.
8) have developed a sense of responsibility for self-directed learning through continuous goal setting, analysis, self-evaluation, and investigation.
9) demonstrate the ability to conduct oneself as a professional educator in relationships with pupils, parents, school officials, and professional peers.
10) demonstrate knowledge of the concepts and structures basic to the area of specialization

Undergraduate Teacher Education Assessment

Course objectives stated in the syllabus for each Education course are referenced to the 11 Standards previously listed. Assessment procedures used in each course provide indications of progress toward achieving these goals. Artifacts from pre-service education courses are collected in an educational portfolio that is started at the beginning of their program and completed during the semester of student teaching. Students are required to reflect on artifacts as they are completed or presented in a classroom setting. Faculty members use a scoring guide that addresses the professional nature of each student's work when grading the portfolios. Students must continue to make the necessary corrections until the portfolio is finally accepted. In addition, course objectives are utilized to pre-test and post-test the students on these objectives to determine learning related to the objectives of the courses. Information gained from the post-tests are used to determine if course material needs to be changed to enhance student learning.

Additional Assessment Measures

A printout from Foliotek, the online portfolio assessment service that is used by Lindenwood for student portfolios, revealed that as students submitted their electronically reflective statements on each of the 11 MoSTEP standards, the student reflective responses show significant improvement as they practiced writing these statements for subsequent standards. This affirms that as students practice and get feedback they become better at what they do. In addition, information received from Foliotek on this analysis is used to insure that standards are being addressed in the different education classes and to the extent that these standards are being addressed.

Knowledge of subject matter is assessed by two independent measures. As a condition for admission into the program, students must pass the College Basic Academic Subjects Examination (C-Base). Final acceptance into the Teacher Education Program and Student Teaching comes only after the student has successfully passed the subject area test of the Praxis II. The results of these tests are used by the different divisions to advise students and to better align curriculum content to the PRAXIS II examination. C-Base and Praxis II results will be addressed later in this summary.

Each Teacher Education certification area includes clinical and field experiences that help develop competencies in the application of principles and theories and are important steps in the process of learning to teach.

Observation and Practice

The first course in each program is the Orientation to Education (EDU 110) that includes the first clinical experience for pre-service teachers. Based on the prospective teacher's area of interest, each student is then assigned to an early childhood, elementary, middle or high school classroom for a period of 30 clock hours to observe classroom instruction. Visits to Special Education classrooms are also included in the observations. These experiences help students determine if in fact becoming a teacher is what they want to pursue and in some instances, students decide not to go into teaching as a profession. Students in EDU 110 keep a log of their experiences and discuss them with the university instructor; in addition their host teacher fills out an evaluation form.

Along with the course Classroom Teaching and Management (EDU 321/322*)*, students enroll in EDU 380, Pre-Student Teaching Practicum. This is a 30 clock-hour practicum with an elementary or secondary teacher. Students are engaged in observing and helping the teacher with teaching and non-teaching duties as well as developing and teaching lessons. Students are observed and evaluated by both the host teacher and the university instructor.

Analysis and Correction of Reading Disabilities (EDU 309), a required course for Elementary education majors, has a related 60 clock-hour practicum (EDU 399), during which students are assigned to observe and assist a Remedial Reading teacher. In addition to developing a case study, students are observed and evaluated by both the host teacher and the university instructor.

The most significant teacher training experience is student teaching. The minimum time requirement is 16 weeks of full days for 12-semester hours credit. Within these 16 weeks, the student may be given two assignments: at a primary and intermediate level for elementary education majors. Secondary majors may receive a middle and high school placement. Some may chose to remain with their cooperating teacher during the entire placement. Those who receive a K-12 certificate must do an eight-week placement at both the elementary and secondary levels. A log of time spent in various activities is kept by the student teacher and submitted for the student's permanent file.

The university supervisor makes the student teaching placements and orients the student teachers and cooperating teachers. The university supervisor reviews weekly evaluations from the cooperating teacher and is invited by the student teacher to an initial visit as soon as the student teacher has begun some teaching activities. A minimum of five supervisory visits is required; these may include professors from the specialty area and other faculty with unique ability to meet the needs of a particular student. Additional visits are scheduled as needed. Grading is the responsibility of the university supervisor with the advice of others who have visited from the university and, in particular, the cooperating teacher.

A Student Teaching Seminar is scheduled two hours per week during the university semester. It affords an excellent opportunity for students to share experiences with supervisors and each other. A review of teaching skills is provided as indicated by student discussions. Other subjects of interest for the seminars include: writing resumes, interviewing techniques, placement office procedures, placing applications, professional teacher organizations, educational law, portfolio development, and current events which affect teaching and teachers.

Pre-service teachers are required to submit a portfolio prior to their graduation from the Teacher Education Program. These portfolios relate to the 11 Teacher Competencies outlined by the State Department of Elementary and Secondary Education. The portfolio is reviewed by the student teaching supervisors to insure that the artifacts selected meet the standards. The portfolios provide more authentic, broad-based and holistic ways to demonstrate that pre-service teachers are growing professionally.

The Missouri Department of Elementary and Secondary Education evaluates on a program-by-program approval. The most recent on-campus visit was in the spring of 2001. All areas of certification were approved without condition. The next on-campus visit is scheduled for March, 2008. The Lindenwood Education faculty, of course, takes any suggestions or feedback from such on-campus evaluations seriously.

In addition, the Division of Education conducts two levels of surveys. All graduates of the program are contacted by questionnaire at different intervals upon their graduation (one year and five years). These questionnaires allow the former students to evaluate their Lindenwood experience in the light of their post graduation experiences in the public schools. The results of these surveys figure into our on-going evaluations of the campus program. Also, the principals of the buildings in which Lindenwood graduates teach are surveyed as to their satisfactions and concerns with the preparation of Lindenwood teachers. The survey content is keyed to the 11 Beginning Teacher Competencies. Survey results will be presented in a table format later in the assessment document.

Teaching Portfolios

All pre-service teachers must complete a portfolio based upon the 11 MoSTEP Standards as previously stated in this document. Students have a high-impact, authentic product by which their professional competencies can be judged by others. Students also gain a much clearer picture of themselves as an emerging professional. The portfolio provides a record of qualitative and quantitative growth over time in their selected areas. No student will be recommended for certification or will be considered a program completer without first completing the teaching portfolio and having it graded by their university supervisor. The Education Faculty of Lindenwood University believes that this is a major performance assessment tool and it will be judged as such. Professors use this information as a measure as to how well professors are addressing the standards/artifacts within their courses.

Portfolio Data

New summative data from Foliotek in 2006-2007 reveal information regarding the number of students who successfully completed each of the Quality Indicators of the Missouri Standards for Teacher Education Programs. The following data were collected from portfolios of 126 Elementary/Early Childhood students at Lindenwood:

Quality Indicator	% Accepted
1.2.1 (Content)	96%
1.2.2 (Learners)	96.8%
1.2.3 (Diversity)	95.2%
1.2.4 (Curriculum)	94.4%
1.2.5 (Instruction)	96.8%
1.2.6 (Classroom & Behavior Management)	95.2%
1.2.7 (Communication)	96%
1.2.8 (Assessment)	95.2%
1.2.9 (Reflection)	96.8%
1.2.10 (Professionalism)	93.7%
1.2.11 (Technology)	86.5%

The following Foliotek data provide information regarding the quality of the rationales and reflections of the 126 students whose portfolios were accepted.

Quality Indicator	Standard Met	Above Expectations	Outstanding
1.2.1 (Content)			
Rationale	81.8%	15.1%	0%
Reflection	64.3%	31.8%	0.8%
1.2.2 (Learners)			
Rationale	78.6%	18.3%	0%
Reflection	69.8%	25.4%	1.6%
1.2.3 (Diversity)			
Rationale	88.1%	7.1%	0%
Reflection	81.8%	13.5%	0%
1.2.4 (Curriculum)			
Rationale	88.1%	6.4%	0%
Reflection	79.4%	15.1%	0%
1.2.5 (Instruction)			
Rationale	87.3%	9.5%	0%
Reflection	77.8%	19.1%	0%
1.2.6 (Classroom & Behavior Management)			
Rationale	87.3%	7.9%	0%
Reflection	73%	22.2%	0%
1.2.7 (Communication)			
Rationale	88.1%	8.7%	0%
Reflection	79.4%	17.5%	0%
1.2.8 (Assessment)			
Rationale	85.7%	9.5%	0.8%
Reflection	70.6%	24.6%	0%
1.2.9 (Reflection)			
Rationale	86.5%	10.3%	0%
Reflection	76.2%	20.6%	0%
1.2.10 (Professionalism)			
Rationale	89%	5.6%	0%
Reflection	79.4%	15.9%	0%
1.2.11 (Technology)			
Rationale	77.8%	8.7%	0%
Reflection	67%	19.8%	0%

The above data will provide a valuable baseline for comparing results for all Quality Indicators on a yearly basis. Areas of improvement will be identified as well as areas which need to be improved as students progress through the education program.

Data from 2006-2007 reveal that students are strong in Quality Indicator 1.2.1 through Quality Indicator 1.2.10, with Quality Indicator 1.2.11 (Technology) somewhat lower in the percentage of students who met or exceeded the standard. The technology indicator is one that instructors will need to emphasize in future classroom instruction.

It is interesting to note that on all Quality Indicators students performed above expectations at a higher rate on reflections than on rationales. Instructors will need to be aware of this information as they assist students with their portfolios.

College Basic Academic Subjects Examination (C-Base) Summary of 2006-2007 Results

The C-Base Clusters and Skills are as follows:

English- Cluster Skills

- Reading and Literature
  - Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas.
  - Read a literary text analytically, seeing relationships.
  - Understand a range of literature, rich in quality and representative of different literary forms and historical contexts.
- Writing
  - Recognize that writing is a process involving a number of elements, including collecting information and formulating ideas, determining relationships, arranging sentences and paragraphs, establishing transitions, and revising what has been written.
  - Use the conventions of standard written English. Write an organized, coherent, and effective essay.

Mathematics

- General Math Proficiency
  - Use mathematical techniques in the solution of real-life problems.
  - Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision.
  - Use the techniques of statistical reasoning and recognize common misuses of statistics.
  - Evaluate algebraic and numerical expressions Solve equations and inequalities.
- Geometry
  - Recognize two- and three-dimensional figures and their properties.
  - Use the properties of two and three-dimensional figures to perform geometrical calculations.

Science

- Laboratory and Field Work
  - Recognize the role of observation and experimentation in the development of scientific theories.
  - Recognize appropriate procedures for gathering scientific information through laboratory and field work. Interpret and express results of observation and experimentation.
- Fundamental Concepts
  - Understand the fundamental concepts, principles, and theories of the life sciences.
  - Understand the fundamental concepts, principles, and theories of the physical sciences.

Social Studies

- History
  - Recognize the chronology and significance of major events and movements in world history.
  - Recognize the chronology and significance of major events and movements in United States history.
- Social Sciences
  - Recognize basic features and concepts of world geography.
  - Recognize basic features and concepts of the world's political and economic structures.
  - Recognize appropriate investigative and interpretive procedures in the social sciences.

<u>College BASE (C-BASE) Data</u>

Between the summer of 2006 and the spring of 2007, 330 students took the College BASE. A total of 3948 Lindenwood students have taken the exam since its inception in 1988. Across the state, 135,334 students have taken the exam.

Comparing the performance of Lindenwood students through the years with the total state sample in the various areas, the most recent results are:

Passing Rates by Subject	English	Writing	Math	Science	Social Studies
Lindenwood	79%	86%	82%	78%	71%
State	84%	90%	83%	80%	77%

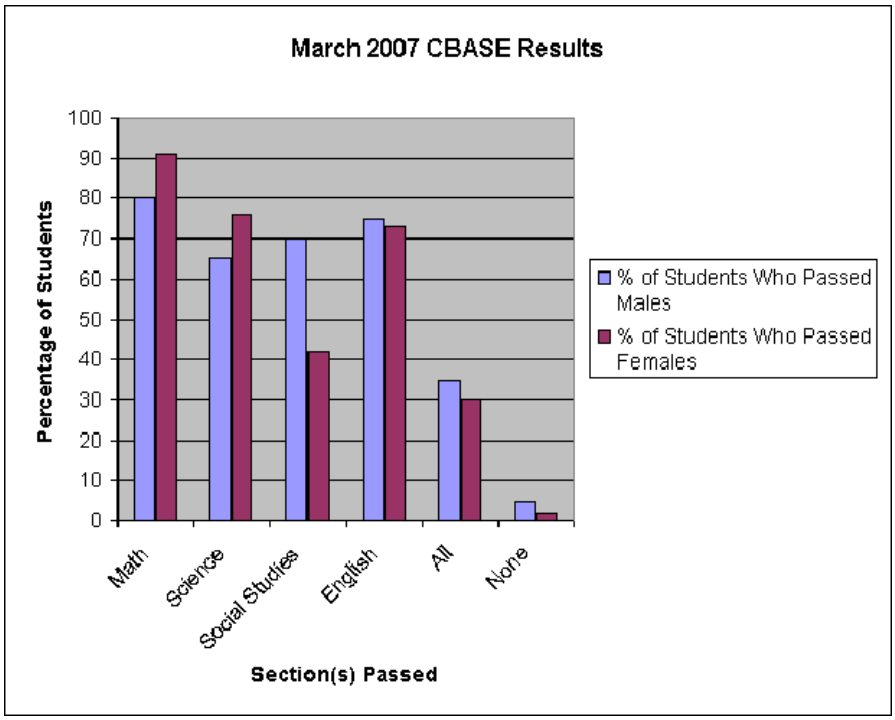
Lindenwood scores relative to state scores have remained consistent over the years with students scoring just slightly lower than the state. Math scores are the closest to state scores with just a one percentage point difference in passing rate, while Social Studies scores represent the greatest difference of 6 percentage points. Students have reported that effort on the Social Studies section of the College BASE is impacted by the fact that it is the last one to be administered on the day of the test. Another factor for consideration is the impact that implementation of Social Studies help sessions prior to the test might have on results.

With regard to gender, data reveal the following:

Passing Rates by Gender (Lindenwood Students)	English	Writing	Math	Science	Social Studies
Male (831 students)	77%	82%	87%	81%	83%
Female (3105 students)	80%	87%	81%	77%	68%

Passing rates in the different subject areas show males with higher percentages than females in Math and Science, while females are higher in English and Writing. Most surprising is the difference between the genders in the area of Social Studies. The passing rate for females is 15 percentage points lower than that for males. Looking specifically at the March, 2007 PRAXIS II data, the results displayed on the following page are somewhat different, but the greatest concern remains in the area of Social Studies:

March 2007 CBASE Results		
Sections Passed	**% of Students Who Passed**	
	Males	**Females**
Math	80	91
Science	65	76
Social Studies	70	42
English	75	73
All	35	30
None	5	2



Noteworthy are the scores of Lindenwood African American students as compared to African American students state-wide:

Passing Rates of African American Students	English	Writing	Math	Science	Social Studies
Lindenwood (170 students)	56%	71%	68%	60%	52%
State (9341 students)	54%	66%	48%	48%	53%

Passing rates by subject area of Lindenwood African American students are higher than passing rates of African Americans across the state, with only one exception, Social Studies. In that subject, the Lindenwood score is only one percentage point lower than the state. All other areas are higher, with Math showing a twenty-point difference.

Regarding class level, Lindenwood passing rates are as follows:

Passing Rates by Class Level	English	Writing	Math	Science	Social Studies
Freshman (176 students)	86%	90%	91%	81%	75%
Sophomore (1040 students)	81%	89%	86%	79%	73%
Junior (1769 students)	80%	85%	81%	77%	71%
Senior (914 students)	71%	80%	78%	76%	68%

It is interesting to note that the higher the class level of Lindenwood undergraduate students the lower the passing rates in all subject areas. This data and all other data gleaned from the College Base will be examined when planning improvement efforts in the programs which prepare our pre-service teachers.

PRAXIS II Data

Data are listed below for Lindenwood students who took the PRAXIS II within the time period beginning January 1, 2005 and ending July 1, 2007. Data are presented for Business, Education, Humanities, Sciences, and the Arts. Categories with a student count of zero are not listed.

PRAXIS II (Business)	**Student Count**	**% Passing Students**
Business Education (Females)	33	92%
Business Education (Males)	22	97%
Speech Communication (Females)	4	100%
Speech Communication (Males)	2	100%
Marketing Education (Females)	2	100%
Technology Education (Males)	2	100%
Overall % Passing Students	65	93%

PRAXIS II (Education)	**Student Count**	**% Passing Students**
Elementary Ed: Curric., Inst., & Assess. (Females)	176	83%
Elementary Ed: Curric., Inst., & Assess. (Males)	14	100%
Elementary School: Content Knowledge (Females)	3	100%
Early Childhood Education (Females)	10	59%
Education of Young Children (Females)	31	96%
Ed. of Excep. Students: Core Content (Females)	14	81%
Ed. of Excep. Students: Core Content (Males)	2	50%
Education of Exceptional Students (Females)	13	79%
Early Childhood Special Education (Females)	8	42%
Overall % Passing Students	271	79%

PRAXIS II (Humanities)	**Student Count**	**% Passing Students**
English Language, Lit. & Comp. (Females)	28	92%
English Language, Lit. & Comp. (Males)	9	100%
Middle School English Language Arts (Females)	16	62%

Social Studies: Content Knowledge (Females)	18	86%
Social Studies: Content Knowledge (Males)	22	81%
Middle School Social Studies (Females)	4	75%
Middle School Social Studies (Males)	5	100%
French (Females)	1	100%
Spanish (Females)	11	100%
Spanish (Males)	1	100%
Overall % Passing Students	115	82%

PRAXIS II (Sciences)	**Student Count**	**% Passing Students**
Mathematics: Content Knowledge (Females)	7	76%
Mathematics: Content Knowledge (Males)	3	100%
Middle School Mathematics (Females)	19	82%
Middle School Mathematics (Males)	4	100%
Physical Education: Content Knowledge (Females)	18	75%
Physical Education: Content Knowledge (Males)	48	66%
Biology: Content Knowledge (Females)	13	82%
Biology: Content Knowledge (Males)	3	100%
Chemistry: Content Knowledge (Females)	2	100%
Physics: Content Knowledge (Females)	1	100%
Middle School Science (Females)	10	88%
Middle School Science (Males)	1	100%
Health Education (Females)	3	67%
Health Education (Males)	11	62%
Earth Science: Content Knowledge (Females)	1	100%
Overall % Passing Students	143	74%

PRAXIS II (The Arts)	Student Count	% Passing Students
Music: Content Knowledge (Females)	10	44%
Music: Content Knowledge (Males)	7	84%
Art: Content Knowledge (Females)	21	86%
Art: Content Knowledge (Males)	4	70%
Overall % Passing Students	42	74%

Data presented here, as well as other PRAXIS II data, provide information for use in our efforts within our own division (and with other divisions) to improve the preparation of Lindenwood pre-service teachers. For example, within the Education Division, methods to improve the passing rate for Early Childhood Education will be investigated. With other divisions, we will address Physical Education: Content Knowledge, Health Education, and Middle School English Language Arts. Collaboration efforts are under way to improve PRAXIS II scores in all areas.

Cooperating Teacher Survey

A survey of cooperating teachers who worked with 2006-2007 student teachers was designed to assist in an evaluation of Lindenwood's Teacher Education Program through teacher ratings of perceived performance of student teachers. Responses were based on the 11 MoSTEP standards for teacher preparation. A five-point rating scale was used, with 1 being excellent, 2 being above average and ranging to 5 indicating weak. Fifty-six surveys which were returned by cooperating teachers indicate that student teachers are perceived by cooperating teachers as above average in their performance of the 11 MoSTEP standards and in their overall performance.

Items rated as to student teacher performance:

MoSTEP Standard	Mean
Standard 1 The preservice teacher understands the central concepts tools of inquiry and structures of the disciplines. . .	1.8
Standard 2 The preservice teacher understands how students learn and develop, and provides learning opportunities. . .	1.9
Standard 3 The preservice teacher understands how students differ in approaches to learning and creates instructional opportunities…	2.0
Standard 4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops. . .	2.1
Standard 5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical. . .	2.0
Standard 6 The preservice teacher uses an understanding of individual and group motivation and behavior. . .	1.9
Standard 7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry. . .	1.9
Standard 8 The preservice teacher understands and uses formal and Informal assessment techniques to foster inquiry. .	2.0
Standard 9 The preservice teacher is a reflective practitioner who continually assess the effects of choices and actions on others. . .	1.9
Standard 10 The preservice teacher fosters relationships with colleagues, parents, and educational partners. . .	2.0
Standard 11 The preservice teacher understands theories and Applications of technology in educational settings. . .	1.8
Overall rating as to performance	1.9

Recent Graduate Survey

A survey of first-year teachers who were 2004-2005 graduates was conducted in the spring of 2006. Graduates responded to their perceived preparation as related to the 11 MoSTEP standards for teacher preparation. A Likert scale was used with 1 being excellent, 2 being above average and ranging to 5 indicating weak. Of the two hundred fifty (250) surveys sent to our recent graduates, one hundred fifty five were returned. Survey results did not reveal any perceived weaknesses in their preparation, but did indicate student satisfaction with the preparation they received at Lindenwood. The survey data is used by the faculty to make improvements in our program.

Items Rated As To Their Preparation

MoSTEP Standard	Mean
Standard 1 The preservice teacher understands the central concepts tools of inquiry and structures of the disciplines	1.6
Standard 2 The preservice teacher understands how students learn and develop, and provides learning opportunities	1.5
Standard 3 The preservice teacher understands how students differ in approaches to learning and creates instructional opportunities…	1.6
Standard 4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops.	1.5
Standard 5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical.	1.3
Standard 6 The preservice teacher uses an understanding of individual and group motivation and behavior.	1.6
Standard 7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry.	1.7
Standard 8 The preservice teacher understands and uses formal and Informal assessment techniques to foster inquiry.	1.5

Standard 9 The preservice teacher is a reflective practitioner who continually assess the effects of choices and actions on others.	1.7
Standard 10 The preservice teacher fosters relationships with colleagues, parents, and educational partners.	1.6
Standard 11 The preservice teacher understands theories and Applications of technology in educational settings.	1.9
Overall rating as to their preparation	**1.5**

Employer Survey

A survey of building principals who employed recent Lindenwood University graduates was conducted in the spring of 2005. Employers responded to the eleven (11) MoSTEP standards for preservice teacher preparation and one summary question related to the effectiveness of these first year teachers in the job setting. Analysis of responses revealed the following: 199 of 250 surveys were returned.

MoSTEP Standard	**Mean**
Standard 1	1.7
Standard 2	1.8
Standard 3	1.9
Standard 4	1.6
Standard 5	2.0
Standard 6	1.7
Standard 7	1.8
Standard 8	2.0
Standard 9	1.9
Standard 10	1.2
Standard 11	1.8
Overall rating as compared to all first year teachers	**1.6**

Graduate Education Program

Lindenwood's graduate degree in Education meets the needs of practicing educators. It builds upon existing skills, and offers new approaches for analyzing contemporary problems and for acquiring new perspectives, techniques, and knowledge. These approaches include a one-to-one relationship with an experienced and highly trained educator; a continuing problem-solving relationship with teaching peers; courses, which provide strong foundations for professional growth; and the opportunity to prescribe courses for one's self.

Graduate Teacher Education Goals

The graduate student in education at Lindenwood University will have experiences that will enable him/her

- to read critically in the areas of contemporary educational problems, curriculum, and educational research.
- to analyze and discuss educational issues and write about them in accepted academic formats.
- to analyze one's own teaching behavior and plan strategies for improvement using a variety of teaching models.
- to demonstrate knowledge of human growth and development as it relates to the teaching-learning process.
- to study curriculum theory and to design curricula pertinent to the needs of selected student populations.
- to understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary educational professional.
- to demonstrate the ability to do effective library research.
- to be able to effectively prescribe educational experiences for learners with special needs.
- to gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.

- to design independent studies, tutorials, or research projects in education or specific areas, that will enable the practicing educator to meet his/her professional goals.
- to be able to explore one or more areas of professional concern in some depth.
- to be, at the end of his/her program, an informed decision maker, capable of evaluating him/herself and the educational process, and recognizing the value of continuing education.

Graduate Education Assessment

The graduate program enrolls only practicing educators, who, in a sense, provide their own continuing evaluation of the program by their enrollments. Course objectives stated in the syllabus for each graduate education course are cross-referenced to the Graduate Teacher Education Goals. Assessment procedures used in each course provide data about student progress in achieving these goals. A culminating paper, either an empirical study (Master's Project) or a Curriculum project, demonstrates the students' ability to apply the skills and processes stressed in the program. The Masters' Projects are bound and placed in the Lindenwood Library; the curricula are kept on file in the Education Division. These curriculum projects are kept for a period of one year and then replaced by the next group of completers. Students complete an Exit Assessment, which includes a self-evaluation regarding one's achievements of the program goals. In addition, the Education Division conducts the regular questionnaire surveys of those who have completed the program, asking for their evaluations of their Lindenwood experience in the light of subsequent experiences. Principals are also surveyed in the same fashion as the students finishing the initial certification program and entering the profession.

The graduate Education program also shares in the accreditation process of the undergraduate program. The Department of Elementary and Secondary Education evaluates the graduate program at the same time the evaluation of the undergraduate program is being conducted.

Spring 2007 Assessment Results

A sample of 44 graduate students who completed EDU 520, Curriculum Analysis and Design and who were M.A. graduates was conducted in the spring of 2007.
Graduates responded to a series of open-ended questions related to their teacher-preparation program. Analysis of responses revealed a strong level of satisfaction and professional growth during their M.A. program.

Curriculum Analysis and Design serves as the capstone course for those completing their Master's degree at Lindenwood. Therefore, this course was chosen to provide assessment data for our graduate students as the data relates to the Graduate Teacher Education Goals. The professor will arrive at the rating upon submission of the curriculum project that is a part of the class.

Students in the class Curriculum Analysis and Design were surveyed to ascertain their rankings regarding the attainment of Graduate Teacher Education Goals.

Forty-four students completed the survey by checking their opinions as to meeting these graduate teacher education goals. The scale follows: *meets goal* - *does not meet goal* - *insufficient evidence*.

This report contains each goal, the number of checkmarks for each ranking, and the percentage for each ranking.

1. to read critically in the areas of contemporary education problems, curriculum, and educational research.	Meets goal (44) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)
2. to analyze and discuss educational issues and write about them in accepted academic formats.	Meets goal (43) - (98%) Does not meet goal (0) - (0%) Insufficient evidence (1) - (2%)

3. to analyze one's own teaching behavior and plan strategies for improvement using a variety of teaching models.	Meets goal (44) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)
4. to demonstrate knowledge of human growth and development as it relates to the teaching-learning process.	Meets goal (44) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)
5. to study curriculum theory and to design curricula pertinent to the needs of selected student populations.	Meets goal (43) - (98%) Does not meet goal (1) - (2%) Insufficient evidence (0) - (0%)
6. to understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary education professional.	Meets goal (42) - (95%) Does not meet goal (1) - (2.5%) Insufficient evidence (1) - (2.5%)
7. to demonstrate the ability to do effective library research.	Meets goal (37) - (84%) Does not meet goal (2) - (5%) Insufficient evidence (5) - (11%)
8. to be able to effectively prescribe educational experiences for all learners.	Meets goal (42) - (95%) Does not meet goal (0) - (0%) Insufficient evidence (2) -(5%)
9. to gain increased understanding of the knowledge, attitudes, and skills needed to teach about global educational issues and cultural pluralism.	Meets goal (38) - (86%) Does not meet goal (1) - (2%) Insufficient evidence (5) - (12%)
10. to design independent studies, tutorials, or research projects in education or specific areas, that will enable the practicing educator to meet her/his professional goals.	Meets goal (43) - (98%) Does not meet goal (0) - (0%) Insufficient evidence (1) - (2%)
11. to be able to explore one or more areas of professional concern in some depth.	Meets goal (44) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)
12. to be, at the end of her/his program, an informed decision-maker, capable of evaluating her/himself and the educational process, and recognizing the value of continuing education.	Meets goal (44) - (98%) Does not meet goal (0) - (0%) Insufficient evidence (1) - (2%)

Survey of Graduates with MA in Educational Administration Degrees

Students who graduated with a Master of Arts in Educational Administration degree in 2003 were surveyed to determine the quality of the program. Graduates were asked to rate the program on specific questions regarding their perception of the preparation they received at Lindenwood to assume leadership roles in education. Participants selected one answer for each item, ranging from 1 (not at all) to 5 (to a great extent) or from 1 (not at all) to 5 (very well). A sampling of items is listed below. Although only twenty-one surveys were answered, a positive perception of the program emerges from the responses provided.

To what extent were the following qualities true of your educational leadership preparation program?

	Mean
The program content emphasized instructional leadership.	4.3
The program content emphasized leadership for school improvement.	4.1
The program content emphasized managing school operations efficiently.	4.7
The course work was comprehensive and provided a coherent learning experience.	4.6
I was in a student cohort-a defined group of individuals who began the program together and stayed together throughout the entire program.	2.7
The course work is challenging and intellectually stimulating.	4.3
I was often asked to reflect on practice and analyze how to improve it.	4.3
The program integrated theory and practice.	4.7
The program gave me a strong orientation to the principalship as a career.	4.6

To what extent were the following learning practices/instructional strategies part of your coursework?

	Mean
Field-based projects in which you applied ideas in the field	4.4
Analysis and discussion of field-based problems	4.4
Action research or inquiry projects	4.1
Analysis and discussion of case studies	4.6
Lectures	3.8
Creation of a portfolio of your professional preparation, work, projects and accomplishments	4.5
Completion of a capstone or culminating project	4.2

How effectively did your educational leadership program prepare you to do the following?
1= Not at All 2= Poorly 3= To Some Extent 4= Well 5= Very Well

	Mean
Understand how different students learn and how to teach them well	3.9
Create a coherent educational program across the school	4.0
Evaluate instructional methods for their use and effectiveness	4.1
Support professional collaboration among teachers	4.1
Evaluate and provide instructional feedback to teachers	4.0
Build and sustain an educational vision for a school	4.1
Handle discipline and support services	4.2
Develop broad agreement among staff about the school's mission	3.9
Analyze budgets and reallocate resources to achieve critical objectives	4.1
Create and maintain an orderly, purposeful learning environment	4.3
Manage facilities and their maintenance	4.2
Improve staff sensitivity to diversity and effectiveness in serving all students well	3.9
Work with parents to support students' learning	3.9
Use data to monitor school progress, identify problems and propose solutions	4.0
Engage staff in shared decision making and responsibility taking	3.9
Redesign the school's organization to enhance teaching and learning	3.5
Use effective writing and communication skills, particularly in public forums	4.1
Collaborate with others outside the school for assistance and partnership	3.9
Engage in self-improvement and continuous learning	4.4
Develop clear ethical principles to guide decision making and problem solving	4.6
Engage staff in comprehensive planning for school improvement	3.6

Conclusions from All Surveys

Surveys from each group are carefully analyzed and program recommendations and modifications are made from this information. Two examples come to mind. First, students are reminded continually that relationships within the school community are essential. The employers indicate that our teachers know how to connect with students as well as their colleagues. Secondly, employers indicate that our graduates know the importance of long-range planning and can actually do long-range planning. The analyses of the surveys revealed a high level of satisfaction from both the students and employers as related to the student's preparation as compared to other first year teachers. A comment from the majority of all graduate students was the high level of satisfaction with the instruction that they received during their program.

Online Advanced Educational Psychology

Assessment of student learning is completed by the following means:

- Weekly written assignments: Students are required to complete a 1-2 page written application of course material each week.
- Midterm and Final Case Studies: Students are given two case studies to which they are required to apply course material.

- Weekly discussions: Students are required to respond to either professor-posted prompts or prompts offered by class participants at least four times each week. Most students choose to participate in discussion more often than required.
- Group project: Students are required to present one group project. As a group, the students choose a topic related to educational psychology, locate appropriate readings, create and post prompts related to those readings, and respond to classmates' discussion prompts for that week.

Data collected at the end of the Spring 2007 semester follow:

Online Advanced Educational Psychology

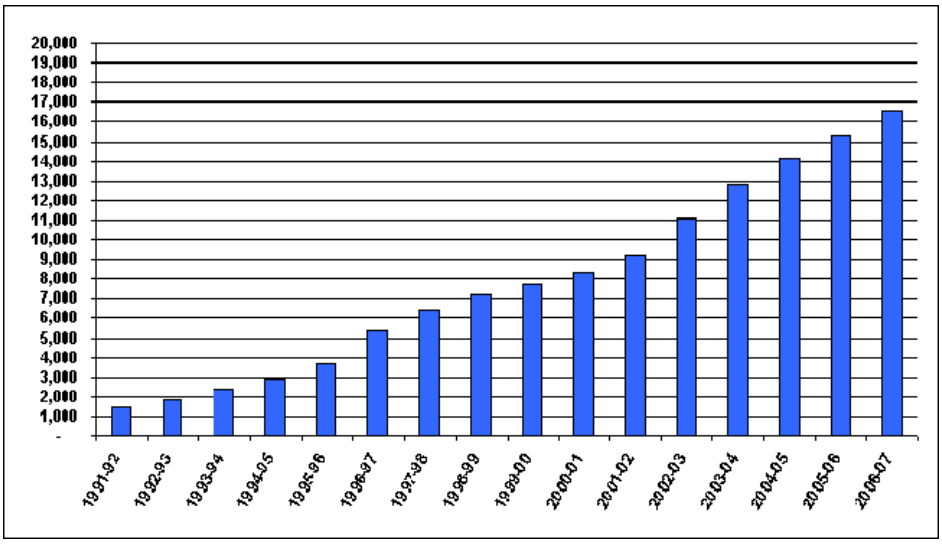
	Fall 2006 Data Lost	Spring 2007
Number of students in class		20
Total # of student posts per class		937
Range per student		6-143
Individual Hits to Site:		
Total		15,647
Range		811-2294
Average		1422.5
Individual Items Read: by students		
Total		11,327
Range		561-1746
Average		1,029.7

Most students visited the site many more times than required and students spent a large amount of time looking at materials posted on the site and reading items submitted either by the professor or peers.

Course Enrollments (Excluding Workshops)

Course enrollments in the Education Division over the years tell the story of student satisfaction with the programs at Lindenwood. An increase has occurred every year since 1991-1992. A total of 16,577 enrollments for 2006-2007 reflect an 80% increase over the last five years and an 8.7% increase over last year's course enrollments.

YEAR	SUMMER	FALL	SPRING	T OTAL
1991-92	178	591	659	1,428
1992-93	213	719	895	1,827
1993-94	290	1,005	1,070	2,365
1994-95	413	1,261	1,218	2,892
1995-96	553	1,496	1,582	3,631
1996-97	687	2,243	2,418	5,348
1997-98	1,028	2,575	2,788	6,391
1998-99	1,283	2,921	2,999	7,203
1999-00	1,392	3,125	3,185	7,702
2000-01	1,529	3,229	3,541	8,299
2001-02	1,645	3,491	4,062	9,198
2002-03	2,002	4,222	4,819	11,043
2003-04	2,529	4,871	5,398	12,798
2004-05	2,763	5,479	5,888	14,130
2005-06	3,359	5,705	6,184	15,248
2006-07	3,399	6,134	7,044	16,577



Fine and Performing Arts Division

Art

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.

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

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 as designed. 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 obviously reinforced in the advanced courses.

Action Plan for 2007-08

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.

Dance

Goals and Objectives**:**

Skills resulting from participation in dance theoretical/historical, choreographic, and technique classes:

1. Technical skills: In performances and in technique classes, students develop the technical skills (see student assessment sheet) necessary to the variety of dance careers delineated above.
2. Creativity: Choreographic assignments increase creativity, enhancing students' abilities to meet the many career and personal challenges of today's society.
3. Communication and cooperative skills: Those skills are cultivated through participation in choreography and performance.
4. Intellectual stimulation and the background necessary for the development of critics and scholars are enhanced through the study of dance history, theory, written exams, research and performance analysis papers.
5. Critical thinking: Critical thinking is employed in all aspects of dance study. Students constantly evaluate their progress in relation to technical ideals, and make stylistic and historical evaluations of technique and choreography.

Technique:

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

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, ect) 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:

This has been a transitional year for the dance program at Lindenwood. Major changes in faculty and curriculum have affected this year's assessment. However 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

The Lindenwood University Music Department aims to create a dynamic, pluralistic, and student-centered musical environment that enables University 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:

1: Preparing music education, performance, and business professionals through integrative curricula.

2: Supporting the University at large through music.

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

4: Attracting students who excel in scholarship and music performance to the University.

5: Sustaining student enrollment and participation throughout the department.

Objective 1: Preparing music education, performance, and business professionals through integrative curricula.

Equipping music majors for successful careers as music educators, performers, and business professionals is a complex, diverse, and multi-dimensional undertaking. Accordingly, meaningful assessment requires the analysis of diverse indicators. For organizational purposes, analyses are presented by major.

BA in Music w/K-12 Certification
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. For reference, the performance track for woodwind and brass students is presented below.

Table 1: Comprehensive Performance Track: Music Education Majors: Brass and Woodwinds

<table>
<tr><td>1</td><td colspan="4">Without exception, participation in a major ensemble each semester of enrollment, excluding the semester(s) in which student teaching or an internship is being completed.</td></tr>
<tr><td>2</td><td colspan="4">Beginning in 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.</td></tr>
<tr><td>3</td><td colspan="4">Enrollment in MUS104-404 Applied Music (private lessons) each semester of study until MUS490 Senior Recital is completed. A juried performance is required at the conclusion of each semester of study.</td></tr>
<tr><td rowspan="5">4</td><td colspan="4">Completion of the following Major Instrument Proficiency Requirements:</td></tr>
<tr><td>LEVEL 1</td><td>LEVEL 2</td><td>LEVEL 3</td><td>LEVEL 4</td></tr>
<tr><td>Keys of C, F, Bb

Major Scale
+
Harmonic Minor Scale
Melodic Minor Scale
in Relative Minor Key

16th Notes,
Quarter Note = 100</td><td>Keys of Eb, Ab, Db

Major Scale
+
Harmonic Minor Scale
Melodic Minor Scale
in Relative Minor Key

16th Notes,
Quarter Note = 100</td><td>Keys of Gb, B, E

Major Scale
+
Harmonic Minor Scale
Melodic Minor Scale
in Relative Minor Key

16th Notes,
Quarter Note = 100</td><td>Keys of A, D, G

Major Scale
+
Harmonic Minor Scale
Melodic Minor Scale
in Relative Minor Key

16th Notes,
Quarter Note = 100</td></tr>
<tr><td></td><td>Sight-reading @
Level of Difficulty 2</td><td>Sight-reading @
Level of Difficulty 3</td><td>Sight-reading @
Level of Difficulty 4

Interview</td></tr>
<tr><td>Solo repertoire selected through consultation with private lesson teacher</td><td>Solo with or without piano accompaniment selected through consultation with private lesson teacher</td><td>One movement of multi-movement composition w/piano accompaniment OR complete single movement composition w/piano accompaniment selected through consultation with private lesson teacher</td><td>One movement of multi-movement composition w/piano accompaniment OR complete single movement composition w/piano accompaniment selected through consultation with private lesson teacher</td></tr>
<tr><td colspan="4">The semester in which each “Level” is prepared and performed is to be determined through consultation with private lesson teacher. All proficiency exams are to be performed at a semester jury. Levels may be performed all at once, three at a time, two at a time, or one at a time. Level 1 must be passed before proceeding to Level 2; applies throughout.</td></tr>
<tr><td>5</td><td colspan="4">Beginning in the second semester of study, performance on at least one department recital or master class per semester.</td></tr>
<tr><td>6</td><td colspan="4">After completion of Major Instrument Proficiency Requirements, completion of MUS490 Senior Recital. Minimum requirements include: (a) performance of one multi-movement or multi-sectional solo composition w/piano accompaniment, (b) performance of one chamber ensemble composition at least 5 minutes in length, and (c) a pre-approved demonstration of teaching-conducting. 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; all repertoire must be approved by private lesson teacher. MUS490 Senior Recital must be repeated until a grade of A or B is earned.</td></tr>
</table>

To assess the effectiveness of instruction in non-performance coursework, three capstone assessments are included in the music education program of study. 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. The Praxis II Test (0113), developed and administered by the Educational Testing Service, provides summative assessment of music content knowledge. The Missouri Standards

for Teacher Education Programs (MoSTEP) Professional Portfolio is a summative measure of content, professional, pedagogical, and integrative studies.

To facilitate successful completion of these assessments, a curriculum matrix has been created that delineates the alignment and congruence of all MUS coursework with pre-service music teacher competencies set forth by the Missouri Department of Elementary and Secondary Education (MoDESE). The MoDESE music teacher competencies also represent the specific goals and/or objectives of the major. Refer to data from the Education Division for specific information and analyses regarding CBASE, Praxis II, and MoSTEP Professional Portfolio assessments.

Additional assessment tools for evaluating teaching and learning in MUS coursework include semester course evaluations, evaluations from working music professionals as students complete student teaching assignments and internships, and recent graduate surveys. Refer to data from the Education Division for specific information regarding Recent Graduate Surveys.

Action Plan: In conjunction with the curriculum matrix, all MUS syllabi will be designed to denote respective beginning music teacher competencies as key student performances, or credible evidence as to whether or not course goals/objectives (competencies) have been met. Attendant course work and instruction can then be refined to equip and enable students to complete each performance.

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 2007-2008 program 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. After successful completion of all degree requirements, it is the responsibility of the student to find and secure employment. Earning a degree in music performance from either Lindenwood University or any other institution of higher education does not guarantee that the student will find employment as a performer. This phenomenon is due in part to the highly competitive nature of the limited job market in the performing arts. Accordingly, performance majors must become entrepreneurs who are disciplined, focused, goal oriented, persistent, highly organized, constantly prepared, always networking, and willing to relocate.

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 Music Performance Degree Recital is as follows:

1. The length of time of all combined musical selections will add up to a minimum of 45 minutes.
2. Literature for the recital program will be chosen from a minimum of three contrasting eras in music history.
3. 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 2006-2007 academic year passed 100% of the requirements.

The requirements for the Senior Music Performance Degree Recital is as follows:

1. The length of time of all combined musical selections will add up to a minimum of 60 minutes.
2. Literature for the recital program will be chosen from a minimum of four contrasting eras in music history.
3. 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 2006-2007 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 2007. Assessment procedures are being developed.

Objective 2: Supporting the University at large through music.

The Music Department is a historic component of Lindenwood and supports the missions of the University through a dynamic, comprehensive, and inclusive program of study. By delivering courses each semester that fulfill general education requirements, the department functions within and contributes to the University's liberal arts curriculum. By placing value on excellence in musical performance, the talent, interests, and in some cases the future of the student musician are developed while issuing cultural enrichment to the campus and surrounding community through music performance. Ethical lifestyles are promoted through the insistence of academic honesty in the classroom and committed participation in musical ensembles, and by challenging students to think in a different style of communication, adaptive thinking and problem solving skills are developed. By providing several opportunities each semester for music performance and study to all University students, including non-traditional students, individuals are encouraged to pursue lifelong learning. By including and adapting courses in the curriculum that allow students to explore the historic and continuous evolution of music, academic freedom and the unrestricted search for truth is honored.

To accommodate virtually all students interested in music performance, the department annually plays host to several major ensembles. The Golden Lion Marching Band, the only collegiate marching band in the St. Louis region, performs at all home football games. The premiere a cappella group, *Voices Only*, performs extensively each semester. The University Chorus, Symphonic Band, Wind Ensemble, Jazz Band, and Orchestra are open to all students and present concerts of classic and contemporary literature in the fall and spring semesters.

In addition to traditional performance mediums, the department offers two innovative performance opportunities that are open to all interested students. The *Multimedia* series, which was inspired by the stage sensation *Blast!*, is a multi-dimensional fusion of technology, live music performance, and visual artistry. Featuring a wealth of diverse musical literature, the *Spring Spectacular* series brings the entire program together for an eclectic extravaganza that includes everything from solo performances to a rocketing department-wide finale.

Students at Lindenwood also enjoy music-making opportunities through participation in Phi Mu Alpha (professional music fraternity for men), Sigma Alpha Iota (music fraternity for women), pit orchestra for musicals, and several standing chamber ensembles (choral, guitar, orchestral strings, woodwind, brass, and percussion).

During the fall 2006 semester, Lindenwood music students presented forty-nine public performances, including service at opening convocation, football, homecoming, the fall festival, men's basketball, women's basketball, men's hockey, the madrigal feast, and the theatre production of *Godspell*. In the spring 2007 semester, forty-eight public performances were presented, including service at men's basketball, women's basketball, men's hockey, women's lacrosse, the spring fling and pep rally, honors convocation, undergraduate commencement, baccalaureate and graduate commencement, and the theatre production of *Company*.

Action Plan: Continue to (a) offer diverse performance opportunities that are open to all students, (b) deliver a broad range of courses that fulfill GE or CC requirements, and (c) provide musical enrichment to all University events as relevant or requested.

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

Lindenwood's commitment to provide students and the greater community with a rich and full cultural environment has existed since the earliest days of the school and continues today. In 2008, the University will complete a 133,000 square-foot cultural arts center. Unlike many arts facilities on campuses across the country, this building will be more than just a venue: it will be a center for learning. State-of-the-art rehearsal rooms, classrooms, and studios where students from disciplines across the curriculum can learn in a culturally rich environment will augment the grand auditorium and black box theatre.

Action Plan: Continue to work in collaboration with University administration to complete and equip the new FPA center.

Objective 4: Attracting students who excel in scholarship and music performance.

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 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.

Additional recruitment information is presented in conjunction with retention data.

Action Plan: Beginning in the fall 2007 semester, grade point averages of new music majors will be analyzed to gauge the general scholarship of new music majors. To measure the quality of musical talent, uniform scoring guides will be developed for auditioning incoming students.

Objective 5: 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 Tables 2-4:

Table 2: Major Retention Data: Fall 2004 to Fall 2005:	Fall 04	Grad	Transfer	Drop	Major Change	Return Fall 05	Retention %
Mus Ed-Instr	10		1			9	90%
Mus Ed-Instr w/Voc	3	2				1	100%
Mus Ed-Voc	1				1	0	0%
Mus Ed-Voc w/Instr	0					0	n/a
Mus Perf-Instr	2					2	100%
Mus Perf-Voc	4		2			2	50%
Mus Ed & Perf-Instr	3					3	100%
Mus Ed & Perf-Voc	0					0	n/a
Mus Bus-Instr	3					3	100%
Mus Bus-Voc	0					0	n/a
Arts Mgmt	0					0	n/a
MAT-Instr Mus	1					1	100%
MAT-Voc Mus	0					0	n/a
Contract-Instr	1					1	100%
Contract-Voc	2	1				1	100%
Totals	30	3	3	0	1	23	85%

Table 3: Major Retention Data: Fall 2005 to Fall 2006	Return Fall 05	New Fall 05	Grad	Transfer	Drop	Major Change	Return Fall 06	Retention %
Mus Ed-Instr	9	22	4	3	4		20	74%
Mus Ed-Instr w/Voc	1	3					4	100%
Mus Ed-Voc	0	8		1	2	1	4	50%
Mus Ed-Voc w/Instr	0	2					2	100%
Mus Perf-Instr	2	1	1			1	1	50%
Mus Perf-Voc	2	2			1		3	75%
Mus Ed & Perf-Instr	3	1					4	100%
Mus Ed & Perf-Voc	0	0					0	n/a
Mus Bus-Instr	3	6		1	2	1	5	56%
Mus Bus-Voc	0	6		2			4	67%
Mus Perf & Bus-Voc	0	1					1	100%
Arts Mgmt	0	0					0	n/a
MAT-Instr Mus	1	4	1				4	100%
MAT-Voc Mus	0	7					7	100%
Contract-Instr	1	1					2	100%
Contract-Voc	1	0					1	100%
Contract	0	1					1	100%
Totals	23	65	6	7	9	3	63	77%

Table 4: Major Retention Data: Fall 2006 to Fall 2007	Return Fall 06	New Fall 06	Grad	Transfer	Drop	Major Change	Return Fall 07	Retention %
Mus Ed-Instr	20	10	4		5	1	20	77%
Mus Ed-Instr w/Voc	4	0					4	100%
Mus Ed-Voc	4	3	1				6	100%
Mus Ed-Voc w/Instr	2						2	100%
Mus Perf-Instr	1	3					4	100%
Mus Perf-Voc	3				2		1	33%
Mus Ed & Perf-Instr	4	1		1			4	80%
Mus Ed & Perf-Voc	0						0	n/a
Mus Bus-Instr	5	4		2	2		5	56%
Mus Bus-Voc	4						4	100%
Mus Perf & Bus-Voc	1						1	100%
Arts Mgmt	0						0	n/a
MAT-Instr Mus	4						4	100%
MAT-Voc Mus	7	6	6		1		6	86%
Contract-Instr	2	1	1	1			1	50%
Contract-Voc	1						1	100%
Contract	1						1	100%
Totals	63	28	12	4	10	1	64	81%

Action Plan: Central and explicit to retention is a highly accomplished faculty of artist-teachers whose commitment to students and the University is second to no other cause. This is evidenced by deployment and performance aligned with the missions of the University and the scope of the University's individual development plan.

Theatre

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 various changes will be implemented for the 2007/2008 academic year and are as follows:

- a showcase performance highlighting excellence in work presented during studio classes throughout the year will be presented.
- understudies will be utilized for mainstage productions to help ensure and that the academic work of those students who are cast in said productions maintain at acceptable university and departmental standards.
- rehearsal guidelines will be presented to students who self-direct themselves in acting studio scenework so a system of common goals and objectives can be established for the rehearsal process.
- each student will present a portfolio-in-progress at the end of each semester to demonstrate their progression towards acquiring the necessary skills, documentation, and materials that will ultimately be used to help gain employment in the profession.
- graduate students will take a more active role in departmental productions.
- a number of students who were in more than one or two productions per semester reported that the time demands of working on these productions prevented them from being as successful as they would have liked to have been on their academic work. Therefore, the production schedule and types of plays presented will be adjusted to allow students to focus more on their academic success.

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.

Costume Interns, The Utah Shakespeare Festival (Tony-Award winning company) (PAE)
Actor, The Prague International Fringe Festival (PAE)
Head of Wardrobe, Opera Theatre of St. Louis (PAE)
3 actors, 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)
Actor, St. Louis Black Rep (PAE)
Sound Designer, St. Louis Black Rep (PAE)
Sound Technician, St. Louis Black Rep (PAE)
New Assistant Professor in Theatre, SIU-Edwardsville
New Assistant Professor in Theatre, UMSL
3 Adjunct Instructors, Fontbonne University, Washington University, UMSL, and St. Louis University
1 guest choreographer, Philadanco, Philadelphia, PA
2 Actors, New Jewish Theatre Company (PAE))
Technical Director, New Jewish Theatre (PAE)
Stage Manager, New Jewish Theatre (PAE)
Assistant Stage Manager, New Jewish Theatre (PAE)
2 Actors, HotCity Theatre Company (PAE)
Actor, ACT INC. Theatre Company (PAE)
2 Actors, Vanity Theatre Company (PAE)
Stage Combat Director, Washington University
Stage Combat Director, Vanity Theatre Company (PAE)
2 Actors, St. Louis Shakespeare Theatre Co. (PNE)
Technical Director, 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)
3 Actors, Riverside Shakespeare Theatre (PNE)
4 Actors, local industrial films and commercials (PSAG)
1 served as secretary to the Kevin Kline Awards (The professional theatre awards for the St. Louis Metropolitan area)

Assessment Calendar, 2007-2008

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 2007
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 2007 Spring 2008

TA 111	Pre/Post Test (Locally generated, self-assess and objective)	Fall semester	Faculty	Faculty	Recent revisions are being evaluated	Fall 2007
TA 112	Pre/Post Test (Locally generated, self-assess and objective)	Spring semester	Faculty	Faculty	Recent revisions are being evaluated	Spring 2008
TA 201	Project (locally generated, objective, self-assess and subjective)	Spring semester	Parker	Faculty	Assessment instrument is being revised and will be in place for Spring 2008	Spring 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 2007
TA 305 TA 515	Pre/Post Test (Locally generated, self-assess and objective)	Spring semester	Faculty	Faculty	Current assessment instrument is being redesigned	Spring 2008
TA 306* TA 511	Project (locally generated, objective, self-assess and subjective)	Spring semester	Gregory	Faculty	Current Assessment instrument will remain in place	Spring 2008
TA 335 TA 535	Pre/Post test (locally generated, objective)	Spring	Parker	Faculty	Assessment instrument is being created and will be in place for Summer 2007	Spring 2008
TA 336 TA 536	Pre/Post test (locally generated, objective)	Fall	Parker	Faculty	Assessment instrument is being created and will be in place for Fall 2007	Fall 2007
TA 370 TA 530	Pre/Post test (locally generated, objective)	Fall	Walsh	Faculty	Current Assessment instrument will remain in place	Fall 2007
TA 480	Project (locally generated, objective, self-assess and subjective)	Spring semester	Gregory	Faculty	Recent revisions are being evaluated	Spring 2008
TA 600	Project (locally generated, objective, self-assess and subjective)	Spring semester	Gregory	Faculty	Recent revisions are being evaluated	Spring 2008

* The Theatre Department is currently exploring the assessment of additional studio based classes that are project oriented. The topic typically 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 2006 the test was administered to 24 students at the beginning and to 22 students at the end of the semester. In the spring semester the pre-test was administered to 46 students and the post-test was administered 36 students.

Results:

Category	Year	Pre-test	Post-test	Improvement
Terminology	06-07	22%	87%	75%
Theory/ Concept	06-07	10%	90%	80%
Self-Assessment: Confidence in Performing a Character	06-07	70%	85%	15%

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	8
Performing a Scene	12

Analysis: The improvement in the objective sections of the pre-test and post-test is consistent with the improvement seen in the 2005-2006 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.

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: 13 took the pre-test. Average of 23% of questions answered correctly.
Post-Test: 8 took the post-test. Average of 88% of questions answered correctly.
Project work: 13 showed superior-good work, and 2 students showed average work chiefly as a result of absences – 1 or which also did not do the final project.

Analysis: Graphics accompanying lectures as well as participation in departmental productions aided in the understanding of the material covered in this course.

Action Plan: Improvement strategies include the addition of lab projects beyond the traditional work on departmental productions and the purchase of more tools for increased lab participation

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. 24 students took the pre-test and 22 students took the post-test.

Results:

Category	Pre-Test	Post-Test	Improvement
Given Circumstances	15%	83%	68%
Architecture	4%	76%	72%
Character analysis	36%	83%	47%
Identifying Event	0%	94%	94%
Self-assessment: Confidence in completing Script Analysis	40%	70%	30%

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: Based upon formal in-class conversations with students the inclusion of a screenplay in the list of dramatic texts to be studied will be added to the course in the fall of 2007.

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 3 prescribed projects within specific topics.
Students complete 3 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: 5 students took the pre-test. 5 answered 71% of the questions correctly.
Post-Test: 6 students took the post-test. 6 answered 100% of the questions correctly.
Project work: 6 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: Group labs for model building and discussions of concept style were helpful in comprehension and application of the material covered in this course. The small size of the class allowed for more individual attention to be paid to each student and contributed to their success in this type of practical, skill-based class.

Action Plan: Improvement strategies include a list of area-specific presentations in the syllabus as a permanent reference for students. Redesign the post-test to reference assignment parameters.

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	1st Scene	2nd Scene	Improvement
Staging	70%	80%	10%
Architecture	70%	75%	5%
Understanding of Action	70%	85%	15%
Beat Structure	60%	80%	20%
Ground Plan	75%	90%	15%

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. Based upon the results we will continue to find new ways of exploring the importance of understanding and highlighting the architecture of a scene/play as it pertains to directing.

Action Plan: We will look at exploring more exercises that emphasize directing a scene from the aspect of clearly conveying the architectural components of a script.

TA 480 - Senior Seminar

This is the capstone course for all seniors in the program. There were 11 students enrolled in senior seminar in the spring of 2007. 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. 3 students completed directing portfolios, 4 completed acting portfolios, 1 completed a design/tech portfolio, and 3 students completed musical theatre portfolios. The portfolios were graded according to criteria indicated in the following results.

Results:

Category	Result average
Thoroughness	70%
Quality	80%
Resume/Headshot	90%
Presentation	65%
Overall Effort	75%

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 continuing 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.

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. A faculty member who acts as the head of a committee of three selected by the student moderates the subject and progress of the thesis as the official reviewers and adjudicators. When the thesis reaches an acceptable draft form using

standard MLA format, two additional copies are distributed to the other members for consensus. A committee meeting is held to discuss the merits of the thesis with the candidate present as the final formalization of approval.

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 in-process by the committee head 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 2006-07 academic year, one student participated in a thesis project with an emphasis in design/technical theatre, four with an emphasis in acting, and two with and 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 2007 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 helming 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. We will explore the creation of an extension course 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.

Human Services Division

Christian Ministry Studies

Like science and philosophy, the three great bases of Western civilization, a program of systematic Christian theology makes certain essential assumptions. One assumption is the authority of sacred Scripture- the Bible. CMS holds a high view of Scripture and makes it the primary (but not sole) basis of authority. In this sense the CMS program can be said to be "biblically based." This basis, as a distinctive philosophy of education, is consistent throughout the CMS program.

Program Goals:

Upon completion of the CMS program,

1. Students will learn study skills and values, and demonstrate academic success in the liberal arts institution.
2. Students will be able to apply knowledge in laboratory settings through internships.
3. Students will be able to demonstrate a basic understanding of the history of Christianity.
4. Students will be able to demonstrate proficiency in teaching and preaching.
5. Students will be able to apply exegetical principles and skills to Scripture for use in teaching and preaching.
6. Students will have a basic knowledge of Christian systematic theology, including diverse and alternative understandings.
7. Students will have gained a basic understanding of biblical content, as well as meaning.
8. Students will have reconceived their own faith tenants, doctrines and perspectives.
9. Students will have gained an appreciation of Christian faith perspectives other than their own.

10. Students will have gained the skills necessary to lead and administer churches or nonprofit institutions.
11. Students will completely understand the concepts of Christian unity and be able to apply "practical Christian unity" in the parish or professional setting.

Five CMS courses were assessed which primarily address program goals numbers 4, 5, 6, and 7.
These courses were

- CMS 120 Introduction to Christian Theology (goals #6 and #7)
- CMS 310 Oral Communication in Ministry (goals #4 and #5)
- CMS 305 Principles of Youth Camping (goals #6 and #7)
- CMS 301 Hermeneutics (goals #5 and #6)
- CMS330 New Testament Book Study- Revelation (goals #6 and #7)

Methodology: Each course used identical pre-test and post tests to measure changes in both objective and subject understanding. To simplify results for the purpose of program assessment while providing the same level of conclusion, course assessment results are presented in the following categories:
1. Objective knowledge- questions relating to facts.
2. Subjective understanding and application- questions relating to deeper understanding, reflection and the ability to apply new knowledge.

CMS120 - Introduction to Christian Theology (assessed goals #6 and #7)
This course is a core requirement of all six CMS concentrations. 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.

1. Objective knowledge- questions relating to facts

Pre-test percentage correct	58%
Post-test percentage correct	75%
Percentage change-	+17%

2. Subjective understanding and application

Pre-test percentage correct	70%
Post Test percentage correct	81%
Percentage change-	+11%

Student Attitudes and Response: Gains in objective knowledge surpassed those in subjective understand, but this may be because CMS students come with a basic intuitive orientation to the subject as suggested by the high scores on the pre-test. A gain in objective knowledge of 17% is deemed substantial. The biggest concern for this course is that it is an overview that "skims" the surface of major theological categories, and that in-depth discussion suffers. Some students expressed concerns that their own theological questions were not specifically addressed. Students appear to be using the knowledge gained as a basis for personal reconception, reflection and application in all other CMS courses to follow.

CMS 330 - New Testament Book Study- The Revelation of John (assessed goals #6 and #7)
NT Book Studies are taught often, with a change of specific book. The purpose of the course is to gain familiarity with a specific book using sound exegetical principles. Integration with theological understanding gained from other courses is an important feature.

1. Objective knowledge- questions relating to facts

Pre-test percentage correct	29%
Post-test percentage correct	63%
Percentage change-	+34%

2. Subjective understanding and application

Pre-test percentage correct	58%
Post Test percentage correct	90%
Percentage change-	+32%

Student Attitudes and Response: This exciting experience produced substantial gain in knowledge and understanding. Students reflected upon and reconceived their own millennial theories as they studied all millennial theories. Familiarization of the content of a book that has so greatly influenced Western civilization and culture, art, music, and imagination, is of great worth. While some students complained the J-term format was too short, satisfaction was high.

CMS 310 - Oral Communication in Ministry (assessed goals #4 and #5)
This course presents practical models as well as biblical principles of inspiration, preparation, and delivery. It is primarily a lab course, with students delivering two sermons and one Bible study in class. Critiques of area pastors and preachers are an important feature as is research and writing. Improvement, practice and proficiency are the primary objectives.

1. Objective knowledge- questions relating to facts
Pre-test percentage correct 46%
Post-test percentage correct 73%
Percentage change- +27%

2. Subjective understanding and application
Pre-test percentage correct 58%
Post Test percentage correct 79%
Percentage change- +21%

Student Attitude and Response: Both objective knowledge and subjective application increased significantly. The primary thrust of the course is to gain experience with models of teaching and preaching. The students demonstrated proficiency- something the test instruments could not measure. Satisfaction was high, although some students did not value their participation in the lab work of the others as highly as they might.

CMS 305 - Principles of Youth camping (assessed goals #6 and #7)
This course offers models, theories (such as faith development theory) and structures- all relating to camp directing and successful programming. Application if facilitated through student projects and presentations. Research and writing are integral.

1. Objective knowledge- questions relating to facts.
Pre-test percentage correct 70%
Post-test percentage correct 83%
Percentage change- +13%

2. Subjective understanding and application
Pre-test percentage correct 68%
Post Test percentage correct 80%
Percentage change- +12%

Student Attitude and Response: Increases in both areas appeared modest. Information was presented through reading the texts and lectures. There were no notes provided. The students presented group projects using the knowledge gained in the course. The projects were rated highly in student satisfaction. Students expressed concerns that the writing assignment, a 300 point ten-page research paper, was excessive. The test instrument may be inadequate to measure the students' ability to apply their knowledge, particularly.

CMS301 - Hermeneutics (assessed goals #5 and #6)
This course deals with the historical and contemporary principles of interpretation and analysis of sacred Scripture. Students apply their knowledge through exegetical exercises and are graded partially on their ability to "do exegesis." Research and writing are integral.

1. Objective knowledge- questions relating to facts
Pre-test percentage correct- 31%

Post-test percentage correct- 49%
Percentage change- +18%

2. Subjective understanding and application
Pre-test percentage correct- 46%
Post Test percentage correct- 42%
Percentage change- (-4%)

Student Attitude and Response: Positive changes were to be expected. The change in objective knowledge was less than expected, and the negative change in the subjective understanding was not explicable. It is the director's belief that the measuring instrument was faulty in that the subjective test questions didn't reflect the language of the course, and so caused confusion. Overall student satisfaction was very high for this course. Students certainly thought they had learned and gained skills and proficiency to "do exegesis."

Results:
Lessons Learned

- The CMS program is producing great Bible teachers and preachers. The laboratory course was very positive.
- Exegetical skills are taught throughout the CMS program, not just in CMS 301 Hermeneutics. Students are integrating their skills in other classes.
- Systematic theology is offered throughout the CMS program, and CMS 120 early in the student's study provides the broad base upon which to build.
- Test instruments need to be evaluated to include more and better subjective questions to measure reflection and application.
- Test instruments need to include the same language of the course in order to avoid confusion.
- Students demonstrate a generally positive feeling toward the CMS program and within the University, retention is high. Transfers to other schools are rare.

Changes in Program for 2008

- CMS120 Intro to Theology, as a one hundred level course, will see a replacement of the ten-page paper previously required with two five-page research papers. Freshman students without ENG 150 and 170 often do not understand research writing.
- The class-status of students needs to be more strictly linked to the level of CMS courses they take. Perhaps 300 level CMS courses need prerequisites, including ENG 150 and 170, in preparation for research papers and higher level thinking. While completion of these courses is implied in upper level courses, successful completion has not been strongly enforced due to the need to place students in courses and to grow the program. It is time to come back in line with course level expectations.
- A review of assessment instruments will be undertaken, and new instruments or assessment methodologies devised.
- An assessment instrument for graduates will be designed and implemented.
- Theology is a basis for Western Civilization. General Education status of key, basic CMS courses will be sought in order to educate and serve the Lindenwood student community and fulfill the mission of Lindenwood University.
- Methods will be sought to improve the expectation of incoming students regarding the academic nature of the CMS degree program.

Criminal Justice

Goals:

Criminal Justice majors will:

1. demonstrate an understanding of the history and development of the Criminal Justice System in the United States from the time of the Roman Empire, through the Inquisition, the Norman Conquest, and the American Revolution, to the present.

2. 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.
3. have the opportunity to participate in an internship in an agency or organization within the Criminal Justice System.
4. gain the qualifications necessary to compete for employment positions within the Criminal Justice System.
5. demonstrate an acceptable level of knowledge in the core courses offered.
6. demonstrate an understanding of major theories of scientific study of crime as an individual and social phenomenon.

Objectives:

1. Identify the social and political forces that have shaped the current American Criminal Justice System.
2. Understand the increasing importance of the role of victims in the criminal justice process
3. Identify the major forms of deviance and crime in the United States.
4. Identify recent trends in dealing with juveniles accused of committing criminal offenses.
5. Understand the design and functioning of the Criminal Justice System and the inter-relation of its component parts.
6. Understand the evolution of the "professional model" of policing while noting its strengths and weaknesses.
7. Understand the ways in which the role of criminal justice professionals is shaped by community concerns.
8. Identify and discuss the various selection methods for criminal justice candidates.
9. 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.
10. Identify and be able to discuss the major steps in a criminal prosecution.
11. Understand the theoretical and practical roles and functions of public and private correctional facilities in the United States today.
12. Understand community corrections as it exists today, including probation, parole, house arrest, drug offender treatment, sex offender treatment, pre-trial intervention, and related programs.
13. Develop practical crime investigation skills.

Classes to be assessed
Starting with the Fall Semester 2007, a newly designed pre-test will be administered to students taking Criminal Justice Systems, CJ 210. Criminal Justice Systems, CJ 210, is an introductory course required of all Criminal Justice majors, and is not often taken by non-majors.

Method of assessment
The new pre-test has been developed by the Criminal Justice faculty members who teach the courses required of Criminal Justice majors for graduation. 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.

The same test will be given to Criminal Justice majors as they conclude the capstone class, Senior Seminar in Criminal Justice, CJ 440. The post-test will be administered to those students during the final week of the regular semester. We believe this approach will provide a comprehensive assessment of the learning of Criminal Justice majors from the introductory Criminal Justice Systems, CJ 210 through the capstone Senior Seminar in Criminal Justice, CJ 440. 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 results as well as individual results.

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 will be administered at the conclusion of the CJ 440 Senior Seminar class, which is, as mentioned above, the capstone course for the Criminal Justice program. 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.
- The previous assessments (2002 – 2006) that have been used for evaluation of the Criminal Justice program are sound so far as they go, but because of the shortcomings identified above, should not be used as bench marks for the 2007 program as a whole due to the considerable changes in faculty, evaluation instruments, and methodology.

Action Plan for 2007 - 2008:

1. Administer the pre-test in August 2007 and the post-test in May 2008 then analyze and publish the results to establish a bench mark for the program by June 2008.
2. Design and generate a survey form to be distributed to Criminal Justice Capstone Classes and alumni starting in December 2007.
3. Implement appropriate corrective changes based on the analysis of the surveys and pre/post tests in June 2008 or sooner if applicable.

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next Assessment
CJ210	Pre-Test	Aug. & Jan.	Faculty	Jan & June	None	June 08
CJ440	Exit Survey	Dec. & May	Faculty	Jan. & June	Revise Course Offerings	June 08
CJ440	Post-test	May	Faculty	June	Modify test and/or presentation material	June 08
Alumni Assessment	Survey	May	Faculty	June	Revise Course Offerings	June 08

Nonprofit Administration

Goals of the Major:

1. Provide knowledge of the creation, operation, and role in society of a nonprofit organization:
   Objectives:
   A. Define and explain what constitutes a nonprofit organization (NPO) both legally and operationally.
   B. To learn all the components of a nonprofit organization.
   C. To understand the many forms and service areas of NPOs.
   D. To gain knowledge of management and leadership of volunteers and staff; budgeting; program evaluation; marketing; fundraising; and organizational structure.

2. To gain skills that are useful for employment and volunteering in the nonprofit sector:
   Objectives:
   A. To teach decision making and critical thinking skills.
   B. To learn how to manage personnel both paid and volunteer.
   C. To learn the steps needed for fundraising events and activities.
   D. To prepare a budget and analyze financial statements.
   E. How to develop into a leader for the nonprofit sector.
   F. To learn how to organize and operate a division or program.

3. To offer opportunities that would enhance a student's ability to gain employment in the nonprofit sector:
   A. To provide an internship experience in a nonprofit organization.

B. To offer a student association experience which would simulate an operating NPO.
C. To allow independent study in an area of particular interest for the student.

Classes assessed:

1. We currently do a pre-test in our introductory class, NPA 100, to gauge the knowledge of the students about the nonprofit sector. We plan to implement a post-test for these same students at the end of the class semester.
2. 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.
3. 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. In addition, we use the original assessment test used in the NPA 100 course to further test the knowledge and skills gained by completing this major.
4. We intend, going forward, to keep the original pre- and post-test for each major and compare the results to the test scores achieved at the end in the senior seminar.

Test score results:

Pre/Post Scores Analysis by Content Area

Content Area		2006-2007 Undergraduate
Defining Nonprofits	Pre-test Scores	51.3%
	Post-test Scores	59.6%
	Differential	8.3%
Theory	Pre-test Scores	46%
	Post-test Scores	75%
	Differential	29%
Management and Leadership	Pre-test Scores	61.9%
	Post-test Scores	80.4%
	Differential	18.5%
GRAND MEAN	Pre-test	58%
	Post-test	81%
	Differential	23%

Critical Thinking Analysis

Competence		2006-2007 undergraduates
Critical Thinking Evaluation	Pre-test Scores	31.4%
	Post-test Scores	53.6%
	Differential	22.2%

Lessons learned:
Greater emphasis on the role of nonprofits in society is needed. We need to concentrate on improving critical thinking skills by adding a component of critical thinking to more courses.

Action plan for next year:
We are redesigning our introductory course to put more emphasis on the role of nonprofits in American society as well as global society. The senior seminar class has been improved to emphasize critical thinking analysis. We will discuss pre- and post-testing all students in the introductory classes and doing another post-test, using the same instrument, in the senior seminar class to evaluate the change on those who major in nonprofit administration. Graduate program capstone course has been completely changed to be a research paper representing many of the skills and knowledge gained from the program.

Impact and/or changes to classes and program:
We have redesigned two 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 revamped the 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 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, case scenarios 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 social work 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-test 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 Social Work Assessment Procedures for 2005-06

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 and seven (7) in 2006-2007.

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
Social Work Employment	85%	74%	67%	78%	69%	60%	80%	85%
Graduate School	0%	13%	22%	22%	31%	30%	20%	14%
Total going into social work employment or continued social work education	85%	87%	89%	100%	100%	90%	100%	85%
Other	15%	13%	11%	0%	0%	10%	0%	0%

Data Analysis:

The number of graduates in 2006-2007 who moved directly into employment is comparable to the previous year. Fewer graduates have going directly to graduate school since 2001. 85% of the 2006-2007 graduates had secured full-time post-graduation employment in social work prior to graduation which compares favorably with the grand mean. Please note that one of the 2006-2007 graduates, a double major in Criminal Justice and Social Work, a Cum Laude graduate, has full-time employment in social work and is planning on entering an MSW program on a full-time basis in the Fall Term of 2007. 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% (100% actual) 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 Cross-cultural Communication	34%	62%	+28%
SW 110 Introduction to Social Work	54%	76%	+22%
SW 240 Human Diversity & Social Justice	25%	50%	+25%
SW 280 Human Behavior in the Social Environment I	42%	64%	+22%
SW 310 Social Work Practice I	40%	77%	+37%
SW 311 Social Work Practice II	53%	75%	+22%
SW 320 Social Welfare Policy & Services I	26%	53%	+27%
SW 325 Social Work Research	36%	46%	+10%
SW 450 Field Practicum and Seminar	46%	51%	+5%
Social Work Program Content	32%	41%	+9%
Grand Mean	39%	61%	+21%

Data Analysis:

Overall, students demonstrated substantial growth from Pre-test to Post-test scores, a change of +21%. The largest increases in tested content knowledge were in SW 310 (37%), SW 100 (28%), and SW 320 (27%). Compared to changes from 2005-2006, SW 310 demonstrated the greatest increase, from 10% to 37%. The smallest increases in tested content knowledge were in SW 450 (5%) and SW 325 (10%). The lowest Pre-test scores were in SW 240, a General Education course, and in SW 320. This is consistent with the findings of 2005-2006. Very few of the students enrolled in SW 320 had completed the required pre-requisites in the "new curriculum" with many of them completing the major in the "old curricula." The highest Post-test scores were in SW 310 (77%), SW 110 (76%), and SW 311 (75%). The lowest Post-test scores were in the Final Social Work Program Content test (41%) and SW 325 (46%).

Please note that this was the first 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, none of the graduates had completed that entire curriculum.

Please note that several of the students completing the Final Examination in SW 325, the location of the post-test content test, revealed that they had not studied for the examination as they had secured the final grade they desired through use of written extra-credit opportunities.

Outcome Evaluation:

Exceeded by 1% in the Grand Mean; Exceeded in SW 100, 110, 240, 280, 310, 311 and 320; Not met in SW 325 and 450.

Case Response Scenario Pre/Post Scores Analysis per Process/Intelligence—Multi-year Comparison

Percent Correct for Interpersonal Intelligence—Application

Competency		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Application	Pre-test Scores	47%	56%	51%	56%	58%	43%
	Post-test Scores	61%	60%	62%	59%	58%	54%
	Differential	+14%	+4%	+11%	+3%	0%	+11%

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. The 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. 2006-207 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. 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 2006-2007 was 11% which was 6% higher than the goal. The grand mean differential for the 6 tested years is 7%. 2006-2007 graduates exceeded the grand mean by 4%.

Assessment of Course Objectives

Student Assessment of Course Objectives

Course	Pre-test 2005-06	Pre-test 2006-07	Post-test 2005-06	Post-test 2006-07	Change 2005-06	Change 2006-07
SW 100 Cross-cultural Communication	3.12	3.29	3.89	3.96	+. 77	+.67
SW 110 Introduction to Social Work	2.33	2.82	3.75	4.06	+1.42	+1.24
SW 240 Human Diversity & Social Justice	2.55	2.49	3.44	3.64	+. 89	+1.15
SW 280 Human Behavior in the Social Environment I	2.39	2.80	3.63	3.78	+1.24	+.98
SW 310 Social Work Practice I	2.44	2.28	3.66	3.90	+1.22	+1.62
SW 311 Social Work Practice II	2.85	2.00	3.69	3.27	+. 84	+1.27
SW 325 Social Work Research Methods		1.98		3.44		+1.46
SW 320 Social Welfare Policy and Services I	2.47	2.44	3.45	3.67	+. 98	+1.23
SW 450 Field Practicum and Seminar	2.92	3.16	3.81	3.75	+ . 88	+.59
GRAND MEAN	2.63	2.58	3.67	3.72	+1.04	+1.13

Data Analysis:

In all courses measured, students indicated on average, over a two year period of time, an improvement of slightly more than 1 point in their ability to meet course objectives. The greatest amount of change noted in 2006-2007 was in SW 310 followed by SW 325. The least amount in was found in SW 450 and in SW 100 which is a General Education course in which most of the students were non-Social Work majors.

Please note that students began SW 450 with the highest Pre-test ratings of all courses except for SW 100. 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. Post-test scores across all course offered were, by average, .09 higher on the 5 point scale in 2006-2007 than they were in 2005-2006. This was the third year in a row for an increase in the grand mean.

Outcome Evaluation:

Exceeded: The goal was exceeded in 2004-2005, in 2005-2006, and, again, in 2006.2007 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.

2006-2007 Conclusions and Action Plans:

The assessment data suggest the following conclusions and recommendations for the following actions:

1. 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 the 2006-2007 because of very low enrollments making their inclusion, for comparative purposes, impractical, 2007-2008 will include those evaluations.
2. A pre/post program evaluation content evaluation for the entire program has been developed and has been implemented. None of the students completing that evaluation had, at the time, taken all of the courses from which content for the examination was tested. 2007-2008 evaluations will include more

students who completing the "new curriculum" which will enhance the utility of the entire evaluation process.
3. 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. Additionally, the Program will be using standard statistical measures to assess the validity and reliability of test questions that have been in use for over two years. The Program will consider making some minor changes to tests to improve their overall validity and reliability.

Humanities Division

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.

<u>English 372 - Modern Grammar</u>

Course Description:

Modern Grammar is an intensive study of the nature and structure of the English language with emphasis on recent development in linguistic analysis, but with coverage also of traditional grammar.

Course Goals:

Students will understand how a grammar is formed and how such a grammar continues to form itself. Students will also be familiar with grammatical terms and will be able to apply those terms to the grammar of any language.

Course Objectives: By the end of the course, students will be able to

- Find and correct common grammatical mistakes;
- Understand a grammar as a system;
- Diagram various types of sentences;
- Understand linguistic analysis.

Procedure and Rationale:

Students were given a pre-test and post-test that included 11 short-answer questions and 4 multiple-choice questions. The multiple-choice questions assessed students' factual knowledge; the other questions tested conceptual knowledge and the students' abilities to apply this knowledge. Question 1 asked students to diagram a relatively complicated simple sentence; questions 2, 7, 8, and 9 assessed students' abilities to define and apply grammatical terms; questions 3, 4, 6, 12, 13, 14, and 15 assessed students' knowledge of the parts of speech and the subclasses of the parts of speech; and questions 5, 10, and 11 assessed students' knowledge of linguistic concepts. Eighteen students took the pre- and post-test in the fall of 2006.

Concept: Diagramming

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	0	10	55

Concept: Grammatical Terms

Question	% Correct Pre-test	% Correct Post-test	% Difference
2	5	14	50
7	5	16	61
8	10	18	44
9	0	18	100
Average Change			64

Concept: Parts of Speech and Their Subclasses

Question	% Correct Pre-test	% Correct Post-test	% Difference
3	15	18	16
4	13	17	22
6	2	14	66
12	2	15	72
13	7	16	50
14	7	18	61
15	1	17	89
Average Change			54

Concept: Linguistics

Question	% Correct Pre-test	% Correct Post-test	% Difference
5	0	16	89
10	1	18	94
11	0	16	89
Average Change			91

All Concepts

Overall Average Change	66

Action Plan:

Because this report is based on a new instrument applied to only one section of one course that is offered only once per year, care must be taken to avoid placing an inflated importance on the report. Yet the above data suggest that students come into the course with little overall knowledge of grammar and linguistics, the most dramatic improvement is in the area of linguistic concepts, the same concepts that these future teachers will be communicating to their students. Therefore, the instructor will continue to assess the syllabus and objectives and place more emphasis on aspects of the curriculum that middle- and secondary-school teachers may encounter in their professional careers. A 200-level course will also be offered in the fall of 2007; this lower-level course will focus less on theory and more on traditional prescriptive grammar. The department will decide which of these offerings is more helpful to our students. The department may also wish to investigate the wisdom of offering one

course to middle school teachers and to those pursuing MAT degrees and the other course to those students pursuing English majors.

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 → **Area ↓**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**Average score by area**
Prose style	2.0	4.0	3.1	3.0	2.8	2.8	3.9	2.1	3.3	3.0
Critical acumen	2.0	4.0	3.0	3.0	2.6	2.7	3.6	2.3	3.0	2.9
Sophistication of Research	2.0	3.9	3.3	3.3	3.0	3.0	3.5	2.3	3.0	3.0
Command of Language	1.8	4.0	3.3	3.3	3.0	3.0	3.5	2.3	3.0	2.8
Growth as a writer	2.0	4.0	3.0	4.0	3.0	2.0	4.0	2.0	3.0	3.0
Capacity for graduate work	2.0	4.0	3.0	2.3	3.0	2.3	3.3	1.3	3.0	2.8
Average score by student	2.0	3.9	3.1	2.8	2.8	2.6	3.3	2.0	3.0	2.9

The group of portfolios is clearly stronger than the group of ten portfolios from last year. The numbers do not reveal that, however. This year we had 6 Ph.D. readers rather than 9 readers from the department as a whole. The reduction in the number of readers more heavily weights any lower score given by a reader. Another reason for the lower scores this year may have been the familiarity of the readers with the students' work. Of the two weaker scores, one was a student who showed marked improvement, and the other was not as weak as some students in last year's assessment.

Although in the areas of critical acumen, command of the language, and capacity for graduate study, the scores were below 3.0, this may also reflect the effect of the reduction in the number of readers. In the judgment of these report writers, 6 of the 9 have the capacity for graduate studies. We also noted that the quality of research sources improved as students relied on more refereed sources as opposed to encyclopedia and internet sources. This increasing sophistication of research and more genuinely academic writing seen in the majority of papers is, we believe, owing to a more consistent approach in the 300 level courses (We all require a minimum of 10 pages in the papers and accept only sources from refereed journals).

A more thorough collection of essays for the portfolios could be one factor explaining the higher score in growth as a writer.

In the table below, we compare these nine students' grade point averages in English courses (200-level and above), their portfolio average scores, and, where applicable, their Praxis examination scores. Education students in Missouri are required to pass the Praxis examination in their area of specialization before they are certified to teach at the secondary level, and so only those students applying for certification will have Praxis scores. The minimum score needed to pass the Praxis in English is 158 and the maximum score possible is 200.

Student →	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**2006-07 Avg.**	**2005-06 Avg.**	**2004-05 Avg.**	**2003-04 Avg.**
GPA in English*	2.4	3.6	3.2	1.9	3.4	3.8	3.7	3.6	3.7	3.3 (9 students)	3.3 (10 students)	3.4 (10 students)	3.6 (10 students)
Average Portfolio Scores	2.5	3.7	2.3	1.8	3.3	3.3	3.8	3.6	3.3	3.1 (9 students)	3.1 (10 students)	2.5 (10 students)	2.7 (10 students)
Praxis Score	—	—	199	—	165	—	—	177	194	184 (4 students)	188 (3 students)	174 (6 students)	171 (5 students)

* includes courses numbered 200 and above

Averages for the previous three years are included above, showing that average portfolio scores and Praxis scores remain high compared to the academic years ending in 2004 and 2005. The strong portfolios indicate that we are doing a good job with these majors and providing them with challenging and varied topics. For us to help the weaker students improve their work would require additional time, for instance, requiring revisions and/or individual meetings over papers and interpretation of literary works. This, apart from the question of our time availability, needs to be balanced with the student's own motivation and sense of personal responsibility.

The slight decline in English GPAs over the past four years is very likely the result of our more demanding degree requirements for the major, which went into effect for students who began their studies at Lindenwood in 2001–02; however, these new degree requirements probably account for the overall increase in portfolio scores and in Praxis scores during the same period.

Action Plan:

- 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. This will allow for more objective evaluation.
- Even though the collection process resulted in a greater number of student papers, we still need to focus on acquiring additional papers from the creative writing majors.
- We will share this report with the English faculty and ask for follow up and suggestions to improve our evaluation process.
- To ensure objective evaluation, we need to remind readers that it is our program that is being evaluated and not the individual students.

Assessment Calendar 2007-2008

Course	**Assessment Type**	**Date of Assessment**	**Faculty, Student Participation**	**Data Review**	**Action**	**Date, Type of Next Assessment**
English 110: Effective Writing	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty, students	Russell	Depends on results	Fall 2007, possible revision
English 150:	Pre/Post Test	Fall and	Faculty,	Hurst,	Depends on	Fall 2007,

Comp. I	(Locally generated, objective)	Spring semesters	students	Plate	results	possible revision
English 170: Comp. II	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty, students	Thomason, Tretter	Depends on results	Fall 2007, revision
English 201: World Lit. I	Pre/Post test (Locally generated, objective)	Fall and Spring semesters	Faculty, students	Schnellmann	Depends on results	Fall 2007, same type
English 202: World Lit. II	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty, students	Heyn, Canale	Depends on results	Fall 2007, same type
English 235: Amer. Lit. I	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty, students	Tretter	Depends on results	Fall 2007, same type
English 236: Amer. Lit. II	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty, students	Tretter	Depends on results	Fall 2007, same type
English 372: Modern Grammar	Portfolio	Every May	Faculty, students	Schnellmann	Depends on results	Spring 2006, same type
Senior English Majors	Portfolio	Every May	Faculty, students	Bell, Canale, Green, Glover	Depends on results	Spring 2006, same type

History

Objectives: The graduate in history should be able to demonstrate

1. Factual knowledge appropriate to United States, European, and World history, including chronology and important persons, processes and ideas.
2. Knowledge of the basic geography of major world civilizations and ability to identify significant features.
3. Recognition that there are varying interpretations of the events of history.
4. Understanding of multiple causation in history.
5. Knowledge of the various types of historical works, e.g., political, diplomatic, intellectual, economic, and social history.
6. The ability to write well-organized essays on set historical topics.
7. The ability to write well-crafted papers on assigned topics using proper documentation and prose appropriate for history.

History Program Assessment:

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

1. Syllabus Examination and Analysis

The syllabi of the various courses offered in each academic year will be collected and matched to hour and final examinations given in these courses. The syllabi are matched to the Program Goals and Objectives to ensure that all courses relate to them and that all Goals and Objectives are covered. The examinations will then be tallied to

measure the extent to which the Program Goals and Objectives, translated into course goals and objectives, were achieved and measured in the examination process.

2. Course Related Assessment Examinations

All 100 level courses have a pre- and post-test assessment tool. The purpose of the tool is to determine the level of improvement in knowledge of the students at the end of the semester. This information is for use by the department to determine if areas of focus need to be added or strengthened. These tests are currently under review in order to revise the tool to match the department's current concerns. The process of creating assessment tools for the 200 and 300 level courses is ongoing and should be completed within the next 2 years.

3. Comprehensive Examination
All graduating History majors sit for a comprehensive examination that focuses on the major concepts listed in the Program Goals and Objectives, such as multiple causation, varying interpretations of historical events, and historical literacy. The comprehensive examination will enable the faculty to assess the success the program has had in conveying these priorities to students.

Assessment Calendar, 2006-2007

Course	Assessment Type	Date of Assessment	Faculty, student participation	Data review	Action	Date, type of next assessment
History 100	Pre/Post Test (Locally generated, self-assess and objective) CAT (Generated by individual faculty)	Fall and Spring semesters By representative sections	Faculty Kirksiek Griffin Keao others	Faculty Student assistants Faculty	Test being revised, to adjust size comparative to other assessment tools Depends on results	Fall 2006 Spring 2007
History 400	Essay (locally generated) Objective questions Transcript analysis	Fall and Spring semesters Spring semester	History faculty grade Exit interviews with students Faculty	Faculty Faculty	Recent revisions are being evaluated	Fall 2006 Spring 2007
History 105	Pre/Post Test (locally generated, objective)	Fall Spring By representative sections	Whaley Smith Heidenreich	Faculty Student assistants	Depends on results	Fall 2006 Spring 2007
History 106	Pre/Post Test (locally generated, objective)	Fall Spring By representative sections	Whaley Smith, K Smith, J	Faculty Student assistants	Depends on results	Fall 2006 Spring 2007
History 200	Pre/Post test (locally generated,	Fall	Heidenreich	Faculty	Depends on results	Fall 2006

	objective) CAT	Spring				
History 301	Pre/Post test (locally generated, objective)	Fall Spring	Keao Kerksiek	Faculty	Depends on results	Fall 2006 Spring 2007

History 400

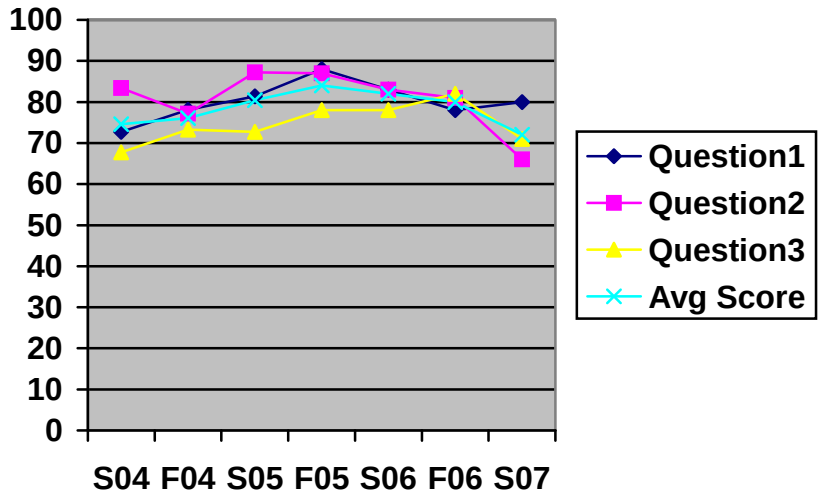
An examination system for HIS400 began in the fall semester of 2003. In 2005, a revised system was implemented for testing and evaluating students in HIS400. This course serves as a cap-stone for History Majors and, therefore, students are expected to demonstrate mastery in the following areas of study:

1. United States History
2. World History
3. European History

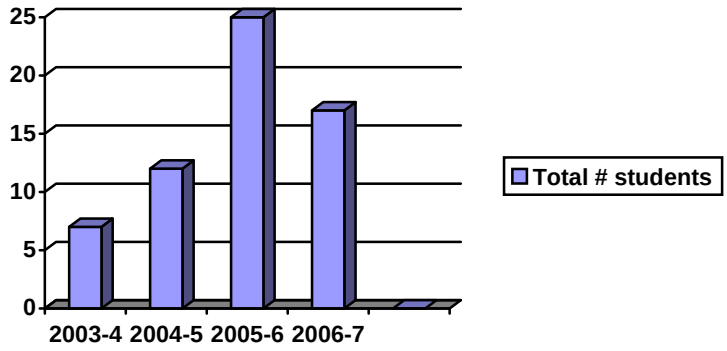
Mastery is demonstrated with a passing score on each of the three exams. Exams are given every two weeks beginning with week 3 of the semester. There are two readers from the History faculty for each exam. The course also contains a research component that leads to the creation of a written project which serves to evaluate the progress of students in these important aspects of historical studies.

Average Score Spring 2004 – Spring 2006:

Question	S04	F04	S05	F05	S06	F06	S07
1	72.7	78.1	81.4	88	83	77.6	80.1
2	83.4	77.2	87.2	87	83	81.2	65.7
3	67.7	73.25	72.7	78	78	82.4	70.9
Avg score	74.6	76.1	80.4	84	82	80.4	72.2



History class GPA range	4.0-3.5	3.49-3.0	2.99-2.50	2.49-2.0	1.99-1.5
Number of students 2003-4	2	4	1	0	0
HIS400 Score Avg 2003-4	82, 78	79, 73, 77, 73, 72	58		
Number of students 2004-5	2	5	3	1	1
HIS400 Score Avg 2004-5	80, 77	91, 86, 83, 82, 81	79, 73, 64	80	71
Number of students 2005-6	7	5	10	3	0
HIS400 Score Avg 2005-6	93, 87, 88, 93, 90, 87, 85	83, 87, 86, 78, 87	87, 84, 78, 72, 81, 79, 81, 81, 89, 77	75, 66, 82	
Number of students 2006-7	7	3	2	5	0
HIS400 Score Avg 2006-7	86, 91, 90, 86, 93, 85, 86	80, 83, 82	70, 70	45, 62, 86, 80, 70	



Analysis

Upon initial inspection, a drop in Spring 2007 scores for the HIS400 exams is apparent. Further review, however, reveals that the test scores as well as final grades are in fact consistent with student GPAs among these History majors.

History 400 Actions for 2006-7

- Continue evaluation of History Majors on mastery of existing categories (i.e., United States History, World History, European History).
- Continue the rotation process among senior professors for this capstone course.
- Redesign questions each year so that students will be continually challenged through the evaluation process.

Foreign Languages

French Major

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, none scored 60% or higher (average of 31%) on the pre-test, while on the post-tests all of them did successfully. The assessment items were imbedded in 3 unit tests, whose scores averaged as follows:
Unit 1: 87%; Unit 2: 85%; Unit 3-4 (final): 81%.

Based on test results and comparing them to pre-test results, some grammar points will be eliminated from the course (irregular adjectives, comparative & superlative, interrogation, adverbs), with more time spent on others that require more attention. This should also leave more time for discussion of readings in Unit 4, which twice have had to be limited.

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 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 claimed unanimously to prefer these listening exercises to those used in the 100- and 200-level courses. 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 is 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.

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

<u>FLF 337 - History of French Civilization</u>
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 16 students taking a perception survey at the start and finish of the semester. 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	4.0	4.8
familiarity with the French Middle Ages	1.7	4.2
familiarity with the French Renaissance	2.1	4.1
familiarity with the French Enlightenment	1.7	4.0
familiarity with the French Revolution	3.0	4.8
familiarity with the Napoleonic period	2.8	4.2
familiarity with France's role in WWI	1.9	4.3
familiarity with France's role in WWII	2.7	4.3
familiarity with Charles de Gaulle	1.3	4.5
familiarity with the politics of the 5th Republic	1.1	4.3
familiarity with the French educational system	1.2	3.2
familiarity with contemporary French society	3.0	4.8
familiarity with the mindset of the average French citizen	3.1	4.0
familiarity with French cuisine	2.9	3.8

The results are very satisfactory.

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: 12; 80% and above: 2; 70% and above: 0; 60% and above: 2; below 60%: 0.

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	2.2	3.9
proficiency in using MLA style for writing research papers	3.5	4.5
proficiency at using the library to obtain resources	3.0	4.7

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

<u>FLF 350 - French Literature up to 1800</u>

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 Middle Ages to the end of the 18th century. When asked to list authors/works from the various periods, only one student could list an author or two here and there. 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	2.1	4.3
Renaissance French literature and literary history	1.8	4.2
17th-century French literature and literary history	2.3	4.2
18th-century French literature and literary history	2.1	4.9
Perceived interest in French History and Civilization	3.6	4.8

Midterm and final essay exams demonstrated a highly satisfactory mastery of material by all students, with 6 our of 7 scoring above 90% on the midterm and final.

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

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 authors or two here and there. 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
19th-century literature and literary history	1.9	4.8
20th-century literature and literary history	2.1	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 (19th century)	Final exam (20th century)
90 or above	2	3
80 or above	3	4
70 or above	2	0
60 or above	0	0
Below 60	0	0
Overall average	85%	91%

During the Spring semester of 2007, the use of "reading journals" was introduced for the first time in this course. This guided reading work proved to have excellent 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 show a very high level of satisfaction with the course.

FLF 360 - 17th-Century French Theatre

Assessment is based on the following tools:

- perception survey given at the beginning and end of the semester
- analysis of performance on midterm exam and final research paper
- end of semester evaluations of the course

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 works by the various authors, all of the six students could list at least the two 17th-century plays they read with me in FLF 350, one by Molière and one by Corneille. None could list plays by Racine. By the end of the semester, they were all able to list 3 to 5 plays by each author. The increase in general familiarity with each author is illustrated by the chart below, using a scale of 1 to 5, with 1=no familiarity and 5=very familiar:

Category	pre-test score	post-test score
Interest in 17th-century French theatre	3.5	4.1
familiarity with 17th-century French theatre	2.3	4.3
familiarity with Corneille	2.4	4.6
familiarity with Molière	3.1	4.2
familiarity with Racine	2.4	4.3

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:

Category	pre-test score	post-test score
proficiency at writing research papers in French	3.1	4.4
proficiency in using MLA style for writing research papers	3.3	4.6
proficiency at using the library to obtain resources	3.3	4.5

During the Spring semester of 2007, the use of "reading journals" was introduced for the first time in this course. This guided reading work proved to have excellent results. Students uniformly prepared all readings and were ready for informed class discussion. As a result of students' performance in completing their reading journals and their excellent performance on the midterm exam, on which the lowest score was an 87%, the instructor decided—in consultation with the students—to eliminate the final exam from the syllabus, placing more weight on the final paper. Students took their research seriously and produced better papers than have been seen in past semesters. This is most likely also a result of the fact that 6 of the 9 students have spent a semester studying in France and one of the students was a native speaker.

End of semester evaluations of the course are not yet available for review.

FLF 364 - 20th-Century French Autobiography

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 and end of the semester, 10 students were given a questionnaire asking them to define Autobiography as a genre, and to discuss the problems inherent in the genre. All five students showed a very satisfactory improvement in their understanding of the genre, as illustrated by their insightful answers in the post-test. They were also asked to list autobiographies they had read. All of the students had read at least one or two autobiographies or memoirs such as The Diary of Anne Frank and Night by Elie Wiesel. By the end of the semester, they were all able to list not only the 6 autobiographies read for the course, but others with which they had become familiar as a result of the course.

Responses to the question as to their level of interest in French Autobiography showed an increase from an average of 3.7 to 4.7 on a scale of 5 where 1=no interest and 5=very interested.

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

This semester (Spring 2007) seven 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. In addition to meeting on campus, the students made a total of 9 trips to the Pulitzer, familiarizing themselves with the exhibit, practicing, and finally, giving the tour to four groups: two composed of area high school students one composed of French students from Lindenwood University, and one for the French-speaking public in the St. Louis area. It was a very enriching experience for our students plus served to form a relationship with area students and teachers of French (a possible recruiting measure). The course was taken as a three-credit January Term course. 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 and wrote research papers on one of the artists.

The project will continue, with the course being offered as a January Term course, possibly to fulfill a General Education Fine Arts requirement, but not to count toward the French major per se.

Study Abroad at the Université de Caen

This spring semester the third group of Lindenwood French majors is studying at the Université de Caen. Based on information obtained from the last two groups and from communications with the group of 10 students currently studying in France, the following 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 been redesigned to list all the possible courses students might take in Caen, since many of the participants are coming from the 100 and 200 levels in French, as opposed to just the 300 level as originally projected.
- The 10 students who participated in the past two 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. Dr. Durbin and Prof. Cloutier-Davis have also noticed an obvious increase in these students' self-confidence.
- The current students in the program seem to be more satisfied than last year with the level at which they were placed.
- 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.

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 Major

FLS311/312 - Advanced Spanish Conversation and Composition

Each course had its own pre-test and final test covering items having to do with advanced vocabulary and grammar points studied during each semester. Of all 18 311 students, 15 have taken both the pre- and post-test for the Fall section (only their results will be analyzed in this section), and of all 13 311 students, 11 have taken both the pre- and post-test for the Spring section).

FLS 311 - Advanced Spanish Composition and Conversation I

On the pre-test none of the 15 students scored 60% or higher (average of 33%), while on the post-test, all 15 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: 4; 80 or above: 7; 70 or above: 12; 60 or above: 15; below 60: 0. If we compare this data to the results of the previous 3 years, two changes are noted: 1) for the second year in a row, several students have 90 or above in the final exams and 2) none failed the final exam. This suggests that the course changes by the instructor improved the students' understanding of the material.

FLS 312 - Advanced Spanish Composition and Conversation II

On the pre-test none of the 13 students scored 60% or higher (average of 36%), while 12 did in the post-test. The average score on the final was 81%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 2; 80 or above: 6; 70 or above: 9; 60 or above: 12; below 60: 1. The student who failed still managed to show some improvement with a 11% on the pre-test and a 56% on the final.

General Comments Pertaining to the 300 Level

Student's overall satisfaction with these two 300 level courses was high, although not as high as last year. 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 feel that their overall understanding of Spanish grammar and culture and oral proficiency have improved tremendously thanks particularly to the welcoming "Spanish-only" environment and 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 (312 not yet available) offered positive comments on the course overall, the performance of the instructor, the textbook, the constructive instructor's feedback, and the challenging course workload. Many students also mentioned they enjoyed researching online newspapers from different Spanish speaking countries for their newspaper portfolio, which allowed them to have a better understanding of current issues in Latin America and Spain. In addition, several students suggested more media use (films, videos) and others wished for fewer formal essay writings.

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 pair editing of compositions).

Oral proficiency is measured through oral examinations, oral presentations, and the Conversation Partner Program (for both FLS311 and FLS312). 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 result of these findings as well as our Spanish program changes to take effect next year, the instructor will update the course materials to make these courses more focus on conversation and advanced grammar, and less composition-focused. Specifically, the instructor will change to a new textbook/workbook package which is designed for an advanced conversation and grammar course and emphasizes on vocabulary subtleties and oral communication through media. In addition, to reinforce the listening and oral skills of the students, the Conversation Partner for FLS311 and FLS312 students will continue to be obligatory, and more activities will be adopted to ensure the students' use of the vocabulary and grammar being studied in class. For the FLS312 course, the instructor will keep the newly designed portfolio of newspaper articles project. 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 (Fall 2006)
FLS 336: Latin American Culture and Civilization (Spring 2007)

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), as well as 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 9 students in the class, only 4 completed both the initial and the final questionnaires. (One student dropped the class on realizing it was still too advanced for her; another on recognizing that the preparation would be too time-consuming in relation to her other courses, and a third had to withdraw from college completely; the 2 native speakers dropped the class on finding that it would require more than just knowledge of Spanish.) Of the non-natives three estimated their skills at level 3 at the beginning; one felt her speaking skill-level was 4. 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 grew by the end of the course, except in one case, in which the student felt that her interest had diminished, now that she had satisfied her 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 - There were originally 5 students; one, a native speaker, withdrew on finding that the course required more than just knowledge of Spanish. Of the four remaining, one was also a native speaker. All of them expressed beginning and continued high interest in the subject matter and great satisfaction with the course, one calling it "indispensable." 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.

Literary Masterpieces Courses: FLS 350 - Masterpieces of Peninsular Spanish Literature (Fall 2006)
FLS 351 - Masterpieces of Spanish-American Literature (Spring 2007)

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 12 students in the class; of those two 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 two wrote authors / works, with some errors. At the end, most students listed between 2-3 authors and/or works per category, with an average of 6-8 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 (12 Students took the exam)	1	2	3	4	5
Medieval / Renaissance	7 : 2	5 : 2	0 : 5	0 : 2	0 : 1
Enlightenment / Generation of 98	9 : 0	3 : 5	0 : 2	0 : 5	0 : 2
Civil War / Franco era	8 : 1	2 : 3	2 : 3	0 : 2	0 : 3
1975 (Franco's death) to Present	9 : 1	1 : 5	1 : 2	1 : 1	0 : 3

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.

Overall, the students perceived interest in Spanish literature and literary history seemed to have increased by the end of the semester.

FLS 351 - Masterpieces of Latin American Literature

There were 9 students in the class; 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, most listed between 3-5 authors and/or works per category, with an average of 10-13 total 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	3 : 0	1 : 4	0 : 5	0 : 0
Colonial to Independence	6 : 0	3 : 1	0 : 6	0 : 2	0 : 0
Independence to "Posmodernismo"	6 : 0	2 : 0	1 : 5	0 : 4	0 : 0
"Posmodernismo" to "Boom"	6 : 0	2 : 0	1 : 0	0 : 9	0 : 0
"Boom" to Present	6 : 0	2 : 0	1 : 2	0 : 7	0 : 0

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.

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: The 20th-Century Spanish Novel (Fall 2006)
FLS 370: The Spanish-American Short Story (Spring 2007)

FLS 370 - The 20th-Century Spanish Novel (Fall 2006)

There were six students in the course, two native-speakers and four non-native. Their goals for the course included learning more about Spanish literature and Spanish society through the eyes of the authors, learning to interpret Spanish novels 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 20th-century Spanish novels already read nor any they had heard of, with one or two exceptions; several listed one or two Spanish-American authors. Only two could name any major movement or event that characterizes the 20th-century Spanish novel. By the end of the course all of them could name at least the five novels we had 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 five, covering the topics mentioned in the course.

The level of interest in the subject matter increased for some, diminished for others, in direct correlation with the amount and intensity of individual engagement with the material (the greater the personal involvement, the higher the interest level ultimately 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 certainly needs to be done in this area.

FLS 370 - The Spanish-American Short Story (Spring 2007)

There were six students in the class. In the initial assessment most goals involved learning as much as possible about Spanish-American culture as shown through the stories from the various regions and periods, as well as a desire to gain greater skill in reading and fluency in speaking. At the end of the course, all of the students felt that they had accomplished their goals.

In response to the three prior knowledge questions as the beginning of the semester, most had no responses; when responses were attempted, only one or two titles, authors, or movements were named correctly. By the end of the course, all could list the stories and authors covered in the course, as well as some additional ones. The question on major literary or political movements elicited a variety of answers, with two to nine examples.

Interest in the material generally rose in the course of the semester, as did research-paper proficiency. The latter still needs attention, however. The ones who were in the highest category remained so.

Assessment of Majors

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 two 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 efforts, 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 have been introduced 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 or French majors took and passed the PRAXIS exam; one member of the Spanish program achieved a perfect score.

Other “Outside” Feedback

In order to enhance our means of evaluating the effectiveness of our teacher preparation, we are participating in a new program for the Humanities Division, 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. We will continue to follow up on our student teachers in this way.

Improvement Efforts for 2007-2008

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. A new semester program will be offered in the spring of 2008 for study at the University in Bochum, Germany. The J-Term travel program was strengthened again this year with trips to Peru 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, next to the French/Spanish Library, with announcements of opportunities for study abroad, as well as for graduate work in the fields of language and literature.

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 eleven 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, something absolutely 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

See General Education section.

Religion

Classes assessed:

Other than a continuation of the content analyses that has been carried on for the past several years, no new assessments were conducted this year. Instead, time was spent on evaluation of the program as a whole and reviewing the stated goal and objectives. This will be continued in the coming year. See the Action Plan for next year below.

Action Plan for next year.

With the addition of a new faculty member and the upcoming assessment by DESE, the Religion program will be reviewed and reorganized in the coming year. The action plan for the coming year will involve the critical re-evaluation of the goal and objectives for the whole Religion program. With the added expertise

of a new faculty member, additional courses will be developed and the whole program will be expanded to offer a broader and deeper program of education to the General Education student as well as the student seeking a Major and Minor in Religious studies.

Review of the whole program will 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 trends in the world and the expertise of the new faculty member.

Management Division

Introduction

The Management Division appears to be at a point where a "perfect storm" is brewing regarding assessment: three different forces are pushing us to address assessment, the regional accreditation for the university, the state accreditation for Education through the Department of Elementary and Secondary Education (DESE), and the approval to go ahead with efforts to try to receive accreditation for the Management Division programs through the Association of Collegiate Business Schools and Programs (ACBSP). As a result there is a need to make some changes regarding how we approach assessment—which should adequately address some of the issues about assessment for all three accreditation bodies.

One of the basic problems that hindered the Management Division regarding assessment is that we, essentially, are not one major but a variety of majors: The need is to have some type of assessment that transcends the individual majors. What will be tried beginning in the Fall Semester 2007 is to use a three-format test that students take in different Management Division courses. This is not a pre-test/post-test format, rather the three tests would be taken in a number of Management Division courses, such as, American Government: The Nation and Microeconomics and then in Principles of Management and Principles of Finance and the results are kept to assess improvements over several years. One of the issues being discussed as part of the way to look at the evolution of assessment for the university is to have divisions maintain student portfolios—this is a better way of addressing that type of problem. One of the problems with portfolios is that if we begin to maintain them on students in their Freshmen year, they may not remain in the Management Division as majors throughout their undergraduate years and we are left with a large number of open-ended folders.

What will be introduced as part of assessment in the Management Division is a three-test format:

- --Quantitative and Statistical Terms
- --Quantitative and Statistical Calculations
- --Business and Economic Terms, Theories, Writers

There is not a need for an equal number of questions per test, the Quantitative and Statistical Calculations Test may have fewer questions than the other two. The important thing is to make sure that the syllabi all contain specific references to these tests in their Course Objective sections.

If a Course Objectives section is included in all Management Division course syllabi then the following statement would be added to the Course Objectives section—and only what follows after the colon would be different for each course:

Students taking this course within the Management Division are required to take three Assessment Tests as part of this course requirement. These Assessment Tests, addressing quantitative, statistical terms and calculations, as well as business and economic terms are being done to improve the evaluation of Management Division programs. Each course individually does not prepare students for the entire three tests, but individual courses address some of what each test involves. As part of this course students will become familiar with the following which are covered in these three tests:

So, following the colon different quantitative, statistical, business, and economic terms, names, theories can be specified. We can show through the Course Objective section in each syllabus in various courses that we are aiming to be comprehensive yet integrated. Even in the Political Science and Public Management majors, two statistical courses are required so students taking those courses can have this added to their course objectives. For example, in the case of American Government: The States the following would be a course objective:

Students taking this course within the Management Division are required to take three Assessment Tests as part of this course requirement. These Assessment Tests, addressing quantitative, statistical terms and calculations, as well as business and economic terms are being done to improve the evaluation of Management Division programs. Each course individually does not prepare students for the entire three tests, but individual courses address some of what each test involves. As part of this course students will become familiar with the following which are covered in these three tests: per capita, median, regional Federal Reserve Banks, demographics.

Or, in the case of American Government: The Nation:

Students taking this course within the Management Division are required to take three Assessment Tests as part of this course requirement. These Assessment Tests, addressing quantitative, statistical terms and calculations, as well as business and economic terms are being done to improve the evaluation of Management Division programs. Each course individually does not prepare students for the entire three tests, but individual courses address some of what each test involves. As part of this course students will become familiar with the following which are covered in these three tests: standard deviation, Z scale, T score.

Or, in the case of Principles of Finance:

Students taking this course within the Management Division are required to take three Assessment Tests as part of this course requirement. These Assessment Tests, addressing quantitative, statistical terms and calculations, as well as business and economic terms are being done to improve the evaluation of Management Division programs. Each course individually does not prepare students for the entire three tests, but individual courses address some of what each test involves. As part of this course students will become familiar with the following which are covered in these three tests: SIC, financial ratio analysis.

Or, in the case of Principles of Management:

Students taking this course within the Management Division are required to take three Assessment Tests as part of this course requirement. These Assessment Tests, addressing quantitative, statistical terms and calculations, as well as business and economic terms are being done to improve the evaluation of Management Division programs. Each course individually does not prepare students for the entire three tests, but individual courses address some of what each test involves. As part of this course students will become familiar with the following which are covered in these three tests: competitive advantage, behavioral management theory, John Dewey, classical management theory, field-force analysis, TQM, W. Edwards Deming.

The number of what is added after each colon can change. Exam questions can look like the following:

Quantitative And Statistical Terms:

1. Standard deviation means the following:
    a. A measurement of statistical dispersion, measuring how widely spread the values in a data set are.
    b. Not much of anything
    c. A measurement of time

d. A measurement of progress

2. Median means
    a. A number dividing the higher half of a sample from the lower half.
    b. The median in the road
    c. The median temperature
    d. The median as in medium

Quantitative And Statistical Calculations:

1. Figuring standard deviation: The first pie baked rises 1 inch, the second pie baked rises 2 inches, and the third pie baked rises 3 inches. The correct standard deviation answer is
    a. a 2 inch average plus or minus 1 inch
    b. a 1 inch average plus of minus 2 inches
    c. a 3 inch average plus or minus 1 inch
    d. a 2 inch average plus of minus 2 inches

2. Figuring median. Which is the median of the following numbers:
    a. 1,2,3,4,5,6,7
    b. 4
    c. 3
    d. 5
    e. 2

Business And Economic Terms, Theories, Writers:

1. TQM means
    a) Totally Qualified Management
    b) Total Quality Management
    c) Total Quantity Management
    d) Total Quantified Management

2. John Dewey is associated with which school of thinking regarding management
    a. Behavioral approach
    b. Quantitative approach
    c. Submissive approach
    d. Doctrinaire approach

What we can do is to put the three tests on WebCT (this will be addressed below) since they are automatically graded and give us some greater statistical output—particularly regarding standard deviation which will allow us to see the degree of variation within a course. Obviously the lower the deviation, the greater the number of students that are showing advancement in learning, the greater the deviation the more we will see that some students learned a great deal while others may not have advanced quite as much as we had hoped.

What will be needed is to incorporation Management Division courses taught off-campus at various site locations. If Principles of Management, for example, is taught at an off-campus site then they will need to insert into their syllabus the course objective statement that is eventually agreed upon for the Principles of Management course. That does mean they don't have flexibility to do other things regarding how a similarly titled course is taught at different locations, but some degree of standardization looks necessary for all three accreditations.

All of the above does not mean that the pre-test/post-test is dropped—what we are doing is trying to find a way to bridge or transcend individual majors under the Management Division umbrella. In fact, besides the addition of the above standardized format added to the Management Division assessment, an additional assessment, or more accurately, feedback, will be added to the assessment process: A survey of some students who graduated from Lindenwood and how they reflect on Lindenwood now that they are in law school or graduate school (not attending our MBA). This will not involve a high number of students but it will add a dimension to the Management Division

assessment that approaches assessment in a slightly different way: by getting an understanding of how well prepared our students are to handle their next educational step. Over time, this may provide a means to see whatever gaps in preparation for law school or graduate school we need to address to better prepare our students. In fact, on a limited basis this was briefly tried several years ago by the Political Science/Public Management program assessment. From that it was determined that a change needed to be made regarding the amount of statistics that students were learning—initially only MTH 141 (Basic Statistics) was required as the General Education (GE) math requirement for Political Science/Public Management majors, however, after receiving feedback from several surveys involving students in law school and graduate school, SS310 (Social Science Statistics) was added as a required course to both majors.

Using WebCT

WebCT is a great statistical tool. For the most part, what we have done regarding our pre-test/post-test assessment process has been to have individual faculty members simply count up the number of questions right and wrong, perhaps determine an average for the course and compare the pre-test results to the post-test results. This has lead to some good observations—as can be seen from the annual Management Division assessment reports from previous years—but WebCT provides several statistical tools that will allow us to have more statistical results—whether that will lead to greater effectiveness in teaching is debatable at this point, all it means is that more statistical results can be generated.

For the Spring Semester 2007, a pre-test/post-test was added to PS 155 (American Government: The Nation). The test was not administered in the two sections for this course, rather four upper-level Political Science majors were asked to take the test-essentially a test run. The main reason is that a number of the faculty in the Management Division do not use WebCT and are not that familiar with how to access it or how to instruct students in how to use it. What was learned from this test run was how to set up a mini workshop for the Management Division—which will be held during the week before the start of classes in the Fall Semester 2007. Before that time, several courses will have their pre-test/post-test assessments placed on WebCT (including Principles of Management, Microeconomics, Principles of Finance, Introduction to Information Systems, American Government: The Nation, and American Government: The States).

Just to make one observation about the results of the four students taking the pre-test/post-test assessment in American Government: The Nation—as expected the standard deviation was low, not much deviation between the four students—which probably will not be the case in a Freshman level course with students taking the test and having no Political Science background. The other thing that was noted was that the WebCT system allows questions to be ranked in such a way that it can be determined which was the easily and which the most difficult questions based on the number of right and wrong answers. Furthermore, WebCT allows differentiating between average and median.

A workshop for the Management Division is planned for the week before classes start in the Fall Semester, at this point a decision will need to be made regarding off-campus sites and how to approach the faculty teaching at those locations. It is strongly suspected that in next year's report it will be noted that this issue was addressed over the summer and some degree of interaction with off-campus sites was achieved before the beginning of the Fall Semester courses. It is believed that what will be needed is to perhaps conduct a mini-workshop for instructors at the off-campus sites so they can also use WebCT for assessment purposes. What may initially be needed is to simply have instructors at these off-campus locations use existing pre-test/post-tests (for example, an instructor at an off-campus location might simply use the Principles of Management pre-test/post-test the first time around and then develop their own after that).

So, WebCT allows more statistical tools and it can be assumed that we are not sure at this point what those new statistical tools will allow us to conclude about the Management Division assessment program—or more specifically about assessment related to particular courses and then what type of feedback will be interpreted leading to changes in course design. The best we can conclude at this point is that, theoretically at least, more statistical tools the better.

Comparative Analysis

In comparing this annual assessment report with those prepared for the 2004-20005 and 2005-2006 academic years, several conclusions can be reached regarding the Management Division assessment program:

1) The basic pre-test/post-test format has remained a constant throughout the period under consideration. However, while the original proposal made at the time leading up to the last university accreditation visit consisted of a 45-question format, there has been some degree of variation among the majors within the division regarding this number. When the 45-question format was initially proposed, the notion was that there would be three subsections with 15 questions in each subsection (basic or general knowledge not necessarily related to a course, basic course learned knowledge, and more advanced course learned knowledge). Among the majors within the division, this 45-question format has been modified. For example in the case of the Principles of Finance course, the modification came in the change is emphasis away from basic or general knowledge to more questions focused on specifics related to the course itself. In the case of the Accounting program, they felt that using a pre-test/post-test in Principles of Accounting was not as useful as using one in a more advanced accounting course (BA 404 Advanced Accounting). Other types of changes came in the form of supplemental assessment tools. In the case of the Microeconomics course, the faculty experimented with writing sample—this seemed somewhat useful but not necessarily seen as though it would contribute to any significant feedback so it was dropped. In the case of a Marketing course (BA 453 Marketing Management & Planning) something similar to what was tried in the Microeconomics courses was tried, with a little variation—students were required to read an article which contained terminology that was on the pre-test/post-test and demonstrate their understanding. Again, something tried but not necessarily seen as leading to an assessment conclusions that were usable in a way that could be seen as effecting how that course was taught in the future. The point is that there have been attempts as modifications from the original assessment proposal but nothing extremely drastic in the way of changes.
2) A change that should be noted regarding the Management Division basic core courses (for everything but Political Science and Public Management) is that majors in division courses have to now require both Basic Statistics and Quantitative Methods. As pointed out earlier in this report, in the case of both the Political Science and Public Management majors are required to take Social Science Statistics in addition to taking Basic Statistics to fulfill their GE math requirement. The point is that all majors within the division have seen as increase in statistical and quantitative emphasis and this change by itself will allow a different level of assessment that would not necessarily have been possible to do in earlier assessments.
3) As pointed out earlier, we expect to introduce an assessment test that breaks down into defining terms and calculations. It is possible to say that this broader change regarding more emphasis on statistics and quantitative methods is perhaps and outcome of the last several years of looking at the types of issues or questions that have been covered on pre-tests/post-tests for different courses, since when you collectively look at these assessment tests it becomes apparent that statistics and quantitative methods were not sufficiently emphasized. So, assessment related to statistics and quantitative methods is not possible initially at the test end but needs to begin with changes made to the majors within the division itself. This is an interesting point: changes were made to division major requirements not because of anything that precisely came out of the assessment tests themselves, but because of what was seen as lacking in the assessment tests.
4) A word that was in previous Management Division assessment reports to describe what was occurring within our assessment process was the word "evolution." That word is still applicable to this report—certainly seen by the first part of this report that notes the changes that will be made to our assessment process. Some of the evolution that can be seen is that within several of the majors within the division, there is an undergoing attempt to relate introductory courses to capstone courses, basically the focus here is to see what students retain from those introductory courses and are able to apply in the capstone course. In the case of the PS 370 Governmental Research course (now renamed BA 475 Governmental & Economic Research), emphasis is placed on applying statistics as a research tool—students, for example, are taught to use content analysis (a term which will appear on their Quantitative and Statistical Terms test and will be on the Quantitative and Statistical Calculations test).. In the Management Information Systems (MIS) major, the notion of linking assessment at the two ends of the program was emphasized, so that students took a pre-test/post-test in BA 240 (Introduction to Information Systems) and in BA 442 (Information Systems Analysis and Design). More on attempts to work with the notion that assessment needs to be done at both ends of a majors, the introductory and capstone courses, is planned and will be covered in greater detail in subsequent annual division reports.

Lessons Learned and Applied

The full reports of each major within the division that submitted an assessment report, as is the case with previous years, are kept on file within the division—there is no reason to reprint tables and in depth statistical assessment for each major within the division. Some of these reports are extensively statistical. For example, the assessment report submitted for the MIS courses and the Microeconomics course are detailed regarding percentages right and wrong on each question for both pre and post tests. Rather several observations, conclusions if you will, regarding assessment are to be noted:

1) What stands out as a common denominator for most of the assessments done for the different majors are the attempts to determine which questions, therefore which information presented in class was received and understood by a fairly high percentage of students and which information was not well received. If there is one thing that immediately stands out about trying to apply the assessment process to teaching is to understand what a "majority" of the students understood and did not understand. The reason the word majority is placed in parenthesis is because saying that on a particular question 51% understood a topic or concept and, therefore, 49% did not seems as though too high a percentage of students failed to understand something seen as essential to a particular course. Division faculty seem as though they are trying to still develop an understanding of what percentage of students seems like the right amount regarding the understanding of a topic or concept. We must assume that 100% of anything will never be achieved, but what percentage of failure do we feel satisfied with? In collectively reading the different assessment reports submitted to the Management Division faculty member charged with preparing this report, it is apparent that determining the percentage of understanding from not understanding is a something that is not easily determined. This is an important issue and may eventually effect how we look at the broader issue of degree of standardization raised at the beginning of this report: What percentage of lack of understanding raises a red flag that something may need to be changed regarding how specific information is presented within a course? Maybe that percentage cannot be easily defined, or it may vary depending on the type of course taught, whether the course is more descriptive (American Government courses) or more quantitative courses, such as MIS courses or addresses financial ratio analysis in various Finance courses.
2) What stands out as a sign of the evolution of the assessments done for the different courses, using the pre-test/post-test format, is that over time there have been changes to the questions that have been covered by these tests and while that may be needed to make the course objectives and tests more compatible with each other, it also can degrade some of the assessment capabilities. If a specific set of questions are asked over several years, then it may be possible to start to draw some observations or conclusions about how changes were made to teaching methods regarding a particular course. This is a difficult trade-off: teachers making changes to their pre-test/post-test to make them more compatible with their courses but, at the same time, change or evolution, to some extent serving to undermine the capability to determine how teaching specifically changed because of apparent lack of understanding by a majority (there is that word again) of students in a particular course.

Looking Ahead

As pointed out earlier, mini workshops are planned so that Management Division faculty can use WebCT as the means to administer their assessment tests. The tests will be placed on-line over the summer. What will be needed to worked on, rather quickly, is how to develop some mini workshops on the issue topics for the on-campus faculty for off-campus sites. Since Lindenwood has courses taught at a number of different locations, exactly how to go about this process and clearly integrate off-campus sites into the same assessment process that will be done on-campus is something that will hopefully be resolved before the start of the Fall Quarter and semester programs. The other issue that will need to be addressed relatively quickly is the standardization procedure regarding Course objective sections in division syllabi related to the three basic tests that will be added to the division assessment process.

Sciences Division

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:

1. 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.
2. Students will initiate and complete laboratory experiments using scientific methodologies.
3. Students will do historical reviews and complementary searches of biological journals.
4. 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.
5. Students will pursue some topic(s) in greater depth than is presented in most courses.
6. Students will be introduced to ethical issues generated by advances in genetics, biotechnology, environmental science and other areas of biological research.

Biology Majors Program Assessment 2006-2007

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 2006-07 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 07
	PostTest	Dec/May	Faculty Students	June	Evaluate alternative teaching methods	Dec 07
BIO 252	PreTest	Jan	Faculty	June	None	Jan 08
	PostTest	May	Faculty Students	June	Evaluate alternative teaching methods	May 08
Graduating Students Exit Interview	PostTest	May	Faculty	June	Data Evaluation	May 08
		May	Faculty Students	June	Data Evaluation	May 08

BIO 251 / 252 - General Biology I & II

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. Although CHM 251 General Chemistry I is the preferred prerequisite for BIO 251, students who have a strong high school chemistry background are permitted to take BIO 251 and CHM 251 concurrently.

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	8/25
Application	11/25	Understanding	6/25
Cell Structure & Function	8/25	Application	10/25
Genetics	9/25	Evolution of	15/25
Evolution	4/25	Biological Diversity	
Practice of Science	4/25	Animal Form & Function	

Table II: General Biology I & II Pre/Post Test Results

	Pre Test	Post Test	Change	% Improvement
BIO 251 2006/07	7.46	10.14	2.68	36%
Avg To Date	7.16	10.78	3.63	51%
BIO 252 Spring 06	7.70	16.6	8.90	116%
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 251was 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 60%. 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 the instructor has evaluated a number of approaches to improving them.

Beginning in the Fall 2005 semester, the instructor began 1-2 lecture periods per week with an exam type question (usually multiple choice) over the material covered in the previous class period. This was an attempt to accustom the students to the type of questions they would encounter on the unit exams. Nearly every exam featured at least one of these questions that the students had previously seen. This practice continues to date in the course. The student response seemed favorable based on the fact that there were fewer complaints on course evaluations about confusing or unfair exam questions. However, no significant improvement in exam scores was noted.

In Fall 2006 and Spring 2007, the instructor attempted to address the difficulty that many students expressed at developing the necessary study skills for BIO 251. A new unit was introduced into one of the lab periods after the first unit exam had been given, graded and returned. In this unit, students were guided in how to approach new material by skimming the textbook, taking appropriate notes during lecture, reviewing and revising their notes, and the rereading the textbook. The topic chosen for this exercise was one that students traditionally find challenging, and while they did perform better on this section of the exam, their second unit exam average was no better than those of previous semesters. On the other hand, the mean score for all four exams was higher in 2005/06 than in the two preceding years (60.4 vs. 58.2%)

Based on these results, the instructor plans to retain these approaches and also test new techniques for improving student performance. In 2007/08, she plans to evaluate the effect of group review of unit exam questions after they have been graded and returned. Students will be asked to explain both why they correct answer is correct, but also why various incorrect answers are incorrect. This practice will be utilized in both Fall 2007 and Spring 2008 BIO 251 classes and the unit exam scores will be compared with those of preceding years.

In BIO 252 General Biology II, the instructor evaluated a new teaching format that included “mini-tests”, which covered text material not yet covered in class, and only two major exams (rather than 4) besides the final. Written assessment from the students was overwhelmingly positive regarding the mini-tests, with most students saying that it required them to read the text more than they would have without the mini-tests and/or that they made the lectures more understandable or interesting. This format also required students to interact more with their peers, which the majority felt was a positive learning experience. On the other hand, many students felt overwhelmed by the amount of material in the two major tests.

The instructor was partially dissatisfied in that the mini-tests took more class time than anticipated, and therefore, some sections were rushed and didn’t get the explanation necessary. Also, despite intentions, the time constraints didn’t allow as much in-class discussion and problem solving as previously.

Next time she plans to continue the mini-tests, perhaps using a small amount of lab time, rather than lecture time. However, she will go back to three to four major tests. This format may allow more in-class problem solving, which she believes is of great importance.

Written assessment also indicated that the vast majority of BIO 252 students felt that the dissection labs were very important to learning, especially when there was an informal individual practical quiz at the end. This is a practice she plans to continue.

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
Mean Score	97	13.35	15.25	28.6/50
Gen Bio I Avg[+]	291	10.78	NA	

* Beginning in 2006, questions on Plant & Environmental Biology and Ecology were added and some questions on Animal Form & Function were eliminated from the Gen Bio II Pre/Post Test to produce a more comprehensive Part II program exam

[+] Value shown is the Grand Average of General Biology Post Test Scores to date (See Table II). This comparison assumes that the graduating seniors, as freshmen, would have been similar in academic ability and preparation to all of the General Biology students who have taken these exams to date.

The overall performance of the graduating students on Part I of the Exit Exam was significantly higher than that of the General Biology I students, but perhaps not as much as might be anticipated. Graduating seniors should score higher than first year students on this test since they have taken advanced courses that cover the material in much greater depth (i.e., Cell Biology, Genetics, Evolution, as well as elective courses).

As noted last year, the graduating seniors' average score on the new Part II Exam was higher than that of the previous Part II exam. This is probably due in large part to the fact that much of the newly added material is covered in courses that most students take in their final two years. Whereas the original Part II material is covered in Gen Bio II, which most students take as freshman or sophomores.

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-five students have graduated or will graduate from Lindenwood's Biology program in 2007. Their post-graduation plans include: chiropractic college (3), high school biology teaching (3), pharmacy school (2), graduate school (2), physician assistant programs (2), and conservation biology (3).

We would also like to know how our students fair in their careers after leaving Lindenwood so, beginning in 2002, we surveyed the 2001 graduates about their employment or educational status. We continued this procedure through 2005. Our plan was to establish a regular pattern of surveys – pre-graduation, 12-15 months post-graduation, and then twice more at 3 and 5 years post graduation. However, our rate of response to both paper (2002-2004) and email (2005-2006) surveys has been very low. Most of the information that we have about our graduates has come, not from the formal surveys but from volunteer contacts, chance encounters, or second-hand reports from former classmates. Therefore, we have decided to suspend our survey program for the time being. The university has begun developing a new database system to track alumni and we hope to begin working with the Alumni Relations office to obtain more information about our graduates.

<u>Student / Alumni Input</u>

As an additional measure of the quality of our educational programs, we solicit and utilize the following three forms of student evaluations of the Biology Program: course evaluations of General Biology I & II; graduating student exit surveys and post graduation 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. Beginning in the fall of 2007, the university is introducing 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 two new faculty members. Our future focus will be on purchasing new equipment for student use in laboratory classes and research projects.

2006-07 Action Plan Results

Review and revise Exit Exam Part II questions as necessary
- Postponed until Fall 2007

Develop plan to improve laboratory experiences in upper division biology courses.
- New faculty member has been hired with experience in key areas (Molecular Biology, Microbiology and Genetics). He will begin addressing these concerns in 2007-08.

Evaluate methods for developing better study skills in General Biology students.
- Preliminary experience in BIO 251 suggests that improvement is possible. Efforts in this area will continue in BIO 251, and perhaps expand to other courses

Develop LU Biology newsletter to be sent annually to biology alumni.
- No action

2007-08 Action Plan
- 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.
- Develop plan to improve laboratory experiences in upper division biology courses.
- Review and revise Part II exit exam questions, as necessary.
- Continue efforts to improve student study skills during the General Biology sequence.

Chemistry

Assessment Calendar:

Course	Type	Date	Participation	Data Review	Action	Next
CHM 100	Pre and Post Test	August 2006 and December 2006, January 2007 and May 2007	Pavelec, Delgado	May 2007	Evaluate presentation of material	Fall 2007

CHM 251	Pre and Post Test	January 2007 and May 2007	Firestine	May 2007	Assess review material presented at start of course	Fall 2007
CHM 252	Pre and Post Test	August 2006 and December 2006, January 2007 and May 2007	Pavelec	May 2007	Evaluate presentation of material	Fall 2007
CHM 471	Pre and Post Test	August 2006 and December 2006	Pavelec	May 2007	Evaluate Exam used for assessment	Fall 2007

Chemistry Majors:
Goals:

Prepare and train our graduates for:

1. professional work in Chemistry;
2. continuation on to graduate studies in either Chemistry or related professions; and,
3. teaching at the middle school and/or the secondary school level.

Objectives:

1. Acquire core competencies in major divisions of the chemistry field such as Analytical, Inorganic, Organic, and Physical Chemistry.
2. 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.
3. Adequately collect, record and analyze data in a laboratory setting.
4. Recognize and implement safe and appropriate laboratory techniques.
5. 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 2006-2007 academic year one section during the spring semester was used for assessment purposes. The spring 2006 CHM 251 section was assessed using Pre/Post Tests. The pre and post test utilized for all CHM 251 sections was a 25 question multiple choice and short answer exam format with questions that were drawn from the American Chemical Society General Chemistry Exam using those questions that were deemed relevant and that tested core competencies in areas described above.

There were 17 students that took both the pre and the post test exams with the overall average for the pretest of 31.4 % and the overall average for the post test 49.8 % showing an overall improvement of 18.4%. In analyzing the exams by question type – it was observed that the improvement was highest in questions that related to reactions and gas laws while the least improvement was shown in nomenclature and molecular structure. This was not unexpected as students often use memorization in areas of nomenclature and molecular structure and their retention is often

lower on final exams as well. Additional focus will be made on these areas in the fall to promote other modes of learning for these areas rather than memorization in order to improve retention in these areas.

CHM 252 - General Chemistry II

A total of 22 students completed the pre and post tests for CHM 252 in the fall of 2006 and a total of 49 students completed the pre and the post tests for CHM 252 in Spring 2007. 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.

The data showed an overall improvement of 26.8% for both semester with an average pretest score of 31.2 % and an overall post-test score of 58.0 % and little to no variance between the semesters. Not surprisingly the question analysis indicates that the pre- test scores show no pre-course knowledge of equilibrium, kinetics, or acid/base equilibrium and almost exclusively comprise correct answers in the first semester principles. The post-test on the other hand showed nearly an opposite trend with correct answers consistently given for the kinetics and equilibrium principles and incorrect answers for the first semester principles. Overall the instructor is satisfied with the results, but there appears to be a clear distinction in retention of first semester material in the second semester course. This is not too surprising as the problem solving and critical thinking skills that are taught during the first semester are reinforced in the second semester, but much of the atomic structure, molecular structure and periodic properties are not core competencies for second semester. In order to better address this issue the assessment exam will be reevaluated to include those concepts from first semester that are reinforced during second semester.

In addition, four Classroom Assessment techniques 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.

CHM 471 - Physical Chemistry

Eleven students completed both the pre and post test for first semester Physical Chemistry. The exam is comprised of detailed questions that cover calculus based thermodynamic and kinetic principles. Not surprisingly, the pre tests had an average score of 5% showing almost no pre-course knowledge of the material with the post test exam average 68.5 %. The post-test exam was given with advanced notice but did not count towards the final grade in the course. The instructor is not satisfied with the use of pre and post tests for assessing this course due to the advanced level of the material that is being addressed – it is to be expected that the students do not have any knowledge of the material prior to the course. While it is positive that the post-test score improvement is significant – it does not assist in improving the presentation and retention of the material. For this reason the instructor is exploring new methods of assessing the course including CAT's, mid-semester evaluation, and pre-test assessment of core competencies from first and second semester general chemistry that will be reinforced in this course to correlate with success in the competencies for this course.

Program Action Plan:

The 2007-2008 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 all courses. 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 overall, 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 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.
- Mid-semester evaluations will be given in all Chemistry courses.
- The chemistry faculty will explore the use of grade rubrics in the General Chemistry Laboratories in order to better assess the major objectives as they pertain to laboratory requirements.
- The chemistry faculty will evaluate various options for assessment of chemistry majors through the restructuring of CHM 388 Chemistry seminar course this may include the use of an exit exam that will cover core competencies in the major divisions of the chemistry field such as Analytical, Inorganic, Organic, and Physical Chemistry.

Computer Sciences

Departmental Offerings:

In order to achieve its mission the Lindenwood Mathematics offers upper-level courses in the following content areas: Algorithm Analysis, Computer Architecture and Organization, Computer Graphics and Visual Computing, Data Structures, Database Systems and Information Management, Discrete Structures, Human Computer Interaction, Networking, Operating Systems, Programming Fundamentals, Programming Languages, Social and Professional Issues, and Software Engineering.

Computer Science content Areas	Relevant LU Courses
Algorithm Analysis	CSC 321, CSC 407
Computer Architecture and Organization	CSC 100, CSC 255, CSC 403
Computer Graphics and Visual Computing	CSC 402, CSC 405, CSC 410
Data Structure Analysis	CSC 360
Database Systems and Information Management	CSC 305, CSC 425
Discrete Structures	CSC 200, CSC 321
Human Computer Interaction	CSC 402, CSC 410
Networking	CSC 380, CSC 425
Operating Systems	CSC 100, CSC 406
Programming Fundamentals	CSC 100, CSC 144, CSC 184, CSC 340
Programming Languages	CSC 221, CSC 408
Social and Professional Issues	CSC 100, CSC 305, CSC 425, CSC 409
Software Engineering	CSC 45x, CSC 447

Note: CSC 402 which was offered yearly with the topic alternating between Visual Basic Programming and JAVA Programming is now two separate courses. CSC 410 is the new separate course. The topics of CSC 402 and CSC 410 will be Visual Basic and JAVA respectively. Course offerings are not affected by this change.

Objectives:

Computer Science and Computer Information Systems

1. Understand the basic concepts (CONC) of each knowledge area.
2. Understand the basic skills and tools (SKAT) associated with each knowledge area.
3. Understand the logical foundations (LOGF) of computer science.
4. Know the historical development (HISTD) of computer science.
5. Understand the applications (APPL) of computer science to our society and culture
6. Recognize the interrelationships between knowledge areas (INTER) of computer science.
7. Read and communicate computer science independently (SEM).

Program Assessment

Each semester, all courses taught are reviewed and a file created to document the assessment process. Each instructor generates an Assessment Report Packet for each course they taught during the semester. Multiple sections taught by different instructors will produce separate packets. If the same instructor teaches multiple sections, the data for all those sections may be combined into one packet or the instructor may create separate packets for each section. As a minimum, each packet will contain the following:

- A copy of the instructor's syllabus (first day handout).
- A list of the course objectives.
- A copy of the course's Final Examination.
- A completed copy of the Assessment Objective Matrix for that course.
- A completed course epilog form.
- A copy of the Final Grade Report.

In addition and at the discretion of the instructor, other items may be added for inclusion into the packet. These items include any relevant information the instructor deems necessary. These items include but are not limited to:

- Student attendance data.
- Copies of outside assignments instructions such as research papers, programming assignments, homework problem sets, etc.
- Statistical graph or tables applicable to the course assessment.

Procedure and Rationale:

This is the fifth year in which the computer science program has been formally assessed. The objectives for each of the lower level computer science courses taught this year were reviewed and no changes were deemed necessary. The courses reviewed include: CSC 100, Introduction to Computer Science; CSC 144, Computer Science I; CSC 184, Computer Science II; CSC 255, Assembly Language Programming; CSC 305, Principles of Database Systems; CSC 360, Data Structures; CSC 403, Computer Architecture; CSC 406, Operating Systems; and CSC 410, JAVA Programming. This is the first year CSC 410 has been evaluated as a separate course since CSC 402 was broken out into two separate courses.

For each of these courses, appropriate data were collected from each student who finished the course. This data were averaged for each objective. If there were multiple sections with different instructors, the data were 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. In addition, matrix tables are on file for the above mentioned courses relating each course objective to the appropriate program objective.

Only courses taught in the AY 2006-2007 are included in this assessment. As part of a continuing process of program assessment, courses are continually evaluated to determine the need to keep the course or delete it from the curriculum. Future plans involve developing and evaluating course objectives for these courses as they are taught. Course objectives have not been developed for all CSC courses as not all courses have been taught since the assessment process has been initiated.

Course Results:

Fall 2006

There were 7 sections taught by 2 instructors. Both instructors wrote an epilog for each of their classes. An epilog includes such information as 1) Method used for classroom evaluation to include a breakdown on what the evaluation was based and the final grade distribution, 2) a list (by chapter number and section) of the material covered in the text book, 3) a review of the textbook, and 4) suggestions for any future changes in course content, methods, and other related activities. These are kept on file and are shared with the rest of the department. A comprehensive final examination is given in each class and a copy of each is on file in the department. Also included in the course file is a copy of the Final Grade Report, the list of course objectives, a copy of the final exam, and a copy of the syllabus.

FALL 2005	Number of	COURSE OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	Students
CSC 100	2	77	90	X	76	76	74	X	78	49
CSC 144	1	77	75	80	80	79	82	71	76	26
CSC 184	1	75	78	72	74	75	74	73	75	12
CSC 255	1	78	78	77	77	79	76	76	72	13
CSC 305	1	80	81	77	76	72	73	71	74	14
CSC 403	1	93	93	88	87	88	85	X	83	9

NA - Indicates Course Objectives not yet developed.
X - Indicates objective not covered or not tested this semester
Blank - Course Objectives not yet developed

Spring 2006

There were 13 sections taught by 3 instructors. All instructors wrote an epilog for each of their classes. An epilog includes such information as 1) Method used for classroom evaluation to include a breakdown on what the evaluation was based and the final grade distribution, 2) a list (by chapter number and section) of the material covered in the text book, 3) a review of the textbook, and 4) suggestions for any future changes in course content, methods, and other related activities. These are kept on file and are shared with the rest of the department. A comprehensive final examination is given in each class and a copy of each is on file in the department. Also included in the course file is a copy of the Final Grade Report, the list of course objectives, a copy of the final exam, and a copy of the syllabus. Since CSC 290 and CSC 321 are duel listed courses, the assessment material for these courses are filed under MTH 290 and MTH 321 respectively.

Spring 2006	Number of	COURSE OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	Students
CSC 100	2	78	94	X	75	78	75	X	76	51
CSC 144	1	78	76	84	85	80	81	74	75	22
CSC 144	1	78	81	80	80	81	81	78	78	7
CSC 184	1	79	81	75	82	75	79	76	79	12
CSC 290	DATA IS INCLUDED WITH MTH290 AND IS INCLUDED UNDER THAT COURSE									
CSC 321	DATA IS INCLUDED WITH MTH290 AND IS INCLUDED UNDER THAT COURSE									
CSC 360	1	89	89	89	X	93	91	91	93	10
CSC 405	1	85	100	80	70	80	80	85	X	6
CSC 406	1	93	93	88	87	88	86	X	83	9
CSC 410	1	86	87	88	77	77	88	X	86	15

NA - Indicates Course Objectives not yet developed.
X - Indicates objective not covered or not tested this semester.
Blank - Course Objectives not yet developed

Program Results:

The following tables show how well each course supported each program objective.

Fall 2006	Number of	PROGRAM OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7		Students
CSC 100	2	76.0	80.0	80.6	77.5	76.0	78.0	75.0		52
CSC 144	1	77.5	77.5	77.5	X	X	X	X		30
CSC 184	1	74.2	74.2	74.2	X	X	X	X		14
CSC 255	1	78.0	76.8	76.0	75.0	X	76.8	X		16
CSC 305	1	NA	NA	NA	NA	NA	NA	NA		14
CSC 403	1	88.2	87.7	88.2	X	X	87.3	X		9
CSC 447	1	NA	NA	NA	NA	NA	NA	NA		10

X - Indicates the course does not support that particular program objective.
NA - Course Objective Matrix has not yet been developed for this set of Course Objectives.

Spring 2007	Number of	PROGRAM OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7		Students
CSC 100	2	76.7	81.3	82.3	77.0	75.5	76.0	75.0		51
CSC 144	2	79.3	79.3	79.3	X	X	X	X		32
CSC 184	1	78.2	78.2	78.2	X	X	X	X		12
CSC 290	1	DATA IS INCLUDED WITH MTH290 AND IS INCLUDED UNDER THAT COURSE								
CSC 321	1	DATA IS INCLUDED WITH MTH290 AND IS INCLUDED UNDER THAT COURSE								
CSC 360	1	91.0	91.0	91.0	X	91.0	X	X		10
CSC 405	1	82.0	82.5	X	85.0	X	X	X		6
CSC 406	1	88.2	86.4	93.0	93.0	NA	86.4	87.5		9
CSC 410	1	NA	NA	NA	NA	NA	NA	NA		15

X - Indicates the course does not support that particular program objective.
NA - Course Objective Matrix has not yet been developed for this set of Course Objectives.

Actions:

The computer science program continues to concentrate the assessment development efforts on the lower level classes of CSC 100, CSC 144, CSC 184, and CSC 255. This is where we have the most students and thus assessment at this level would have the greatest impact. We will continue to develop and refine our objectives and their evaluation for the lower level courses. This year we have competed Course Objective Matrixes for CSC 360, CSC 405, and CSC 406.

We continue to develop assessment tools and packages for the upper level courses. Most upper level courses now have course objectives developed. However is about half of these courses we still need to correlate the course objectives with program objectives. The number of students in these upper level courses is relatively small and we do not offer most of them but once a year or less frequently. Therefore it will take another offering or 2 of each of these courses to obtain valid data.

We will continue to develop and refine course objectives and the objective correlation matrix on an evolving basis. Our goal is to have a complete and comprehensive list of course objectives for all courses and a complete relevant course objective matrix that will enable us to perform reliable assessments that will lead to improvement is course presentation and student understanding of the course material and its relevance to other subjects important to their education.

We continue to attempt to schedule instructors so that they teach the same course at least twice in succession. This allows us to make rapid adjustments and improvements to courses. However this is not always possible as the schools emphasis is now on ensuring that each instructor maintains a minimum number of contact hours in their teaching schedule. Numerical values below 70% for courses supporting any program objective are reviewed and very low values (below 60 %) are addressed immediately. The results for the academic year 2006-2007 are shown in the above tables. Each of these will now be addressed in turn.

Fall 2006

The results for all courses in all objectives were above 74%. The number of objectives with higher scores then last Fall has increase. Since no course objective measures were below 70%, no remedial action was required at this time. However, we will continue to monitor the results.

Spring 2006

Since CSC 290 and CSC 321 are duel listed courses with MTH 290 and MTH 321 respectively we decided to combine the results for these two courses. The results for CSC 290 and CSC 321 can be found documented with the files for MTH 290 nd MTH 321. There were no course objectives that fell below 70%. The measures for CSC 100 did decrease by about 8-10 points across the board by none fell below 70%. This decrease could be the result of a new instructor teaching the course with different expectations of the students and a difference in the nature of the material covered. The CSC 144 and CSC 184 objective averages higher this year. The number students is also up.

Plans for the next cycle assessment:

1. Review the course objectives where needed. (continuing basis)
2. Make our program objectives as well as our course objectives available to students as a part of our syllabi.
3. Improve the correlation between course objectives and program objectives (continuing basis)
4. Plan to improve our data by assigning weights to course objectives as well as program objectives.
5. Continue to develop course objectives for all upper division courses as they are taught.
6. Develop Correlation Matrices for the upper division courses in conjunction with Objective 5.
7. Develop a separate assessment program (mission statement, set of objectives, etc.) for the new Computer Information Systems program.

Earth Sciences

See Earth Sciences section of General Education Assessment

Mathematics

Departmental Offerings (Upper-Level)

In order to achieve its mission Lindenwood Mathematics offers upper-level courses in the following content areas: Algebra, Analysis, Discrete Mathematics, Geometry, History, Numerical Methods, and Probability & Mathematical Statistics.

Mathematical content Areas	Relevant LU Courses
Algebra	MTH 290, MTH 315, MTH 320
Analysis	MTH 271, MTH 272, MTH 303, MTH 311
Discrete Mathematics	MTH 290, MTH 321
Geometry	MTH 303, MTH 315, MTH 330
Numerical Methods	MTH 271, MTH 272, MTH 311, MTH 351
Probability & Mathematical Statistics	MTH 341, MTH 342

Objectives: Mathematics Program

1. Understand the basic concepts (CONC) of each knowledge area.
2. Understand the basic skills and tools (SKAT) associated with each knowledge area.
3. Understand the logical foundations (LOGF) of mathematics.
4. Know the historical development (HISTD) of mathematics.
5. Understand the applications (APPL) of mathematics to our culture
6. Recognize the interrelationships between knowledge areas (INTER) of mathematics.
7. Read and communicate mathematics independently (SEM).

Assessment of the mathematics program each semester will consist of a file and a report.

Each instructor will submit for the file

- A copy of the course syllabus
- A copy of the final for each course taught.

- Performance records on each course objective
- The instructor's epilogue is a narrative, which enumerates accomplishments, recommends improvements.

Procedure and Rationale

General Education Mathematics Assessment: This information may be found under General Education: Mathematics.

Mathematics Program Assessment: Instructors are asked to fill out an epilog for each of the courses. An epilog includes an evaluation of how the course was taught and suggestions for the future. These are shared with the rest of the department and a copy is kept on file. A comprehensive final examination is given in each class and a copy is on file in the department.

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 2006
There were 7 courses taught in 10 sections by 5 instructors. Three instructors wrote an epilog for each of their classes.

MTH 271 Calculus I
MTH 272 Calculus II
MTH 303 Calculus III
MTH 320 Algebraic Structures
MTH 330 Geometry
MTH 341 Probability and Statistics I
MTH 490 Special Topics (Operations Research)

FALL	2006		OBJECTIVES							
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	NUMBER
MTH 271	3	75	75	75	75	65	65	65	65	30
MTH 272	1	82	80	80	78	74	72	73	X	19
MTH 303	1	64	66	74	75	70	80	80	x	15
MTH 320	1	NA	NA	NA	NA	NA	NA	NA	NA	8
MTH 330	1	NA	NA	NA	NA	NA	NA	NA	NA	3
MTH 341	1	90	90	90	80	80	X	X	X	11
MTH 490	1	90	85	90	85	85	85	85	x	3

Relation of Course Objectives to Program Objectives:

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

FALL 2006	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 75%	Identify the graphs of basic functions and to apply them to a variety of problems.	X	X					
OBJ2 75%	Find limits graphically, numerically, and algebraically.	X	X	X				
OBJ3 75%	Find derivatives from the graph and from the definition	X	X	X				
OBJ4 75%	Find derivatives using the derivative rules;	X	X	X				
OBJ5 65%	Use the derivative to solve a variety of applied problems	X	X	X		X		
OBJ6 65%	Compute the definite integral using its definition and the Fundamental Theorem of Calculus	X	X	X				
OBJ7 65%	Use the definite integral to solve a variety of applied problems	X				X		
OBJ8 65%	Prove simple theorems for derivatives and integrals			X				

Objectives MTH 172 Calculus II

FALL 2006	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 82%	Evaluate definite and indefinite integrals in closed form.	X	X					
OBJ2 80%	Approximate the value of definite integrals and estimate the accuracy of these approximations.	X	X	X				
OBJ3 80%	Determine the convergence or divergence of improper integrals;	X	X	X			X	
OBJ4 78%	Apply the concept of integration in areas such as geometry, probability, and physics.				X	X		
OBJ5 74%	Understand and determine the convergence and divergence of sequences and series.	X	X	X	X		X	

OBJ6 72%	Determine the Taylor approximation of a function.	X	X	X			X	
OBJ7 73%	Use the exponential, logarithmic, and inverse trigonometric and inverse hyperbolic functions in applications of calculus.	X	X			X	X	
OBJ8 x	Solve basic differential equations.	X	X		X	X	X	

Objectives MTH 303 Calculus III

FALL 2006	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 64%	Use vectors to study and describe geometrical objects.	X	X					
OBJ2 66%	Use the derivative and integral to analyze and use functions of one and several variables.	X	X				X	
OBJ3 74%	Solve unconstrained and constrained optimization problems	X	X			X	X	
OBJ4 75%	Use integrals in Cartesian, polar, spherical, and cylindrical coordinates	X	X			X		
OBJ5 70%	Model motion in space using parametric functions	X	X					
OBJ6 80%	Apply vector fields to model flows and fluxes	X			X	X		
OBJ7 80%	Use the three fundamental theorems of multivariate calculus in computations	X	X			X	X	

Objectives MTH 320 Algebraic Structures

FALL 2006	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

FALL 2006	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		X
OBJ2	state undefined terms, axioms, and prove theorems for an example of finite geometry.	X	X	X				X
OBJ3	state Euclid's Fifth Postulate and discuss statements that are logically equivalent to it.	X	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	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		X
OBJ6	explain what is meant by neutral geometry how this concept affects theorems involving congruence, parallels, and rectangles.	X	X	X				X
OBJ7	do proofs involving congruence, similarity, circles, triangles, etc. using the SMSG Postulates for Plane Geometry	X	X	X				X

Objectives MTH 341 Probability and Statistics

FALL 2006	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					X
OBJ2	summarize and display data, calculate measures of central tendency, variation, and position	X	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		X

Objectives MTH 490 Topics in Mathematics (Operations Research)

FALL 2006	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Formulate a linear programming model for a given problem	X	X			X	X	X
OBJ2	Use a simplex method to solve a linear programming problem	X	X			X	X	
OBJ3	Use Excel to set up and solve a linear programming problem		X					
OBJ4	Perform a sensitivity analysis of a linear programming model	X	X			X		
OBJ5	Set up and solve transportation and network optimization problems	X	X			X	X	X
OBJ6	Set up and solve small integer programming problems	X	X			X	X	X
OBJ7	Set up and solve small nonlinear programming problems.	X	X			X	X	X

Spring 2007
There were 7 sections taught by 4 instructors. All full time instructors filled out an epilog for each of their classes.

MTH 271 Calculus I
MTH 272 Calculus II
MTH 290 Intro to Adv. Math
MTH 311 Differential Equations
MTH 315 Linear Algebra
MTH 321 Discrete Math
MTH 361 Apl Engineering Math

SPRING 2007		OBJECTIVES								
Course	SECTIONS	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	NUMBER
MTH 271	1	90	85	82	86	70	70	73	X	33
MTH 272	1	86	76	78	65	76	71	77	X	20
MTH 290	1	72	70	84	68	X	X	X	X	20
MTH 311	1	69	83	81	81	63	X	72	72	18
MTH 315	1	90	70	70	70	X	X	X	X	17
MTH 321	1	85	75	88	89	95	93	X	X	8
MTH 361	1	NA	NA	NA	NA	NA	NA	NA	NA	1

Relation of Course Objectives to Program Objectives.

The following tables show the correlation between the course objectives and program objectives. We limit the tables only to courses which were different from the ones offered in the Fall 2006. Each table 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 MTH 290 Introduction to Advanced Mathematics

SPRING 2007	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 72%	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	
OBJ2 70%	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proof.	X	X	X	X		X	
OBJ3 84%	Use the basic elements and algorithms of number theory.	X	X		X		X	
OBJ4 68%	Use mathematical induction	X	X	X				
OBJ5 x	Use recursion in definitions, algorithms and proofs.	X	X	X			X	

Objectives MTH 311 Differential Equations

SPRING 2007	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 69%	Solve and apply differential equations (DEs) of order one.	X	X					
OBJ2 83%	Apply numerical methods to obtain approximate solutions to DEs	X	X				X	
OBJ3 81%	Solve linear DEs with constant coefficients of order 2.	X	X			X	X	
OBJ4 81%	Apply linear DEs of order 2 to vibration problems.	X	X			X		
OBJ5 66	Solve systems of linear DEs	X	X					
OBJ6 63%	Apply systems of linear DEs to electric circuits and to networks.	X			X	X		
OBJ7 72%	Compute Laplace transforms and their inverses.	X	X		X	X	X	
OBJ8 72%	Apply the Laplace transform method to solve DEs.	X	X		X	X	X	

Objectives MTH 315 Linear Algebra

SPRING 2007	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 90%	Support mathematical statements with proofs	X	X					
OBJ2 70%	Use the axioms of a vector space as a basis for these proofs	X	X				X	
OBJ3 70%	Perform vector operations	X	X			X	X	
OBJ4 70%	Perform matrix operations	X	X			X		
OBJ5 X	Solve linear systems of equations by several methods	X	X					
OBJ6 x	Calculate eigenvalues of linear transformations and matrices	X	X		X	X	X	
OBJ7 x	Use eigenvalues to interpret transformations geometrically		X				X	

Objectives MTH 321 Discrete Structures

SPRING 2007	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 85%	use propositional logic to construct simple proofs							
OBJ2 75%	use mathematical induction to prove results about recursive structures							
OBJ3 88%	solve counting problems with generalized permutations and combinations,							
OBJ4 89%	solve various types of recurrence relations							
OBJ5 95%	represent relations and compute their closures,							
OBJ6 93%	use graph theory to solve shortest-path, planar graph, and other graph problems							
OBJ7 X	trees in networks and databases							
OBJ8 x	apply Boolean algebra in circuit design							

Objectives MTH 361 Engineering Mathematics

SPRING 2007	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 x	Mathematically model problems in Physics	X	X		X	X	X	
OBJ2 x	Solve problems via eigenfunctions.	X	X				X	
OBJ3 X	Solve problems via integral transforms	X	X					
OBJ4 X	Solve problems via finite difference methods	X	X					
OBJ5 x	Extract pertinent information about physical systems from solutions	X	X			X	X	

Actions

This is the sixth year we have this form of assessment. We continue to refine and develop our objectives and their evaluation. Each of the problem areas will now be addressed in turn.

We have developed placement tests for the Calculus sequence which are given in class in the first week of the semester to quickly assess whether students have the appropriate preparation for the course.

- The epilogues have been effective tools. The same instructors teach each course at least twice in succession. This allows us to make adjustments rapidly. Very low values on any objectives are addressed immediately.
- We decided to drop some unnecessary 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 reassessed.
- The Algebraic Structures course (MTH 320) was completely revised using a "groups first" approach and emphasizing more applications of the concepts throughout the course. The objectives of this course were revised. The revised course was offered in the Fall 2006 and will be offered again in Fall 2007 when it will be reassessed.
- The departmental objective "read and communicate mathematics independently" (SEM) continues to be a problem. The process of revising our course objectives has not yet lead to improvement. This will have to be addressed directly next year.
- We continue introducing new courses to the mathematics curriculum. During this cycle we offered Special Topics in Mathematics - Operations Research MTH 490.

Plans for the next assessment cycle for the Mathematics Program

- Review the course objectives where needed. This is done each time the course is offered.
- Integrate projects and presentations in our upper level courses to achieve the departmental objective " read and communicate mathematics independently" (SEM).
- Offer a new Statistics course for science majors (MTH241) in Fall 2008. This would have a prerequisite of College Algebra and be a prerequisite for MTH 341, Probability and Mathematical Statistics.
- Offer a new course in the Spring 2008, Special Topics in Mathematics – Advanced Calculus, MTH 490. It would have a prerequisite of MTH 290 and MTH 303.

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.

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.

Majors Component Action Plan for 2006 - 2007

Our main goal for 2006-2007 was to finalize development of alumni survey and verify department resources for producing and distributing the survey, in hopes of having alumni data to report at the conclusion of the 2006-2007 academic year. Due to unanticipated delays pertaining to the accessibility of alumni data, the time-frame for this project was pushed back a bit.

However, in May, 2007, the survey and its accompanying cover letter to alumni have been finalized, copies have been made, and authorization for the cost of related postage has been obtained. We have also obtained mailing addresses for Psychology program alumni who graduated between 2000 and 2006. The survey was mailed out on May 31, and we anticipate that the responses will trickle in throughout the summer. In Fall, 2007, evaluation of the survey data will commence.

PSY404 - Research Methods Course

Background Information

PSY404 is a four-credit advanced-level research methodology course with prerequisites of PSY304: Experimental Psychology and SS310: Social Science Statistics. It is one of the most challenging major requirements for the psychology major, who must master many advanced-level concepts in experimental design, statistics, research ethics and APA writing style. Students are also required to design, implement, and disseminate the findings of their original research projects both orally and in written form. All of this occurs in a single semester.

The course is considered to be an important element of the psychology major's educational experience at Lindenwood, particularly for those students who wish to pursue graduate studies. Because Lindenwood is a strongly teaching-oriented institution, our majors lack exposure to faculty research programs found in other schools that place more emphasis on research by their faculty members. For this reason, the PSY404 course serves to provide our students with research experience that they may otherwise miss, thereby making them more competitive when applying for graduate studies.

The psychology program is currently conducting its first major alumni survey in recent times that directly assesses the perceived value of some of our courses by our past students. At the present time, we have only a collection of informal feedback from our alumni indicating that PSY404 helped them to succeed in their graduate studies.

Overall Student Performance

Despite the positive comments and general agreement among faculty that PSY404 is an important element of our psychology majors' curriculum, there is growing concern about the course being included among the major requirements. The Research Methods course has been taught using the current course content and requirements by the same instructor since the spring of 2005. The course has been offered four times since then, and 86 different students have enrolled in the course. Of these 86 students, three students repeated the course because of a previous poor grade in the course. Table 1 shows the enrollment numbers and number of students who earned deficient (D or F) grades since the Spring 2005 semester.

Table 1

Semester	Total Number of Students	Students Who Earned a D	Students Who Earned an F	Students Who Withdrew
Spring 2005	30	2	0	2
Spring 2006	23	3	1	3
Fall 2006	24	2	4	0
Spring 2007	15	0	2	1

One concern is over the disconcerting frequency with which students earn deficient grades in the course. Those students often re-take the course, which inflates the number of students enrolled in the course each semester; this is a problem because this intensive course works better with a smaller class size. In an effort to circumvent this problem, a decision was made to offer the course twice a year since the 2006-2007 academic year. Another

equally serious concern is over the welfare of our majors. Many of our students elect to take PSY404 in their senior year, many in their final semester, although we routinely advise against this. In the past year and a half, two students failed to graduate as planned because they failed PSY404 in their final semester. Four other students who were unsuccessful in PSY404 took the course in their final year and had to alter their plans accordingly.

Prerequisites

The Research Methods (PSY404) course has two prerequisites: Social Science Statistics (SS310), and Experimental Psychology (PSY304). Part of the reason why students may defer taking PSY404 until their final year or semester is because of the many prerequisites they must complete before being eligible to take the class.

The relatively strong positive correlations between student grades in PSY304 and PSY404 (r = .509, n =72) and SS310 and PSY404 (r = .520, n = 76) already suggest that the two prerequisites chosen for the course make sense; indeed, a closer look at the data from 68 students who took all three courses at Lindenwood University since the change in curriculum in PSY304 reveal that the two students who went into PSY404 with a D in PSY304 ended up with an F in PSY404 and that none of the four students who took PSY404 with a D in SS310 earned a grade better than a C. Finally, the results of a stepwise regression analysis revealed that students' grades in PSY304 accounted for nearly 26% of the variance in their PSY404 course grade and PSY304 and SS310 grades combined accounted for over one-third of the variance in PSY404 grades. These results all underscore the significance of the current prerequisites for this course.

Major Requirement Status of PSY404

The prerequisites for PSY404 seem meaningfully related to course performance in the class. However, because those prerequisites are numerous, the problem of our majors taking this course near the end of their studies may be unavoidable. The relative difficulty of the course as well as failure rates reported above lead us to question whether this course is necessary for all of our majors.

A survey of psychology programs in neighboring schools (Maryville, Saint Louis University, University of Missouri – Saint Louis, Washington University and Webster University) revealed that no other institution aside from Lindenwood University requires their psychology majors to take two research methodology courses (see Table 2). Although all but Maryville and Washington University have a second or more advanced research methodology course available, they are electives and not major requirements.

Table 2

	Lindenwood	Maryville	SLU	UMSL	WashU	Webster
Statistics I	MTH141*	PSYC341*	PSYA205*	PSY201*	PSY300*	*PSYC2750*
Methodology I	PSY304*	PSYC342*	PSYA306*	PSY219*	PSY301*	*PSYC3190/4500*
Statistics II	SS310*		PSYA401	PSY301		PSYC4750
Methodology II	PSY404*		PSYA401	PSY301		
Independent Research	PSY405	PSYC296/496	PSYA480/488/498			PSYC4520

*denotes major requirement; *italics* means student takes one or the other; some courses are cross-listed because they appear to cover topics from multiple areas (i.e., statistics and methodology)

As is evident from Table 2, Lindenwood University has by far the most stringent requirement for psychology majors with respect to statistics and experimental design courses. In general, this might be construed positively as indicating that we have high expectations of our students because we want them to develop competence in this area. Alternatively, it might be construed negatively as suggesting that we may be placing an unnecessary burden on our majors, as well as the program, by requiring that all of our majors complete these requirements.

Recommendations

Although the exact percentage is presently unavailable, it is presumed that a majority of our majors do not end up pursuing graduate study or working in fields related directly to psychological research. Therefore, we are questioning the necessity of requiring PSY404 of all of our majors. Rather, we believe it may better serve our

students to make the course available as an elective for those who wish to obtain deeper exposure to research design and data analysis. Presumably, this would pertain primarily to those students planning to pursue graduate study in psychology or related areas. This will presumably make for smaller classes comprised of students strongly committed to learning about psychological research; both of these both elements will directly enhance the educational experience for the students enrolled.

Secondly, because students' performance in PSY304 and SS310 seems to be much related to their success in PSY404, once PSY404 is re-classified as an elective course, the prerequisites for that course will be refined to read, "at least a C in PSY304 and SS310." This may also help to cut down on the number of students who are unsuccessful in PSY404 by addressing the problem early on (i.e., advise our majors to retake PSY304 and SS310 until they have earned at least a C before attempting PSY404).

The Psychology program still views PSY404 as an important element of its curriculum, and we intend to recommend it strongly to those students who have the aptitude or desire to go on to do graduate work. Our goal in making the changes outlined above is to reduce the academic burden on those students who are unlikely to need or use advanced knowledge in psychological research, and to simultaneously enhance the quality of the learning experience for those students who do wish to pursue that advanced level of knowledge. For the record, one of the five students who earned an F in the course to date had been accepted to a graduate program prior to failing the course. Therefore, even with the abovementioned recommendations in place, we may not be able to prevent all cases of poor performance in PSY404.

PSY 201 - Psychology of Adolescence

During the Spring, 2007 semester, a mid-term formative assessment was conducted in the Psychology of Adolescence course. This assessment consisted of soliciting student responses to the following queries:

- *The Teacher/Course – What's Working?*
- *The Teacher/Course – What Needs Changing?*
- *The Student – What's Working?*
- *The Student – What Needs Changing*

Summary of Student Responses:
Student responses indicated class discussions prompted by *Reflect Jot Share* handouts were working as a means to participate in class more as well as hear classmates' ideas. For example, one student wrote, "I like sharing ideas & getting to hear how other people perceive something." However, many students reported dissatisfaction with the written assignments and tests. For example, one student wrote, "The test are really hard and study guide could be more helpful". Interestingly, almost half of the students did not respond to the last two points on the assessment. However, for those who did respond, the *Reflect Jot Share* exercises appeared to be working for many. Some comments on what the student needed to change included, "study and review time", and "reading the chapters before class".

Actions taken in response to student feedback:
Test content was reduced from three chapters to two chapters. Study guides were revised to be more focused. Students were given the option of submitting two article reviews in place of the written assignment. However, most students did not choose this option.

PSY 380 - Cross-Cultural Psychology

During the Spring, 2007 semester, a mid-term formative assessment was conducted in the Cross-Cultural Psychology special topics course. This assessment consisted of soliciting student responses to the following queries:

The format of this course may be a change for you as it is student-centered rather than teacher-centered. Please comment on what this is like for you.

- *Is it preferable to the typical teacher-centered format?*
- *What do you see as the plusses and minuses of this approach?*

- *Please give your feedback about the assignments for this course. Are they relevant and meaningful ways for you to learn course content? Why or why not? Do you think changes should be made? Why or why not? Please be specific.*
- *Please mention any ways in which you feel this course should be modified – what should be added? Deleted? Emphasized more? Emphasized less?*

Summary of Student Responses:
The majority of responses indicated student satisfaction with course format. Two aspects students seemed to particularly enjoy were class discussions, and activities that involved group work. For example, one student wrote, "It is nice to have an opportunity to discuss as a class the topics of the chapter as opposed to straight lecture. This broadens the scope of ideas each of us may have on a topic". A minority of students reported disappointment in the relevance of written assignments to course content. For example, one student wrote, "The assignments don't seem to correlate with what we talk about in class". One student suggested choosing a topic and devoting one class period to the discussion of that topic.

Actions taken in response to student feedback:
The written assignment was changed from in-text critical thinking exercises as chosen by the teacher to article reviews on a specific topic chosen by students which were then discussed in class.

Majors Component Action Plan for 2007 - 2008

1) Propose changing the status of PSY 404 from a required course for majors to an elective course;
2) Modify the prerequisites for the Research Methods (PSY404) course to read "C or better in SS310 and in PSY304" once PSY404 is re-classified as an elective course;
3) Compile and analyze data from this summer's alumni survey, and explore related implications for the Psychology program.

Anthropology/Sociology

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.

1. 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.
2. 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.
3. 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:
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 competency of the student in this area.
- Students will demonstrate knowledge of how sociologists attempt to explain human behavior and institutions.
    - This objective measures the comprehension competency of the student in this area.
- Students should be able to distinguish a sociological generalization from "common sense" understandings of society.
    - This objective measures the analytical and evaluation competencies of the student in this area.
- Students will demonstrate knowledge of the basic concepts of culture and society as used by social scientists.
    - This objective measures the knowledge competency of the student in this area.
- Students should understand the distinctions among the concepts of material culture, symbols, norms, values, subcultures, ethnocentrism, and cultural relativism.
    - This objective measures the knowledge competency of the student in this area.
- Students should understand the differences among hunting-gathering, tribal horticultural and pastoralist, agrarian, and industrial societies.
    - This objective measures the knowledge competency of the student in this area.
- Students 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 of the student in this area.
- 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 of the student in this area.
- Students should understand the concepts of status and role as used by social scientists.
    - This objective measures the knowledge competency of the student in this area.
- Students should understand the difference between primary and secondary groups; and the research conducted by sociologists on these groups.
    - This objective measures the knowledge competency of the student in this area.
- Students should understand the different types of sociological explanations for deviant behavior.
    - This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students 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 of the student in this area.
- Students should understand the various sociological explanations for social stratification and poverty in their own society.
    - This objective measures the knowledge, comprehension, and analytical competencies of the student in this area.
- Students 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 of the student in this area.
- 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.
    - This objective measures the knowledge competency of the student in this area.
- Students should understand basic worldwide demographic trends and the consequences for urbanization.
    - This objective measures the knowledge, comprehension, and evaluation competencies of the student in this area.

Social Theory For The Sociology And Anthropology Students

- 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 of the student in this area.
- Students 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 of the student in this area.
- Students 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 of the student in this area.
- Students 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 of the student in this area.

Research Methods For The Sociology And Anthropology Majors

- 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 of the student in this area.
- Students should understand "objectivity" and the limitations of objective research in the social sciences.
    - This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students 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 of the student in this area.
- Students 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 of the student in this area.

Institutional Understanding For Sociology And Anthropology Students

- 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 of the student in this area.
- 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 of the student in this area.

Assessment - Majors

This academic year 2006-2007 we had five students graduating in our Sociology and Anthropology programs. Four students were sociology majors. One student was a contract anthropology major.

We did implement our portfolio evaluation for all of our students. Two of the sociology majors, and the contract anthropology major have been admitted to the graduate program in Counseling Psychology at Lindenwood. Upon interviewing them, we found that they benefited from the sociology and anthropology major as it gave them a more holistic understanding of the relationship between individuals and society, which will provide them with skills for counseling. One sociology major is finishing up her degree this summer as an intern with the Urban League. She wants to work in a setting that has a strong civil rights component and thinks that our major really helped her develop her talents and skills. These students did a major research paper for SOC 320 Social Thought and Theory course, which is to some extent the capstone course in our area. The course combines both sociological and anthropological theory. This year all of these students had to prepare a one hour lecture discussion on their research paper. In all of our courses, we have a strong writing component. We do believe that this is a necessary aspect of our program.

Action Plan For Assessment In Sociology/Anthropology 2007-2008

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 2007	Collect portfolio of major essays	May 2008	Review portfolios according to standardized criteria	Fall 2007 Department meets to evaluate methods of assessment
ANT Major	Portfolio	May 2007	Collect portfolio of major essays	May 2008	Review portfolios according to standardized criteria	Fall 2007 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

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 have not developed

any formal means of assessing these materials to demonstrate student proficiencies in any statistically 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)

General Goals

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. 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 and previous education and experience and will set forth a program of coursework designed to attain these goals. Copies of the Program Overview Document will be 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 will be 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
a. learn in integrated clusters of related disciplines
b. participate in at least one colloquium per term
c. 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
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
c. meet with their faculty advisors to monitor progress.

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
c. 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
a. may participate in experiential learning opportunities including practica, internships, and other field experiences
b. 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.

Current LCIE Assessment

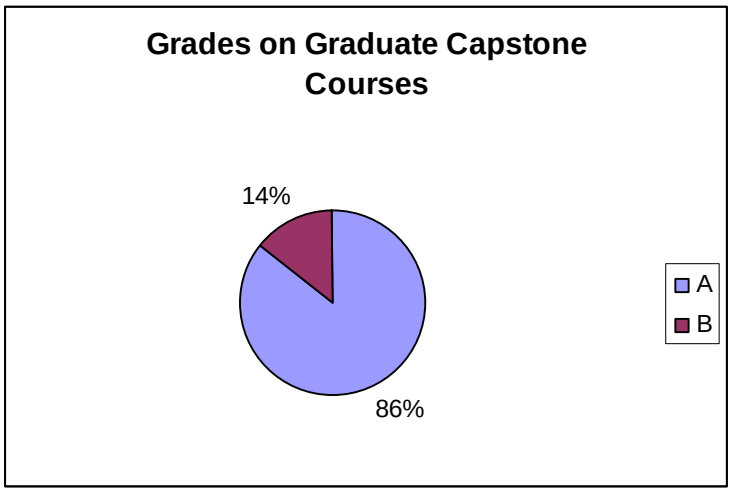
LCIE requires the student to meet with his or her faculty advisor each term. During those meetings, the advisor reviews the student's work and engages the student in a discussion of the content of the coursework for which the student is enrolled that term. From these discussions, the advisor assesses both the level of the student's learning and the breadth and efficacy of the instruction he/she is receiving that term. Thus, each instructor is continuously monitored by all of the advisors serving students in his/her class. Each student also completes a faculty evaluation at the end of each term, and every instructor in LCIE is evaluated each term he or she teaches. In this way, each course and each instructor is evaluated continuously.

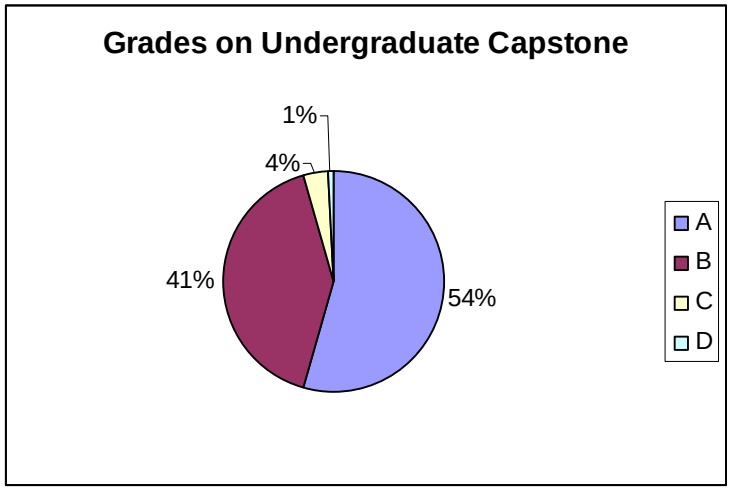
In addition, LCIE requires each instructor to complete a form in which he or she evaluates the student's performance, explaining the assignment of grades, the degree to which the objectives of the course were met, and targeting strengths and areas of concern. The faculty advisor receives copies of these forms, and they become a tool in the mentoring process.

At the conclusion of the program, LCIE students have an option of completing a culminating project or taking a capstone course. Graduate students who choose the capstone course option also take an additional cluster. This effort demonstrates the student's mastery of the concepts inherent in his/her program of study as well as the ability to use theory in practice.

Faculty advisors read the culminating projects and give them a grade of pass or incomplete which does not affect grade point averages. From 2002 to 2006 faculty advisors informally assigned scores to the projects indicating the quality of the projects, but did not pass on the scores to the students. Students had no external incentive to strive for an excellent project. Most graduate students choose to take the capstone course over writing a culminating project, and the trend is growing among undergraduate students. The method of assessing culminating projects that was used from January 2001 to March 2006 did not show any statistically significant trends. The 2006-2007 assessment does not include culminating project. The 2007-2008 action plan addresses this issue.

From April 2006 to March 2007, 208 students took MBA 601, the graduate capstone for most majors in LCIE. Of these students 86% received a grade of A and 14% received a grade of B. In that same period 114 undergraduate students took capstone courses. 54% received a grade of A, 41% received a grade of B, 4% received a grade of C, and 1% received a grade of D.





The grades on the capstone courses indicate an acceptable level of performance in the final course of the degrees. They confirmed expected results.

Student Evaluations in the Clusters

At the end of the cluster each instructor must evaluate the performance of each student in that cluster. Instructors evaluate students based on the course objectives according to the following scale:

Evaluation Scale:

1. Student never achieves the objective.
2. Student usually does not achieve the objective.
3. Student adequately achieves the objective.
4. Student usually achieves the objective.
5. Student always achieves the objective.

The instructor evaluates each student according to directives stated in the syllabus. Papers, journals, oral presentations, and in class skills assessment inventories are some of the tools they use in determining the scores.

Analysis of Communications Cluster

The communications cluster is presented here as an example of how the data collected is analyzed. Similar data and analyses are available for all clusters, allowing instructors and program managers to determine strengths and weaknesses of the programs.

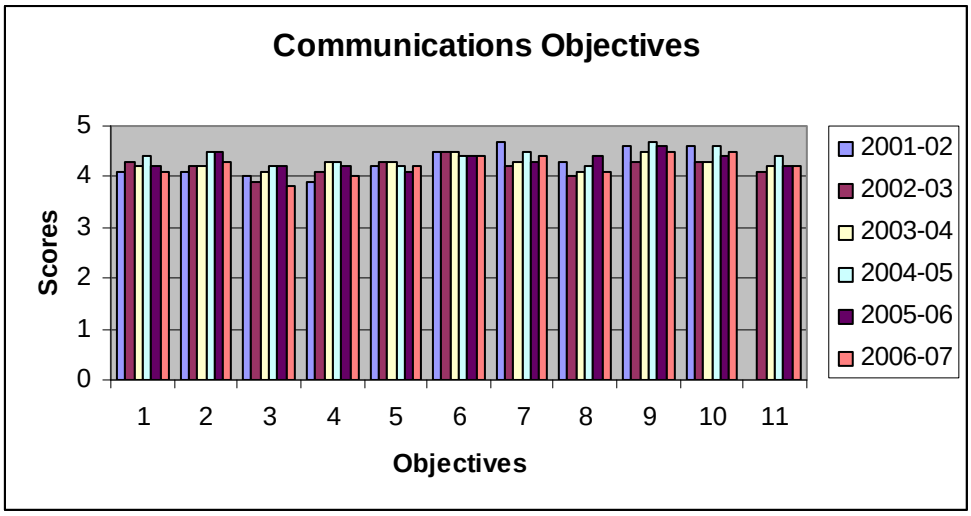
52 students in the introductory communications cluster were assessed through March 2002.
245 students in the introductory communications cluster were assessed from April 2002 through March 2003.
171 students in the introductory communications cluster were assessed from April 2003 through March 2004.
378 students in the introductory communications cluster were assessed from April 2004 through March 2005.
338 students in the introductory communications cluster were assessed from April 2005 through March 2006.
73 students in the introductory communications cluster were assessed from April 2006 through March 2007.

Enrollment did not drop in the 2006-2007 period. The difference in the number of students evaluated represents the difficulty of using the current system to communicate with adjunct faculty as the university expands. This is addressed in the action plan.

The scores are as follows:

Objective	1	2	3	4	5	6	7	8	9	10	11
Means of scores											
2001-02	4.1	4.1	4.0	3.9	4.2	4.5	4.7	4.3	4.6	4.6	N/A
2002-03	4.3	4.2	3.9	4.1	4.3	4.5	4.2	4.0	4.3	4.3	4.1
2003-04	4.2	4.2	4.1	4.3	4.3	4.5	4.3	4.1	4.5	4.3	4.2
2004-05	4.4	4.5	4.2	4.3	4.2	4.4	4.5	4.2	4.7	4.6	4.4
2005-06	4.2	4.5	4.2	4.2	4.1	4.4	4.3	4.4	4.6	4.4	4.2
2006-07	4.1	4.3	3.8	4.0	4.2	4.4	4.4	4.1	4.5	4.5	4.2

There are no significant trends in the objectives. The standard deviations for the objectives over the six years in which the data was collected range from a low of .05 for objective 6 to a high of .18 for objective 7.



Comparison of Competencies and Objectives in the Communications Cluster

Competencies

A. Basic Knowledge (accuracy and completeness of content)
B. Comprehension (abstractness of expression)
C. Analysis (thoughtfulness, reasoning)
D. Synthesis (organization and clarity of expression)
E. Evaluation (critical thinking)

(An x indicates which objectives measure which competencies. The degree to which the competency is measured is stated in the tables and chart above.)

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7	Obj 8	Obj 9	Obj 10	Obj 11
A	x	x	x	x	x	x	x	x	x	x	x
B	x				x		x			x	x
C							x			x	x
D										x	x
E											

LCIE offers over 60 unique clusters. Specific information on each of them and their objectives is available to the program managers and instructors.

Summary of Mastery of Objectives and Skills Assessment Inventory Scores

The number of students evaluated, the percentage of objectives realized, and the percentage of skills mastered for each of the clusters is recorded on a table. The table is a summary of more detailed spreadsheets that preserve individual scores. The information is available to program managers. In addition to quantifying students' performances, it gives insight into discrepancies in grading between instructors. For example, it indicates that some instructors feel that all students mastered all skills at 100%. In some areas the instructors are not evaluating every student every quarter. Program managers work to improve participation in the assessment process.

Observations

LCIE saw considerable growth in the period between April of 2006 and March of 2007. Off campus sites became more important in the adult evening program. New site managers were hired. The number of faculty advisors and instructors increased. In reviewing this year, it became obvious that a new assessment process is necessary to keep pace with the changes. Improved communication is essential in the action plan for the 2007-2008 period.

Action Plan

1. Redesign the assessment process.
    - Use letter grades on culminating projects A, B, C, D which are calculated into the GPA.
    - Analyze the grading of the culminating projects and capstone courses and strive for consistency between instructors.
    - Continue to use end of the term evaluations of the students.
    - Program managers will consult with instructors to develop updated evaluation forms for use in the summer of 2007. All instructors for a given cluster will use identically the same form.
    - The evaluation forms will
        - list the grades of the students in each course in the cluster.
        - quantify the degree of achievement of the student in the major objectives in the cluster.
        - give the total number of points available on all tests combined and the total number of points that the student received on all tests combined.
        - contain an area in which the program manager collects additional comments that might be pertinent to the ongoing development of the cluster
    - Program managers will participate in the distribution, collection and tabulation of the forms, keeping those managers aware of the process through all of its stages rather than at the end.
    - The assessment representative will organize and analyze the data in the first month of each quarter and immediately pass it on to the program managers for their consideration and future action.
    - Program managers will prepare a brief report on the impact of the information on their programs and return those reports to the assessment manager.
    - Faculty advisors will give a copy of the student's evaluation form to him/her when they meet.
2. Review the assessment process at LCIE faculty meetings in the summer and winter quarters. Schedule additional meetings as needed.
3. Schedule a Saturday workshop in which all adjunct faculty, program managers, faculty advisors, and other LCIE staff meet and exchange ideas.
4. Continue to work on pretests and posttests in designated skills areas.

School and Professional Counseling

Assessment in Individual Courses

The program will continue monitoring of syllabi, use of standardized assessment techniques, and use of Bloom's taxonomy matrices for each course. 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:

1. Exit Requirements:
As part of the exit requirements for the professional and school counseling programs students are required to complete either (a) a scholarly paper or (b) comprehensive exams.

(a) Culminating Project/Scholarly Paper

Prior procedures developed for the Thesis have been modified to accept a Scholarly Paper requirement in place of the thesis. This does not require taking Thesis coursework 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.

There have been two students who have elected to submit a Scholarly Paper in the 2006-2007 school year. In both cases, these were papers that had been started several years ago and work had been suspended due to a lack of oversight by faculty. With mentoring available, these two papers were satisfactorily completed.

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.

(b) Comprehensive Exams: *A nationally normed multiple choice test (CPCE)*

Results of all administrations of the CPCE are attached. 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; however by Spring '05, scores increased significantly. Low scores from Summer and Fall 2005 were still consistent with national norms. Examinations of subtest 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 NCE tests (see Appendix A) indicate that in all subtests Lindenwood counseling students matched or exceeded the national average scores, performed on a par with CACREP-accredited participating schools, and in several instances surpassed even the CACREP-approved school mean scores. See aggregate scores.

Action taken

General:

- Continue 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.

- Continue 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 were instituted in Fall 2003 and Spring 2004 trimesters. These workshops were intended to ease students' anxiety about the CPCE exam and familiarize them with standardized testing methods. Based on initial student feedback, these sessions were useful in preparing students for the exam. These workshops will be continued in future trimesters.
- 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 (Appendix B) will be part of the student's permanent file and utilized in instances of evaluating for fitness if student is considered for dismissal.
- 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.

Specific courses:

- Revamped the research methods class to incorporate a focus on program evaluation, which was a main area being assessed by the CPCE exam. Books and supplemental materials have also been streamlined to improve delivery of course concepts.
- Appraisal concepts are being reviewed and utilized in advanced courses to enhance and aid in material application and retention.
- Lifestyle and Career course has increased knowledge and use of computerized testing methods. Instructors have also been given recommendations to increase students' knowledge of current labor trends and practices.

2. 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 2006-2007 school year approximately 183 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:

i. 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

ii. GSA-NCE testing commenced in October, 2006. Our department petitioned to be a site for students to take the National Counselor Exam before graduating. We decided that this test could be used in place of the CPCE for their exit requirement. Approximately 24 students have applied to take the October test, April, 2007 test, and are scheduled for the October, 2007 test. The overall scores of the first two tests have demonstrated that Lindenwood professional counseling students compared strongly with the national average and even surpassed CACREP-accredited institutions in three categories in October, 2006. It is understood that this self-selected group of students would perform more strongly than the average Lindenwood counseling student. However, it is encouraging to note that this subset of students performed so well with the instructional input of our program and faculty.

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 2006-2007 school year, approximately 140 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.

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 1/7/06 to 3/3/07 indicates that out of 114 students whose scores were captured, 108 passed and 6 failed. The mean score was 652.7, with a range of 480 to 780.

Action Taken:

(i) 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. Because of short staffing at present, the reports will not be generated at this time. When available, they will be added to this report.

(ii) 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.

(Iii) Survey Of Recent Graduates & Employers
No new data to report.

Action Plan For Next Cycle Of Assessment:

1. 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.
2. 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.
3. 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.
4. The graduate surveys continue to provide very valuable outcome data that have helped us improve over the last few years. We intend to continue the surveying of graduates and their employers at least once in every three years.
5. 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.
6. 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.

CPCE Results (Spring 2007- Summer 2007)

In the past our students have scored at the national level. However, with the GSA-NCE substituted by some of the strongest professional students, the remaining students sitting for the CPCE have scores lower than past trimesters.

MEAN SCORE FOR EACH OF THE 8 SECTIONS OF THE CPCE:

		Human Grwth (Obj 1)	Cultural Fds (Obj 2)	Helping Rel (Obj 5)	Group work (Obj 5)	Career (Obj 4)	Appr (Obj 3)	Resrch & Eval (Obj 6)	Prof & Ethics (Obj7&8)
	Max possible	17	17	17	17	17	17	17	17
National Norms	**Mean**	**12.21**	**10.26**	**13.17**	**13.29**	**11.13**	**10.94**	**9.98**	**11.39**
	Std Deviation	**2.28**	**2.18**	**2.36**	**2.29**	**2.27**	**2.23**	**2.35**	**2.13**
Spring 2007 (n=20)		11.05	9.25	11.65	12.75	10.45	9.05	8.85	10.45
		2.70	2.17	1.78	2.15	2.09	2.81	2.16	1.43
Summer 2007(n=28)		10.64	9.96	11.57	11.21	8.61	10.18	9.68	11.68
		2.68	2.67	2.75	2.73	2.04	1.81	2.58	2.02

CPCE Results (Spring 2001- Spring 2004)

MEAN SCORE FOR EACH OF THE 8 SECTIONS OF THE CPCE:

		Human Grwth (Obj 1)	Cultural Fds (Obj 2)	Helping Rel (Obj 5)	Group work (Obj 5)	Career (Obj 4)	Appr (Obj 3)	Resrch & Eval (Obj 6)	Prof & Ethics (Obj7&8)
	Max possible	17	17	17	17	17	17	17	17
National Norms	**Mean**	**12.21**	**10.26**	**13.17**	**13.29**	**11.13**	**10.94**	**9.98**	**11.39**
	Std Deviation	**2.28**	**2.18**	**2.36**	**2.29**	**2.27**	**2.23**	**2.35**	**2.13**
Spring 2001 (n=34)		12.21	11.26	13.35	13.03	9.38	11.65	10.15	12.62
		2.58	1.73	2.21	2.21	1.99	1.97	2.34	1.99
Summer 2001(n=27)		11.3	9.74	12.74	11.89	9.78	10.3	8.81	10.41
		2.49	2.09	2.52	2.17	1.65	2.33	2.68	2.52
Fall 2001(n=27)		10.19	10.33	10.44	11.63	9.44	10.04	8.52	10.93
		2.34	1.24	2.36	2.24	1.87	1.99	1.78	2.16
Spring 2002 (n=39)		11.28	9.33	12.26	12.77	10.41	10	8.85	11.03
		2.35	2.32	2.67	2.5	2.09	2.19	1.89	1.69
National Norms	**Mean**	**11.24**	**10.28**	**11.32**	**12.7**	**10.95**	**10.81**	**9.82**	**11.58**
	Std Deviation	**2.42**	**1.92**	**2.25**	**2.46**	**2.26**	**2.39**	**2.37**	**2.31**
Summer 2002 (n=29)		10.62	11.21	10.41	11.93	8.55	9.28	9.69	11.48
		2.62	2.3	2.24	2.58	2.44	1.81	2.55	1.7
Fall 2002 (n=32)		11.25	11.19	9.84	12.09	9.03	9.19	9.63	11.69
		2.24	2.33	2.58	2.63	2.53	2.13	2.46	1.91
Spring 2003 (n=23)		11.7	10.22	11.87	13.43	10.65	10.91	10.04	11.52
		1.89	2.07	2.28	1.83	1.99	1.88	2.51	2.17
Summer 2003 (n=12)		11.33	10.42	11.5	12.25	10.92	10.58	9.67	11.17
		2.46	1.93	1.51	3.33	1.73	1.73	1.92	1.75
Fall 2003 (n=33)		10.90	9.78	11.30	11.87	10.51	10.39	9.03	9.96
		2.29	1.63	2.85	2.53	1.39	2.12	2.37	2.12
National Norms	**Mean**	**11.29**	**10.37**	**10.99**	**11.18**	**9.20**	**9.33**	**10.59**	**11.85**
	Std. Deviation	**2.35**	**2.02**	**2.12**	**2.45**	**2.16**	**2.17**	**2.48**	**2.32**
Spring 2004 (n = 38)		10.95	10.61	10.47	11.26	9.45	9.13	9.97	11.16
		2.23	2.05	2.13	2.05	2.30	2.02	2.28	2.05
Summer 2004 (n=32)		10.47	10.00	11.22	10.75	9.09	10.22	8.25	11.97
		2.74	2.00	2.34	2.33	2.12	1.79	2.13	2.55
National Norms	**Mean**	**12.29**	**11.90**	**12.47**	**12.79**	**9.31**	**10.03**	**9.81**	**12.74**
	Std. Deviation	**2.19**	**2.46**	**2.48**	**2.66**	**2.32**	**2.55**	**3.00**	**2.61**

Fall 2004 (n = 28)	10.71 2.97	9.00 2.41	10.68 2.47	11.00 2.49	9.36 2.34	9.00 2.05	8.86 2.26	11.75 2.49
Spring 2005 (N = 36)	12.92 2.22	11.78 2.11	12.22 2.00	13.44 2.09	9.78 2.21	10.22 1.82	9.61 2.97	13.08 1.64

(I) MEAN TOTAL CPCE SCORE

TRIMESTER	**Total**	**Passrate**	**>100**	**90<x<99**	**80<x<89**	**<80(fail)**
Max possible	136					
National Norms (Std Deviation)	**92.37 12.30**					
Spring 2001	93.65 11.61	88.00%	29.00%	38.00%	21.00%	12.00%
Summer 2001	84.96 12.94	59.00%	7%	30.00%	22.00%	41.00%
Fall 2001	81.52 8.46	63.00%	0%	15.00%	48.00%	37.00%
Spring 2002	85.92	69.00%	13.00%	33.00%	23.00%	31.00%
National Norms (Std Deviation)	**88.71 12.52**					
Summer 2002	83.17 18.26	62.00%	10.00%	21.00%	31.00%	38.00%
Fall 2002	83.91	66.00%	6.00%	41.00%	19.00%	34.00%
Spring 2003	90.35 11.31	86.96%	13.04%	43.48%	30.43%	13.04%
Summer 2003	87.83	83.33%	8.33%	33.33%	41.67%	16.67%
Fall 2003	83.78 11.83	66.67%	3.03%	39.39%	24.24%	33.33%
National Norms (Std Deviation)	**84.90 12.17**					
Spring 2004	83.00 11.48	57.89%	5.26%	21.05%	28.95%	42.10%
Summer 2004	81.97 12.41	62.5%	6.2%	21.7%	33.4%	37.5%
National Norms (Std Deviation)	**91.32 15.38**					
Fall 2004	80.36 15.13	53.6%	10.8%	14.4%	28.6%	46.4%
Spring 2005	93.01 11.29	88.9%	25.2%	23.1%	22.4%	11.1%

Assessment Plan

Assessment facilitates the continuous improvement of curricula and instruction throughout the program. This is accomplished through competence in measuring, assessing, and diagnosing psychological and educational attributes.

Domain	Assessment	Collected During	Collection Instrument	Data Collected	Monitoring Responsibility
Entry	● Evidence of prior academic achievement.	Admission to the Program.	Application Extender: Transcripts Review.	Pending	Staff as assigned.
Provisional Coursework	● Determination of good fit, academic ability, clinical skills.	Foundations classes	Initial Skills Rating Checklist; anecdotal evidence; APA style research paper	Pending	Foundations instructors; Faculty Review Board
Midpoint	● Grades from coursework. ● Instructor observation of skills performance, live or on tape. ● Student evaluation of faculty teaching.	During Coursework	Course Grade Sheets Midlevel Skills Rating Checklist Evaluation Forms	Starting Fall 2007	Individual Instructors, especially Theories/lab instructors
Completion	● Portfolio Evaluations. ● Praxis Test Scores. ● Program Completion Rates. ● CPCE Results.	During the final two semesters in the program	Student Information Data (CRT) Final Skills Rating Checklist	Available Starting Fall 2007	Internship, Field Placement instructors
Follow-up	● On site Supervisor Evaluations. ● Employer's Follow-up Survey. ● Graduate's Follow-up Survey. ● Advisory Council input and feedback.	After Graduation Annually	Tape evaluations (professional) Surveys Communication with graduates Surveys	Available for 2006-2007 Pending	Assigned Staff

Retention Efforts At Lindenwood University

Institutional Proficiency Survey Results: Senior 2006 - 2007
Administered in Fall 2006 and Spring 2007 to students graduating from the University

Total Responses: 478
Section 1:

Gender:
- Female 313
- Male 156
- No Response 9

Class Level:
- Senior 305
- Graduate Student 173

Permanent Residence:
- St. Louis Area 334
- In State 57
- Out of State 57
- International 17
- No Response 13

College Residence:
- Residence Hall 72
- Fraternity/Sorority Housing 2
- University Owned Housing or Lindenwood Village 73
- Parents' or Relatives' Home 58
- Single Parent Housing 5
- Married Student Housing 4
- Off Campus 150
- Other 82
- No Response 32

Native Language:
- Afrikaans 1
- Azerbaijani 1
- Bosnian 2
- Chinese 1
- English 438
- French 1
- Norwegian 1
- Portuguese 2
- Russian 1
- Serbian 1
- Spanish 15
- No Response 14

Section 2: 1=Very Dissatisfied----------5=Very Satisfied

1. Academic Advising Services
   377 have used this service with an Average Response of 3.87
2. University-sponsored tutorial services
   44 have used this service with an Average Response of 3.36
3. Career Development Services
   109 have used this service with an Average Response of 3.65
4. Work and Learn Programs
   178 have used this service with an Average Response of 3.53
5. Residence Hall Services/Facilities
   152 have used this service with an Average Response of 3.34
6. University-sponsored Social Activities
   109 have used this service with an Average Response of 3.24
7. University Organizations/Clubs
   140 have used this service with an Average Response of 3.60
8. Computer Services/Facilities
   310 have used this service with an Average Response of 3.81
9. Switchboard/Mail Services
   183 have used this service with an Average Response of 3.43
10. Financial Aid Services
   375 have used this service with an Average Response of 3.59
11. Business Office Services
   360 have used this service with an Average Response of 3.48
12. Registration Procedures/Transcript Services
   386 have used this service with an Average Response of 3.43
13. Dining Hall Services
   198 have used this service with an Average Response of 3.16
14. Athletic Programs/Facilities
   138 have used this service with an Average Response of 3.64
15. Parking Services/Facilities
   327 have used this service with an Average Response of 2.86
16. Library Services/Facilities
   304 have used this service with an Average Response of 3.79
17. Maintenance/Grounds Services
   137 have used this service with an Average Response of 3.30
18. International Student Services/Programs
   37 have used this service with an Average Response of 3.54
19. Lindenwood Bookstore
   377 have used this service with an Average Response of 3.30
20. Classroom Facilities
   383 have used this service with an Average Response of 3.58
21. Boone Campus
   48 have used this service with an Average Response of 4.13
22. Mentoring Services
   24 have used this service with an Average Response of 3.66
23. Tutoring Services
   37 have used this service with an Average Response of 3.78

Section 3: 1=Very Dissatisfied----------5=Very Satisfied

1.	Course Content	3.97
2.	Availability of courses when you need them	3.75
3.	Availability of instructors outside of class	4.06
4.	General quality of instruction at Lindenwood	3.99
5.	Instruction in your major field	4.09
6.	Attitude of instructors toward students	4.17
7.	Class Size	4.32
8.	Variety of courses offered at LU	3.93
9.	Availability of your advisor	4.04
10.	Preparation for the world of work/future career	3.67
11.	Admissions policies/procedures	3.64
12.	Access to financial aid/information prior to enrolling	3.60
13.	Correctness of information supplied to you prior to enrolling	3.53
14.	Policies regarding student conduct	3.52
15.	Activity course offerings	3.58
16.	Greek Life	2.80
17.	Opportunities for involvement in University-sponsored social activities	3.21
18.	Student Government	3.10
19.	Student employment opportunities	2.97
20.	Academic probation/suspension policies	3.28
21.	Personal Safety/Security on Lindenwood Campus	3.49
22.	Attitude of staff toward students	3.83
23.	Concern for you as an individual	3.64
24.	Self-actualization while at Lindenwood University	3.72
25.	Spiritual growth while at LU	3.47
26.	Development of personal values while at LU	3.71
27.	Development of a desire for lifelong learning	3.92
28.	Development of a strong work ethic	3.90
29.	Development of a desire to serve my community	3.73
30.	Discovery of the path for my life	3.83

Institutional Proficiency Survey Results Freshman 2006 - 2007

Administered in October 2006 to students enrolled in College Community Living

Total Responses: 325

Section 1:

Gender:

- Female 186
- Male 137
- No Response 2

Class Level:

- Freshman 325

Permanent Residence:

- St. Louis Area 193
- In State 39
- Out of State 59
- International 31
- No Response 3

College Residence:

- Residence Hall 289
- Fraternity/Sorority Housing 0
- University Owned Housing or Lindenwood Village 9
- Parents' or Relatives' Home 6
- Other 1
- No Response 20

Native Language:

- Bosnian 2
- Dutch 1
- English 290
- Bosnian 2
- French 1
- German 1
- Hindi 1
- Hungarian 1
- Japanese 5
- Nepali 3
- Spanish 13
- Swahili 1
- Vietnamese 1
- No Response 3

Section 2: 1=Very Dissatisfied----------5=Very Satisfied

1. Academic Advising Services
   200 have used this service with an Average Response of 3.86
2. University-sponsored tutorial services
   39 have used this service with an Average Response of 3.67
3. Career Development Services
   20 have used this service with an Average Response of 3.88
4. Work and Learn Programs
   272 have used this service with an Average Response of 3.61
5. Residence Hall Services/Facilities
   272 have used this service with an Average Response of 3.57
6. University-sponsored Social Activities
   191 have used this service with an Average Response of 3.58
7. University Organizations/Clubs
   156 have used this service with an Average Response of 3.87
8. Computer Services/Facilities
   263 have used this service with an Average Response of 3.95
9. Switchboard/Mail Services
   207 have used this service with an Average Response of 3.71
10. Financial Aid Services
    228 have used this service with an Average Response of 3.80
11. Business Office Services
    164 have used this service with an Average Response of 3.63
12. Registration Procedures/Transcript Services
    216 have used this service with an Average Response of 3.72
13. Dining Hall Services
    294 have used this service with an Average Response of 3.19
14. Athletic Programs/Facilities
    185 have used this service with an Average Response of 3.92
15. Parking Services/Facilities
    238 have used this service with an Average Response of 3.01
16. Library Services/Facilities
    178 have used this service with an Average Response of 3.93
17. Maintenance/Grounds Services
    103 have used this service with an Average Response of 3.77
18. International Student Services/Programs
    25 have used this service with an Average Response of 3.66
19. Lindenwood Bookstore
    240 have used this service with an Average Response of 3.80
20. Classroom Facilities
    274 have used this service with an Average Response of 3.87
21. Boone Campus
    16 have used this service with an Average Response of 3.88
22. Mentoring Services
    15 have used this service with an Average Response of 3.88
23. Tutoring Services
    29 have used this service with an Average Response of 3.62

Section 3: 1=Very Dissatisfied----------5=Very Satisfied

1.	Course Content	3.80
2.	Availability of courses when you need them	3.61
3.	Availability of instructors outside of class	3.80
4.	General quality of instruction at Lindenwood	3.84
5.	Instruction in your major field	3.83
6.	Attitude of instructors toward students	4.10
7.	Class Size	4.28
8.	Variety of courses offered at LU	3.91
9.	Availability of your advisor	3.70
10.	Preparation for the world of work/future career	3.66
11.	Admissions policies/procedures	3.54
12.	Access to financial aid/information prior to enrolling	3.66
13.	Correctness of information supplied to you prior to enrolling	3.54
14.	Policies regarding student conduct	3.30
15.	Activity course offerings	3.70
16.	Greek Life	2.90
17.	Opportunities for involvement in University-sponsored social activities	3.68
18.	Student Government	3.38
19.	Student employment opportunities	3.35
20.	Academic probation/suspension policies	3.35
21.	Personal Safety/Security on Lindenwood Campus	3.69
22.	Attitude of staff toward students	3.88
23.	Concern for you as an individual	3.67
24.	Self-actualization while at Lindenwood University	3.64
25.	Spiritual growth while at LU	3.37
26.	Development of personal values while at LU	3.62
27.	Development of a desire for lifelong learning	3.74
28.	Development of a strong work ethic	3.82
29.	Development of a desire to serve my community	3.52
30.	Discovery of the path for my life	3.73

Assessing the Assessment Program

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.

Over the last few years the document has been shortened even while more programs and classes represented. This reflects requests from the Assessment Committee that program reports be condensed as we strive to make the report more user friendly and create amore focused report aimed at increasing our focus on the impacts of assessment on our programs.

There are three levels of assessment focusing on the assessment plan itself. One of these 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.

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

For the next academic year's document the Assessment Committee will work to begin or continue:

Look at re-formatting the reports, by creating 3 reports and a supplement.

1. General Education
2. Majors and Programs
3. Graduate

Supplement on off site assessment.

We will continue to look for more ways to assess university life on students outside of the classroom and its impact on student growth as well as classroom learning.

General Education:

- The academic year 2006-07 saw a continued expansion in General Education Assessment as assessment of the program continued our shift to measurement of student success in "core competencies" related to the General education goals and objectives. Art offered new general education course assessments this academic year.
- 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 organization, grammar, and spelling and in writing appropriate to each discipline. It is now a graduation requirement.
- Look to expand the university's vision of our general education goals to go beyond the GE program but into the how classes designed for majors impact the GE goals.
- Encourage programs to emphasize the importance of basic competence in the writing of English.

Majors and Divisions

- Encourage divisions and programs to look for methods to create more effective assessment, and reports by reducing extraneous data and increasing analysis, more specifically impacts on their programs in order to close the feedback loop. Such as
    1. success of current methods
    2. changes in courses
- Encourage divisions 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 number of programs which offer few if any GE class are evaluating student competence in General Education objectives outside of their General Education courses, such as writing ability, in upper division classes is expanding and this trend will be encouraged. For example, Computer Science has developed a communication objective for their program.
- 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 student opinion and of graduate's 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 ways.
- Encourage faculty to establish minimum standards of achievement for enumerated competencies.

Assessment for Improvement

This assessment document defines institutional effectiveness as an ongoing process that includes strategic planning, mission, goals, assessment, evaluation and revision. The framework of the assessment process rests on a clearly defined purpose, educational goals consistent with the institution's purpose, its development and implementation of procedures for evaluating these goals and its use of the evaluation to improve our efforts to meet the educational goals.

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 between 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 successfully spotting both strengths and areas we determine need improvement within our programs. But that is what 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.

Appendix 1: 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

1. Provide all Lindenwood students an opportunity to appreciate and understand Computer Science and its role in our society.
2. Prepare Computer Science students for careers in the field of computing and information technologies.
3. Prepare interested students for graduate study in the filed of Computer Science.
4. 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 21st 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. Kramsch, "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 non traditional 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

Mission: 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 Theatre major at Lindenwood University consists of a carefully planned pattern of courses and experiences designed to produce a strong academic background and competencies necessary for the students to either continue more intensive study in a graduate program and/or enter the marketplace of the professional theatre. Students in the graduate program are also prepared for careers as actors, directors, designers, technicians and teachers.

The Theatre curriculum includes a number of goals and objectives designed to assist the students in achieving the knowledge and marketable skills essential for their development as successful professionals in the field. The nucleus of the major is both theoretical and practical. The theoretical component is satisfied through the

following: aesthetic education - historical, cultural, and social content, principally through the fundamentals of aesthetic criticism and analysis. The practical aspect is accomplished through successful implementation and communication of the theoretical via the integrated activity of play production, thus necessitating an understanding and articulation of the major components of a collaborative artistic venture: acting, directing, design, technical support and even arts management.

Inherent in the program regardless of the area of emphasis is the application of analytical and critical thinking skills that lead students to the accurate interpretation of the playwright's intent. Therefore, this analysis enables theatre students to apply the theoretical information gained in coursework so it will lead to a dynamic and thought provoking production

A Note on Grade Distribution

Letter Grade Distribution by Semester:

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003*	Spring 2004*	Fall 2004*	Spring 2005*	2005-2006	2006-2007
A	53%	55%	55%	54%	35%	38%	44%	41%	46%	47%
B	20%	20%	19%	20%	23%	23%	21%	22%	21%	24%
Subtotal A and B	73%	75%	74%	74%	58%	61%	65%	63%	67%	71%
C	11%	10%	10%	10%	18%	17%	14%	16%	13%	13%
Total A, B and C	84%	85%	84%	84%	76%	78%	79%	79%	80%	84%
D, F, Etc.#	16%	15%	16%	16%	24%	22%	21%	21%	20%	14%

* *These figures represent averages of grades reported below rather than averages of all grades.*
Fall 2004 – 21,061 grades; Spring 2005 – 18,499 grades.
Includes incompletes and withdrawals that effect the GPA

These numbers cannot be taken without some explanation, of course. From Fall 1999 through Spring 2003 they include two areas that normally have larger bulges of A and B grades: some graduate courses, particularly in Education and Business, where you would expect mostly A and B, and the LCIE program, whose pedagogic style always produces mostly A and B grades. Henceforth (from Fall 2003) these figures will represent averages of the grades reported below, which come from undergraduate programs having significant numbers of grades to report. These grade distributions vary enormously by area. And there is a further caveat to be entered as well. Some curriculum areas do not offer any or many general education required courses. This would be true of Education, which has none, and Management, which has only a few. In courses mostly in the major, one would expect a higher proportion of A and B grades. The numbers of students enrolled in various areas varies enormously as well, and that would impact grade distribution.

High school Rank-in-Class and Grade Point Averages along with ACT scores indicate a Lindenwood student body that is slightly above the national average but which has a full distribution of potential across the spectrum.

The following list of curriculum areas and the grade distributions over the past academic years is given for information. No particular conclusions are drawn.

Anthropology	A	B	C
2001/ 2002	46	21	15
Fall 2002	28	29	24
Spring 2003	26	32	28
Fall 2003	24	20	25
Spring 2004	29	30	23
Fall 2004	28	23	29
Spring 2005	33	19	19
2005-06	26	24	26
2006-07	38	22	25
Art	A	B	C
2001/2002	51	19	9
Fall 2002	54	23	13
Spring 2003	50	26	11
Fall 2003	49	22	10
Fall 2004	41	24	15
Spring 2005	36	27	15
2005-06	37	25	15
2006-07	43	28	16
Business Administration	A	B	C
2001/2002	25	29	22
Fall 2002	33	29	23
Spring 2003	32	30	22
Fall 2003	30	30	20
Spring 2004	29	28	21
Fall 2004	27	30	21
Spring 2005	28	30	21
2005-06	25		
2006-07	26	31	25
Biology	A	B	C
2001/2002	22	29	26
Fall 2002	25	32	25
Spring 2003	26	24	31
Fall 2003	19	27	26
Spring 2004	21	26	24
Fall 2004	24	25	21
Spring 2005	24	26	22
2005-06	25	23	22
2006-07	27	26	21

Chemistry	A	B	C
2001/2002	26	25	18
Fall 2002	44	20	15
Spring 2003	36	20	18
Fall 2003	25	23	17
Spring 2004	33	23	19
Fall 2004	51	23	11
Spring 2005	43	17	13
2005-06	29	25	17
2006-07	31	24	26
Criminal Justice	A	B	C
2001/2002	36	32	16
Fall 2002	25	41	20
Spring 2003	27	39	20
Fall 2003	28	29	18
Spring 2004	49	28	15
Fall 2004	52	27	7
Spring 2005	51	29	11
2005-06	43	25	15
2006-07	40	30	17
Communications	A	B	C
2001/2002	40	27	13
Fall 2002	45	27	16
Spring 2003	45	27	14
Fall 2003	43	25	12
Spring 2004	43	22	15
Fall 2004	47	24	12
Spring 2005	44	22	14
2005-06	47	23	12
2006-07	44	28	14
Computer Science	A	B	C
2001/2002	18.50	25	19
Fall 2002	20	23	25
Spring 2003	30	17	20
Fall 2003	13	21	29
Spring 2004	22	27	21
Fall 2004	15	28	23
Spring 2005	19	24	23
2005-06	23	22	24
2006-07	25	26	24

Dance	A	B	C
2001/2002	70	8	5
Fall 2002	77	17	1
Spring 2003	80	7	6
Fall 2003	76	10	4
Spring 2004	77	9	4
Fall 2004	71	11	3
Spring 2005	74	10	5
2005-06	71	9	5
2006-07	75	15	4
Education	A	B	C
2001/2002	70	5	2
Fall 2002	89	6	2
Spring 2003	87	7	2
Fall 2003	77	9	3
Spring 2004	73	10	5
Fall 2004	78	10	3
Spring 2005	72	12	5
2005-06	73	12	5
2006-07	74	13	6
English	A	B	C
2001/2002	26	28	18
Fall 2002	24	35	21
Spring 2003	27	31	21
Fall 2003	21	29	20
Spring 2004	20	29	20
Fall 2004	24	27	19
Spring 2005	20	25	22
2005-06	24	26	18
2006-07	22	30	23
Geology	A	B	C
2001/2002	23	30	22
Fall 2002	35	29	22
Spring 2003	25	34	10
Fall 2003	26	26	23
Spring 2004	25	25	27
Fall 2004	29	35	23
Spring 2005	29	35	17
2005-06	27	31	17
2006-07	30	35	18

French	A	B	C
2001/2002	44	21	13
Fall 2002	46	17	17
Spring 2003	43	18	25
Fall 2003	35	20	11
Spring 2004	47	20	14
Fall 2004	43	19	11
Spring 2005	39	15	11
2005-06	41	18	12
2006-07	46	23	15
Spanish	A	B	C
2001/2002	17	26	20
Fall 2002	28	43	18
Spring 2003	22	31	27
Fall 2003	29	23	21
Spring 2004	18	31	18
Fall 2004	29	30	12
Spring 2005	25	25	19
2005-06	28	21	16
2006-07	34	27	18
Geography	A	B	C
2001/2002	18	32	31
Fall 2002	13	39	28
Spring 2003	16	36	24
Fall 2003	12	32	34
Spring 2004	17	21	32
Fall 2004	23	27	22
Spring 2005	17	23	27
2005-06	16	30	27
2006-07	15	32	26
History	A	B	C
2001/2002	15	26	25
Fall 2002	18	29	26
Spring 2003	22	27	21
Fall 2003	18	25	21
Spring 2004	19	23	22
Fall 2004	27	25	20
Spring 2005	28	22	23
2005-06	26	26	21
2006-07	24	29	24

Human Service Agency Mgt	A	B	C
2001/2002	62	13	7
Fall 2002	65	16	10
Spring 2003	62	16	13
Fall 2003	46	21	17
Spring 2004	49	21	22
Fall 2004	51	17	13
Spring 2005	43	10	19
2005-06	46	18	14
2006-07	50	19	11
Mathematics	A	B	C
2001/2002	23	22	23
Fall 2002	28	27	21
Spring 2003	26	28	22
Fall 2003	19	24	21
Spring 2004	22	21	22
Fall 2004	23	23	20
Spring 2005	19	26	19
2005-06	23	20	19
2006-07	23	23	20
Music	A	B	C
2001/2002	58	14	8
Fall 2002	60	15	10
Spring 2003	66	14	8
Fall 2003	62	13	6
Spring 2004	71	11	5
Fall 2004	62	14	5
Spring 2005	70	11	9
2005-06	67	10	6
2006-07	69	16	7
Physical Education	A	B	C
2001/2002	74	8	3
Fall 2002	86	8	2
Spring 2003	76	13	5
Fall 2003	71	15	4
Spring 2004	72	13	5
Fall 2004	76	11	4
Spring 2005	74	14	5
2005-06	72	12	5
2006-07	69	15	7

Philosophy	A	B	C
2001/2002	23	27	22
Fall 2002	27	27	27
Spring 2003	23	26	28
Fall 2003	25	25	24
Spring 2004	31	29	14
Fall 2004	25	27	20
Spring 2005	23	28	22
2005-06	24	27	18
2006-07	25	22	20
Political Science	A	B	C
2001/2002	40	26	10
Fall 2002	49	31`	9
Spring 2003	55	15	12
Fall 2003	47	28	8
Spring 2004	58	19	8
Fall 2004	44	28	8
Spring 2005	49	29	9
2005-06	45	24	10
2006-07	47	38	8
Psychology	A	B	C
2001/2002	20	26	23
Fall 2002	15	26	30
Spring 2003	14	24	31
Fall 2003	15	23	26
Spring 2004	22	25	26
Fall 2004	20	24	26
Spring 2005	22	27	25
2005-06	18	28	22
2006-07	22	27	25
Religion	A	B	C
2001/2002	23	23	21
Fall 2002	29	22	28
Spring 2003	22	27	28
Fall 2003	25	26	20
Spring 2004	25	20	25
Fall 2004	25	23	26
Spring 2005	21	24	22
2005-06	23	24	24
2006-07	26	22	29

Sociology	A	B	C
2001/2002	30	28	26
Fall 2002	27	30	30
Spring 2003	26	29	33
Fall 2003	25	28	33
Spring 2004	29	22	30
Fall 2004	26	26	24
Spring 2005	31	31	26
2005-06	30	25	28
2006-07	30	28	27
Theatre Arts	A	B	C
2001/2002	57	15	9
Fall 2002	59	23	9
Spring 2003	61	17	12
Fall 20003	48	27	8
Spring 1004	53	22	7
Fall 2004	49	16	13
Spring 2005	43	25	17
2005-06	50	21	13
2006-07	57	25	11