LINDENWOOD

2008-2009

Academic Assessment at Lindenwood University

Section 2: General Education

TABLE OF CONTENTS

Introduction

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

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

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

These broad concepts are manifested in a more specific set of goals that reflects the joint efforts of the Lindenwood faculty and students. Through teaching and learning in an atmosphere of academic freedom, students will be able to

- develop as more complete human beings who think and act freely both as individuals and as community members;
- gain the intellectual tools and apply the range of perspective needed to understand human cultures as they have been, as they are, and as they might become;
- apply the basic skills – listening, speaking, reading, writing, researching, observing, reflecting, and other forms of intellectual interaction – needed for productive communication and study of ideas;
- acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration of ideas;
- apply analytical reasoning to both qualitative and quantitative evidence;
- acquire guidelines for making informed, independent, socially-responsible decisions, respectful of others and the environment, and develop a willingness to act accordingly.

The current University GE program is a cross between a class-based and a knowledge (concept)/skills-based system in which classes are broken into eight objectives and seven knowledge (concept)/skills areas. The broad range of categories of classes students must take require them to be exposed to ideas, concepts, and skills they might, on their own, never choose to come in contact with. The requirements in science, history, and composition are

particular strong points, but the whole program is as strong as any four-year institution. Our GE program is one of the great strengths of the University's liberal arts education.

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

General Education Objectives

The following are the general education objectives and a list of some of the courses that both meet the University's requirements as well as create a groundwork for fulfilling the objective.

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

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.

Classes: Written and Oral Communications

English Composition
- Composition I ENG 15000
- Composition II - ENG 17000
- Writing Proficiency Lab - ENG 21000

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

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

Classes: Mathematics

Contemporary Math - MTH 12100
Quantitative Methods - MTH 13100
Concepts of Math - MTH 13400
Basic Statistics - MTH 14100
Basic Geometry - MTH 13500
College Algebra - MTH 15100
Pre-calculus - MTH 15200
Calculus I - MTH 17100
Calculus II - MTH 17200
Modern Symbolic Logic - PHL 21600

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

Classes: Social Sciences

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

Criminal Justice
- Criminology - CJ 20000

Economics
- Survey of Economics - BA 21000
- Principles of Microeconomics - BA 21100
- American Economic History and Theory - BA 31400/HIS 31400

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

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

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

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

Classes: Fine and Performing Arts

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

Dance
- Introduction to Dance - DAN 10100
- Dance as Art - DAN 11000
- Beginning Jazz Dance - DAN 20400
- Dance in the 20th Century - DAN 37100

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

Theatre
- Fundamentals of Acting - TA 10500
- Introduction to Technical Theatre I - TA 111
- Introduction to Theatrical Arts - TA 11700
- History of Costume and Fashion - TA 31700
- Modern Drama - TA 33500
- Survey of Dramatic Literature - TA 33600
- History of Theater - TA 37000

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

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

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

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

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

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

Classes:

Civilization

World History:
- World History - His 10000

Philosophy and Religion:
- The Moral Life: A Study in Ethics - PHL 10200
- Introduction to Philosophy - PHL 15000
- Philosophy of Human Nature - PHL 19000
- Ethics - PHL 21400
- Traditional Logic - PHL 21500
- Bioethics - PHL 24000
- Philosophy of Science - PHL 26500
- Political Philosophy - PHL/PS 30500

Ancient Philosophy - PHL 31100
Medieval/Renaissance Philosophy - PHL 31200
Modern Philosophy - PHL 31300
Philosophy of Religion - PHL/REL 32500
Introduction to Religion - REL 10000
World's Sacred Texts - REL 13000
World Religions - REL 15000
Religion in America - REL 20200
Old Testament - REL 21000
New Testament - REL 21100
Practices of Religion - REL 22000
Religion, Science, and Faith - REL 30000
Psychology of Religion - REL 30500/PSY 30500
Christian Doctrine - REL 32000
Philosophy of Religion - REL 32500

Cross Cultural / Foreign Language:

Cross Cultural

Cultural Anthropology - ANT 11200
Native American Indians - ANT 21000
Focus on Modern Asia - ANT 30000
Social and Cultural Change - ANT 31700
Religion and Culture - ANT 32400
Islamic Societies - ANT 33400
History of Art - ART 22000
Nineteenth Century Art - ART 35400
Baroque Art - ART 35600
Ancient Art - ART 35700
Twentieth Century Art / Modern - ART 36100
Twentieth Century Art / Contemporary - ART 36200
Women Artists - ART 36300
Renaissance Art - ART 38300
Current Economic & Social Issues - BA 31500
International Business and Cross Cultural Communications - BA 47600
Comparative Criminal Justice Studies - CJ 22500
History of Film - COM 37000
Asian Cinema - COM 38601
Dance as an Art - DAN 11000
Dance in the 21st Century - DAN 37100
World Lit I - ENG 20100
World Lit II - ENG 20200
Comedy: Its Origin and Development - ENG 21600
Latino Literature - ENG 27800
Modern Drama - ENG 33500/TA 33500
Folklore and Fables - ENG 34500 Myth and Civilization - ENG 35000
Chinese Culture - FLC 10300

History of French Civilization - FLF 33700
Masterpieces of French Literature to 1800 - FLF 35000
Masterpieces of French Literature since 1800 - FLF 35100
Seminar on Selected Authors and Genres of French Literature - FLF 40000
Peninsular Spanish Culture and Civilization - FLS 33500
Latin American Culture and Civilization - FLS 33600
Masterpieces of Peninsular Spanish Literature - FLS 35000
Masterpieces of Spanish-American Literature - FLS 35100
Seminar on Selected Authors and Genres of Spanish and Spanish-American Literature - FLS 37000
World Regional Geography - GEO 20100
History of the Contemporary World - HIS 20000
History of Asia - HIS 20500
History of Latin America - HIS 22000
Ancient and Medieval World - HIS 22300
European Intellectual History - HIS 33000
Revolution in the Modern World - HIS 33200
Civilization of Industrialism - HIS 33600
Focus on Modern Europe - HIS 35500
History of Western Music I - MUS 35500
History of Western Music II - MUS 35600
World Music - MUS 35700
Asian Philosophy - PHL 31800
Comparative Analysis - PS 30000
International Relations - PS 35000
World Religions - REL 15000
Practices of Religion - REL 22000
Asian Religions - REL 23000
Race and Ethnicity: A Global Perspective - SOC 31800
Survey of Dramatic Literature - TA 33600
History of Theatre - TA 37000

Foreign Languages:

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

Elementary Chinese II - FLC 10200

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

Classes: American Government / American History

History
America: Colony to Civil War - HIS 105
America: Civil War to World Power - HIS 106
Government
American Government: The Nation - PS 155
American Government: The States - PS 156
US Government: Politics and History - HIS 210

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

Classes: Literature

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

World Literature I - ENG 20100
World Literature II - ENG 20200
Comedy: Its Origin and Development - ENG 21600
American Literature I - ENG 23500
American Literature II - ENG 23600
African American Literature - ENG 27600
Latino Literature - ENG 27800
British Literature I - ENG 30500
British Literature II - ENG 30600
The English Novel - ENG 30900
Modern Fiction - ENG 31000
Chaucer - ENG 33200
Shakespeare - ENG 33300
Modern Drama - ENG/TA 33500
Survey of American Literature - ENG 33700
Medieval English Literature - ENG 33800
Renaissance English Literature - ENG 33900
Restoration and 18th Century Literature - ENG 34100

English Romantic Literature - ENG 34200
Victorian Literature - ENG 34300
Folklore and Fables: The Telling of Tales - ENG 34500
Topics in American Literature - ENG 34700
Myth and Civilization - ENG 35000
Modern Poetry - ENG 35100
Epic and Tragedy: The Hero and the City - ENG 35600
Advanced Topics in Literature - ENG 38000
Survey of Dramatic Literature - TA 33600

In order to achieve these 8 goals, the Lindenwood faculty has created 7 categories of classes, each of which plays a significant role in meeting the University's desired GE outcomes. The following is the pattern of courses required for the Bachelor of Arts and Bachelor of Science Degrees under the general education requirement at Lindenwood for 2008-09.

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 (B.A. – 9 hours; B.S. – 3 hours)
HIS 100 World History (3 hours)

Cross Cultural or Foreign Language (6 hours) - Cross Cultural courses are not required for the B.S.

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

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

Syllabi for courses satisfying the general education requirements are constructed to reflect the goals, objectives, and purposes of the general education program. A wide variety of summative and formative assessment instruments are used to measure student learning in general and the GE program in specific.

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

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

General Education Assessment by Area

Written and Oral Communications

English Composition

The ability to communicate through the use of the written word is considered an essential skill for any college educated individual. Lindenwood believes that this skill will become only more important in the age of technology. Writing, even in abbreviated forms such as text messages and tweets, but most especially e-mails, are once again bringing the ability to communicate clearly in writing back to the forefront of communications.

10000 Level Classes

In the fall of 2008, the University began using a new writing assessment system. The new system is computer based and designed to give a more consistent and, hopefully, more accurate placement for our students for their first English course at Lindenwood. We believe that the system will be able to cut down the failure rate in our ENG 15000 classes by making sure students who are not prepared for the class are placed in our ENG 11000 class in order to give them the additional help they need in order to succeed at college-level writing.

ENG 11000 Effective Writing

This class is not a general education class but can be a prerequisite for ENG 15000 based on the student's writing assessment.

Course Objectives

Students should be able to

1. write a well-developed, five-paragraph essay that is grammatically correct,
2. have a basic understanding of various rhetorical methods and purposes,
3. understand the necessity of prewriting and revising when drafting an essay,
4. edit for standard American grammar, spelling, punctuation, usage, and mechanics.

Procedure and Rationale

A student needs to have a basic understanding of sentence grammar and punctuation in order to be able to spot deficiencies in his or her own work. As such, the ENG 11000 pre- and post-assessment asks students to identify particular parts of sentences and correct usage of punctuation in twenty sentences.

Results

Fall 2008 (two sections of thirty-two students)

Questions	Areas Assessed	Pre-test % Correct	Post-test % Correct	Difference
1,2	Subjects and Verbs	94.5	97.8	3.3
3,4,5,7,9	Prepositional Phrases	55	73.5	18.5
6,8,10	Modifiers	74.5	75.3	0.8
11,12,14,15,16,19	Comma Usage	75.4	82.4	7
12,17	Quotation Marks	82.5	89.5	7
18,20	Contractions	85.3	81.2	-4.1
	Overall	77.86	83.28	5.42

Spring 2009 (one section of twelve students)

Questions	Areas Assessed	Pre-test % Correct	Post-test % Correct	Difference
1,2	Subjects and Verbs	83	100	17
3,4,5,7,9	Prepositional Phrases	80	71.8	-8.2
6,8,10	Modifiers	74.6	63.6	-11
11,12,14,15,16,19	Comma Usage	68	80.5	12.5
12,17	Quotation Marks	79	87.5	8.5
18,20	Contractions	71	87.5	16.5
	Overall	75.93	81.82	5.89

Observations

There is a question as to whether or not students can complete a series of grammar drills found in a textbook and transfer those skills into their own writing. The professor used the three ENG 11000 classes as a proving ground to test some theories the professor has about writing. Each semester's class included the same number of essays and the same topics; the only difference was in the approach to grammar exercises. The professor believes the results of the pre- and post-assessments reflect these different approaches to teaching grammar.

In the fall of 2008, for the first ten minutes of each class, students would respond to a prompt by writing a paragraph of about eight to ten sentences. For the remainder of the class, students would use their own sentences as a basis for the grammar exercises. For example, if the topic of the day dealt with sentence parts, students might be asked to find all the subjects, verbs, and prepositional phrases in their response. However, during spring 2009, all the grammar exercises were completed directly from the exercises found in the textbook or on handouts.

The impact of the two approaches is reflected in the assessment results. While the spring semester showed greater gains and losses, the fall semester showed consistent gains in each area except contractions. The spring semester showed greater gains, but this may be because the assessment mirrored the types of grammar exercises the students worked on all semester: perfect, ready-made sentences. Perhaps, the students from the fall semester did not show as great of a gain because they were familiar with their own writing, especially when it comes to word choice.

Results comparison of students who took both ENG11000 and ENG 15000

ENG 11000 was successful preparing students for success in ENG 15000. Of the students who passed ENG 11000 with "B" or better in the fall, 84% passed ENG 15000 in the spring with a "B" or better. Of those students who passed ENG 11000 with a "D" or better in the fall, 86% passed ENG 15000 in the spring with a "C" or better. Only one-half of the students who took ENG 11000 and received a "D" went on to pass ENG 15000.

Action Plan

- Utilize an approach that includes both standard textbook grammar exercises alongside student-created grammar exercises.
- Revise the assessment to include a sample of student writing to validate the results and determine whether or not course objectives are being met in terms of application to the students' writing.
- Require students pass ENG 11000 with a "C" or better in order to advance to ENG 15000.

<u>ENG 15000 - Composition I</u>

On last year's assessment report, our conclusions were that the current assessment does not adequately address the course goals and objectives. Our action plan was to decide on a new assessment tool and implement it as soon as possible. However, our workloads did not permit us to undertake a reconsideration and revision of the ENG 15000 assessment, and we do not believe it is worthwhile to analyze and report on the data we collected this year using the existing assessment instrument. Perhaps next

spring when the recently announced teaching-load reduction goes into effect we will have the time to address the matter of ENG 15000 assessment.

ENG 17000 - Composition II

Course Goals

The broader purposes of the course are to

1. reinforce and build upon the basic language skills developed in ENG 15000,
2. improve critical-thinking skills,
3. achieve greater stylistic maturity,
4. introduce the techniques of research and of writing the research argument.

Course Objectives

More specifically, upon completion of ENG 17000 students should be able to

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

Procedure and Rationale

Students were given a multiple-choice pre- and post-test measuring objectives 2 through 5. Section I of the exam measures the 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 ability 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 (based upon a sample of 239 students from 15 sections)

Question	% Correct Pre-test	% Correct Post-test	Difference
Part 1—MLA Style and Documentation	67	77	10
Part 2—Identification of Terms	40	51	11
Part 3—Logical Fallacies	56	60	4
Part4—Essay Analysis	60	65	5
Total	57	64	7

Observations

The greatest increase in test scores occurred in those areas of the test (Section I and II) that dealt with mechanics and clearly definable information. Identification of terms (Section II) had the greatest increase overall and in each class. Students had a significantly smaller increase in scores in those areas of the test that required critical thinking and analytical skills. However, the pre-test scores in Section II were consistently lower than in the other sections, so a significant improvement in that area does not necessarily reflect a sound knowledge of the material; the post-test scores in Section II were still lower than the other three sections. Sections III and IV, dealing with analysis, showed less improvement, but students began with significantly higher scores. In most cases, the pre-test scores of those sections were higher than the post-test scores of section II. Section I, dealing with MLA mechanics, did not follow this pattern. The pre-test scores were consistently the highest, and students showed the greatest improvement in that section. These results may be a symptom of the new assessment tool that was piloted for this academic year.

Action Plan

In considering that some students still struggle with written projects after passing their English courses, the University changed the requirements for the 10000 level English classes in order to make them more consistent and logical and thus increase the likelihood of student success in their written projects by changing the minimum grade for passing English 11000 and English 17000 from a “D” to a “C.”

We used an entirely new assessment test last year; however, it has proved to be somewhat confusing for students as well as time-consuming for faculty to score. For 2008-09, we returned to the assessment we had previously used. Next fall we will discuss how we might improve the ENG 17000 assessment.

Oral Communications

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

COM 10500 - 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

Students will be able to

1. speak effectively one-on-one and in group situations,
2. understand the basics of the international phonetic alphabet,
3. learn to work with new people in a group for projects and presentations,
4. adapt to various speaking situations,
5. use argument and reasoning,
6. research, organize, and present group presentations,
7. 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 test is comprised of six fill-in-the-blank and one Likert question. Fill-in-the-blank questions consisted of theory and concepts. The scale question asked the students how nervous they were about speaking in front of an audience.

Fall 2008

Category	Pre-Test	Post-Test	Improvement
Theory	5%	74%	69%
Concept	3%	68%	65%

The Likert question asked the students 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:
10 students marked 1 12 students marked 2 30 students marked 3 5 students marked 4 4 students marked 5	0 students marked 1 2 student marked 2 24 students marked 3 18 students marked 4 14 students marked 5

Spring 2009

Category	Pre-Test	Post-Test	Improvement
Theory	4%	90%	86%
Concept	3%	70%	67%

The Likert question asked the students 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:
8 students marked 1 10 students marked 2 27 students marked 3 8 students marked 4 4 students marked 5	0 students marked 1 0 students marked 2 15 students marked 3 22 students marked 4 15 students marked 5

<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 informal speeches. Emphasis is placed on poise and confidence building. With the self-confidence acquired, the student's self esteem will be enhanced.

Goals

Students that complete the required work will be prepared to achieve two major goals. Students will

1. understand the principles of effective oral communication, be able to execute these principles in actual speaking situations,
2.

Course Objectives

Students will

1. develop more effective listening skills,
2. learn the theories and techniques of non-written communication in business and society,
3. participate in communication activities, such as researching, organizing and presenting formal speeches,
4. identify the parts and functions of a speech,
5. apply the basic principles and theories to preparing an organized presentation,
6. deliver effective individual and group presentations,
7. understand and be able to execute various speeches for different situations,
8. gain confidence in communicating with others and performing before an audience.

The course is also designed to meet the Missouri Department of Elementary and Secondary Educations standards for beginning teachers in Speech and Theatre/Drama.

Procedure

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

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 semester and, again, the last week of the semester.

	Students	Number Possible	Number Correct	Percent Correct
Fall 2008				
Pre-test:	90	4500	2259	50%
Post-test:	90	4500	3028	68%
Increase				18%
January 2009				
Pre-test:	18	900	507	56%
Post-test:	18	900	656	73%
Increase				17%
Spring 2009				
Pre-test:	99	4950	2450	50%
Post-test:	99	4950	3358	68%
Increase				18%

Test “B”

Test "B" is a more practical evaluation made up of the three presentations given in class.

	Speech #1 Demonstrate	Speech #2 Inform	Speech #3 Persuade -group
Fall 2008 COM11000 Average	95%	95%	95%
J-term 2009 COM11000 Average	97%	96%	98%
Spring 2009 COM11000 Average	96%	96%	97%

Data Analysis

Marked improvement can be seen on test "A." Improvements occurred for the fall, J-term, and spring of 2008-09 of 18%, 17%, and 18% respectively.

The test "B" presentations scores showed remarkable consistency even while the difficulty level was increased. The students showed strong scores on the first presentation because of the less difficult general purpose (demonstration) and topic choices, 3-5 minute speech length, and no professional dress requirements. Even with the greater degree of difficulty and expectations given to the second presentation (oral footnotes, semi-professional dress, 4-6 minute speech length, and a typed outline or PowerPoint required) scores averaged slightly higher. The final (group) presentation sampled a slight improvement over the first and second presentations. Even though the degree of difficulty and additional expectations (oral footnotes, professional dress, 7-9 minute speech length, and PowerPoint required) increased to an even greater level over the first and second presentations, being able to draw on the strengths of the group may account for the slight improvement in the scores.

Variables

Classes with students who had taken a speech class before tended to score higher than those who had not. Other variables which should also be considered are the size of the class and time of day in which the class was offered.

Action

A review of the data shows the instructors who teach Oral Communication are consistent in both education and material coverage. Next semester instructors will strive to maintain this consistency.

<u>SW 10000 - Inter-Cultural Communication</u>

Goals

Students will

1. develop an appreciation of how culture and diversity affect communication,
2. increase their effectiveness in day-to-day communication focused on the diversity,
3. improve their 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.

2008-09 a representative sampling of student ratings

Objective Topic	Pre-self rating	Post-self rating
Physical & verbal communication styles	3.24	4.05
Interaction with others	3.63	4.28
Effects of culture on communication	3.47	4.39
Cultural assumptions separate from facts	3.32	3.93
Self and others' cultural perspectives	3.41	4.06
Personal discomfort from intellectual disagreement	3.24	4.02
Effective day-to-day communication	3.79	4.23
Organized, expressed thoughts in formal situations	3.34	4.06
Improved communication skills	3.46	4.23
Mean Scores	3.43	4.14

Data Analysis

- Goal is a post-rating of at least 3.5 (greater than average to above average ability).
- In all objectives students self-rated at post-test with a 3.5 or above.
- Goal met. On average of all objectives, this goal was surpassed by +.64.

Course Content Assessment

Since 2005-06, students have completed a 20-item multiple-choice inventory based on content considered throughout the course. Comparative results on a year-to-year are as follows.

Academic Year	Pre-test % Correct	Post-test% Correct	Change—% Correct of Pre to Post Difference
2005-06	26%	64%	+38%
2006-07	34%	62%	+28%
2007-08	27%	51%	+24%
2008-09	46%	74%	+28%

Data Analysis

- There has been a significant improvement of the scores on the post-test both over this year's pre-tests as well as the last three years' post-tests.
- Students demonstrated an acceptable increase in mastery of course content as determined through an increase from pre-test scores of 46% correct to 74% correct.
- While the final post-test scores are higher this year than the last three years, that may be simply because the students came in with a higher level of knowledge; the percentage increase from pre- to post-test is consistent with the last three years.

Action Plan

The content of pre- and post-test will be analyzed and items rewritten to maximize validity and reliability.

Analysis Written and Oral Communications for 2008-09

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

English Composition

ENG 11000, while not a GE class, is an important part of improving the University's GE program. In the last two years two, changes occurred which appear to make this class more effective for our students: 1) non-native speakers were given their own version (tailored to their needs) of this class to make room for native speakers who need help, and 2) a more objective, computerized system is being used to place students into the proper English class. This appears initially successful.

With the changes that are taking place in the University class load for professors, in addition to the lowering of the number of students per class three years ago, it is

believed there will be more time to create an effective and useful assessment system that will allow for increased focus by the department and professors on areas of interest and concern. A primary focus next year for both ENG 15000 and ENG 17000 will need to be finding a method of assessment that goes beyond objective testing as these are skills-based classes.

In order to more accurately reflect the University's concern for English as of 2009-10, a "C" will be considered a passing grade for all 10000 level English classes.

Oral Communications

COM 10500 has the beginnings of an effective assessment program, but needs to do more analysis of the data and then work out how that can be used to change or improve the class.

COM 11000 has two good methods of evaluation for the speech components of the class. The written objective test is a useful method of evaluating the amount of knowledge gained by students and is providing useful data on what students are learning. Still, more specifics as to areas of strength and weakness would be useful in the report. The evaluation of actual presentations is a good idea but currently has some weaknesses. The scores are constantly in the mid-to-high 90s on all of the presentations, and while this may be perfectly valid because of the increasing difficulty and standards of the presentations in class, it makes it difficult to assess what has been learned. We need to look for methods of scaling, possibly a single rubric, that can be used on certain key criteria that would allow locating the progress made by students.

SW 10000 also uses two interesting methods of evaluation for the course. The self-evaluation pre- and post-tests are particularly useful in understanding the degree of confidence gained by students in the class. Confidence is a central feature of being able to be a successful presenter of information, and thus this measure is very valuable. The second measure of objective information as with COM 11000, is useful providing an understanding of whether or not students actually learned what the principles of public presentations are, but more data of areas of learning would make this more useful. The central weakness for this class is a lack of a measure of actual implementation of these principles and whether or not the confidence students feel they have is actually present while making presentations.

Humanities

Understanding people and cultures is an important part of success in life in the modern world. Literature, philosophy, and religion each give individuals important insights into aspects of how people, cultures, and societies see themselves and each other. They also give us common areas to act as starting places for discussion and building relationships. The general education

humanities requirement is composed of two literature classes and one philosophy or religion class, and it is designed to ensure that students are exposed to not just important ideas and concepts but to the tools necessary to understand, analyze, and discuss them. By better understanding literature, philosophy, and religion, students come to a better understanding of not just the authors and their cultures, but also themselves.

Literature Courses

All Lindenwood students are required to take two literature courses as part of their GE program. The first class must be at the 200 level and the second can be at either the 200 or 300 level. The number of classes used to meet this requirement is extensive and changes from year-to-year based on specialty classes that are offered. For assessment purposes, we keep track of the 4 largest literature classes.

ENG 20100 - World Literature I

Course Goals

The broader purposes of the course ask students to

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

Course Objectives

More specifically, upon completion of ENG 20100 students should be able to

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

Procedure

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

knowledge to specific passages from the literature. 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. Seven questions tested students' knowledge of specific literary terms. We do not assume that all sections of the course read the same selections from the anthology; we do, however, assume that all sections cover the major genres from the ancient and medieval periods. Twelve of twenty sections of ENG 20100 were included in this report for fall/spring 2008-09.

Results

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

	% Correct Pre-test	% Correct Post-test	Difference
Overall Average	49.1	62.1	15.1
Ability to read, comprehend, and analyze passages from representative works	50.8	65.8	15
Knowledge of specific literary terms	42.7	57.8	15.1

Observations

Pre-test scores are again higher than in previous years. (See the following paragraph.) We may infer, as did last year's report, "that our students are coming into the world literature courses at a higher level of preparation and motivation." Along with the improvement in these pre-test scores, the totals show yet greater improvement, with this year's average gain of 15.1% on the post-tests. This improvement compares favorably with the total post-test improvement of past years: 10.4% in '07-08 (19 sections), 13.8% in '06-07 (11 sections), 10% in '05-06 (5 sections).

Students may be receiving better preparation in their ENG 15000 and ENG 17000 classes in reading comprehension. Though we haven't computed the average grade level of these students, most students seem to continue with their 20000-level literature class shortly after completing their composition requirements. As well, it seems that instructors are more successful in getting across the material that is tested by this document.

Pre-test (Comparison of 2005-06 and 2006-07 to 2008-09)

The data shows that students began each year with an advantage over the students of the past three years.

Comparing 2008-09 to Year	Questions improved by >1% in 2008-09	Questions improved by >3% in 2008-09	Questions decreased by > 1% in 2008-09	Questions decreased by > 3% in 2008-09
2007-08	11	7	3	1
2006-07	9	7	6	3
2005-06	12	9	3	2

Post-test (comparison of 2005-06 and 2006-07 to 2008-09)

Similarly, comparison of the post-test scores shows that this year's students made greater improvement than was made in past years:

Comparing 2008-09 to Year	Questions improved by >1% in 2008-09	Questions improved by >3% in 2008-09	Questions decreased by > 1% in 2008-09	Questions decreased by > 3% in 2008-09
2007-08	11	7	3	1
2006-07	9	7	6	3
2005-06	12	9	3	2

This year six questions saw an improvement of 20% or above. Except for the question dealing with the dates of the Middle Ages, these all regard terminology. Two questions had a single-digit increase and both require an interpretive response to a given Beowulf passage. Students were more successful with the other passage given, perhaps because these questions ask for terminology identification.

Observations

Some observations regarding students' post-test responses to individual questions:

It is surprising that only 65% recognize an invocation to the muse, up only 12% from the pre-test and contrasting to 81% of students correctly answering the question regarding the epic hero.

One might expect the concept of "tragic flaw" to be familiar to more than 57% of students, but perhaps some instructors discuss tragedy without emphasizing the Aristotelian term and concept. In dealing with the meaning of allegory, it seems that 59% is a low number correct, especially since selections from the Divine Comedy are included by most instructors.

The greatest area of weakness is in dealing with the Greeks. It is surprising that only 29% correctly identify the function of the chorus in Greek tragedy. Perhaps instructors focus on main characters and action in discussing the tragedies. The term "catharsis" is identified as meaning "cleansing" by only 39%. Again, some instructors may not stress the Aristotelian concepts; plus, this is a particularly difficult one to interpret in light of the plays, though the translation of the term is quite clear.

Action Plan

The department will share these observations with the professors, asking especially for discussion of observations in the above paragraph. The low level of improvement for Questions 7 and 8 suggest we should concentrate further on improving reading comprehension in class and on tests, isolating individual passages for students to parse out and study. More sections' results should be gathered next semester. This mainly is an issue of time availability for the grading and tabulating during the final days of May. The department will remind instructors that Work and Learn students can grade the pre-tests, record the correct number for each, and alphabetize the tests for ready comparison with post-tests. If post-tests are given to students before the last week of the semester, Work and Learn students can likewise grade them and prepare the final tabulations.

ENG 20200 - World Literature II

Course Goals

The broader purposes of the course ask students to

1. read representative works from all periods of literary history covered in the course,
2. become familiar with the literary traditions, genres, and forms exemplified in the readings,
3. consider the critical attitudes that have shaped our responses to these works,
4. improve basic reading and reasoning skills such as comprehension, analysis, and synthesis.

Course Objectives

More specifically, upon completion of ENG 20200, students should be able to

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

Procedure

This is the fifth year we have assessed ENG 20200. All sections of ENG 20200 read one play by Shakespeare and at least one work from each of the periods of literary history through the modern; all sections study poetry, drama, non-fiction prose, and fiction. Students were given a pre- and post-test focusing on elements outlined in the above objectives. The assessment tool measures linguistic knowledge, comprehension, application, and analysis. It comprises 24 questions: 23 are multiple-choice and 1 is true/false. Seven questions incorporate passages of various lengths from the literature.

Results

These results are compiled from a total of 171 students who took both the pre- and the post-tests in a total of 11 sections.

Question	% Correct Pre-test	% Correct Post-test	% 0f Difference Pre to Post - 2009
Average	51%	57%	6%

Observations

This year's assessment shows an average improvement on all questions of 6% compared to 10% last year and 3% the previous year. This year, students scored higher than last year on 12 questions, lower than last year on 10 questions, and equal to last year on two questions.

Scores were particularly low on the question involving the dates of the Renaissance, even though we revised the question two years ago to make the answer more obvious. Students also scored poorly on the questions which require identifying the approximate dates of both the Age of Realism and Post-Modernism. Students could not identify genres from particular literary periods or identify the Middle Ages' influence on the Romantics. The poor scores on the question regarding Shakespeare's plays are particularly disappointing since all instructors teach a Shakespeare tragedy.

In comparison to ENG 20200, ENG 20100 sections have more overlap of reading selections and literary types, making it less difficult to design an assessment tool equally fair to all sections of ENG 20100. During spring 2008, ENG 20200 instructors had an e-mail discussion about the benefits/disadvantages of selecting a few common texts. No agreement was reached for sharing a text besides the agreed-upon Shakespeare play. The more amorphous nature of the available materials for ENG 20200, compared to ENG 20100, make it difficult to come up with an assessment tool that validly measures the advancement of all sections.

Action Plan

- Instructors should emphasize literary periods, historical contexts.
- 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 should then check that the material on the test is covered in the class.
- Addressing the changes we might make so that the test is better representative of all sections, we could increase the number of questions on the Shakespeare question.
- The literature specifically referred to on the test includes only English literature, which may mean we should review not only the test but also the reading selections on the syllabi in terms of our objective of covering world literature.
- We might benefit from comparing the ENG 20200 results with the ENG 20100 assessment test results.

Philosophy/Religion

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

Philosophy

Goals and Objectives

1. 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.
2. To develop an understanding of the philosophical questions and issues that underlie much discussion of contemporary problems facing the world today.
3. For students to develop their own worldviews and understanding of philosophical questions, to cogently argue for their views, and to understand perspectives and views different from their own.
4. To further the University's commitment to "values-centered programs leading to the development of the whole person–an educated, responsible citizen of a global community."

Classes Assessed

This year only PHL 10200 Moral Life was formally assessed outside of Course Evaluations. The assessment instrument for PHL 10200 this year was the same as in the

previous year. In preparation for the development of an assessment instrument for PHL 15000, this year an informal assessment was used.

In all PHL classes informal assessment was done by soliciting feedback from students in an ongoing fashion, by using tutors to solicit further feedback in a less official setting, and by analyzing Course Evaluations. In some of those classes formal assessment instruments will be developed (while in courses only occasionally taught we might stick with informal assessments, at least for the time being). Assessment of all courses is a regular part of our weekly departmental meetings.

Narrative of Results

In the assessment of 2003-04, we stated that "It would be reasonable to expect…at least 50% of students to show moderate to good progress…" (moderate to good corresponding to A-level and B-level) on the PHL 10200 assessment. Maintaining that standard, in 2004-05 we fell short of the 50% number; the actual number of 42.5% was virtually unchanged from the 2003-04 assessment. In 2005-06, the number rose to 58%, and in 2006-07, the number was virtually unchanged at 59%. Last year (2007-08), the number was unchanged at 59%. The number this year (2008-09) was slightly higher at 61%, but this is not taken as significant.

Action Plan for Next Cycle of Assessment

The instrument for PHL 10200 The Moral Life: A Study in Ethics will be changed due to a complete re-working of the course. The readings and plan for the course will be radically different starting in fall 2009. This will require a totally new assessment instrument. The fall 2009 course will allow time for developing the new goals and objectives, which will become the foundation for the new assessment instrument, which should be ready for fall 2010 (no Moral Life courses are scheduled for spring 2010, which makes fall 2010 the next opportunity).

Formal assessment was not done for PHL 15000 Introduction to Philosophy in 2008-09 in part due to the uncertainty about curriculum for the course and the number of instructors, including adjuncts, teaching it. Enrollment for PHL 19000 has been problematic and the course will be temporarily suspended in spring 2009. Assessment for Logic was not done as the previous Logic course has been split into PHL 21500 Traditional Logic and PHL 21600 Modern Symbolic Logic. Since 2007-08 was the first time those new courses were taught, no formal assessment was done. The instructor will work on developing an assessment instrument for the next time those courses will be offered (2009-10). 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.) Assessment will also be discussed at regular department meetings.

Given concerns mentioned in the American Philosophical Association in their statement on Outcomes Assessment and referenced documents, we have tentatively adopted the following plan for the 2010-11 year and beyond:

- All courses will be assessed both formally and informally (as will the program).
- All courses will be assessed formally by (1) Exams, Essays, Presentations, etc., and (2) by Course Evaluations.
- All courses will be assessed informally by (1) Regular Faculty Meetings, (2) Reports from Tutors, (3) Classroom Discussion, and (4) Out-of-class Discussions.

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

Summary of Data: PHL 10200

Total Number of Valid[1] Assessments: 52
Total Used: 20 (38%)

Content Section

	A Level	B Level	% of A and B level	Wrong	No Answer
Mill Pre-test	5%	10%	15%	35%	50%
Mill Post-test	(7) 35%	(5) 25%	60%	30%	
Kant Pre-test	0%	25%	25%	25%	50%
Kant Post-test	(5) 25%	(6) 30%	55%	45%	
Aristotle Pre-test	5%	20%	25%	25%	50%
Aristotle Post-test	(6) 30%	(6) 30%	60%	40%	

[1] A valid assessment is one where both pre- and post-assessments were done. It excludes those students only doing one assessment, assessments with no signature, etc.

In previous years students were encouraged not to guess at an answer. This resulted in 100% No Answer. This year 50% of the students (in the valid assessments selected) tried to answer the question. Of those, fully half got a wrong answer, making the Wrong Answer/No Answer 75-85%. Since the questions allowed for A-Level and B-Level answers, the percentage for guessing a correct answer on any given question was 37.5%. This means that A-Level and B-Level answers just fell outside the range of probability for guessing. Of the students who guessed, 70% showed improvement (4 showed dramatic improvement), while 30% actually scored lower than their initial guess. Given that most high schools do not teach philosophy or ethics and that our culture does not promote these, along with the consistent results from the pre-test, we can safely assume little to no knowledge previous to the course.

Religion

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

Goal

The Religion program offers students the opportunity to study, understand, and appreciate the intellectual traditions, rational foundations, moral guidelines, and philosophical views of life and reality developed by the world's major cultures and religions as part of an integrative liberal arts program. The goal is to provide students with the necessary tools for developing their own religious and theological views in light of critical reflection, in preparation for further academic study, or lifelong 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 and to be able to make practical and theoretical judgments based on those beliefs, understanding the strengths and weaknesses of those beliefs.

Procedure

It was planned that in the fall of 2008 a new assessment tool would be administered to all students participating in 10000 level and 20000 level general education REL classes to assess two GE objectives. The instrument was to be designed to measure the student's interest in and knowledge of the existential questions posed by world religions and to measure the locus of control in the student's religious orientation and to determine the amount of influence religious understandings and organizations have over their life.

This was postponed for two years because the Religion Department has been working with the General Education Committee to review the GE/CC (Cross Cultural) designations on all REL courses. In each past year, all REL courses have been evaluated for their GE/CC status. Beginning with the next school year, course evaluations for GE on assessment will be conducted on a three-year cycle for each catalog course. The above assessment tool will be reviewed and administered in the three introductory level courses during the 2010 to 2012 year cycle.

School Year One: 2010	School Year Two: 2011	School Year Three: 2012
REL 10000 Introduction to Religion	REL 13000 World's Sacred Texts	REL 15000 World Religions
REL 20100/20200 History of Christianity in America	REL 21000/21100 Old Testament /New Testament	REL 23000 Introduction to Asian Religions
REL 30000 Religion, Science, and Faith	REL 30500 Psychology of Religion	REL 31000 Religious Foundation of Western Civilization
REL 31800 Introduction Asian Philosophy	REL 32000 Christian Doctrine	REL 325 Philosophy of Religion

Analysis Humanities for 2008-09

Literature

The current testing methods for the ENG 20100 class are useful in that they test skills more than specific knowledge. In ENG 20100, there is significant success in getting across some concepts rather than teaching students to read specific works. This is shown in the success in improving student understanding of the concepts of the muse

and the epic hero. This understanding will allow students to read and apply their education to new works. But there are still some significant areas of weaknesses that have been identified by the English Department.

For ENG 202000 on the objective test, 6 of the 24 questions saw a decrease in scores, of those 3 included literary passages. While some of the scores' drops were minimal and could be related to numerous factors, the overall number of questions is worth investigating. The department may need to change the nature of the test to more clearly assess concepts as opposed to specific texts.

An expanded analysis of a writing component in the literature class would be useful and give a check back on the success of the ENG 10000 level classes. This would have the advantage of being done by the same department with the same standards as in the 10000 level classes.

Philosophy

The department has been developing a comprehensive assessment system for implementation during the 2010-11 academic year.

There are weaknesses in the department's current assessment system. The department regularly assesses its classes in the departmental meeting but this process is not documented in a manner that would allow for following the process outside of the department. The PHL 10200 assessment needs more analysis: What is it that these particular philosophers bring that is necessary for student understanding (tie them to class and University GE goals)? The department needs to create GE goals for the PHL 15000 that are not tied to a particular instructor in order to create a viable assessment tool.

Religion

In the last two years, the Religion Department has been restructured both in size and the types of classes being offered. This has lead to the assessment tools that were being used for the 10000 level classes being out of sync with the current format of the classes and thus preventing the test from giving the department a useful understanding of the success of its classes.

The Religion Department is implementing a new assessment system in order to more effectively be able to access and analyze the success of its primary GE classes. This system will tie more directly to the department's GE goals.

Fine and Performing Arts

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

Art

ART 21000 - Concepts in the Visual Arts and ART22000 - History of Art

Assessment Method

Based on student descriptions 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.

	2009	2008	2007	2006	2005
Historical Context	66%	54%	63%	44%	51%
Color	39%	48%	38%	29%	34%
Composition	43%	51%	43%	39%	59%
Content	73%	57%	54%	64%	73%
Material Form	69%	62%	69%	76%	85%

ART 24000 - Intro to Ceramics

Assessment Method

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). A rank of 4 is considered to be a success.

	2009	2008	2007	2006
Historical context	48%	54%	50%	50%
Recognition of kitsch	38%	45%	33%	33%
Use of construction techniques	65%	64%	46%	46%
Light, shadow, proportion	65%	64%	33%	25%
Surface preparation	53%	64%	50%	50%
Glaze and slip application	65%	72%	70%	65%

ART 18100 - Intro to Photography

Assessment Method

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. A rank of 4 is considered to be a success.

	2009	2008	2007	2006
Printing technique	54%	50%	48%	45%
Print quality	59%	50%	45%	40%
Composition	54%	45%	41%	54%
Focus	66%	70%	63%	61%
Depth of field	49%	50%	51%	41%
Originality	42%	35%	35%	31%
Technical knowledge	54%	40%	30%	33%

ART 18100 - Intro to Photography-Digital

Assessment Method

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. A rank of 4 is considered to be a success.

	2009	2008	2007
Printing technique	56%	40%	30%
Print quality	43%	35%	30%
Composition	43%	50%	32%
Focus	76%	80%	75%
Depth of field	NA	NA	NA
Originality	43%	40%	27%
Technical knowledge - Photography	56%	30%	31%
Technical knowledge – Adobe Photoshop	65%	75%	68%

GE Change

In 2007-08, we initiated ART 10000 Fundamentals of Drawing and Design as a new GE studio course. It took us a year to fully eliminate ART 13000 Intro to Drawing and ART 10600 2-D Design as GE offerings. This is our first ART 10000 assessment.

ART 10000 - Fundamentals of Drawing and Design

Assessment Method

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.

	2009
Understanding of concepts	56%
Organization of space	74%
Quality of execution	63%
Linear Perspective	56%
Presentation	53%
Creativity/risk-taking	48%
Modeling	63%
Composition	56%
Shading/Value	56%

Dance

DAN 10100 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 ballet, modern, jazz, tap, and social

dances. 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.

Assessment Method

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.

	Average# Correct	Percent Correct
Pre-test	4.7	31%
Post-test	11.36	76%
Improvement	6.4	43%

Note: Because of faculty change there is no current data for this class. These numbers come from the 07-08 assessment.

Actions for 2009-10

- Re-structure current assessment tools with consideration to both the physical academic/intellectual elements of the class.

<u>DAN 11000 - Dance as Art</u>

Dance as Art is an introductory course designed to develop the student's ability to enjoy and analyze dance performance through a consideration of dance style, technique, choreography, and the role of dance in culture. Students demonstrate their competencies through written test, video analyses, and performance critique(s).

Assessment Method

Dance As Art Fall 08 (31 students)	Pre-test Score - %	Post-test Score - %	Improvement
Low Score	0/40 – 0%	24/80 – 30%	
High Score	22/40 – 55%	80/80 – 100%	
Average score	9/40 – 22%	71/80 - 89%	67%

Actions for 2009-10

- Update current assessment tools with consideration to new text, major vs. non-major, completion of Dance in the 21st Century, and long-term assessment goals.

<u>DAN 37100 - Dance in the 21st Century</u>

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

Course Objectives

The students will

- gain the ability to identify fundamental components of dance as an art form,
- provide studies and activities which expand the student's understanding of the trends and developments of dance as well as prime movers of dance in the 20th/21st centuries,
- develop the ability to discuss major dance forms and reforms,
- develop critical thinking and writing skills as they relate to dance history.

Assessment Methods

Students demonstrate their competencies through written tests, reading responses, a research paper, and oral presentations. A pre-test is given the first week of class and at the end of the semester. The pre-test scores are compared with the (comprehensive) final exam scores to determine student progress.

Dance In 21st Century Spring 09 (31 Students)	Pre-test Score %	Final Exam Score %	Improvement %
Low score	2/35 - 5%	68/100 - 68%	63%
High Score	21/35 - 60%	100/100 - 100%	40%
Average score	8.5/35 - 24%	90.7/100 - 91%	67%

Actions for 2009-10

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

Music

MUS 15000 - Music in America

Course Goal

Through the study of the distinctive voices, historical underpinnings, and evolutionary track of diverse genres and styles of American music, the goal of MUS 15000, Music in America, is to foster meaningful participation within American music culture and the continuous listening experience known as life.

Course Objectives

1. Analyzing and describing music accurately.
2. Relating music meaningfully.
    a. Using class notes, class texts, and other resources from independent investigation, the student will be able to describe significant connections between diverse masterworks of American music and art, history, culture, and self.
    b. Using class notes, class texts, and other resources from independent investigation, the student will be able to connect diverse examples/excerpts of American music to the appropriate genre, style, and/or historical period.
    c. Given a variety of aural examples/excerpts, the student will be able to accurately identify the music of prominent American composers and performers.
3. Evaluating music coherently.
    a. Using specific criteria and terminology, the student will be able to construct comprehensive evaluations of American musical masterworks.

Method of Assessment

A pre- and post-test was given in each spring 09 section of the course. The test targeted melody, harmony, tempo, rhythm, dynamics, form, texture/instrumentation, style/genre, historical significance, and musical terminology in the context of American music.

Results

Spring 2009	MUS 15000.11	MUS 15000.12
Pre-Test	27.3%	28.9%
Post-Test	41.5%	48.7%

Changes as a result of Assessment Procedures

- During faculty workshop week (August 17-21, 2009), faculty who teach MUS 15000 Music in America will revise the pre- and post-test. The intent is to provide more specific information about the Lindenwood GE objectives that are relevant to the course.
- To more effectively assess the outcomes of MUS 15000 Music in America, the following timeline will be implemented:
    - Reporting Period: Faculty who teach MUS 15000 Music in America will report assessment results to the department chair at the end of each semester.
    - Decision-Making Period (What do we do with the data?): Faculty who teach MUS 15000 Music in America will meet and revise course syllabi and assessment strategies as needed in May of each year.
    - Action Period: Changes to the course will be implemented accordingly in the following academic year.

<u>MUS 16500 Intro to Music</u>

Faculty who teach MUS 16500 Intro to Music will develop assessment strategies for this course in the fall 2009 semester. Implementation will begin in the spring 2010 semester.

<u>MUS 35500/35600/35700 Music History Courses</u>

Faculty who teach MUS 35500 Music History I, MUS 35600 Music History II, and MUS 35700 World Music will develop assessment strategies for these courses in the fall 2009 semester. Implementation will begin in the spring 2010 semester.

Theatre

These courses serve to educate students in recognizing and identifying relationships among the forms and techniques of the performing arts and demonstrate an awareness of the historical

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

TA 10500 - Fundamentals of Acting

Method of Assessment

The assessment instrument for TA 105 is a fill-in-the-blank and short essay pre-test and post-test covering terminology, concepts, and self-assessment. In the fall semester of 2007, the test was administered to 55 students at the beginning and to 50 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 to 44 students.

Results

Category	Pre-test	Post-test	Improvement
Terminology	5%	65%	60%
Theory/ Concept	3%	54%	51%
Self-Assessment: Confidence in Performing a Character	26%	78%	52%

On the post-test, the students were also 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	57
Performing a Scene	89

Analysis

- The improvement in the objective sections of the pre-test and post-test have increased from the data seen in the 2007-2008 academic year. Yearly results will continue to be tracked and compared.
- As a result of this post-test, we will continue to revisit how we reinforce the terminology and the theories associated with acting.

TA 11100 - Introduction to Technical Theatre I

Method of Assessment

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

	Number of Students	Average %
Pre-test	36	14%
Post-test	32	85%

Project Work

- 72% successfully completed the project work throughout the course of the semester. In project work,
  - 32 students showed superior-good work,
  - 2 showed average work,
  - 2 showed poor work chiefly as a result of absences.

Analysis

- Supporting graphics that accompany lectures are productive components in student success.
- Student participation in productions through lab sections is part of the contribution to the student's success.

Action Plan

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

<u>TA 11700 - Introduction to Theatrical Arts</u>

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

Method of Assessment

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

Results

Pre-Test	Post-Test	Improvement
5%	91%	86%

Analysis

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

Action Plan

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

TA 33500 - Modern Drama

The course consists of the study of texts in modern and contemporary drama from Ibsen to the present. The types of texts covered include realism, naturalism, symbolist, poetic, expressionist, existentialist, "epic," and experimental.

Methods of Assessment

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

Results

Pre-Test	Post-Test	Improvement
34%	82.6%	48.2%

Analysis

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

Action Plan

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

TA 37000/53000 History of Theatre/Seminar in Theatre History

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

Method of Assessment

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 lectures, 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	Post-Test	Improvement
59%	85%	26%

Project Work: 100% successfully completed their project work.

Analysis

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

Action Plan

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

Analysis Fine and Performing Arts for 2008-09

Art

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

Dance

Dance assessment appears to have most of the pieces in place for a strong assessment program, but the dance classes need to more clearly define their goals and objectives to make determining the applicability and success of the assessment easier and clearer. The assessment then should break down the improvement not just overall, but by various class objectives. The goals and objectives need to be professor proof; in other words, they should not depend on who is conducting the class. The program also needs to work to tighten up the process by showing what is successful and what needs to be changed and how.

Music

The Music Department's plans to expand GE assessment in spring 2010 are a good next step for the program. The efforts at assessing MUS 15000 are a good start. But how did students do on each of the targeted areas listed in the report? The department has already recognized that it needs to work to tie the assessment more directly to the goals and objectives and will begin the process of changes in fall 2009.

Theatre

The theatre program is doing a good job of getting assessment into its classes and is working to connect assessment to course improvement. Still, there are weaknesses. Publishing class goals and objectives is useful for giving focus to the reader. Breaking down assessment analysis into smaller chunks—how they did by objectives or concepts, ideas or skills that the faculty desired the students to attain would be good for the department in giving focus to class improvement. When doing multi-year comparisons,

it is necessary to list the results for the years being compared. Also, it is useful and preferable to only consider those taking both the pre- and post-tests. Dual enrollment classes should separate out assessment for grads and undergrads.

Civilization/Cross Cultural

Civilization

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

HIS 10000: World History

Assessment of History 10000 for the academic year 2008-09 continues to build on previous assessment activities. World History remains one of the core courses within the Lindenwood University General Education Program. 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. The course is also designed to lay the groundwork for students' understanding of the modern world by exposing students to ideas, people, and events that have created modern societies and still influence their conduct. Comparisons of pre-test and post-test scores provide information regarding the value of our World History course as a communicator of these basic facts and ideas.

This year's history assessment has been effected by a sudden change in the individual responsible for assessment in the department. For this reason, a much smaller than normal number of courses are used in this year's assessment evaluation.

Method of Assessment

In order to judge effectiveness in providing this core educational foundation, the History Department used an assessment test to evaluate historical geography, historical movements, historical causation, events, and people. These categories are designed to build an understanding not only of historical chronology and causation but key individuals, ideas, and events. Each faculty member teaching HIS10000 uses identical

assessment questions. Summary results reflect a cross-segment of sections, faculty, and semester results.

The department has determined that because students tend to come into HIS 10000 with such a limited knowledge of world history that having a goal of students achieving a set score on the test would be impractical and tell us little about class success. Instead the department will look at overall and topic area improvement and use those to determine success and areas in need of improvement.

While the numbers appear low, students' scores were so low at the beginning that levels of improvement were significant; 83.4% of all the students who took the pre- and post-test saw improvement in their scores. The number of students who received a passing score on the assessment test rose from 3% on the pre-test to 17% in the post-test. In addition, students showed improvement on all 39 of the test questions that were analyzed this year.

Results

Pre-test Average	28.5%
Post-test Average	43.0%
Average Improvement	14.5%

	Pre-test Percent	Post-test Percent	Improvement
Chronology	45%	60%	14%
Imperialism	28%	43%	15%
1500-1700	37%	55%	18%
1700-1900	25%	40%	14%
1900-Present	38.1%	46.7%	8.6%
Non-Western	26.1%	40.2%	14.1%
Philosophies/Religion	32.2%	52.1%	19.9%
Islam and the mid-east	23.9%	35.8%	11.9%
Geographical: countries	12.3%	31.5%	19.2%
Geographical: Cities	24.5%	34.8%	10.3%
Geographical: Asia	11.8%	21.7%	9.9%
Geographical: ME	16.1%	45.8%	29.7%
Geographical: Africa	8.0%	21.2%	13.2%
Geographical: Europe	8.6%	27.0%	18.4%
Geographical: LA	15.7%	29.0%	13.4%

Analysis

- This year's History Department assessment test for HIS 10000 was designed to place greater emphasis on issues of historical geography (an area previous assessment tests

showed was an area of weakness). This assessment focused on multiple choice questions and de-emphasized the student self-assessment.

- Due to the change in assessment officers for the History Department, we do not have as representative sample of the 35 sections as is normal of World History that were offered in 2008-09.
- Overall student improvements in categories of geographical identification were good, but not to the standards of the History Department. These results underscore the pedagogical value of developing students' global and geographical knowledge.
- Results of the 2008-09 indicate that the revised assessment test, which combines multiple choice and geographical identification, is successfully creating a baseline from which the History Department can work to find areas which need more emphasis.

Action Plans for 2008-09

- With the ever-growing enrollment and growth at Lindenwood University, greater use of adjunct faculty is necessary to meet the academic needs of our students. Special attention will be given to the adjuncts for the coming year with some form of discussion of the role of assessment. Analysis of the 2009-10 assessments will include a comparison of adjunct and full-time faculty so as to determine the best way to ensure consistency.
- The History faculty will continue using map identification within the assessment tool while including countries that are topical or relevant to current events (i.e., Myanmar/Burma, Zimbabwe, etc.) in the world today.
- The analysis of the coming year will also examine the role of incentives in the pre- and post-test results. Some faculty members attach grade incentives by including the post-test in the final exam. Others create positive incentives in the form of extra credit for successful completion. The intent will not be to change any professors' pedagogy but to explore the role of incentives as related to the assessment process.
- The History faculty has revised the assessment tools for HIS 10000, HIS 10500, HIS 10600 so the tests are pedagogically uniform. The plan is for each of these courses to use an assessment test that evaluates knowledge of people, events, and historical geography. These tests are administered both as pre- and post-tests. These new assessment tools will be identical in length and categories, although the actual content will quite obviously reflect the individual goals of each of these courses. In designing these assessment tools, statistical results of 2007-08 have been evaluated and questions that have pre-test scores over 40% (meaning over 40% of students answered the question correctly on the pre-test) will be replaced.

Cross Cultural

Lindenwood students are required to either take two consecutive semesters of a foreign language (and they must be language not literature), or two courses designated as cross cultural by the University. Cross cultural is defined as courses that do not deal with subjects

and/or topics within the United States, groups within the United States, or American culture. These areas include, but are not limited to, literature, history, religion, and anthropology. These classes, of which there are a large number, are generally covered within the assessment report of the program or other GE requirements, and so only the foreign language classes are covered here.

Foreign Languages

Lindenwood offers courses in four (4) Languages that meet the cross cultural/foreign language requirement: Chinese, French, German, and Spanish.

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

Mandarin Chinese

Objectives

Students will become familiar with

1. Chinese grammar
2. Chinese characters
3. Chinese culture and history

Assessment Method

Assessment tests were given at the beginning of fall semester 2008 and at the end of spring semester 2009. The assessment was based on 18 students taking both pre-test and post-test.

Results

The pre-test showed 0% correct answers to questions to be covered in the course. When compared to the same items imbedded in the final exam, the number of correct answers increased to 85%.

	Pre-test	Post-test
90 or above	0	10
80 or above	0	2
70 or above	0	3
60 or above	0	2
Below 60	18	1

Analysis

In the 2008-09 academic year, the students, who had not previously learned any Mandarin Chinese, learned a lot. Not only did they learn the history of the language, they also grasped its spirit. By the end of this program, they could communicate with each other on basic daily-life topics and knew how to write in Chinese characters. They had also learned much about basic Chinese phonetics and Chinese grammar. They gained an understanding of the Chinese cultural background knowledge related to the topics covered and got a general idea of Chinese culture.

French

FLF 10100: Elementary French I

Assessment Method

Assessment is based on the following tools:

- A 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.

Results

Assessment was based on 73 students taking the pre-test and post-test. The pre-test showed 2.1% 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 75%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 7; 80 or above: 12; 70 or above: 16; 60 or above: 9; below 60: 4.

Analysis

- While the comprehensive final is deemed useful and necessary as a tool to push students to review the whole semester's material, it is also clear that performance on such a massive exam at such a stressful time of the semester is often not a reflection of the student's true grasp of the material.
- Students' overall satisfaction with the course was very high, based on the end of semester evaluations.

FLF 10200: Elementary French II

Assessment Method

Assessment is based on the following tools:

- A 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

Results

Assessment was based on 52 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 73%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 8; 80 or above: 15; 70 or above: 15; 60 or above: 8; below 60: 6.

Analysis

- As is the case with FLS 10100, the comprehensive final in FLS 10200 is deemed useful and necessary as a tool to push students to review the whole semester's material.
- 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.
- More time was spent on verb conjugations in both FLS 10100 and FLS 10200. Verb charts were incorporated into the initial and final reviews. This seems to have improved student performance on the final exam verb sections.
- Student evaluations of the course are not yet available, but will later serve to gauge students' overall satisfaction with the course.

General Comments Pertaining to the FLF 10000 Level

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. This year we went back to the paper version of the *Workbook*, but continued with the online listening exercises. Student complaints about the workbook exercises ceased completely. They didn't like doing the writing exercises online and the instructors didn't like grading them that way. We changed this system, and it worked out well. Letting the students do their listening exercises at home continues to prove very successful.

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

Reading comprehension is monitored through homework assignments and chapter tests. It was determined last year that the reading exercises provided in the online workbook were frustrating and involved some busywork deemed superfluous. More reading exercises from the text were assigned this year and student reading comprehension improved over past years.

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. The return to the paper workbook eliminated this problem.

FLF 20100: Intermediate French I

Assessment Method

Assessment is based on the following tools:

- A pre-test given at the beginning of each semester containing items imbedded in the final exam.
- Analysis of scores on comprehensive final exam.
- End of semester evaluations of the course.

Results

Assessment was based on 25 students having taken the pre- and post-test. The pre-test showed 5.6% 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 79%. Scores on the final broke down in the following fashion

according to percentiles: 90 or above: 3; 80 or above: 12; 70 or above: 8; 60 or above: 1; below 60 0.

Analysis

- The textbook for this course was changed to one previously used: *A Votre tour!* The students and instructor enjoyed using this book. The workbook exercises leave something to be desired and may be replaced with professor-generated and text-based ones in the future. However, the book provides excellent grammar review and exercises to build skills in all 5 areas.
- The only students who failed this course had stopped attending altogether. All others earned at least a C for the course. This is seen as a sign that the course kept most of the students interested and engaged, as there are usually some D's and F's at this level.
- Students' overall satisfaction with the course was very high, based on the end of semester evaluations.

FLF 20200: Intermediate French II

Assessment Method

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.
- End of semester evaluations of the course.

Results

Assessment was based on 23 students having taken the pre- and post-test. The pre-test showed 3.1% 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 84%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 5; 80 or above: 12; 70 or above: 3; 60 or above: 2; below 60: 2.

Assessment

- Both teacher and students enjoy working with the textbook *A votre tour!*, while finding the workbook exercises to be too open-ended and not useful.
- As in the first semester of the course, none of the students received lower than a C for the semester—a sign that they remained engaged in improving their proficiency in all skills.

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

General Comments Pertaining to the FLF 20000 Level

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

Oral proficiency is monitored through class participation and the performance of oral dialogues. The instructor monitors and makes suggestions to students having trouble progressing orally.

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

Writing skills are tested with each chapter test and through compositions given as homework.

German

FLG 10100/10200 - Elementary German I and II

FLG 10100/10200	Assessment Type	Scores	Fall 2008	Spring 2009
FLG 10100	Pre-test: August 2008	60% or higher	25%	38%
FLG 10200	Post-test: May 2009	60% or higher	60%	62%

Concerns

Inflections continue to present a challenge to students, but the pace of the course cannot be slowed any further. In order to attempt to correct this, more hours in the language lab will be required of students.

FLG20100/20200 Intermediate German I and II

Only two students continued into FLG 20200, making the sample too small to be useful.

Overseas Program

In September of 2007, the first Lindenwood student attended the Ruhr Universität in Bochum, Germany, as a part of the newly established student exchange program. Ruhr

Universität is sending students to Lindenwood, as well. The German students participate in Lindenwood's International Student Orientation. Additionally, Ruhr has an extensive 4-week orientation for international students. Dr. Bell will continue to keep in touch with our students throughout their time in Germany to monitor their progress.

Spanish

FLS 10100/10200: Elementary Spanish

Assessment Method

The pre-test consisted of items covering the elementary vocabulary and grammar points to be covered in this two-semester course.

Results

132 points total	Pre-test	Post-test
90% (118-132)	0	5
80% (105-117)	0	7
70% (92-104)	0	6
60% (78.5-91)	0	19
Under 60% (78 and below)	64	27

All of the students who took both tests (64) 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 58% of those taking both tests scored over the 60% minimum, and about 50% (18) of those 37 students scored 70% or above, the percentage of those scoring higher than 60% still needs to increase. Five of the students scored in the highest level, 3 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.) Each year a number of students enter the program at the beginning of the second semester with FLS 10200. We require them to take the pre-test during the first week of the semester to establish a baseline for them, as well; however, it is difficult to get them to come in for the test, so many baseline scores are missing. In order to arrive at a more complete record of student progress, we have decided to give separate pre- and post-tests for FLS 10100 and FLS 10200 in the fall 2009 semester, rather than only at the beginning of FLS 10100 and the end of FLS 10200.

Analysis

Although all the "new" students in the spring semester had had the equivalent of FLS 10100 (or more), their pre-knowledge was still under the 60% level. A source of difficulty for an appreciable number of students each year continues to be having allowed a time-lapse of a year or more between taking the first semester and the second semester of this two-semester course. We have made a concerted effort to point out the dangers of such discontinuity to faculty advisors in all fields and will continue to do so in the hopes of improving student performance.

In the interest of more intensive in-class practice, we have limited the number of students in each section to 25. In response to increased demand, we have added sections so that more students overall can participate in the elementary program. In the spring 2009 semester, we also added an FLS 101000 section to accommodate those who would like to begin the cycle in mid-year. This will be followed by at least one, possibly two, FLS 10200 sections in the fall 2009 semester.

There are always a number of students entering at the FLS 10200 level who are dismayed to find that their previous preparation elsewhere (high school, community college) was inadequate to providing a basis for handling the second-semester material; these students often drop the course either to begin with FLS 10100 the following year or, more commonly, to opt for cross cultural courses. Aside from that, there are always several students at both levels that withdraw in order to take courses that appear to require less sustained effort compared to that necessary to mastering a foreign language.

Among those who complete the two semesters, the fundamental problem continues to be one of student attention to detail; the faculty will continue to employ instructional strategies to encourage more responsible student behavior with regard to accuracy in the learning of linguistic elements and rules. Our textbook has provided a variety of types of support material in the package, which has helped in our effort to accomplish this. This support material was further refined in the new fall 2008 edition using the Internet more intensively. Those students who have actually taken advantage of such tools have been enthusiastic about them and have shown improved mastery as a result; nevertheless, too many still do not want to invest the necessary time and effort.

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

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.

Intermediate Spanish

Forty-three FLS 20100 students, have taken both the pre- and post-test for the fall section, and thirty-two FLS 20200 students have taken both the pre- and post-test for the spring section.

FLS 20100: Intermediate Spanish I

On the pre-test none of the students scored 60% or higher (average of 11%), while on the post-test 36 students did. The average score on the final was 73.5%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 3; 80 or above: 12; 70 or above: 28; 60 or above: 36; below 60: 7.

FLS 20200: Intermediate Spanish II.

On the pre-test none of the students scored 60% or higher (average of 19%), while on the post-test 23 students did. The average score on the final was 76%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 4; 80 or above: 7; 70 or above: 16; 60 or above: 18; below 60: 5.

General Comments Pertaining to the FLS 20000 Level

Student's overall satisfaction with the two FLS 20000 level courses continues to be high. Based on the students' perception survey of their knowledge of this subject matter (given at the beginning and at the end of each semester) as well as their overall understanding of Spanish grammar and culture, their oral proficiency has greatly improved. Many students mention that they enjoyed the textbook (grammar well explained), the cultural readings (cultural awareness), different cultural presentations by the professors (on Spain, Panama, and Cuba in FLS 20100, and Costa Rica and Guatemala in FLS 20200), the tests' format (one per chapter; focused), and the daily oral group activities and several group mini plays, even though these, students claim, are very demanding. The semester course evaluations of FLS 20100 (20200 not yet available) focused on the performance and approachability of the instructor, but several students also offered many constructive comments. Every fall, in FLS 20100, a couple of students (usually freshmen out of high school) are not happy with the "Spanish-only" policy in FLS 20100, as they think it is too difficult of a "jump" between high school and college. Some also mentioned that the workbook and laboratory work were boring and not effective, although essential for their development of listening, reading, and writing skills. It is important to note that students did significantly better in the final exam for

FLS 20200 compared to previous years, jumping by almost 8%. This higher rate of success could be attributed to the extra time spent on the subjunctive tenses and relative pronouns, which are a large part of the grammar in that course.

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.

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

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

As a result of these findings, the instructors will continue to adapt to the needs of students, expand their individual understanding of the subject matter, hopefully make them stronger Spanish speakers, as well as help them appreciate cultures from other countries. To achieve these goals, the instructors will continue to use the textbook package (textbook, reading selections, and workbook with both a written and laboratory sections), which focuses on grammar reinforcement (particularly the subjunctive tenses), useful intermediate-level vocabulary (adding more vocabulary sections in chapter tests), cultural diversity, and containing interesting readings. In addition, the instructors will continue to spend more time on class and group oral activities, give more cultural presentations as well as make more use of video materials in both FLS 20100 and FLS 20200 to reinforce the listening and oral skills of the students. The instructors hope that these measures will continue to show an increase in the number of students in the higher percentiles both for individual students and the overall group. The instructors also plan on continuing the pre- and post-assessment of FLS 20100 and FLS 20200 as individual courses with the hope of creating a larger number of participating students, and thus to be better able to 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.

Foreign Language Classes as Cross Cultural

The French and Spanish courses discussed above are also the basic courses on which students can build a major or minor as well and, therefore, cannot be considered as something entirely separate from those courses leading to a field of further study. The more advanced language

courses at the 300 level can also be used to meet the GE requirement. In the case of native speakers of French or Spanish, the language-related courses in their own language cannot be used to meet the cross cultural/foreign-language option. Nevertheless, they can use other upper-division courses, such as the culture/civilization or literature courses, to meet the cross cultural requirement and do so frequently and serve as a general education element.

Analysis Civilization/Cross-Cultural for 2008-9

World History

> Because of an unforeseen change in the assessment personnel for the department, the work on the assessment for 2008-09 is incomplete. But there is a need to look at developing more assessment tests that are more clearly reflections of the class goals and become professor proof, workable no matter who is teaching the class. The class has had improvement in all of the areas assessed but needs to look at setting levels of improvement desired as a standard measure.

Languages

> The languages are doing a very good job of assessment, analysis, and course improvement. Course improvements are particularly noted in the assessment report as we can see in the notes on the use of verb tables in the lower division French classes. What is lacking is a method of capturing the information from which, and the methods by which, many of these decisions are being made. The programs are using quantitative, qualitative, as well as anecdotal information. There are some issues to expand upon: Goals and objectives tied to achievement measured though assessment (test or other methods). Noting how students did on grammar was very useful, but what about other objectives? Can we do a quick comparison of early and late writing assignments? Can we measure early and late oral proficiency?

American History and Government

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

History

History 105 - US History to the Civil War

Course Goals

At the end of the course, the successful student will be able to

- understand historical themes and interpretive concepts,
- gain an understanding of the trends, eras, traditions, and issues in American history on today's life,
- know the basic geography of the United States and the significance of its basic features,
- give students the ability to place specific events into a broader interpretive view of the American historical experience,
- acquire a working knowledge of chronological periods in American history and major events within them,
- improve skills in reading, writing, and assimilating material,
- expand knowledge to build abilities to comprehend, synthesize, and analyze information.

Test Results

The test is a 40-question test with 10 multiple choice, 15 matching, and 15 geography questions (broken into States, Cities, and events). The test is given at the beginning and the end of the semester.

Pre-test Average	35.4%
Post-test Average	51.8%
Average Improvement	16.4%

Student Scores improved on 39 out of 40 questions, although improvement was marginal at best on some of the questions, particularly those in the geography section.

Of the students who took both the pre-test and post-test, the improvement went from 7% getting a passing grade to 35%. Of those taking both, 73% improved their scores between the tests.

	Pre-test Percent	Post-test Percent	Improvement
1600-1800	32.1%	44.4%	12.3%
1800-1850	28.4%	45.1%	16.7%
1850-1865	32.3%	49.8%	17.6%
Native Americans	62.9%	74.2%	11.3%
Slavery	44.5%	61.8%	17.3%
People	34.4%	50.7%	16.3%
Events	46.8%	62.9%	16.1%
Economics	25.1%	42.3%	17.2%
Map Locations	39.2%	49.7%	10.5%
Geography: Events	20.3%	33.0%	12.8%
Geography: States	53.9%	65.5%	11.6%
Geography: Cities	23.6%	33.7%	10.1%

Analysis

- Of all the students who took both the pre- and post-tests, 8% passed the pre-test, while 41% passed the post-test—33% higher.
- Of those taking both, 88% improved their scores between the tests.
- Student improvement on the test overall, as well as on individual questions, was significant.
- There was student improvement in most areas over the 2007-08 academic year.
- This is the second year with this version of the HIS 10500 test. Revisions need to be made to change the length of the test and more accurately reflect the concerns of the department for what students leave the class knowing.
- The professors for this course and HIS 10600 rotate each semester, thus making comparisons only effective over multiple years when allowing for the comparison of semesters when the same instructors are doing the course.

Action Plan

- While these scores are encouraging, more focus will be given to the place and role of geography, and more focus will need to be placed on it.

<u>History 106 - US History Civil War to the Present</u>

At the end of the course, the successful student will be able to

- understand historical theme and interpretive concepts,
- gain an understanding of the trends, eras, traditions, and issues in American history on today's life,

- know the basic geography of the United States and the significance of its basic features,
- give students the ability to place specific events into a broader interpretive view of the American historical experience,
- acquire a working knowledge of chronological periods in American history and major events within them,
- improve skills in reading, writing, and assimilating material,
- expand knowledge to build abilities to comprehend, synthesize, and analyze information.

Test Results

Pre-test Average	53.1 %
Post-test Average	69.2%
Average Improvement	16.1%

Student scores improved on 38 of 40 questions; while this is not a perfect outcome, it is trending in the right direction.

Of the students who took both the pre- and post-test,

- 75% received a passing grade on the post-test, as opposed to 42.6% on the pre-test,
- 89.7% improved their scores on the post-test.

	Pre-test %	Post-test %	Improvement
Race and Gender	33%	52%	19%
Economics	42%	66%	24%
Wars	58%	61%	3%
US and the World	46%	53%	7%
Events	54%	68%	14%
People	38%	60%	22%
Map Locations	83%	91%	8%
Geography: Events	54%	74%	20%
Geography: States	79%	90%	11%
Geography: Cities	86%	91%	5%

Actions

- While there was significant improvement in the areas of economics and people, additional focus will be placed on the wars of the 20th century and the US's involvement in the world in order to strengthen these areas of student performance.
- New additional readings are being used in the next academic year to enhance student interest and thus retention of material.

Analysis

- A personnel change at the end of the semester has made an in-depth analysis of assessment this year difficult, as not all the data from these sections are available. But the department will look at revising the goals and objectives to more clearly reflect what the History Department is actually attempting to accomplish.

Government

History 210 -US Government History and Politics

This course is being renumbered History 155 in fall 2009.

Course Goals

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

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

Data

Two measures were used for this class in 2008-09. The first was a 15-question multiple-choice assessment test covering all of the major areas that topics discussed in the class. The second was a series of Likert scale questions, which in the pre-test asked how much they knew, and on the post–test how much they had learned. The scale was 1-7 with 4 being neutral.

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

Fall 2008	Students Who Took Both Pre- and Post-	Passed	Percentage
Pre-test	53	3	5.7%
Post-test	53	36	67.9%
Spring 2009			
Pre-test	46	5	10.8%
Post-test	46	31	67.4%

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

- In the fall semester, 49 out of 53 (92%) of the students improved.
- In the spring semester, 28 out of 46 (82%) of the students improved.

Broken down by topics

	Pre- %	Post- %	Improvement
Congress	42.2%	67.2%	25.0%
Presidency	39.4%	56.3%	16.9%
Courts	42.8%	46.8%	4.0%
Constitution	36.6%	63.6%	27.1%
Bill of Rights	35.0%	61.6%	26.6%
Interest groups/Media	83.8%	88.9%	5.1%
Elections	43.4%	44.4%	1.0%
History of Government	37.7%	67.3%	29.6%

Weaknesses were shown in the area of the courts, interest groups/media, and elections.

The second measure was a series of Likert scale questions. In the fall semester, there were 10 questions. One and 2 were about how much they knew about the Presidential and Congressional elections. These questions were dropped in the spring, and the 8 that were consistent from semester to semester were

1) about the system for electing a President,
2) about the roles and powers of the President,
3) about the system for electing Congress,
4) about the roles and powers of Congress,
5) about the system for selecting and approving members of the Federal Courts,
6) about the roles and powers of the Federal Courts,
7) about the Constitution of the United States,
8) about the Bill or Rights and the Amendments to the Constitution.

Students were asked on the pre-test how much they already know.

On the post-test, students were asked how much they had learned.

Fall 2008

At the beginning, the students generally assessed themselves as having average or below average knowledge, except in areas of the Presidential election, the Constitution, and the Bill of Rights.

Pre-test: How much do you know? 1-7										
	1	2	3	4	5	6	7	8	9	10
Average	4.75	3.94	4.55	4.55	3.47	3.69	3.16	3.43	4.78	4.92
Mean	5.00	4.00	5.00	5.00	3.00	3.00	3.00	4.00	5.00	5.00
Std Dev	1.41	1.43	1.51	1.53	1.60	1.58	1.53	1.53	1.47	1.49
Avg Dev	1.12	1.09	1.22	1.28	1.36	1.37	1.25	1.35	1.19	1.19

Post-test: How much did you learn? 1-7										
	1	2	3	4	5	6	7	8	9	10
Average	5.82	5.63	5.59	5.35	4.96	5.45	4.73	4.90	5.59	5.65
Mean	6.00	6.00	6.00	5.00	5.00	6.00	5.00	5.00	6.00	5.00
Std Dev	1.01	1.20	1.04	1.00	1.40	1.30	1.40	1.30	1.22	1.11
Avg Dev	0.84	1.01	0.87	0.82	1.03	1.03	1.14	0.99	1.02	0.97

Spring 2009

At the beginning, the students generally assessed themselves as having average or below-average knowledge.

	Pre-test: How much do you know? 1-7							
	1	2	3	4	5	6	7	8
Average	4.30	4.37	3.07	3.39	2.54	3.02	4.37	4.50
Mean	4.00	4.00	3.00	3.00	2.00	3.00	4.00	5.00
Std Dev	1.07	0.95	1.27	1.18	1.22	1.45	1.24	1.28
Avg Dev	0.91	0.78	0.96	0.99	0.98	1.12	0.99	1.02

	Post-test: How much did you learn? 1-7							
	1	2	3	4	5	6	7	8
Average	5.30	5.41	5.35	5.72	5.11	5.24	5.35	5.58
Mean	5.00	5.00	5.00	6.00	5.00	5.00	5.00	6.00
Std Dev	1.01	1.02	1.30	1.03	1.22	1.20	1.16	1.14
Avg Dev	0.81	0.88	1.09	0.83	0.97	1.00	0.93	0.88

At the end of the semester, the students generally assessed themselves as having gained a great deal of knowledge about all of the areas of government.

Analysis

The greatest weaknesses as shown by both the objective testing and the Likert scores were in the areas of the courts. There will be a renewed emphasis on the courts this year and greater efforts to ensure it equal time with the other branches of government.

There will also be an expanded effort in those areas not directly involved in the structure of government, such as interest groups and the media, neither of which were effectively covered by the assessment instruments.

The number of questions was too small to give a strong overview of the class success in meeting its objectives. The test will be lengthened and additional questions will be added regarding the Media and elections for 2009-10.

Analysis American History/Government for 2008-09

History

The History Department has been active in the creation and use of assessment for improvement of the program and classes. The GE history classes, other than HIS 21000, are placing a greater emphasis on geography in response to concerns perceived from previous assessments tools. Still, GE history classes need to have work done on them to create more clearly definable objectives for their classes that can be more effectively measured by either qualitative or quantitative methods.

Government

HIS 21000 was added to the GE assessment this year. The test did show some weaknesses in the class in its first use. The Likert scale was useful in gaining a greater understanding of what the students see as the class' strengths and weaknesses. The objective part was also useful, but it showed a need for revision as well.

Social Sciences

At Lindenwood social science is the application of science to human behavior and societies. Social sciences seek to explain the events of human behavior in ways that are replicable and to use those replications to make useful predictions. This is done through observation of

phenomena and/or through experimentation that simulates those phenomena under controlled conditions.

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

Lindenwood students are required to take courses in two different areas of social sciences including Anthropology, Criminology, Economics, Psychology, and Sociology. Each of these fields offers students a different way to view human interactions in the modern world.

Anthropology

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

ANT11200 Cultural Anthropology

Course Goals

1. Students will become familiar with the anthropological perspective. They need to understand how anthropology has both a scientific and humanistic orientation. This holistic anthropological perspective will enable them to perceive their own personal situation in the context of social (broadly defined as demographic, ecological, economic, political, and cultural) forces that are beyond their own psyche, circle of friends, parents, and local concerns. In other words, these students will begin thinking about research findings that do not just confirm their personal, subjective reality, but will become more objective and evaluate research findings in a scientific manner.
2. Students will develop a global and cross-cultural perspective. They will develop a beginning 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, they will develop the ability to perceive the basic similarities that exist from one society to another and to appreciate how humans are similar irrespective of cultural differences.
3. Students will enhance their critical thinking and analytical skills. Critical thinking involves classifying, assessing, interpreting, and evaluating information in the form of hypotheses and theories into higher order thought processes. Abstracting and

evaluating competing theories and hypotheses by relying on critical abilities in assessing data is extremely important in the field of anthropology.

Course Objectives

Both the pre-test and post-test have questions that measure each of these different objectives and competencies acquired.

Students will

1. demonstrate knowledge of how anthropologists attempt to explain human behavior and institutions through their research within the four major subfields,
2. demonstrate knowledge of the basic components of language,
3. demonstrate how language does and does not influence culture,
4. demonstrate knowledge of the basic concepts of culture and society as used by anthropologists,
5. demonstrate a knowledge of the concept of enculturation as it relates to the nurture-nature controversy in anthropology,
6. demonstrate knowledge and recognize the importance of both ethnocentrism and cultural relativism as understood within anthropology,
7. recognize the significance of social stratification and how it varies from one society to another,
8. demonstrate knowledge of how kinship and family influences pre-industrial and industrial societies,
9. recognize the importance of nationalism and its influence in industrial societies,
10. recognize the significance of globalization and its effect on the environment, economy, social life, politics, and religion in various societies throughout the world,
11. recognize how anthropologists apply their knowledge to solving various types of environmental, economic, social, medical, and ethical problems throughout the world.

As was indicated six years ago, the department was going to implement an assessment technique for our Cultural Anthropology course through which we wanted to measure the competencies of our students through a pre-test and post-test. These competencies are a blend of Benjamin Bloom's "Taxonomy of Cognitive Processes" combined with Howard Gardner's "Multiple Intelligences Expressive Modalities of Learning." Bloom's six cognitive operations---Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation and Gardner's Verbal-Linguistic expressive modality were used to develop our course goals and objectives.

With the assistance of our sister discipline, Psychology, we developed a much more useful technique that gave us a much improved means of assessment of our GE courses. With the assistance of the Psychology Department, 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 to the pre-test and post-test exams, which were identical to one another. The pre-test exam was given on the first day of the class and the post-test was given to them as part of the final exam with identical questions.

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

In all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can comfortably conclude that our students have improved after the ANT 11200 Cultural Anthropology course.

The results of a paired t-test conducted comparing pre- and post-test scores obtained on our assessment tool for ANT 11200 in the fall semester of 2008 revealed a statistically significant difference in scores in the predicted direction, $t(51) = 8.319$, $p < .01$. In other words, the post-test scores (mean = 13.333, standard deviation = 3.135) exceeded the pre-test scores (mean = 9.980, standard deviation = 2.567).

This year we did not do an assessment for our one section of ANT 11200 for the spring semester 2009 because the course was taught by a first-year adjunct instructor. We did not think that this would be a legitimate time to do an assessment.

ANT 11200 FALL 2007 Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ANT11200 Fall 08	9.98	51	2.565	.359
	ANT11200 Fall 08	13.33	51	3.135	.439

Course Notation:	Mean Pre-score (Sd Pre-test)	Mean Post-score (Sd: Post-test)
	9.26 $p < .01$	13.333, $p < .01$

The results from this year's paired T-Tests were analyzed and demonstrated that in all cases our post-test scores exceeded pre-scores using this conventional criterion. So, we can comfortably conclude that our students in ANT 11200 have definitely improved in their understanding of the goals and objectives of the ANT 11200 course. Any of the

actual data for this report are available upon request from the Sociology and Anthropology Departments.

Action Plan

We discovered that with our assessment tool the paired T-Tests gives us a much more precise measurement for assessing what our students are learning in the ANT 11200 courses. The department will retain this as one of the assessment tools as it does accurately measure our class outcomes. 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 an assessment of that week-to-week assignment.

We mentioned last year that we were going to develop a similar technique to assess our Race and Ethnicity course, an important cross cultural course in our area for this year. In 2007, we experimented with a midterm and final exam with essay questions that would demonstrate the competencies that we were looking for in the course. However, we had a first-year adjunct teach the Race and Ethnicity course in spring 2009. We did not think it was appropriate to assess this course for the first-time instructor. In the fall of 2008, we were still not satisfied with our methods and our pre- and post-test results. We could not find a satisfactory way to measure those tests in an accurate manner. We will continue to work on this issue within our program.

Criminal Justice

CJ 20000 – Criminology (beginning in fall 2009, this course will be renumbered as CJ10000)

The principle objectives of this course are for the student to

- acquire, retain, and demonstrate a basic understanding of the scientific study of crime, both as a social and an individual phenomenon, including its origin and causes and the methods used to gather information relevant to questions about criminal behavior, including the theories that attempt to explain past, present, and future criminal behaviors. Included in those theories are Choice Theory, Trait Theory, Social Structure Theory, Social Process Theories, Critical Criminology, and Developmental Theories.

- be empowered to critically evaluate the research and findings covered in the course, as well as in other places, such as the news media.
- analyze the similarities and differences among the various theoretical schools in the field of criminology and demonstrate a grasp of them.
- demonstrate an awareness of how the general principles of criminology can be applied to everyday life.

Method of Assessment

The Criminal Justice Department has used an assessment instrument designed to measure the degree of student learning in the pertinent areas. The instrument consists of a fifty-question test. There are twenty-five true-false questions and twenty-five multiple choice questions. All questions were prepared using the required textbook for the course, Siegel, Larry J., (2008). Criminology: the Core, third edition. California: Thompson Wadsworth. The pre-test is administered during the first or second class meeting, and the post-test is administered at the end of the semester.

Results

The results of the post-test have been consistent over the years, with student scores showing improvement in excess of 20% over the semesters during which it was administered.

Criminology, CJ 20000, 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 20000, are not and will not become criminal justice majors. As a result, a good deal of effort is being expended to assess learning in a course that fails to give us specific information about our criminal justice students as opposed to students taking the course solely to satisfy a GE requirement.

The assessment instrument has been the subject of both formal and informal review because it has left the faculty with questions about the thoroughness and effectiveness of the assessment in terms of the subject matter and in its ability to identify areas where improvement is possible and desirable.

Action Plan

- With input from the faculty, the department chair is completing a new assessment instrument for CJ 10000, Criminology.
- The new more comprehensive assessment instrument will be in place and administered to each student in each section of CJ 10000 beginning in August 2009.

Psychology

PSY 10000 - Principles of Psychology

As a component of the GE 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 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.

New Assessment Method – Metacognition

Metacognition involves reflecting on cognitive processes such as learning. Monitoring, or being aware of, what one has learned, knowing whether or when a learning goal has been met, and taking action on that knowledge are examples of metacognitive processes. For example, as students study, they evaluate what information they have learned and whether or not they have reached their learning goal. If they know they have not reached their learning goal, they may change all or part of their study strategy. Metacognitive skills are considered to be developmental in nature and are associated with gains in learning and academic achievement. In other words, metacognitively aware students are successful students.

During fall 2008, students in four Principles of Psychology classes volunteered to participate in a study on the development of metacognition. Two sections participated in the metacognition activities and two were maintained as a control group.

In the study, the method for fostering the development of metacognition centered on a two-page reflective writing assignment called a learning journal. The directions on each instructor's syllabus for these assignments were as follows:

Learning Journal Guidelines

- Write everything you already know about the topic before reading the chapter.
- Write everything you want to know (questions you have) about the topic.
- After reading the chapter, write what you learned about the topic. Then go back to see if any of your prior knowledge was inaccurate.
- Write how the information you learned about the topic that relates to your life.

The experimental groups (two sections of PSY 10000) were assigned these learning journals as written assignments for the semester, while the remaining students were assigned article summaries (of similar length but without any self-reflection). In order to measure metacognition, all students completed a Metacognitive Awareness Inventory (MAI) twice over the course of the semester. As a pre-test, students completed the MAI during the first week of the semester and again as a post-test during the last week of classes. The analysis of these pre- and post-test scores revealed a statistically significant increase in MAI scores for students who completed learning journals during the semester. Interestingly, MAI scores for students assigned article summaries actually decreased. In terms of pedagogy, these findings suggest metacognitive development may not only be enhanced but also weakened. After participating in this study and seeing the appreciation students had for the learning journal exercises, one faculty member permanently changed her syllabus to include learning journals for her future PSY 10000 students.

Informal PSY 10000 Assessment

One professor eliminated all study guides, cut lecture slides notes, and tested every 2 chapters to encourage textbook reading and improve grades. Although they do not have official comparative data, they believe these changes made a difference. They also implemented "writing across the curriculum" again last year. Students had to submit three observation/critical thinking essays on topics of their choice (through turnitin.com). Students were required to access the APA website to review current topics of interest related to the psychology sub-fields and submit a paper on an article they found interesting. The professor then returned the papers with specific comments related to the course syllabus so they knew when to expect to cover their expressed area of interest. The professor believes this was important because PSY 10000 may be the only psychology course a student takes and wanted to emphasize that scientific psychology is important to the everyday aspects of their lives. The professor hopes to implement more applied homework assignments (personality assessment, creating a

stress management plan, keeping a sleep diary, etc.) in the future. Students commented favorably on these types of activities.

Action Plan

- We plan to continue using our current textbook (in its second edition), as it appears to be favorably accepted by students and is adequately meeting the needs of faculty.
- The "Careers in Psychology" class will be available again in J-Term of 2010 due to popular demand. This class is meant to address questions raised by general education students about career prospects in psychology and related fields, as well as the process of graduate school application should they decide to major in psychology.

Social Work

SW 240 Human Diversity and Social Justice

Course Goals

- 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.

Self Assessment Results

The Social Work Department set a goal of 3.5 as the average score for students on this Likert-based self-assessment. This would show that the students saw themselves as having made significant progress in the course objectives listed below.

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. 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	2009	2008	2007	2006
1) Knowledge about populations at risk	3.69	3.54	3.55	3.47
2) Awareness and knowledge of factors that contribute to and constitute being at risk	4.03	3.73	3.57	3.42
3) Knowledge about how group membership includes access to resources	3.92	3.62	3.53	3.37
4) Awareness and knowledge of social and economic justice	3.93	3.73	3.82	3.58
5) Understanding of distributive justice, human and civil rights, and global interconnections of oppression	3.81	3.58	3.61	3.47
6) Awareness of strategies to combat discrimination, oppression, and economic deprivation	3.85	3.85	3.78	3.37
7) Knowledge regarding advocacy for nondiscriminatory social and economic systems	3.66	3.23	3.53	3.16
8) Knowledge on reciprocal relationships between human behavior and social environments	3.88	3.62	3.77	3.37
9) Awareness of theories and knowledge of a range of social systems and interactions between and among them	3.52	3.38	3.59	3.37
10) Awareness of how social systems promote or defer maintaining or achieving health and well-being	3.79	3.58	3.70	3.95
11) Awareness and skills used to understand major policies	3.76	3.08	3.54	3.43
Overall Mean Score	3.80	3.54	3.64	3.44

For 2008-09, 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 were satisfactory as all of the objectives were rated by students at 3.00 or higher, Average Ability.

Content Assessment Results

Since 2005-06, students have completed a 20-item multiple-choice inventory based on content considered throughout the course. The Social Work Department set a goal of 20% improvement on the content assessment. This would show that the students had gained a significant amount of content knowledge from attending the class.

Results on a year-to-year comparison, representing the percentage of items correct, are as follows:

	2008-09	2007-08	2006-07	2005-06	Grand Mean
Pre-test	42%	30%	25%	26%	31%
Post-test	58%	58%	49%	64%	57%
Change -% correct pre- to post-tests	+16%	+28%	+24%	+38%	+26%

Each year students have improved their scores when taking the post-test. The more limited degree of improvement in 2008-09 may result from the significant degree to which students were better prepared when they entered the class.

Data Analysis

Students demonstrated an acceptable increase in mastery of course content as determined through an increase from pre-test scores of 43% correct to 58% correct.

The goal was not met as it did not meet the goal of a 20% increase.

Action Plan

The primary text for this course has been replaced as it contains dated information. The pre- and post-test content examination has been rewritten as students have suggested some format changes in the test. Individual items will be analyzed and perhaps replaced to improve the test reliability and validity.

SW 28000 Human Behavior in the Social Environment

Course Goals

- 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.

Student Self-Assessment

The Social Work Department set a goal of 3.5 as the average score for students on this Likert-based self-assessment. This would show that the students saw themselves as having made significant progress in the course objectives listed below.

Eight (8) 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 a Likert Scale: 1 = No ability 2 = Some ability 3 = Average ability 4 = Above Average ability 5 = Exceptional ability

Objective	Pre-test 2008-2009	Post-test 2008-2009	Pre-test 2007-2008	Post-test 2007-2008	Pre-test 2006-2007	Post-test 2006-2007
1. populations at risk and the factors that contribute to and constitute being at risk	3.2	3.96	2.87	3.57	3.03	3.61
2. how group membership includes access to resources	2.75	3.93	2.37	3.79	2.82	3.92
3. reciprocal relationships between human behavior and social environments	3.11	4.04	2.59	3.79	2.94	3.89
4. empirical theories and knowledge about the interaction between and among systems	2.52	4.0	2.37	3.36	2.42	3.53
5. theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span	2.74	4.46	2.84	3.64	2.79	3.97
6. criteria for professional interpretation of data presented for assessment of at-risk populations	2.69	3.92	1.94	3.36	2.36	3.47
7. theories and knowledge of a range of social systems	2.83	4.2	2.59	3.50	2.33	3.53
8. ways social systems promote or deter maintaining or achieving health and well-being	3.48	4.2	2.74	3.71	2.94	3.53
Overall Mean Scores	2.92	4.09	2.53	3.59	2.70	3.68

Data Analysis

For 2008-09, the goal of an overall mean score of 3.50 was met. It was met with regard to all of the course objectives. On average, with all objectives measured, the goal was surpassed by +.59. 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.

This is significant in the fact that there were fifteen non-social work majors in this course.

Course Content Assessment

The Social Work Department set a goal of 15% improvement on the content assessment. This would show that the students had gained a significant amount of content knowledge from attending the class.

To quantify this course's effectiveness in achieving course objectives, two measurements have been utilized. Beginning in the 2006-07 academic year, an assessment 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:

	2008-09	2007-08	2006-07	2005-06	2004-05	Grand Mean
Pre-test	45%	44%	42%	58%	58%	49%
Post-test	78%	79%	64%	88%	72%	76%
Change-% correct pre- to post-tests	+33%	+35%	+22%	+30%	+14%	+27%

Data Analysis

Each year students have improved their scores when taking the post-test.
The goal was met. Over the past five 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.

A second assessment test was created from the questions about the life stages covered in the class. The Social Work Department set a goal of 15% improvement on the content assessment. This would show that the students had gained a significant amount of content knowledge from attending the class.

The following are the results (percent of correct responses) of this analysis:

Life Stage	Pre 2008-2009	Post 2008-2009	Pre 2007-2008	Post 2007-2008	Pre 2006-2007	Post 2006-2007	2008-09 Change-% correct pre- to post-tests	2007-08 Change-% correct pre- to post-tests	2006-07 Change-% correct pre- to post-tests
Conception to Birth	93%	96%	64%	100%	70%	89%	+3	+36	+19
Infancy	44%	55%	38%	63%	36%	49%	+11	+25	+13
Toddlerhood & Preschool	15%	57%	12%	87%	6%	22%	+42	+75	+16
Middle Childhood	23%	56%	24%	67%	22%	46%	+33	+43	+14
Early Adolescence	68%	79%	62%	83%	64%	81%	+11	+21	+17
Late Adolescence	26%	52%	18%	30%	26%	57%	+26	+12	+31
Early Adulthood	39%	81%	36%	83%	39%	72%	+42	+47	+33
Middle Adulthood	62%	87%	64%	90%	73%	96%	+25	+26	+23
Late Adulthood	38%	79%	32%	97%	36%	78%	+41	+65	+42
Very Old Age	48%	78%	48%	67%	52%	70%	+30	+19	+18
Grand Mean	45%	72%	40%	77%	42%	66%	+27	+37	+24

Data Analysis

All life stages reflected a growth in knowledge. Three stages: conception to birth, which started out high at 93% and had a gain of 3% to 96%, and infancy and early adolescence—both had a +11 % gain which is under the satisfactory level of 15%.

Outcome Evaluation

Overall, an increase of 26% was demonstrated, which exceeded the overall goal, but the goal was not met for three sub areas.

Sociology

SOC 10200 - Basic Concepts in Sociology

Course Goals

There are three major goals we aim to have our students attain within the Sociology and Anthropology Department. 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. Students will become familiar with the anthropological perspective. They need to understand how anthropology has both a scientific and humanistic orientation. This holistic anthropological perspective will enable them to perceive their own personal situation in the context of social (broadly defined as demographic, ecological, economic, political, and cultural) forces that are beyond their own psyche, circle of friends, parents, and local concerns. In other words, these students will begin thinking about research findings that do not just confirm their personal-subjective reality but will become more objective and evaluate research findings in a scientific manner.
2. Students will develop a global and cross-cultural perspective. They will develop a beginning 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, they will develop the ability to perceive the basic similarities that exist from one society to another and to appreciate how humans are similar irrespective of cultural differences.
3. Students will enhance their critical thinking and analytical skills. Critical thinking involves classifying, assessing, interpreting, and evaluating information in the form of hypotheses and theories into higher order thought processes. Abstracting and evaluating competing theories and hypotheses by relying on critical abilities in assessing data is extremely important in the field of anthropology.

Course Objectives

Students will

1. demonstrate knowledge of how sociologists attempt to explain human behavior and institutions,

2. demonstrate knowledge of the basic concepts of culture and society as used by social scientists,
3. demonstrate a knowledge of the concept of socialization as it relates to the nurture-nature controversy in the social sciences,
4. demonstrate knowledge of the differences between race and ethnicity, sex and gender, and other distinctions between biological and sociological categories,
5. demonstrate knowledge of the major racial, ethnic, economic, and cultural groups that make up the contemporary United States, as well as some of the changes among and between these groups.

As was indicated four years ago, the department was going to continue to implement an assessment technique for our Basic Concepts of Sociology course. We wanted to measure the competencies of our students through a pre-test and post-test. These competencies are a blend of Benjamin Bloom's "Taxonomy of Cognitive Processes" combined with Howard Gardner's "Multiple Intelligences Expressive Modalities of Learning." Bloom's six cognitive operations—Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation and Gardner's Verbal-Linguistic expressive modality were used to develop our course goals and objectives. With the assistance of the Psychology Department 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.

Limited Results for Spring 2009

Unfortunately, for our spring semester 2009 results, a work and learn student accidentally tossed out the post-test results from a significant data sample. Therefore, we were only able to measure 19 students in a late-start introductory sociology course for our spring semester.

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

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

The results of a paired T-test conducted comparing pre- and post-test scores obtained on our assessment tool for SOC 10200 in the fall semester of 2008 revealed a statistically significant difference in scores in the predicted direction, $t(79) = 14.27$, $p < .01$. In other words, the post-test scores (mean = 14.27, standard deviation = 3.335) exceeded the pre-test scores (mean = 10.15, standard deviation = 3.179).

Cumulative Results

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

SOC 10200 Fall 2008 Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	SOC 10200 fall 2008	10.15	79	3.179	.358
	SOC 10200 fall 2008	14.27	79	3.335	.375

Course Notation	Mean Pre-score (Sd: Pre-test)	Mean Post-Score (Sd: Post-Test)
	10.152 $p < .01$	14.266 $p < .01$

SOC 10200 Spring 2009 Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	10.89	19	3.695	.848
	Post-test	13.79	19	3.172	.728

Course Notation	Mean Pre-score (Sd: Pre-test)	Mean Post-score (Sd: Post-Test)
	10.89, $p < .01$	13.79 $p < .01$

Our paired T-Test analysis demonstrated that in all cases our post-scores exceeded pre-scores using this conventional criterion. So, we can conclude that our students in SOC 10200 have definitely improved in their understanding of the goals and objectives of the SOC 10200 course. The background data for this report is available from the Sociology and Anthropology program.

Action Plan

The department 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 10200 courses. We will retain this assessment tool to accurately measure the outcomes of our GE 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.

Last year (2008) we reviewed the results of our assessment technique from last year and we rewrote a number of questions on the pre- and post-tests for Basic Concepts of Sociology. We administered the pre-test and post-test for our Basic Concepts of Sociology. We said last year that we were going to supplement this pre-test and post-test assessment with other more qualitative methods of assessment based on in-class questionnaires. However, we did not do this with any systematic measuring devices. We need to continue to explore how to do these tasks in a measurable but efficient means in order to provide a more comprehensive measurement of student outcomes.

Analysis Social Sciences for 2008-09

Anthropology/Sociology

The Anthropology/Sociology Department has worked hard to create a statistically significant assessment test while realizing the limits of statistics when measuring human behavior. So they are looking at other assessment

measures as well, a good sign for a strong assessment program. There are a few weaknesses: They need to match the test results to course objectives to see if they are being successful across the board or if they have weaknesses to address. Assessment is also for the benefit of the professor and can be especially useful for new professors or professors doing new classes (are they meeting the class/department goal and what are their strengths/weaknesses). The department also needs to reference any adjustments to classes based on the assessment results, either quantitative or qualitative.

Criminology

The department appears to be asking good questions about what it wants its assessment to do. The assessment report could use some description of the results beyond the 20% improvement. Comparing more closely the pre-test and post-test results by area covered would be useful. Having identified a significant problem, the faculty needs to consider if the assessment tells them anything about successes or weaknesses regarding the department's objectives. This is a GE class, so the department needs to assess it as a GE; the faculty may want to do something in addition for the majors who are in this class as it is also the first class in the major.

Psychology

The Psychology Department has done excellent work in looking at how to improve classes through assessment. The metacognition experiment was a success and shows a continuing effort on the part of the Psychology Department to seek improvement, although more details on the actual measures of meta-cognition would be helpful in seeing the potential progress. It will be interesting to see if the changes made by one professor in the class structure and methods of delivery improve success over time.

Social Work

Overall Social Work does an excellent job in assessing its classes, with most issues being more technical than process. In SW 24000, it would be helpful to explain why the assessment test was changed—what data led to the decision? The department makes good use of student input to improve assessment. In SW 28000, it would be worth noting the success of the non-major, especially as this is a GE class. There should also be explanations of what the minimum improvement average the department is looking for and a more explicit action plan.

Mathematics and Natural Sciences

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

Mathematics

Mathematics for General Education

A variety of general mathematics courses ranging from Contemporary Math to Calculus are 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.

Procedure for Mathematics GE Program Assessment

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

Each instructor submits electronically the following documents:

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

These documents are stored on the faculty drive in the J:\MCPE\ Assessment Info\FORMS COMPLETED\MATH folder, accessible to all Lindenwood faculty.

Assessment Instruments

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

Fall 2008

There were 38 sections of GE Mathematics courses taught by 13 instructors—eight full time, five part time, including one teaching the sections at high school locations (off-site). A new two-credit course, MTH 10100 Basic Mathematics (five sections), was introduced in fall 2008, which is responsible for the increase in the number of sections vis-à-vis fall 2007. All instructors except one full-time and one off-site instructor submitted epilogues for each of their classes. No students taking the classes off-site are included in our survey.

MTH 10100 Basic Mathematics
MTH 11000 Intermediate Algebra
MTH 12100 Contemporary Math
MTH 13100 Quantitative Methods
MTH 13400 Concepts of Math I
MTH 13500 Concepts of Math
MTH 14100 Basic Statistics
MTH 15100 College Algebra
MTH 15200 Pre-calculus
MTH 17000 Survey Calculus
MTH 241 Statistics for Science Majors

Course Objective Assessment Table - Fall 2008

Fall '08 Courses	OBJ 1	OBJ 2	OBJ 3	OBJ 4	OBJ 5	OBJ 6	OBJ 7	OBJ 8	Students Starting	Students Passing	Students Assessed
MTH 10100									80	N/A	0
MTH 11000									19	N/A	0
MTH 12100									51	N/A	N/A
MTH 13100	76	77	78	76	72	71	71	73	116	91	107
MTH 13400	83	69	68	74	78	73	70	58	92	84	91
MTH 13500	85	54	51	58	91	68	67	73	27	26	26
MTH 14100	90	76	62	55	60	54	45	42	327	265	130
MTH 15100	66	77	72	66	63	x	67	x	151	89	81
MTH 15200	63	64	63	64	64	x	X	x	54	35	45
MTH 17000	61	62	58	88	85	65	49	x	26	21	26
MTH 24100	90	91	84	80	88	80	78	81	29	25	26

Spring 2009

There were 34 sections taught by 14 instructors–10 full-time and four part-time instructors including two instructors teaching sections at high school locations (off-site). All, except three part-time and one full-time instructor, filled out epilogues for each of their classes. No students taking classes off-site are included in our survey.

Course Objective Assessment Table: Spring 2009

SPRING '09 COURSES	OBJ 1	OBJ 2	OBJ 3	OBJ 4	OBJ 5	OBJ 6	OBJ 7	OBJ 8	Students Starting	Students Passing	Students Assessed
MTH 10100									62	NA	0
MTH 11000									24	NA	0
MTH 12100									59	NA	0
MTH 13100	78	60	75	70	68	70	66	71	150	115	144
MTH 13400	89	90	90	85	82	93	88	79	63	51	54
MTH 13500	84	66	65	79	76	69	65	77	49	48	48
MTH 14100	81	82	82	84	80	83	77	76	317	278	246
MTH 15100	63	83	70	61	59	x	73	x	99	62	47
MTH 15200	70	77	65	66	41	X	X	X	54	32	37
MTH 17000	80	74	74	85	81	x	x	X	24	17	21
MTH 24100	90	90	85	84	88	85	82	82	34	33	34

Objectives for MTH 12100 - Contemporary Mathematics

The student should be able to do the following:

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

Objectives for MTH 13100 - Quantitative Methods

The student should be able to do the following:

1. 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 13400 - Concepts of Mathematics

The student should be able to the following:

1. Apply a variety of problem-solving strategies such as guess and check, make a table, make an organized list, identify a pattern, solve a simpler problem, and build a model.
2. Describe sets using the listing method, set builder notation, and Venn diagrams to find the union, intersection, and complement of given sets.
3. Explore problems associated with converging and diverging sequences and series, including arithmetic, geometric, recursive, infinite, and the Fibonacci sequence.
4. Convert numerals to other bases and other number systems and find the GCD and LCM using different algorithms.
5. Manipulate whole numbers, integers, rational numbers, and decimal numbers.
6. Perform conversions among decimals, fractions, and percents.
7. Solve real world problems involving ratios, proportions, and percents.
8. Identify basic logic terms and do simple problems.

Objectives for MTH 14100 - Basic Statistics

The student should be able to do the following:

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

Objectives for MTH 15100 - College Algebra

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

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

Objectives for MTH 15200 – Pre-calculus

The student should be able to do the following:

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

Objectives for MTH 17000 – Survey Calculus

The student should be able to do the following:

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

Objectives for MTH 24100 – Statistics for Science Majors

The student should be able to do the following:

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

Changes in Course Distribution

During the 2008-09 academic year, the Mathematics Department made a number of changes to its course offering.

- A new course, MTH 10100 (Basic Mathematics), was added with five sections and 80 students.

- Four fewer sections of MTH 12100 – The School of Business no longer accepts this course as a GE.
- Two more sections of MTH 13100 – The School of Business now requires MTH 13100 for its majors.
- One more section of MTH 13500 – The School of Education now requires MTH 13500 for its majors.
- Three more sections of MTH 15100 and one more section of MTH 15200 – These courses are required by the School of Science.

Analysis of Results - Conclusions

- The ratios of students passing the course (with grades A, B, C, or D) to initially enrolled students were

	F08	S09
MTH 13100	78%	77%
MTH 14100	81%	87%
MTH 13400/MTH 13500	92%	88%
MTH 15100/MTH 15200	60%	61%
MTH 17000/MTH 24100	83%	69%

- The passing/enrolled ratios in all the GE math courses have improved somewhat since the last cycle of assessment in Fall 07/Spring 09 (one exception is the MTH 15100/MTH 15200 cluster). We think that this is partly due to the placement tests administered in all the courses during the first week of classes. About 10% of students drop/added a lower level math course due to their failing the placement test.
- The very low passing ratios in MTH 15100/MTH 15200, in spite of application of placement tests is a cause for concern. The passing ratios in MTH 17000/MTH 24100 were somewhat higher but still troubling. It is a fact that these courses are harder than MTH 12100 through MTH 14100. Many students have poor study habits or do not have enough time to study and fall quickly behind in their courses.

Analysis of the Assessment Results - Actions

- We continue to improve the Educational Enhancement Center (EEC) – our University's way to remedy the poor math backgrounds of some of our students. The EEC is a lecture hall with 50 computers. We started to offer a new, computer-based, self-paced course MTH 10100 (Basic Mathematics), which is taken by students who fail the MTH 12100 through MTH 14100 placement test. Four or five sections of MTH 10100 are offered every semester. We switched to

a computer-based, self-paced mode in MTH 11000 (Intermediate Algebra) which is taken by students who fail the math/science track placement test.

- In the 2009-10 academic year assessment cycle we will analyze the success rate of the students who passed our MTH 10100/MTH 11000 remedial courses in the 2008-09 academic year. Approximately 140 students were enrolled in MTH 10100 and about 40 in MTH 11000.
- In the 2009-10 academic year, all new Lindenwood students are required to take placement tests before they enroll in their classes. We will study how this requirement affects the course-passing ratios.
- We will continue to offer more sections of MTH 13100/MTH 14001 and MTH 13400/MTH 13500 to satisfy the requirements of the Schools of Business and Education, respectively.
- We continue to debate the procedures for assessing the fulfillment of course objectives. This is a very difficult task if the statistics generated are to be trustworthy. Generally, we assessed only those students who took the final exams. Several full-time faculty members and some adjunct faculty have not performed assessment of course objectives in some of their courses. The course objective assessment procedure might undergo significant changes in the future.
- The issue of computer-graded homework continues to be debated. At the moment, only a few faculty members use it. As a substitute we now offer extended grading services of our work and learn students (usually juniors and seniors majoring in math) for any faculty member who needs them.

Natural Science

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

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

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

Biology

BIO 10000 Concepts in Biology and BIO 11000 Principles in Biology

These courses are designed for non-majors and satisfy the general education requirement for a laboratory-based course.

Course Objectives

Students will do the following:

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

rates, modification and loss of habitat, and nutrient cycling within the biosphere.

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

Assessment Results

Students take a 30-question multiple-choice pre- and post-test.

	Pre-test	Post-test	Change	% Improvement
Mean	13.8	19.8	+6.0	+69.6
Median	14	20	+6	
Range	6-20	0-29		

Results between the pre- and post-test were significantly different (p=<0.001, Mann-Whitney Rank Sum Test), and scores on assessment test were significantly higher after completion of the course. The percentage improvement for 2008-09 is an increase of 8.8% over 2007-08 results, likely a result of improved quality of adjunct instructors who are the primary instructors for these courses.

<u>BIO 11200 – Environmental Biology</u>

Assessment results

	Pre-test	Post-test	Change	% Improvement
Mean	53.7	77.3	+23.6	+69.4
Median	52	76	+24	
Range	36-88	52-96		

Departmental Targets for General Education Assessment for 2008-09

The Biology Department hired new adjunct faculty this year, one ABD and two with terminal degrees. We continue to interview highly qualified adjunct candidates in an effort to increase our "pool" to avoid last minute delays in assigning instructors when sections are added. We set several goals in 2007-08 for improved performance of students participating in our general education curriculum.

- Goal: The Biology Department is in the process of hiring additional full-time faculty with terminal degrees.
  - Result: One full-time faculty member was hired to teach Anatomy and Physiology and also help in the general education curriculum.

- Goal: Two new adjuncts have been interviewed and added to our hiring pool, one with a terminal degree and another who is ABD.
  - Result: We added three additional adjunct faculty: one ABD, and two with terminal degrees. We continue to add qualified individuals to our pool of candidates.
- Goal: Additional standardization of courses and labs.
  - Result: Labs and the lab schedule for BIO 10000 have been standardized for all sections. Adjunct instructors who did not follow the standardized lab schedule were not re-assigned to teach BIO 10000. Keeping the lab schedule the same among all sections has been a tremendous help to Lindenwood athletes who frequently miss labs due to competitions and for the occasional student with an extenuating circumstance. With prior instructor approval, students are allowed to attend other lab sections and therefore do not miss important material. These methods will be extended to Human Anatomy and Physiology in 2009-10.
- Goal: Improved communication with adjuncts about expectations for the course and methods of evaluation.
  - Result: All adjuncts were brought to campus for a general meeting prior to the start of the academic year. Lindenwood policies and procedures were discussed and issues with individual courses were addressed. This resulted in improved completion of required paperwork (grades, attendance, etc.) as well as a more consistent approach by all instructors in courses with multiple sections like BIO 10000. We will continue this "Adjunct Orientation" meeting in 2009-10 and will add another meeting prior to the spring semester.
- Goal: All general education courses will administer an assessment exam.
  - Result: Assessments were not completed for all general education courses. However, we did switch to online administration of the assessment for BIO 10000/11000 via WebCT as a pilot program.
- Goal: For courses with multiple sections, all sections will administer the same assessment exam in the same scheduled manner (i.e. first day of class, day of the final after completing the final).
  - Result: For BIO 10000/11000, assessments were administered online via WebCT.
- Goal: Improved year-to-year tracking of assessment results and breakdown of data into topic areas.
  - Result: Work in progress.

Goals for 2009-10

- Goal: The Biology faculty completed an evaluation of general education Biology texts and voted to adopt a new text for the BIO 10000/11000 which will be implemented in fall 2009. We also made modifications to the lab manual that accompanies the course.
- Goal: Continue to request additional full-time faculty. For the projected schedule for fall 2009 and spring 2010, 58% of our general education courses are being taught by adjunct faculty. It is our goal to bring that down to 20% with the hiring of additional full-time faculty. Although we have hired two full-time personnel in the last two years, demand for our courses has also increased, resulting in no improvement in the number of general education courses being taught by full-time faculty. The recent change in deployment policy will also increase the number of students being taught by adjunct faculty until full-time faculty are approved and hired.
- Goal: Complete assessments in all general education courses. The use of WebCT facilitates completion and analyses of assessment tests; the faculty is discussing wider deployment of this delivery method. We will assign a faculty member to supervise adjunct faculty in general education course clusters. These full-time faculty members will be responsible for making sure adjuncts complete assessment instruments in all general education courses.

Chemistry

Departmental GE 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.

Departmental GE Objectives

Students will demonstrate a sound understanding of the major concepts in chemistry and relate these to specific cases. These concepts include atomic theory, chemical bonding, periodic properties of the elements, balancing chemical equations, stoichiometric calculations, acids and bases, gas laws, and an introduction to organic chemistry. Students will examine modern day technological issues such as the ozone layer, greenhouse effect, nuclear chemistry and others through a statement of the problem, critical analysis, and discussion of possible solutions both scientifically and socially acceptable.

Assessment Techniques

CHM 10000 - Concepts of Chemistry

In accordance with the previous years' goals, the department worked on a pre- and post-test exam that would adequately evaluate the entering students' foundation as well as students learning throughout the course. This exam will be implemented in fall 2009. As the Chemistry Department has grown, the need for novel assessment techniques that specifically target the general education student has become critical. This year, the Chemistry Department will have a minimum of three instructors covering the CHM 10000 sequence and possibly a total of four instructors. This is new for the department and the assessment is being developed to address creating consistency among curriculum and classroom environment for all instructors. For this reason, the action plan that was developed last year is now being implemented for 2009-10 and will be evaluated and modified in December 2009 to best fit the needs of the students.

CHM 11100 - Environmental Science

In previous years, a pre- and post-test has been given to students that targeted the definitions and concepts taught in environmental science. The results of such testing have shown that the students by and large come into the course with very little knowledge of environmental science material and exit with an improved score of at least 50%. With this in mind, the Chemistry Department is now focusing on the larger concept of global perspective that the students gain in the course. This course is designed to teach basic environmental science principles, but also has a larger goal to teach the students to think critically about the interrelationships of global phenomena including climate, population, politics, societal norms, etc. With this in mind, the students were asked to write an essay during the first week of class explaining what they believed were the greatest environmental problems facing the world today and why. The same essay was given as part of the final exam. Keeping in mind that there is no correct answer to the question and that the focus of their grade for the final essay was their explanation as to why they chose the topic or topics as concerns. Comparison and analysis of the beginning and final essays produced a remarkable change in thinking from the students from the beginning to end of the course. The students at the beginning of the class often brought in what they "thought" or "believed" – with very little support from facts, concepts, or scientific ideas. As part of their final essays, the students supported their choice (which most often changed from the beginning of the semester) with scientific principles, historical analysis, societal norms, and expansive premises to tie together how populations interact currently and have interacted throughout history. Many students noted how surprised they were by what they had learned, and how they understood the dynamics of the planet and its

populations. This assessment test analysis proved to be incredibly insightful in areas where the students were able to grasp advanced concepts and tie together ideas. It also gave insight into those areas that need to be enhanced using alternative media and discussion. This approach will continue to be utilized in future semesters.

Action Plan

- There will be at least six sections of CHM 10000 offered in the fall 2009 and spring 2010 academic year, which will be taught by multiple instructors.
- The department is adopting a new assessment exam with both a pre- and post-test that is analyzed question by question for knowledge, comprehension, and application. These results will then be correlated in order to evaluate the consistency among different faculty for individual topic coverage and achievement of basic competencies.
- A mid-semester evaluation will be given to the students analyzing the effectiveness of lecture material, teaching approach, and laboratory text, as well as general use and success of the chemistry tutors. Based upon the mid-semester evaluation, the Chemistry faculty will meet and modify tutor hours, text assignments, and possible lecture approach in order to promote student success and facilitate access to assistance outside of the lecture sessions.

Earth Science

All of the Earth Science classes are general education classes.

Departmental Goals and Objectives:

Currently Lindenwood University does not offer either a major or minor in Earth Sciences. The curriculum in Earth Sciences provide the following:

1) Partial fulfillment of the requirements for secondary science teachers, when demand for science educators is at an all time high.
2) Additional flexibility in meeting the general education science requirements for all undergraduates.
3) An opportunity for undergraduates who desire it to earn the Unified Science Certificate.
4) New opportunities for undergraduates interested in environmental biology and environmental science.

List of assessment instruments

Course	Assessment (Type(s)	Date(s) of Assessment	Responsible Individuals	Data Review (Dates)	Action to be Taken	Next Assessment
ESC13000 Astronomy	Pre-test Post-test	Fall 08 and Spring 09	Hopkins	29 May 09	Cumulative exams	Fall 09
ESC31000 Environmental Geology	None	None	Hopkins	29 May 09	Create test	Unknown
ESC10000 Physical Geology and ESC10500 Survey of Geology	Pre-test Post-test	Fall 08 and Spring 09	Hopkins Perantoni	29 May 09	Fine tune course; cumulative exams	Fall 09
ESC 20000 Intro to GIS	None	None	Perantoni	29 May 09	Create test	Unknown
ESC11000 Meteorology	Pre-test Post-test	Fall 08 and Spring 09	Perantoni	29 May 09	Periodic review	Fall 09
ESG12000 Oceanography	Pre-test Post-test	None	Perantoni	29 May 09	None, course not taught	Fall 09

Narrative(s) of Results:

<u>ESC130 Astronomy:</u>

Course Goals

Students will achieve a higher level of understanding of astronomy. Two goals are paramount in the process. They are as follows:

1. Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration.
2. Apply analytical reasoning to both qualitative and quantitative evidence.

Objectives

To accomplish this, students 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

Overview

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

Assessment Results

Low scores (<50%) occurred on objectives 1, 2, 4, 12, and 13 in both sections and on objectives 1-5 and 7-13 in spring.

Year	2008		2009	
Semester	Fall		Spring	
Test	Pre	Post	Pre	Post
Objective 1	34%	48%	31%	39%
Objective 2	29%	32%	38%	32%
Objective 3	30%	52%	33%	30%
Objective 4	38%	43%	38%	37%
Objective 5	43%	58%	31%	43%
Objective 6	45%	64%	49%	54%
Objective 7	46%	61%	47%	39%
Objective 8	33%	52%	34%	47%
Objective 9	34%	61%	45%	37%
Objective 10	33%	56%	31%	37%
Objective 11	27%	63%	33%	48%
Objective 12	32%	44%	31%	36%
Objective 13	33%	46%	31%	35%
Average	35%	52%	36%	39%
Bloom				
Knowledge	38%	59%	38%	44%
Comprehension	37%	50%	34%	39%
Application	34%	45%	42%	32%

Analysis of Results

A substantial improvement in scores from the previous academic year indicates that the format of the course is addressing the issue of retention. Having four tests did not work as well as having weekly cumulative quizzes, especially in the spring semester. The data suggest that in-class activities did not help students understand or retain concepts such as spectroscopy (objective 4), although question and response activities in class suggested the students did understand this objective.

Action Plan

Next year, the Earth Sciences Department will consider the weekly quiz format with questions similar to the assessment questions so that students will be more familiar with them. The Earth Sciences faculty would like to see questions from the last five chapters of the course included in the assessment. The professors will also encourage students to study for the post-test, although offering to use the better of the two scores, the post-test score or final exam score did not produce the desired effect this year. Although activities did not appear to

address the objectives, the department will continue to offer them to enrich the course content.

There is always room for improvement. The professor will continue to read trade journals (e.g. Journal of College Science Teaching, National Science Teachers Assn.) in pursuit of suggestions related to this and other science and math teaching and learning issues.

ESC10000 - Physical Geology

Course Goals

Students will achieve a higher level of understanding of astronomy. Two goals are paramount in the process. They are the following:

1. Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration.
2. Apply analytical reasoning to both qualitative and quantitative evidence.

Objectives

Students will develop a basic understanding of the following:

1. plate tectonics
2. mineral growth and characteristics
3. igneous rock formation
4. volcanism
5. weathering and erosion
6. sedimentary rock formation
7. metamorphic rock formation
8. relative and absolute geologic time
9. topographic maps
10. geologic structure
11. earthquake dynamics
12. mass wasting
13. stream dynamics
14. groundwater
15. glacial erosion and deposition
16. wind erosion and deposition in the desert
17. coastlines and erosion

Overview

This year, all seventeen objectives were discussed in lecture and lab in various forms, either by lecture, discussion, or hands-on experience during the fall

semester. The spring semester was one week shorter, so the desert materials in Objective 16 were not covered.

The reviews in each of the chapters were covered to highlight the important topics in the chapters. Student progress was evaluated with weekly quizzes, three major exams, and a final exam. To enhance their learning, a daylong 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

Fall 2008 Results

Section	11		12		13	
Test	Pre	Post	Pre	Post	Pre	Post
Objective 1	7%	42%	0%	11%	0%	14%
Objective 2	53%	63%	56%	51%	42%	51%
Objective 3	36%	50%	52%	44%	42%	51%
Objective 4	48%	67%	57%	59%	60%	63%
Objective 5	29%	42%	29%	40%	30%	44%
Objective 6	61%	81%	57%	79%	58%	81%
Objective 7	24%	45%	26%	49%	39%	48%
Objective 8	18%	56%	17%	33%	20%	29%
Objective 9	37%	81%	38%	63%	42%	64%
Objective 10	42%	44%	45%	63%	35%	46%
Objective 11	67%	81%	58%	74%	67%	76%
Objective 12	41%	69%	27%	38%	29%	44%
Objective 13	33%	40%	37%	51%	35%	56%
Objective 14	57%	74%	41%	77%	67%	68%
Objective 15	23%	56%	16%	44%	32%	56%
Objective 16	29%	42%	30%	38%	22%	28%
Objective 17	51%	52%	51%	64%	49%	56%
Average	39%	58%	37%	52%	39%	51%
Knowledge	41%	65%	37%	57%	43%	56%
Comprehension	41%	65%	38%	51%	40%	50%
Application	42%	49%	47%	53%	50%	58%

Spring 2009 Results

Section	11		12		13	
Test	Pre	Post	Pre	Post	Pre	Post
Objective 1	4.2%	16%	3%	26%	14%	17%
Objective 2	50%	67%	65%	67%	64%	60%
Objective 3	46%	58%	48%	59%	42%	48%
Objective 4	50%	72%	58%	68%	59%	73%
Objective 5	31%	30%	33%	54%	24%	59%
Objective 6	60%	72%	64%	93%	76%	90%
Objective 7	30%	66%	36%	58%	39%	55%
Objective 8	21%	50%	34%	39%	23%	45%
Objective 9	39%	91%	39%	70%	54%	70%
Objective 10	35%	74%	36%	57%	31%	64%
Objective 11	56%	85%	61%	83%	69%	86%
Objective 12	36%	67%	33%	57%	35%	48%
Objective 13	38%	58%	26%	49%	33%	48%
Objective 14	54%	75%	48%	92%	53%	80%
Objective 15	32%	67%	32%	49%	17%	30%
Objective 16	26%	42%	32%	61%	28%	67%
Objective 17	51%	63%	56%	57%	54%	59%
Average	39%	62%	41%	61%	42%	59%
Knowledge	42%	66%	43%	69%	48%	66%
Comprehension	40%	63%	44%	58%	42%	57%
Application	43%	58%	47%	63%	48%	57%

After reviewing the assessment test results, there did not seem to be any pattern to the difficulties. The following objectives were below the 50% mark: Objective 1 (Plate Tectonics), Objective 5 (Weathering), Objective 10 (Geologic Structures), Objective 13 (Streams), and Objective 16 (Deserts). In most cases, the scores were only a point or two below 50%. One area was a repeat from last year, Objective 5.

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

Action Plan

It is becoming apparent that too much material is being covered in the entry level course. The content needs to be fine-tuned even more to concentrate more on the objectives and less on the peripheral materials.

ESC 1050011 - Survey of Geology

Overview

All topics, except some map questions, were covered in the course. Topics 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. Content was assessed with five cumulative tests composed of multiple choice, short answer, matching, and/or diagram labeling questions, and a comprehensive final exam. Most of the questions were taken directly from the textbook website online quizzes.

Assessment Results

Low scores (<50%) occurred in all sections for Objectives 1 and 8; in three sections for Objectives 12 and 15; in two sections for Objectives 3, 5, 7, 13, and 16; and in one section for Objective 10.

Analysis of Results

Scores on Objective 1, Plate Tectonics, rose from the previous academic year from an average of 4% to an average of about 13%. The questions were asked in a short-answer format. While many students do poorly on short-answer questions, improvement from the previous year might reflect the addition of short answer questions to the midterm exams. The low scores in Objectives 8 (Geologic Time) and 16 (Deserts) might suggest that more time is needed for these topics.

Action Plan

It is recommended that we change the short-answer questions to a multiple-choice format so that results from these questions can be compared more accurately with results from the multiple-choice questions. Furthermore, though all students had access to most of the weekly quiz questions and answers taken from the textbook website online quizzes, they often performed marginally on the exams. Offering to use the better of the two scores, the Post-Assessment score or Final Exam score, seemed to improve performance on the Post-Assessment test.

There is always room for improvement. The professor is considering integrating the lab with the lecture next year to implement more inquiry-based learning.

ESC 11000 — Introduction to Meteorology

Course Goals

The student will achieve an understanding of Meteorology. Two goals are paramount in the process. They are as follows:

1. Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration.
2. Apply analytical reasoning to both qualitative and quantitative evidence.

Objectives

Students will develop a basic understanding of

1. the structure of the atmosphere,
2. the impact of energy from the sun on the earth,
3. relative humidity,
4. cloud formation,
5. pressure and winds,
6. atmospheric circulation,
7. air masses,
8. fronts,
9. forecasting,
10. thunderstorms and tornadoes,
11. hurricanes,
12. air pollution,
13. climatology.

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, an experiment was conducted in the classes. For the fall classes, the students were evaluated to identify their learning style based on the studies done by Kolb. The students were categorized as either convergers, divergers, accommodators, or assimilators. The divergers are the students who prefer to do group work. In the spring, the new classes of students were categorized by learning style and then given projects to do in groups.

Assessment Results

Year	Fall 2008				Spring 2009			
Semester	ESC1100011		ESC110012		ESC1100011		ESC1100012	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Objective 1	48%	52%	44%	45%	41%	46%	48%	42%
Objective 2	49%	64%	69%	63%	43%	63%	45%	58%
Objective 3	49%	55%	62%	64%	52%	64%	49%	56%
Objective 4	40%	59%	63%	65%	43%	65%	46%	62%
Objective 5	45%	61%	67%	69%	46%	74%	48%	65%
Objective 6	28%	58%	54%	56%	24%	64%	31%	51%
Objective 7	48%	59%	53%	54%	40%	69%	46%	50%
Objective 8	49%	58%	66%	77%	67%	65%	58%	71%
Objective 9	56%	64%	48%	57%	57%	64%	54%	65%
Objective 10	45%	63%	50%	59%	63%	58%	51%	58%
Objective 11	48%	59%	55%	64%	51%	53%	44%	49%
Objective 12	54%	67%	59%	70%	44%	63%	49%	62%
Objective 13	24%	47%	42%	50%	31%	58%	28%	43%
Average	45%	59%	56%	61%	46%	62%	46%	56%
Knowledge	36%	57%	56%	60%	37%	60%	36%	54%
Comprehension	49%	59%	53%	58%	52%	59%	51%	58%
Application	56%	71%	67%	71%	63%	75%	56%	66%

Groups were assigned work from two objectives from the previous year. The first was Objective 1 (Structure of the Atmosphere) and Objective 8 (Fronts). The scores for Objective 1 were less than 50% whereas the scores for Objective 8 were above 50%.

Analysis of Results

The group work did not seem to help in the case of the first objective. It is quite possible that the students were getting adjusted to the process of group work. It seemed to help with Objective 8. As a quick observation, the attempt to identify the learning style based on the Kolb study did not help in the learning process for the students. In addition, it took a considerable effort to set up the group projects. That took time away from other aspects of the class.

Action Plan

More study in the learning style aspect of the class needs to take place to identify a means of improving post-test scores.

Departmental Action Plan for Next Cycle of Assessment

- Astronomy: modify assessment.
- Physical Geology: modify assessment test to eliminate "fill-in-the-blank" questions.
- Intro to GIS: develop an assessment test for spring 11.
- Meteorology: administer learning styles inventory to see if differentiated instruction applies.

Analysis Mathematics/Natural Sciences for 2008-09

Math

The Math Department is active in developing multiple methods of assessing its classes. It would be worth including any relevant observations regarding the classes from the epilogues in the assessment process. If there are professors not doing assessment, is this acceptable? Why did the department choose students who are initially enrolled as a measure for percentage of passing as opposed to those who completed the class? Is the department looking at the impact of the Educational Enhancement Center on the program's success rates since this center has more direct ties to one department than is the writing center?

Biology

Direct oversight of the Adjunct faculty by full-time faculty is a good effort to ensure assessment is taking place in all of the GE classes. There needs to be more explanation of BIO 11200. Does it have objectives? What did the results of the assessment tell the department? Are there any other GE classes offered by the Biology Department?

Chemistry

The Chemistry Department is working on a new assessment tool for the next academic year for CHM 10000, but it is worth noting what, if anything, is done to assess this year. In CHM 11000, they are using a more qualitative study of student learning, which is a very workable idea, but they should consider using a rubric when analyzing the written work to give a constant and quantitative aspect to this study. In addition, the action plan did not include any references to changes that might be made in CHM11000.

Earth Sciences

> Earth Sciences Department has always been a leader in areas of data collection and analysis. Are there GE directed goals for the department? ESC 11000 conducted an interesting experiment, but the report should define all the terms, spend a bit more time explaining how this information was used in class and who it impacted future efforts. The action plan should reflect any proposed changes to the method of instruction or other types of course improvements.

General Education Learning across the Curriculum

School of Business and Entrepreneurship

> SB&E courses and programs are fully integrated with the principles of an effective liberal arts education. The SB&E teaches two courses that satisfy the University's GE requirement in the Social Sciences – BA 21000 Survey of Economics and BA 21100 Microeconomics. In addition, business courses draw upon and enhance learning in mathematics, writing, history, ethics, and international studies.

CBASE

The College Basic Academic Subjects Examination (CBASE) is a criterion-referenced achievement test that assesses knowledge and skills in language arts, mathematics, science, and social studies. Concurrently, the exam measures three cross-disciplinary competencies: interpretive reasoning, strategic reasoning, and adaptive reasoning.

Prior to entry into the Teacher Education Program, all students must successfully pass all areas of the CBASE, including the writing component. While students are not denied the opportunity to enroll in education courses and begin their pre-service teacher education, they are not officially admitted to the Teacher Education Program until successful completion of all components of the CBASE exam.

The value of the CBASE as an assessment tool is limited by the lack of continuity in preparation by students before taking the exam. It is possible to have not taken courses in the various areas before taking the exam and thus receive a lower score than they would have if they had taken the appropriate courses.

As the number of transfer students increases, the value of the CBASE as an assessment tool will diminish as more students will have received some or all of their preparation at other institutions.

Below are the CBASE Results:

Composite - Lindenwood Students / Students Statewide since 2004

Cumulative Passing Rates by Subject

		English	Writing	Math	Science	Social Studies
2008-09	Lindenwood Difference State	79% -4 83%	83% -5 88%	82% -1 83%	77% -2 79%	69% -7 76%
2007-08	Lindenwood Difference State	79% -5 84%	86% -4 90%	82% -1 83%	77% -3 80%	70% -7 77%
2006-07	Lindenwood Difference State	79% -5 84%	86% -4 90%	82% -1 83%	78% -2 80%	71% -7 78%
2005-06	Lindenwood State	79% 84%	86% 90%	82% 83%	78% 80%	72% 78%
2004-05	Lindenwood State	79% 84%	85% 90%	81% 83%	79% 80%	73% 78%

*We will continue to compare the CBASE results for the last five years in this report.

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

Below are the CBASE Results for African-American students at Lindenwood since 2004. The results show that Lindenwood's African American students generally exceed the statewide averages in 4 of the 5 categories.

Cumulative Passing Rates by Subject

		English	Writing	Math	Science	Social Studies
2008-09	Lindenwood	55%	70%	65%	59%	50%
	Difference	+1	+6	+17	+12	-2
	State	54%	64%	48%	47%	52%
2007-08	Lindenwood	55%	72%	67%	59%	51%
	Difference	+1	+6	+19	+12	-2
	State	54%	66%	48%	47%	53%
2006-07	Lindenwood	56%	71%	68%	60%	52%
	Difference	+2	+5	+20	+12	-1
	State	54%	66%	48%	48%	53%
2005-06	Lindenwood	55%	72%	68%	59%	53%
	Difference					
	State	54%	65%	48%	48%	53%
2004-05	Lindenwood	54%	73%	66%	63%	52%
	Difference					
	State	54%	65%	48%	48%	54%

*We will continue to compare the CBASE results for the last five years in this report.

Lindenwood's results on the CBASEs for the last year have generally remained steady. The percentage of students passing has varied little over the last few years.

Cumulative Passing Rates by Subject Comparison with Four-year and Private Colleges

		English	Writing	Math	Science	Social Studies
2008-09	Lindenwood	79%	83%	82%	77%	69%
	Difference	-5	-5	-2	-3	-8
	4 yr Inst - State	84%	88%	84%	80%	77%
	Lindenwood	79%	83%	82%	77%	69%
	Difference	-4	-4	+1	+0	-5
	Pvt Inst - State	83%	87%	81%	77%	74%
2007-08	Lindenwood	79%	86%	82%	77%	70%
	Difference	-5	-4	-2	-3	-8
	4 yr Inst - State	84%	90%	84%	80%	78%
	Lindenwood	79%	86%	82%	77%	70%
	Difference	-4	-3	+1	+0	-5

	Pvt Inst - State	83%	89%	81%	77%	75%
2006-07	Lindenwood	79%	86%	82%	78%	71%
	Difference	-5	-4	-2	-2	-7
	4 yr Inst - State	84%	90%	84%	80%	78%
	Lindenwood	79%	86%	82%	78%	71%
	Difference	-4	-3	+1	+1	-5
	Pvt Inst - State	83%	89%	81%	77%	76%

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

Assessment of General Education Overview

General Education – Some Observations:

- The current University GE program is a cross between a class-based and a knowledge (concept)/skills-based system.
    - The combination works well at Lindenwood.
- The Lindenwood faculty continues to show a still-growing commitment to making general education valuable to both the student's academic and personal growth and assessment of that growth.
- The wide range of courses participating in general education assessment ensures that almost all Lindenwood students have their learning assessed, usually multiple times during the year.
- This year a number of programs updated and changed assessment tools and programs.
    - The University realizes that assessment is about looking at both success and improvement, thus academic programs use assessment to recognize successes and understand weaknesses.
- Lindenwood instructors participating in general education assessment are working to provide objective (quantifiable) measurements of student learning.
    - The University is encouraging the use of both qualitative and quantitative methods of assessment.
- Student improvement is a constant over the years of assessment–that is, students have demonstrated "value added" from courses. While the results in some programs may have slipped as to the degree of improvement, this may be due improvements in assessment processes and objectives.
    - More precise assessment that leads to more accurate and stringent academic goals is ultimately a positive outcome.
- Some programs still have problems closing the loop on assessment in a formal process, taking data and using it to adjust classes accordingly.

    - This process is undoubtedly going on informally but needs to be formalized and captured for the purposes of transparency and accountability.
- In the last year, the University's programs have strategized ways to capture the GE objectives and resulting outcomes through assessment in specific majors and programs. Some schools and programs, such as SB&E, are already beginning their efforts to capture this information.
- The addition of MTH 10100, Basic Math, and the Educational Enhancement Center are important improvements to the math program for students who are weak in math skills.
    - Enhanced support for math, along with improvements to the Writing Center and expanded use of ENG 11000, show the institution's commitment to students who want a college education but may need to work on basic skills.
- Written and Oral Communications
    - The students' ability to communicate effectively and correctly in written English will be increasingly emphasized and assessed across all academic programs.
        - Greater success in this area will be expected as more native-speaking students will be able to take ENG 11000, Effective Writing, before taking ENG 15000, Composition I, because of the success of the University's English Proficiency Program (which is for non-native speakers) and the creation of a writing course designed with the non-native speaker's needs in mind.
- Fine and Performing Arts
    - Professors in the Music program continue to be among the University leaders in working on their assessment program. They are making efforts at expanding their assessment program to all of their classes.
- Humanities
    - Philosophy and Religion are developing comprehensive assessment programs that they will be implementing over the next two years.
- Civilization / Cross Cultural
    - Foreign Languages has one of the University's most comprehensive assessment programs.
    - The History Department's assessment program has been limited this year due to a personnel change.
- US History / Government
    - The addition of HIS 21000 to the program, and this year to assessment, has been beneficial in opening up more GE classes in this category (2 per semester). While the class has had weaknesses in a couple of areas, it has been an overall success. The assessment tools have been changed to be more comprehensive of the material that will be covered when the class becomes a 10000 level class.

- Social Science
    - Psychology's experiment with metacognition seems to have provided some interesting results. It will be worth seeing if this was a one-time result or an important development.
    - Anthropology / Sociology are looking at methods beyond their current testing and statistical analysis in order to get a more holistic view of their classes.
- Mathematics and Natural Sciences
    - In the Biology Department, direct oversight of the adjunct faculty by full-time faculty is a good effort to insure assessment is taking place in all of their GE classes.
    - The students' ability to work effectively in math will be increasingly emphasized.
        - The Math Department has developed a placement test for math classes similar to the idea used by the English Department.
        - The Math Department's development of a new lower-level math class, MTH 10100, is expected to improve the quality of work in the GE level classes by better preparing students for those classes.

General Education Action Plan

- The Assessment Committee will continue to look at the concept of GE across the curriculum. We will encourage majors/programs to consider how they continue the GE to work toward our GE objectives and look for methods of assessing thin in our non-GE classes.
- Faculty members will be encouraged to continue, where possible, to work cross-curricular material and the GE objectives into the non-GE classes. The discussion of the relationships between their classes and other subjects both within and outside of their discipline will benefit our students understanding of the purpose of GE
- The Assessment officers for each School/Department will be encouraged to create in their assessment plan a section on how they will be looking at GE goals across the curriculum.
- The University will expand the report in GE in order the look beyond class-based assessment.
- The GE Committee will begin the process of more clearly defining general goals for each of the seven GE subject areas both to better define what they bring to the students' education and to allow for better assessing the success in each area.
- The English Proficiency test that was put in place during the 2005-06 academic year in order to assess the students' basic competence in writing organization, grammar, spelling, and in writing appropriate to each discipline, is now a graduation requirement. Starting in 2008-09 a different version was used as a placement exam for incoming freshmen.
    - In 2010-11 the University will begin the process of allowing students to use a 3rd version of the test to test out of the ENG 15000 requirement.
- More assessment tools will be specifically aimed at areas that may consider problematic within GE courses.
- Faculty members will be encouraged to promote student involvement in assessment of G. E. classes via the use of CAT's, surveys of student attitudes, and expectations.
- 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.