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Spring 2006

Comprehensive Program Assessment Report: 2005-2006

Lindenwood University

COMPREHENSIVE PROGRAM ASSESSMENT REPORT

2005-2006

LINDENWOOD UNIVERSITY
ST. CHARLES, MISSOURI

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INTRODUCTION

Assessing Lindenwood University's Culture of Learning

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

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

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

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

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

Lindenwood's CPAP embraces three areas:
1. The General Education component of the curriculum.
2. The various majors and programs offered at the institution.
3. The non-academic component of the University's programs, which in turn focuses on two areas:
    a. the residential life program, which affects students actually resident on the campus.
    b. the campus life program in general, which affects all students, both residential and commuter.

The CPAP operates on two levels simultaneously:

- It provides the necessary information to address the requirements of North Central Association Criterion III. During a comprehensive visit in the academic year 1993-94 the visiting team pronounced our Assessment Plan "a strength." In 1995-96 a focused visit's team gave our plan high marks.
- Most importantly, it provides the necessary feedback to evaluate all components of the Lindenwood program – general education, the various majors and programs, and the non-academic areas. It gives us the information we need to improve our fulfillment of our mission. We continue to modify the program each year and encourage divisions and departments to expand and change their parts of the program as needed to meet the above stated goals. Ideally, it will keep us focused on the *results* of our efforts.

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

The Lindenwood Assessment program has been developing a over the last decade and a half.. During the 1992-93 academic year, the program was conceived and projected during the later part of the 1991-92 school year, although parts of it in some departments had been in place for many years. We emphasize that the Lindenwood CPAP is not a static document. The program is overseen by a University Assessment officer and by divisional and departmental assessment evaluators, who as a general rule are faculty. Assessment itself is assessed, leading to yearly review and adjustment.

Conceptual Framework of the Assessment Program

Assessment, as an integral part of our program, flows from the mission statement. That the mission statement begins with "an integrative liberal arts curriculum" is an affirmation of the centrality of a traditional, yet innovative, liberal arts program providing a framework from which the student may build a personal outlook on life. Founded on a general education component required of all undergraduate students, this framework comprises an inheritance of ideas and knowledge from the past that an educated person should know along with an exposure to enduring values and attitudes to which the student needs to react. All courses meeting the various general education requirements flow from the goals -- established by the faculty at large and the General Education Committee specifically -- for general education and figure prominently in the assessment process.

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

We also want our students to be aware of and sensitive to a variety of major issues in the world today, which may include the environment, social issues, political processes, community service, and cultural diversity. In a variety of ways the assessment plans explore our success here as well.

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

In an overall atmosphere of close interaction between faculty and students, the University uses a variety of teaching methods as well as contacts out of the classroom. Many of the programs and classes use an experiential, hands-on approach, involving students in research and writing, in experiment, in role-playing, in running radio and TV stations, in internships and practica, in the practice of art and music, in work study. As well, the university is working to integrate distance learning into the curriculum. It is one of the purposes of this assessment program to measure our success in these areas.

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

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

Our curriculum and programs flow from the mission of the university. We offer undergraduate and some graduate programs in liberal arts and professional and pre-professional studies to upwards of 11,000 students. The student body is made up of an inner core of residential students augmented by commuting students of all ages. The General Education Committee and each major and program have established goals and objectives which provide the stuff of the assessment program.

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

<div align="center">Notes on the Undergraduate Student Body</div>

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

At the beginning of 2005-06 academic years in the Fall of 2004, Lindenwood enrolled 5,092 full-time undergraduate students, an increase of 102 (2%) from the previous year. The overwhelming majority of these were conventionally aged students recently out of high school. The number does include a small number of older students enrolled in programs though the Lindenwood College for Individualized Education (LCIE). But the majority of such LCIE students are not first time students; most of them have credit from earlier years.

Of the 5,092 full-time undergraduates enrolled in the Fall Semester 2005, 821 were first time students according to the Integrated Post Secondary Education Data (IPEDS) report, a decrease of about 10.4% from the previous year. These were almost entirely students making a direct transition from high school to university. If the first time freshman and other first year students are combined, the number 1,206 (23.7%) of the total full-time undergraduate student body for the Fall 2005 semester, as compared to 26.5% for the previous year.

The remaining students are fairly evenly distributed though the undergraduate years:
- o 1,152 (22.6%) who are second year (22.0% in 2004-05)
- o 1,207 (23.7%) who are third year (22.2% in 2004-05)
- o 1,527 (29.9%) who are fourth year (29.1% in 2004-05)

of this total 19.9% are from minorities tabulated in the IPEDS report, a decrease of slightly over 1% from 2004-5.

Of the full-time undergraduate student population 43.6% were men and 56.4% women which represents only a slight shift from the previous year towards (43.9% and 56.1% in 2004-05) more women in the student body.

In the Fall 2005 Lindenwood had first-time undergraduate students representing 32 states, as well as Missouri.

The part time undergraduates made up 646 students in the Fall of 2005, of whom 35.4% were men and 64.6% were women.

<div align="center">**International students**</div>

The international representation has changed as follows:

	Undergraduate Students	Graduate Students	Countries
1999-00	288		49
2000-01	369		53
2001-02	428		63
2002-03	491		60
2003-04	501		65
2004-05	346	68	57
2005-06	454	122	60

Prior to 2005-6 the number of counties represented by the Graduate and undergraduates were kept separately.

Notes on the Graduate Student Body

The Fall 2004 IPEDs report data indicated that the graduate student body was comprised of:
- 1,273 full-time students of whom 430 (35.2%) were males and 726 (64.8%) were female. There is 2% increase in the number of women over the previous year.
- 2,065 were Part-time students of whom 490 (25.5%) were male and 1,457 (74.5%) were female. There is no significant change in the percentages, but there is an increase of 91 students (4.5% in the part time programs.
- Minority students make up approximately 22.3% of the graduate student body.

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

The Lindenwood University Comprehensive Program Assessment Plan has three components:
1. General Education
2. The majors and programs
3. Campus Life/Co-Curricular

In each case, the process was the same. Those responsible for these various components took the mission and goals of the University and developed goals and objectives for their components consistent with the general mission and goals. Each section of the assessment program was specifically designed to flow from the University's mission. The University mission is intended to be comprehensive, including general education, the majors, and the out-of-classroom part of the college experience. The sections of the Assessment Plan carry those general goals into more specific realization.

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

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

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

The Assessment Officer is a faculty member, sits on the Assessment and the General Education Committees, and works with faculty from the several disciplines and programs. Assessment has been a mutual effort, using whatever information we could gain from North Central and other workshops, the national literature, examples from other institutions, and our own resources.

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

In short, the Lindenwood Assessment Plan is faculty-generated except with respect to the co-curricular aspects with which faculty have not been primarily involved. However, in recent years the faculty Task Force on Campus Culture explored questions about how we might assess character development.

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

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

Each year, as assessment information is generated, we compare that data with previous information (we are finishing our thirteenth assessment cycle). On the basis of the comparison, areas in general education, the several majors, and the co-curricular component are identified where the comparative results indicate room for improvement. Each of the three component areas of the Plan uses the information to make an Action Plan, outlining those areas where improvement is needed and the steps

that will be taken to achieve that improvement. Included also are plans to assess the results of the Action Plan in the next cycle of assessment.

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

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

Our initial assessment plan was instituted in the 1992-93 academic year and gained preliminary approval from a North central on-campus visit in 1993-94. A focused visiting team gave our plan final approval in 1995-96. Ongoing reviews of the plan continue as a matter of course. In particular, we began revision of our general education plan in 2000-01; further implementation of this plan will continue in 2006-07. As well, we will continue to build a culture of assessment permeating the entire campus.

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

Under the oversight of the Assessment Committee, the plan is administered by an appointed Assessment Officer, who is a regular full-time faculty member. The Assessment Officer works very closely with the Provost/Dean of Faculty who is the administrator designated to monitor the program. The Provost/Dean of faculty takes an active, on going interest in the program, but it is the responsibility of the Assessment Officer to perform the day-to-day tasks of supervision and coordination. This is done almost entirely by a process of consensus and persuasion. The Dean provides administrative support when needed. We have had outstanding cooperation from most faculty members concerned.

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

<center>GENERAL EDUCATION ASSESSMENT</center>

Goals: Through the joint effort of Lindenwood faculty and students teaching and learning in an atmosphere of academic freedom, students will be able to:
1. Develop as more complete human beings, who think and act freely both as individuals and as community members.
2. Gain the intellectual tools and apply the range of perspective needed to understand human cultures as they have been, as they are, and as they might be.
3. Apply the basic skills – listening, speaking, reading, writing, researching, observing, reflecting, and other forms of intellectual interaction – needed for productive communication and study of ideas.
4. Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration of ideas.
5. Apply analytical reasoning to both qualitative and quantitative evidence.
6. Acquire guidelines for making informed, independent, socially-responsible decisions, respectful of others and the environment, and develop a willingness to act accordingly.

Objectives: (Revised in Spring 2002 to enhance measurability.)

Through the joint effort of Lindenwood faculty and students in teaching and learning, students will be able to:
1. Develop a clear written and oral argument, to include the following:
   - State a thesis clearly
   - Illustrate generalizations with specific examples
   - Support conclusions with concrete evidence
   - Organize the argument with logical progression from argument induction, through argument body, to argument conclusion
2. Demonstrate the computational skills necessary to solve specified types of mathematical problems and correctly select and apply the mathematical principles necessary to solve logical and quantitative problems presented in a variety of contexts.
3. Recognize the professional vocabulary and fundamental concepts and principles of two of the six designated social science disciplines (Anthropology, Criminology, Psychology, Sociology, History and Political Science) and identify influences and interrelationships among those concepts and principles and human values and behaviors and accurately apply these concepts, interrelationships, and elements of knowledge in individual, social and cultural contexts.
4. Recognize and identify relationships among the forms and techniques of the visual and/or performing arts. Citing specific examples, identify and thematically express the historical role of the visual and/or performing arts in shaping and expressing individual and social human values.
5. Recognize and accurately apply the fundamental principles of the scientific method from two specific disciplines from among the three larger scientific discipline categories (biological, physical, or earth sciences and identify relationships among those principles and relevant historical and contemporary discoveries and concerns about the interrelationship between human society and the natural world.
6. Recognize and identify relationships among seminal human ideas, values, and institutions as expressed in their Western and non-Western historical development in aesthetic, intellectual, political, and social contexts.
7. Recognize and identify relationships among political systems and policy-making processes in the context of their historical development and contemporary manifestation at the federal, state, and local levels in the United States.
8. Recognize and identify relationships among various modes of or approaches to literary analysis and apply those modes or approaches in interpretive and expressive exercises directed toward assessing the human and literary values manifested by specific works of literature.

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

The following is the pattern of courses required for the Bachelor of Arts and Bachelor of Science Degrees under the General Education requirement at Lindenwood for 2000-01 (where requirements for the BS differ, they are noted in parentheses):

- English Composition
    - ENG 150, 170 (6 hours)

- Communications (3 hours)

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

- Fine Arts
    - Arts, One course (3 hours)

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

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

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

Totals:
Bachelor of Arts – 49-50 hours
Bachelor of Science – 49-50 hours
Syllabi for courses satisfying the General Education requirements are constructed to reflect the goals, objectives and purposes of the General Education program. A wide variety of summary and formative assessment instruments are used to measure student learning in general in the General Education program in specific.

The methods devised in the mid-1990's to assess the success of the general education program did not provide the feedback necessary to demonstrate success or guide improvements. So, we discarded the previous methods and continue the process of devising new ones. The new methods are based on the "pattern of evidence" model. Since our students take a variety of courses to fulfill their general education requirements, no single method of assessment, such as a comprehensive examination, will work for us.   We have recently developed an english/grammer examination for those completing the ENG 170 requirement. In the meantime, we are assembling a "pattern of evidence" process. We will continue to use the C-Base and Praxis examinations, which are standardized instruments, required of prospective teachers, to provide comparison with the broad cohort to which our education students belong.

The General Education Committee and the Assessment Committee have agreed to continue implementation of measurement 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 "rubrics" which will be scored locally and then tabulated for inclusion in a generalized review of the General Education Program's success. Particularly important areas are the two English composition courses and World History, which are required of virtually all students. In the Fall semester of 2003, all faculty teaching general education courses began participating in workshops initiated by the Assessment and General Education

Committees. There results and methodologies are shared across disciplines with the aims of broadening General Education Assessment and developing techniques for the further quantification of results.

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

Sample Competencies Matrix

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

List of General Education Courses Assessed

Currently all academic divisions teaching general education courses are participating in assessment. During the academic year 2005-06 some 63 courses fulfilling general education requirements were assessed in some way; last year some 51 courses were assessed. Participating divisions and programs are as follows:

- English Composition
    - Composition I, Eng 150 (Humanities Division)
    - Composition II - Eng 170 (Humanities Division)

- Communications
    - Effective Speaking/Group Dynamics - COM 105 (Communications Divisions)
    - Fundamentals of Oral Communication - Com 110 (Communications Divisions)
    - Cross-Cultural Communication -SW 100 (Human Services Divisions)

- Humanities
    - Literature
        - World Literature I - English 201 (Humanities Division)
        - World Literature II - English 202 (Humanities Division)
        - American Literature I - English 235 (Humanities Division)
        - American Literature II - English 236 (Humanities Division)
    - Philosophy and Religion
        - The Moral Life: A Study in Ethics - PHL 102 (Humanities Division)
        - Introduction to Religion - REL 100 (Humanities Division)
        - World Religions - REL 200 (Humanities Division)
        - Old Testament - REL 210 (Humanities Division)
        - New Testament - REL 211 (Humanities Division)
        - Christian Doctrine – REL 320 (Humanities Division)
        - Philosophy of Religion - REL 325 (Humanities Division)

- Fine Arts

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

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

- Cultural and Civilization
  - Civilization
    - o World History –His 100 (Humanities Division)

  - o Cross-Cultural / Foreign Language – Many of the Cross cultural courses are mentioned under other categories of General Education classes.
    - History
      - Contemporary World History - His 200 (Humanities Division)
    - Foreign Languages
      - Elementary - French I - FLF 101 (Humanities Division)
      - Elementary - French II - FLF 102 (Humanities Division)
      - Intermediate French I - FLF 201 (Humanities Division)
      - Intermediate French II - FLF 202   (Humanities Division)
      - Elementary German I- FLG 101: (Humanities Division)
      - Elementary German II- FLG 102 (Humanities Division)
      - Intermediate German I- FLG 201 (Humanities Division)
      - Intermediate German II- FLG 202 (Humanities Division)
      - Elementary Spanish I - FLS 101 (Humanities Division)
      - Elementary Spanish II- FLS 102 (Humanities Division)
      - Intermediate Spanish I- FLS 201 (Humanities Division)
      - Intermediate Spanish II- FLS 202 (Humanities Division)

- Social Sciences
  - o Anthropology
    - Cultural Anthropology –Ant 112 (Science Division)
  - o Criminal Justice
    - Criminology - CJ 200 (Human Services Division)
  - o Economics
    - Survey of Economics -BA210 (Management Division)

  - o Psychology
    - Principles of Psychology -PSY 100 (Science Division)
  - o Social Work
    - Human Diversity & Social Justice - SW 240 (Human Services Division)
    - Human Behavior in the Social Environment I SW 280 (Human Services Division)

- o Sociology
  - Basic Concepts Of Sociology - Soc 102 (Science Division)

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

- Natural Science
  - o Biology
    - Concepts/Principles in Biology - BIO 100/110 (Science Division)
  - o Earth Sciences
    - Astronomy - ESC131 (Science Division)
    - Physical Geology - ES100 (Science Division)
    - Survey of Geology - ESC 105 (Science Division)
    - Oceanography ESG120 (Science Division)
  - o Chemistry
    - Concepts of Chemistry - CHM 100 (Science Division)

General Education Assessment by Area

English

<u>Effective Writing - Eng 110</u>

English 110 is a developmental course designed for students with limited English proficiency or limited writing ability (most of the students in the class were foreign language speakers). For such students, the course serves as a prerequisite to Composition I, English 150. This course is competency-based using skill-based tutorials, interactive multimedia exercises on MyCompLab, and personal professor assistance.

Course Objectives:
1. To review fundamentals of standard English.
2. To refresh competencies.

Procedure and Rationale:

Students wrote weekly essays to enforce the skills they were practicing. They were also given a multiple-choice pre- and post-test on MyCompLab to measure students' proficiencies in Sentence Grammar, Basic Grammar, Punctuation and Mechanics, and Usage and Style. Eighty-two students who took both the pre-test and post-test are represented in the following results.

	Sentence Grammar 17 questions	Basic Grammar 9 questions	Punctuation & Mechanics 18 questions	Usage & Style 6 questions	Average
Pre-Test	8%	5%	11%	3%	55%
Post-Test	13%	7%	14%	4%	76%

Student performance on the post-test showed a marked increase on most questions.

Action Plan:

Next year students will use MyWritingLab with <u>The Little, Brown Essential Handbook</u>. These resources should cover the basic categories of MyCompLab as well as give more practice and feedback on applying the skills in their writing as well as developing paragraphs and supporting details. Students work well with these labs in that they have immediate feedback, and they work at their own pace.

<u>Composition I, English 150</u>

Course Goals:
The broader purposes of the course ask students to
1. Understand that writing is a process and not just a product.
2. Critically compare ideas and information and synthesize material to achieve specific purposes.
3. Analyze and evaluate their own writing and that of others.
4. Read and write more effectively and efficiently whatever the purpose.

Course Objectives:
More specifically, upon completion of English 150 students should be able to
1. Write an essay that has a clear thesis and is cogently developed and adequately supported.
2. Choose an effective rhetorical strategy or strategies to achieve a particular purpose.
3. Understand the concepts of diction, style, and tone and manage them effectively.
4. Edit for Standard American grammar, spelling, punctuation, usage, and mechanics.

Procedure and Rationale:

Students were given a multiple-choice pre- and post-test of 23 questions covering sentence structure, parallelism, modifiers, agreement, and spelling/usage. Although students do not write an essay as part of the assessment (objective #1), the last portion of the test contains a three-paragraph essay about

which students make decisions concerning thesis, development, and support—effectively revising the essay. The 17 questions in this part of the assessment attempts to measure the competencies of knowledge, comprehension, application, analysis, synthesis, and evaluation since students must recognize terminology, understand and apply principles and theory, use previously learned material in new and concrete situations, and evaluate and discriminate among options to produce a revised whole.

Results:
Fall 2005

Areas Assessed	Pre-test % Correct	Post-test % Correct	% Improvement
Sentence Structure	59.3	64.0	4.7
Parallelism	64.0	70.4	6.4
Misplaced Modifiers	67.1	65.0	-2.1
Agreement/Pronoun Usage	52.5	56.9	4.4
Spelling/Usage	78.2	82.5	4.3
Average % Correct	64.3	67.8	3.5
Essay Application	55.9	63.9	8.0

Spring 2006

Areas Assessed	Pre-test % Correct	Post-test % Correct	% Improvement
Sentence Structure	59.8	63.4	3.6
Parallelism	56.7	71.3	14.6
Misplaced Modifiers	61.8	66.7	4.9
Agreement/Pronoun Usage	51.2	52.8	1.6
Spelling/Usage	72.9	75.1	2.2
Average % Correct	60.5	65.9	5.4
Essay Application	48.6	57.8	9.2

Discussion:

The current assessment does not adequately address the course goals and objectives. Only one of the course objectives refers to the editing process and "Standard American grammar," but the entire assessment is designed to measure our students' editing abilities. This disjunction makes relatively useless any conclusions we might draw from the present data.

Action Plan:

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

Composition II - Eng 170

Course Goals:

The broader purposes of the course are to
1. Reinforce and build upon the basic language skills developed in English 150.
2. Improve critical-thinking skills.

3. Achieve greater stylistic maturity.
4. Introduce the techniques of research and of writing the research argument.

Course Objectives:

More specifically, upon completion of English 170 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 2-5, above.
o   Section I of the exam measures students' abilities to summarize, paraphrase, and quote source materials and to cite those sources correctly using a standard academic format of documentation.
o   Section II of the exam asks students to define terminology; it measures their knowledge and comprehension of the language of argument.
o   Section III measures their abilities to recognize logical fallacies and to identify why the reasoning is fallacious.
o   Section IV asks students to read and answer questions about a written passage.

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:

	% Correct Pre-test	% Correct Post-test	Points Difference
Section I Average	63	71	8
Section II Average	40	53	13
Section III Average	44	64	20
Section IV Average	57	67	10
Overall Average	51	64	13

Results are based on a sample of 20% of the tests for which there were both pre- and post-tests. Overall, students showed a gain of 13 points on the post-test over results of the pre-test, an improvement of 16 over last year. Students had the most difficulty with questions identifying concessions to the opposition and the thesis.

Action Plan:

•   We will include information on answer sheets necessary to avoid confusion when data are compiled: answer sheets should indicate semester, section number, and pre- test/post-test.

•   Question number 8 in the first section contains two incorrect answers, one of which we will correct for next fall's assessment.

•   We currently have no procedure and no time to discuss why students seem to miss questions on the post test which they appeared to understand better on the pre test. Hopefully we can discuss such differences in English department meetings.

•   Next fall we will use a spreadsheet on which professors will record percentages of correct answers in all sections for both the pre and post tests, so we will have more accurate statistics

<u>Effective Speaking/Group Dynamics - COM 105</u>

The Effective Speaking/Group Dynamics classes were given an assessment test at the beginning and at the end of the semester. On this test, there was a scale that asked the student to mark how nervous they were about speaking in front of an audience or a group of people. 1=extremely nervous. 2=very nervous. 3=kind of nervous. 4=not very nervous. 5=not nervous at all.

Class One:

At the beginning of the semester:	At the end of the semester
7 students marked 1	1 student marked 1
7 students marked 2	3 student marked 2
5 students marked 3	9 students marked 3
5 students marked 4	6 students marked 4
4 students marked 5	6 students marked 5
	(Note: 3 students did not show up for the final)

I also asked what does I.P.A. stand for and if they are familiar with how to apply the process. At the beginning of the semester: 1 out of 28 students knew that I.P.A. stood for International Phonetic Alphabet and the 1 student did know how it works. At the end of the semester: All 28 of the students knew what it stood for and all of those students had at least a working knowledge on how to put a word into the I.P.A. format.

I also asked what are the two positions needed for a group before it can work out a problem effectively. At the beginning of the semester: 2 out of the 28 students put a leader. 1 of those two students knew both answers. The correct answer is a leader and a designated recorder. At the end of the semester: 18 out of 25 students knew both correct answers while an additional 3 out of the 28 knew only leader.

Class Two:

At the beginning of the semester:	At the end of the semester
0 students marked 1	0 students marked 1
7 students marked 2	1 student marked 2
7 students marked 3	8 students marked 3
6 students marked 4	9 students marked 4
0 students marked 5	4 students marked 5
	(Note: 2 students joined the class after the first day)

At the beginning of the semester: 0 out of the 20 students knew what I.P.A. stood for and knew how to apply the process. At the end of the semester: 22 out of 22 students knew what I.P.A. stood for and had a working knowledge on how to put a word into the I.P.A. format.

At the beginning of the semester: 2 out of the 20 students knew that a group needed a leader. At the end of the semester: 9 out of 22 students knew that a group needed a leader and a designated recorder to work effectively.

Class Three:

At the beginning of the semester:	At the end of the semester
2 students marked 1	0 students marked 1
4 students marked 2	1 student marked 2
6 students marked 6	8 students marked 3
1 students marked 4	5 students marked 4
2 students marked	3 students marked 5
	(2 students joined the class after the first day)

At the beginning of the semester: 0 out of 15 students knew what I.P.A. stood for and did not know how to apply the process. At the end of the semester: 6 out of 17 students knew what I.P.A. stood for and 12 out of the 17 students knew how to apply the process.

At the beginning of the semester: 2 out of 15 students knew that a group needed a leader. 1 of the 2 students also knew that a designated recorder was needed. At the end of the semester: 8 out of 17 students knew that a group needed a leader and 3 out of the 17 students knew that a group needed a designated recorder.

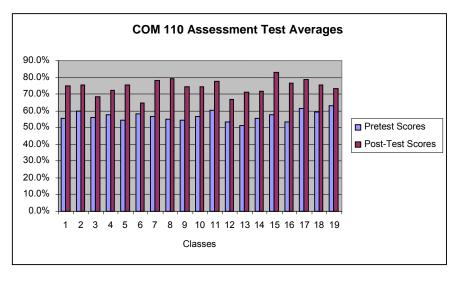Fundamentals of Oral Communication - Com 110

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

Course Objectives:
1. Learn about the theories and techniques of non-written communication in business and society.
2. Participate in communication activities, as well as research, organize and present formal speeches.
3. Students should be able to identify the parts of a speech and the functions of each.
4. Students should be able to listen more effectively.
5. Students should be able to apply the basic principles and theories to preparing an organized presentation.
6. Students should be able to deliver an effective presentation.
7. Students should have an understanding and be able to execute the various speeches for different situations.
8. Students should gain confidence in communicating with others and performing before an audience.

Procedure and Rationale:

Different methods were used in assessing the students. The test contained 50/54 points which were comprised of fill in the blank, multiple-choice, and true-false. These questions appraised the knowledge of speech parts, functions, organization patterns, types of speeches and delivery. The instructors administered the test during both the fall and spring semesters. The pre-test was given the first week of the semester and the post test during the last week of the semester.

COM 110 Assessment Test Averages

2005-2006 Average Pre-test Score	56.7%
2005-2006 Average Post-test Score	74.3%
Average Improvement	17.6%

Data Analysis:

A comprehensive test will be more difficult for the student. One teacher gave the post test as the final. The other used a more optional approach. This will also be an indicator of the number correct in the post test. The data shows evidence that students who had taken speech courses previous to taking COM 110 scored higher on both the pre-test and post-test; therefore, classes with a higher percentage of these students achieved higher scores than classes with a lower percentage of students who had prior speech training.

Action:

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

Social Work

Cross-Cultural Communication -SW 100

Assessment of Course Objectives

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

	Pre-Test	Post-Test	Change
1. Recognize and modify their own physical and verbal communication styles.	3.06	3.77	.71
2. Understand how they interact with others.	3.44	4.02	.58
3. Appreciate the effects of culture on their own and other's behavior and communication.	2.92	4.00	1.08
4. Separate facts from cultural assumptions and beliefs from those facts.	2.87	3.77	.90
5. Shift between their own cultural perspectives and their understanding of other's cultural perspectives.	2.92	3.85	.93
6. Differentiate between personal discomfort and intellectual disagreement.	2.98	3.56	.58
7. Become more effective in day-to-day communication.	3.44	3.90	.46
8. More clearly organize and express thoughts in formal situations.	3.20	3.71	.51
9. Understand and improve communication skills related in academic and career success.	3.22	3.94	.72
Overall Mean Scores	3.12	3.84	.71

Highest Rated Lowest Rated

The goal of an overall post-test mean score of 3.50 was met. It was met with regard to all of the objectives. The outcomes of the student assessment of course objectives was satisfactory as all of the objectives were rated at 3.50 or higher. The areas of greatest change for the students were in objectives; 3. Appreciate the effects of culture on their own and other's behavior and communication (change of 1.08), 5. Shift between their own cultural perspectives and their understanding of other's cultural perspectives (change of .93) and 4. Separate facts and beliefs from cultural assumptions (change of .90).

Intercultural Communication Assessment

Students rated their ability on a 5 point scale:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree

Monochronic-Polychronic Subscale	Pre-Test	Post-Test	Change
1. If I were a teacher and had several students wishing to talk with me about assigned homework, I would meet with the whole group rather than one student at a time	3.55	3.04	-.51
2. When I talk with my friends in a group setting, I feel comfortable trying to hold two or three conversations at a time	3.32	3.00	-.32
Overall Mean Scores	3.44	3.02	-.42

Goal: 3.00, balance between monochronicity and polychronicity. The goal was met. Students demonstrated more balance in communicating in both modes. Net change, .41 from somewhat monochronic to a more balanced position. There was substantial variance in post-test scores on item #1.

Ethnocentrism Subscale	Pre-Test	Post-Test	Change
1. It would be better if English were spoken as a universal language	2.91	2.33	+.58
2. Visitors to America will naturally want to adopt our customs as soon as possible.	2.50	1.96	+.54
3. American's tend to be smarter than the people from most countries.	2.18	1.67	+.51
Overall Mean Scores	2.53	1.99	+.54

Goal: Substantial change (+.50 or better). The goal was met with a net change of +.54, students demonstrated substantially less ethnocentrism. Students scores substantially less ethnocentric on the post-test than the national norm (-.36). Pre-test scores revealed slightly more ethnocentrism (+.18) than the national norm. The was substantial variance on the pre-test on item #1.

Dogmatism/Rigidity Subscale	Pre-Test	Post-Test	Change
1. Most people just don't know what is good for them.	2.96	2.66	+.30
2. My blood boils whenever a person stubbornly refuses to admit that s(he) is wrong.	3.88	3.61	+.27
Overall Mean Scores	3.42	3.14	+.28

Goal: Substantial positive change to less dogmatism/rigidity (-.50 or better). The goal was not met although students tested less dogmatic/rigid in the post-test. Post-test scores revealed that the class had moved from dogmatic/rigid below that tested threshold (3.20) That national mean for this subscale is 2.80.

Intercultural Effectiveness Subscale	Pre-Test	Post-Test	Change
1. I normally develop relationships easily	4.05	3.96	-.09
2. When conflict arises between myself and a friend; I try to avoid the conflict.	2.68	2.96	-.28
3. I am very patient with people.	3.68	4.13	+.45
4. There is no need to ever learn a foreign language.	1.86	1.29	+.57
5. I usually resist change to my lifestyle.	2.64	2.79	-.15
6. When I meet someone for the first time, I would judge my interpersonal effectiveness to be pretty good.	3.75	3.42	-.33
7. I really like to know someone's train of thought.	3.84	3.71	+.13
8. I am quite comfortable around strangers.	3.43	3.63	+.20
9. I dislike it when someone doesn't provide straight answers or seems vague and unclear.	3.91	3.96	-.05
Overall Mean Scores	3.32	3.32	.00

Goal: Substantial change (+.50 or better) Goal was not met even though students on both the pre-test and post-test rated themselves as slightly above average. Students indicated more patience with others and understanding of the need to learn a foreign language. Students evaluated their interpersonal effectiveness when meeting someone for the first time at a lower level and indicated more of a tendency to avoid interpersonal conflicts. There was substantial variance on the conflict avoidance item on both the pre-test and post-test. On the relationship potential subscale, students demonstrated a slight change in a negative direction (-.06 net change). On the adaptability subscale, however, students demonstrated a slight change in a positive direction (+.14 net change).

Interpersonal Comfort Subscale	Pre-Test	Post-Test	Change
1. My interpersonal communication abilities seem to be fairly effective when working persons of middle social classes	3.80	3.92	+.12
2. I am comfortable communicating at a social event, even though it is a type of even I have not previously attended	3.70	3.58	+.12
3. When I express my ideas with a group of people, I often have the feeling that my words are "falling on deaf ears."	2.73	2.83	+.10
4. My interpersonal communication abilities seem to be fairly effective in talking with people from lower social classes.	3.52	3.46	-.06
5. When I meet someone for the first time, I would judge my interpersonal effectiveness to be pretty good.	3.75	3.42	-.33
Overall Mean Scores	3.50	3.44	-.06

Goal: Substantial change (+.50 or better) The goal was not met. Student in the post-test indicated slightly less comfort (-.06) interpersonally. Most of this was due to there score on item #5. However, students still rated their interpersonal comfort at slightly above average. There was substantial variance on the new social event item on the pre-test.

Overall Intercultural Communication

Goal: Students will demonstrate an increase in intercultural communication abilities (+.50 or better) The goal was not met. Across all tested items, however, students demonstrated a growth of +.30 on overall intercultural communication abilities. Most of that growth was due to improvements in the ethnocentrism and dogmatism/rigidity subscales.

Course Content Assessment

Students completed a 20 item multiple choice inventory based on content considered throughout the course. Pre-test scores revealed an overall student mean score of 33% correct (F). Post-test scores lead to an overall student mean score of 64% (D). Overall students did not do well on tests based on reading and class discussions throughout this course. Their scores on the required class activities of group leadership, participation in a debate and a formal class presentation (speech) as well as class participation and attendance compensated, for most, in their final grades.

Content areas with the highest correct scores on the Post-test were:
   o   The relationship of personal identities to communication (84% correct)
   o   The characteristics of effective introductions (81% correct)
   o   Major difficulties associated with intercultural relationships (76% correct)
   o   How human needs are met through communication (76% correct)
   o   Effective tactics of persuasion (72% correct)

Students demonstrated the most growth in knowledge in the following content areas:
   o   Major difficulties associated with intercultural relationships (24% to 76% correct)
   o   The characteristics of semantic noise (20% to 69% correct)
   o   Understanding of the pragmatic approach to communications (13% to 57% correct)
   o   Characteristics of effective introductions (37% to 81% correct)
   o   Understanding of the relativist cultural position (33% to 71% correct)

Areas of continuing confusion and/or misunderstanding include (Post-test scores):
- o Dominant cultural orientations in the U.S. (22% to 36% correct)
- o Interpreting nonverbal communication (15% to 45% correct)
- o Characteristics of high-context communication styles (11% to 47% correct)
- o Characteristics of rhetorical sensitivity (26% to 47% correct)

Summary Analysis
1. With regard to the objectives assessment, the goal of an overall Post-test mean score of 3.50 was met. Students rated their abilities on all of the objectives at 3.50 or higher. Furthermore, there was a mean increase on overall objects of .71, from 3.12 to 3.84, nearly above average ability. The areas of greatest change, as per their perceived abilities, were in the general areas of understanding of culture and   inter-cultural communication as per the general purpose of the course.

2. The goal of an overall increase in perceived intercultural communication abilities by .50 or better was not met, however an overall increase of .30 was achieved. Most of that growth was due to positive changes noted in student ethnocentrism and dogmatism/rigidity.

3. With regard to the course content assessment, students moved from an overall mean Pre-test score of 33% to an overall mean Post-test score of 64%. This represented nearly doubling of content mastery but was still in the D range. Growth was noted in the content areas of understanding of communication theory and skills as well as concepts of intercultural or cross-cultural communication.

Action Plans

During the 2006-2007 academic year a third social work faculty member will be teaching the course. A thorough evaluation of all dimensions of the course will occur in 2006-2007. Of interest are possible changes to the intercultural communication assessment to include a assertiveness subscale as well improvement in the reliability of some of the existing subscales. Also of interest are strategies to improve student mastery of the material which will include tactics to assure that more students actually read the required readings. Finally, it is the perception of the primary instructor that a number of students begin the course with an inflated evaluation of their interpersonal communication skills and a lack of appreciation of the complexities of effective cross-cultural communication. Please note than on the Pre-test the class mean for effectiveness in day-to-day communication was 3.44, clearly above average, their understanding of how they interact with others the same (3.44), and their communication skills related to academic and career success at 3.22.

World Literature I and II (English 201 and 202) - Course Goals and Objectives

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 English 201 or 202 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.

World Literature I - English 201

Procedure and Rationale:

Students were given a multiple-choice pre- and post-test focusing on elements outlined in the above objectives. The assessment tool measures linguistic knowledge, comprehension, application, and analysis. Eight of the questions ask students to apply their knowledge to specific passages of 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. 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. During the year, we taught 15 sections of English 201; however, the results of only 5 sections were available for this report.

Results:

Question	% Correct Pre-test	% Correct Post-test	% Difference
Average	42	52	10

Scores showed an average gain of 10% on the post tests as compared with the pre-tests. This difference is minimal compared with last year's difference of 11.2%, but it is significantly lower than the results from 2004, which showed an average improvement of 20%. As last year, the scores on the pre-tests were significantly higher than those in 2004 and before, which leads us to believe that our students are coming into the world literature courses at a higher level of preparation and motivation. At least some of this improvement on the pre-tests may be attributed to our enhanced emphasis on teaching literature in our composition courses.

The largest improvements on the world literature post-test involved those questions regarding reading comprehension and application (questions 1, 2, 3, 4, 7, and 8). Students seemed to have the most difficulty with literary terms (questions 5, 6, 9, 10, 11, 12, 13, 14, and 15). Specifically, there was a 20% and 26% improvement, respectively, on questions 2 and 3, and there was an improvement of 18% and 17%, respectively, on questions 6 and 12. In contrast to last year's results, student performance did not go down significantly in any one area or on any one question.

Action Plan:

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

World Literature II - English 202

Procedure and Rationale:

This is the third year we have assessed English 202. All sections of 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 (2, 3, 4, 5, 8, 10, 11) incorporate passages of various lengths from the literature.

Results:

These results are compiled from a total of 145 students who took both the pre- and the post-tests in a total of 10 sections. Some of the instructors culled tests from 10 students per section for their report.

Question	% Correct Pre-test	% Correct Post-test	% Difference
Average	52	60	8

The percentage of improvement is not as high as one would expect given the assumption that most students are unfamiliar with much of the course material. This is the second year with this revised assessment text. The percentage of improvement on many individual questions as well as on the composite average was greater last year than this year. This year's average improvement on all questions of 8% compares with last year's 11%. While last year four questions showed improvement in the 20th percentile range, this year only one question did (10).

Last year students scored lower on the post-test than they did on the pre-test on two questions (13 and 18). This year, correct answers to these two questions again declined, as did those for question 14. Question 5 was also in the negative range, but this question is identified as flawed (see below). The two questions with the largest negative percentage difference (13 and 14) refer to general characteristics of the Enlightenment and the Romanic era, suggesting that students are not comprehending these broad elements.

One instructor had incomplete information causing us to omit two classes of English 202 from this report. Three questions we realize are flawed (5, 10, and 15), each having two answers that students could understandably consider correct.

Action Plan:
- For purposes of gaining the most accurate reports from instructors, we should clearly specify what we need for complete reporting.
- Suggest to the faculty that the post-test be part of the course grade in order to dissuade students from taking the post-test lightly. Instructors, of course, should then check that the material on the test is covered in the class.
- The questions noted as flawed (5, 10, and 15) will be revised.
- Speaking to the low level of improvement from the pre- to the post-test, the Eng 202 faculty should discuss how valid such a test is in light of the variation of reading selections and emphases among the

different instructors. English 201 sections, for example, have more overlap of reading selections and literary types, making it less difficult to design an assessment tool equally fair to all sections.
- Still addressing the changes we might make so that the test is better representative of all sections, we could increase the number of questions on Shakespeare. The Eng 202 faculty will discuss teaching in all sections two other modest-sized but representative works, for example Tartuffe and a Kafka reading.
- We might benefit from comparing the Eng 202 results with the Eng 201 assessment test results.
- The literature specifically referred to on the test includes only English literature, which may mean we should review not only the test but also the reading selections on the syllabi in terms of our objective of covering world literature.

Course Objectives:

American Literature I and II (English 235 and 236) - Course Objectives
Upon completion students should be able to
1. Identify trends in American literature.
2. Identify particular authors' styles.
3. Identify literary periods.
4. Associate authors with genres.
5. Identify Puritanism, Deism, Pragmatism, and Transcendentalism as applied to language acts and other forms of expression. (English 235)
6. Identify Transcendentalism, Romanticism, Realism, Naturalism, Modernism, and Post-Modernism as applied to language acts and other expressive forms. (English 236)
7. Identify authors of particular works.

American Literature I - English 235

Procedure and Rationale:

The assessment exam was administered to all sections of the course. Students were given a multiple-choice pre- and post-test covering the factors outlined in the above objectives. All questions measure knowledge.

Results:

	% Correct Pre-test	% Correct Post-test	% Difference
Average	49	69	20

Students' performances on the post-test showed a fair improvement on most questions; on average, scores improved 19.7% over the pre-test. Student absences, failure to buy or use books, and insufficient instruction on certain topics might account for the low post-test performance on certain questions.

Action Plan:

We will continue to use a multiple-choice pre-and post test; however, we will revise the assessment test as needed to cover adequately all of our stated objectives. We will review the test to assure that all material on it is sufficiently covered in class, and we will encourage absent students to cover material missed. In addition, we will focus more on questions covering genres, literary periods, and literary terminology. In addition, the assessment test will be counted as part of the final exam grade so the students will take it more seriously.

American Literature II - English 236

Procedure and Rationale:

The assessment instrument was administered to all three sections of the course. Students were given a multiple-choice pre- and post-test covering the factors outlined in the above objectives. All questions measure knowledge.

Results:

	% Correct Pre-test	% Correct Post-test	% Difference
Average	49	65	15

Student's performances on the post-test showed 13% improvement over last year's assessment; on average, scores improved 18% over the pre-test. However, considering that all material had been covered in class, students could do better. Student absences, failure to buy books, foreign language speakers not understanding American dialect, and insufficient instruction on certain topics might account for the low post-test performance on certain questions.

Action Plan:

We will continue to use a multiple-choice pre- and post-test; however, we will revise the assessment test as needed to cover adequately all of our stated objectives. In addition, we may need to revise the objectives to include some of the types of information that now appear on the test. We will review the test to assure that all material on it is sufficiently covered in class, and we will encourage absent students to cover material missed, and we will insist that all students buy books. Also, the assessment test will be counted as part of the final exam grade so the students will take it more seriously.

Philosophy

<u>The Moral Life: A Study in Ethics - PHL 102</u>

Given the difficulties with the assessment instrument for PHL 102-The Moral Life: A Study in Ethics in 2003-2004, the assessment instrument was revised for the 2004-05 assessment to be multiple choice instead of short answer/essay. Otherwise, the assessment instrument was the same as in 2003-04:

Starting Spring 2004 we began to implement a new plan of assessment and a new assessment instrument. Given the questionable results from previous assessments, such a change was deemed necessary and advantageous to the ongoing assessment evaluation for the philosophy program. The new assessment was be based on Laurence Kohlberg's Stages of Moral Thought (as given in his *Essays on Moral Development*). These stages will be used to determine the level of moral reasoning of students at the beginning of the course and again at the end to determine whether the students have increased their ability to reason about moral questions. The assessment also asks students to respond to the dilemma from the perspective of the three main moral theories covered in the course (Utilitarianism, Deontology, and Virtue Ethics). Those questions will show knowledge of moral theories and an ability to apply those theories to the given dilemma. The assessment instrument for this will be a pre-test and post-test evaluation based on student responses to a moral question and/or dilemma. Results will be categorized by gender, in light of research done by Carol Gilligan (and popularized in her *In A Different Voice*), in order to determine whether or not there is a gender bias in the assessment instrument. (or in Kohlberg's stages, as Gilligan and others have suggested). This form of assessment also has a pedagogical advantage in that the assessment instrument can be used to frame the discussion for the entire course and be easily integrated into the syllabus.

Narrative of Results

Results from the 2003-04 assessment indicated that 60% of students showed some increase in their knowledge of moral theories and their ability to apply those theories to a concrete moral problem. The revised assessment showed that 75% of students showed an increase in that knowledge. This change is likely caused by the elimination of having to interpret student answers and most likely does not reflect a positive effectuation in the way the course was taught.

In the assessment of 2003-04, we stated that "It would be reasonable to expect at least 80% of students showing some improvement and … we might also expect at least 50% of students to show moderate to good progress…." Maintaining that standard, progress toward the 80% was made in 2004-05 and that while we fell short of the 50% number, the actual number of 42.5% was virtually unchanged from the 2003-04 assessment, we are not severely deficient but need to work on improving the score. As of 2005-06, the numbers are holding at approximately the same levels.

The use of Kholberg's moral stages, however, proved more problematic. Last year (2004-05) the data indicated that a majority of students remained at the same stage of moral development, of those students who registered a change, more students (27.5%) changed to a lower stage of moral development than changed to a higher stage (17.5%). In light of their demonstrated increase in knowing various moral theories and being able to apply them to a given example, this is puzzling. It was assumed that students who increased their knowledge of moral theories (and their application) would also increase their level of moral development, or at least remain at the same level. The tendency to decrease might be explained by a bad list of options that did not clearly reflect the stage of moral reasoning involved, that an increase in knowledge of moral theories (and their application) does not lead to an increase in moral reasoning (which seems counterintuitive) or that the increase in knowledge better revealed the level of moral reasoning of the student. The continued use of Kholberg will be addressed in 2006-07.

A conclusion from the 2003-2004 assessment might also have legitimacy: Perhaps such a change is too much to expect for a single semester course taken by students overwhelmingly taking the class due to Gen. Ed. Requirements and not out of interest in the subject matter (this was determined informally at the beginning of the term). Therefore, statistics for the Kholberg section were not reported (though the raw data is given below).

Action Plan for Next Cycle of Assessment

The instrument for seems generally reliable, with the exception noted above. A new list of proposed answers will be considered to refine the information gathered. Further, a second level of questions will be considered to determine levels of understanding of content areas (a general understanding of a moral theory or a developed grasp, for example). This will allow discrimination between students who "generally get it" and students who have a firm grasp on the material.

Repeating a conclusion of the assessment for 2003-04 (which was carried out as of 2004-05), there seems to be no reason to consider gender in the assessment. However, given the various criticisms of Kholberg's stages based on gender, we will continue to look at using changes in the moral stages in addition to just making record of the moral stages reflected in the data.

Given the troublesome nature of the data from the Kholberg section of the assessment in previous years, consideration will be given to revising the answers students can select to make the distinctions more perspicuous. Consideration will also be given to removing the Kholberg section if it would not add to the information contained in the other part of the assessment or if the information it could add would not be necessary or appropriate (In addition to familiarity with major moral theories and understanding their application, should it be part of the single course to aid students in increasing their level of moral reasoning using Kholberg's stages?). Should the Kholberg section be dropped, new content and application questions will be used.

This year's results indicated that students had more trouble with the Aristotle section of the course than those on Mill and Kant. That part of the course will gain new emphasis beginning in Fall 2006.

Summary of Data

Kholberg Section:

Given the data, which reflects last year's, this section was not deemed essential.

Content Section:

Mill
Pre-Test: No Answer (18) 90%.
Post-Test: Correct A-Level (7) 35%, Correct B-Level (7) 35%, Incorrect 30%.

Kant
Pre-Test: No Answer (18) 90%.
Post-Test: Correct A-Level (8) 40%, Correct B-Level (5) 25%, Incorrect (7) 35%.

Aristotle
Pre-Test: No Answer (19) 95%.
Post-Test: Correct A-Level (6) 30%, Correct B-Level (1) 5%, Incorrect 65%.

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

Improvement:

Students showed significant improvement above expectations. The percentage of students finishing with an A-Level basic knowledge was in excess of the percentage of students earning an A for the course. The same can be said of the B-Level students. The exception is in the section on Aristotle where the A-Level was slightly lower and the B-Level was significantly lower and the number of incorrect responses was unacceptably high.

Religion

Introduction to Religion - REL 100

This course is in process of change at Lindenwood. A new textbook will be in use in this course in the next academic year. The objectives for the course are under revision. A new means of assessing the course will be developed in the next year and used for the assessment report in 2007.

World Religions - REL 200

Three objectives of the World Religions course at Lindenwood University are that students who have taken the course should be able to name the specific idea of "the numinous" in each of the religions studied (God, Brahman, Tao, etc.); the founder of each of the religions; and the sacred scripture of each religion. These simple objectives are related to Lindenwood's General Education goal #2 in that they provide very basic information, a vocabulary which is one of the "intellectual tools" needed "to understand human cultures as they have been, as they are, and as they might be." Gaining this basic knowledge of the major religious traditions is a step toward being able to "comprehend and interpret the development of ideas, institutions and values of Western and non-Western societies" (General Education Objective #6).

Success in attaining these objectives may be measured by the administration of pre- and post-tests to students. At the beginning of the fall semester 2005 a pre-test was administered to students in two sections of REL 200. This pre-test contained nine multiple-choice questions asking for information related to particular religions' ideas of the numinous, their founders, and their sacred writings. An identical post-test was then administered to these same sections after the final exam in the course.

There was a dramatic improvement in student performance in answering these nine questions on the post-test as compared to their performance on the pre-test. Comparisons of data from the pre-test and from the post-test appear below in Table 1. The numbers indicate that the classes during the fall semester, in the main, met the objectives stated above.

Table 1 -Percentages of Students Answering Correctly

Questions	Pre-test	Post-test
Numinous (average)	35.9%	70.1%
The Void (Buddhism)	34.4%	56.9%
Brahman	42.2%	77.6%
Tao	31.3%	75.9%
Sacred writings (avg.)	21.4%	51.1%
Bhagavad Gita	12.5%	37.9%
Rig-Veda	9.4%	77.6%
Analects	42.2%	37.9%
Founders (avg.)	39.1%	83.3%
Gautama	60.1%	84.5%
Bo-Tree	26.6%	96.6%
Lao-Tzu	29.7%	69.0%

Scores of Individual Students:

Table 2 - Percentages of Students Answering Correctly

Number of questions right (out of nine)	Pre-test	Post-test
9	1.6%	10.3%
8	0%	8.6%
7	0%	22.4%
6	3.1%	25.9%
5	10.9%	12.1%
4	15.6%	17.2%
3	25.0%	3.4%
2	25.0%	0%
1	14.1%	0%
0	4.7%	0%

On the post-test, 67.2% of the students scored at least six of the nine right (66.7%, a passing mark) an improvement from 4.7% on the pre-test. It would seem, that the objective of students' learning the information referred to above was satisfactorily met in these sections of REL 200 this past academic year, at least as regards the non-Western religions which provided the subject matter on which students were tested on the pre- and post-tests.

A peculiarity of these results is that, despite the general success in student learning, students' ability to identify the *Analects* of Confucius actually *declined* from the pre-test to the post-test – the only such result (see Table 1). This may be because they learned about many sacred books of China in the course of the semester, and became confused. They frequently gave the *I Ching* as the answer on the question to which the *Analects* was the intended answer, and the *I Ching* is indeed another of the Confucian classics. This result points to a need to distinguish more clearly each of the books in the Confucian classics in the course the next time it is taught.

Old Testament - REL 210

One of the stated objectives of the Old Testament course at Lindenwood (REL 210) is that students should be able to *list the thirty-nine books of the Old Testament in their traditional ("canonical") order.* This simple skill is invaluable in the study of the Bible. A pre-test was given to the students in the course in the fall of 2005 on the first day of class in which they were asked to provide this list. The same question was asked of the students on a post-test given immediately after the final examination. The question on both tests was scored on a basis of ten points. A perfect or near-perfect list of books got a ten; a slightly less perfect list got a nine; and so on. Thirty-three students took the pre-test. The average score on this question on the pre-test was 2.5 out of a possible 10. Twenty-three students took the post-test. The average score on the question on this post-test was 5.6 out of a possible 10. This means that *the average student's ability to name the Old Testament books in order had more than doubled during the semester.* Also, on the pre-test 10 students, or 30.3%, could list none of the books, while *on the post-test no student (0% of the total), was unable to list any of the books at all.* On the pre-test, five students (15.2%) scored a 7 or above on the book list question. *On the post-test 9 students (39.1%) scored 7 or above.*

Another question on the pre-test asked students about the prevailing scholarly theory about the origins of the Pentateuch, the Documentary Hypothesis. This question is related to another course objective, that students be able to explain some important theories about the Bible developed by modern critical scholars. A post-test was given after the final exam in the course, and this same question was asked on the post-test. *On the pre-test, only one of the thirty-three students (3.0%) could tell anything about the Documentary Hypothesis. On the post-test, fifteen out of twenty-three, or 65.2%, gave at least a minimally acceptable account of it.* Interestingly, by the end of the semester, a greater proportion of the students taking the post -test (78.3%) knew the *old* theory about the Pentateuch that it was written by Moses, than knew the new one! This figure is up from 27.3% on the pre-test. An explanation could be that we do discuss the Mosaic authorship theory, and this theory is easier to express in a few words

than the more complicated Documentary Hypothesis; thus students eager to finish the post-test simply give the old theory and do not bother to struggle with explaining the new theory. Moreover, conservative students often object to the Documentary Hypothesis, and may not even want to think about it or express it at all. We always spend considerable time discussing the Documentary Hypothesis, and yet fewer than two-thirds of the students showed familiarity with it on this year's post-test. These assessment results are very similar to last year's.

A third question on the pre-test, growing out of another course objective, asked students to name one of the prophets of the Old Testament and to tell something about that prophet's message. The same question was asked on the post-test. On the pre-test, 36.4% of the students could name a prophet, and 21.2% could tell at least something about that prophet's message. On the post-test, 82.6% could name a prophet, and 65.2% could tell something about that prophet's message. Thus, this year's results indicate that significant learning about the prophets took place during the semester.

All these data indicate a significant increase in familiarity with the contents of the Old Testament and with scholarly theories about it as a result of taking REL 210.

Stubborn problems remain. The list of Old Testament books is learned by students in preparation for a question on the mid-term test, and then is largely forgotten during the second half of the semester. Complaints are frequently heard from students after taking the post-test that they *did* know the books at mid-term, but now have lost that knowledge. The same problem occurs in the New Testament course. The search goes on for ways to encourage students to keep this valuable Bible-study skill sharp after the mid-term. Also, better ways must still be found to teach the Documentary Hypothesis, and to defuse some students' theological resistance to understanding it. No student needs to *believe* this hypothesis, but all need to be familiar with it if they are to claim knowledge of modern Biblical study.

New Testament - REL 211

One of the stated objectives of the course is that students should be able to *list the books of the New Testament in their traditional ("canonical") order.* This simple skill is invaluable in the study of the Bible. A pre-test was given to the students in both sections of the course in the spring semester, 2006 on the first day of class. One of the questions on the pre-test asks students to list the New Testament books. A post-test was also given after the final exam in both sections. A perfect or near-perfect list of books got a score of ten; a slightly less perfect list got a nine; and so on.

Forty-seven students took the pre-test. Seven students scored seven or higher meaning that at the beginning of the course 14.9% of the students in possessed to a fairly high degree this requisite skill for looking up passages in the New Testament. Thirteen students (27.7%) could not name even one book of the New Testament.

Forty-two students took the post-test of whom seventeen scored seven or above when asked to list the books of the New Testament. That is, by the end of the course 40.5% of the students possessed this skill to this degree. The percentage had more than doubled. On the post-test only one student (2.4%) was unable to list any books.

On the pre-test, the average score on this question was 2.9. On the post-test, the average score was 6.1, more than double the pre-test average.

The pre-test and post-test also asks students to explain what "Q" is, in the context of modern New Testament studies. "Q" is the name given to a hypothetical source document that is thought to stand behind the Gospels of Matthew and Luke. Thus, this question tests the degree to which students can meet the stated course objective of being able to explain some of the current scholarly theories concerning the sources of the New Testament Gospels. On the pre-test, no student (0%) had even a distant idea what "Q" was. On the post-test, thirty-four students (81.0%) had at least some idea what "Q" was -- a dramatic increase.

A third question on the pre-test and post-test asked students to identify the central idea in the thought of Paul the apostle, in line with another stated objective. On the pre-test, four students (8.5%) could do this

to at least some degree. On the post-test, twenty-four students (57.1%) could do it. The percentage had increased by a factor of more than six.

These results indicate that these three objectives of were met to an impressive degree in the Spring Semester, 2006. However, the problem of finding ways to keep students sharp on points that are emphasized early in the semester continues. It is clear, for example, that where ability to list the books of the New Testament is concerned, students possess this skill to a far higher degree just before the midterm test, when they have been told to expect it as a regular test question, than they do by the end of the semester. On this year's midterm (by contrast to the post-test after the final exam), all but one of the students received a perfect score of 10 on this question, and the one who did not received a 9. The decline in performance from midterm to end of term is remarkable. The topics of Q and Paul are dealt with primarily early in the semester, also, making it seem likely that students could have done better on the post-test questions on these topics, also, earlier in the semester. The effort to find ways to arrest this steep decline is ongoing.

Christian Doctrine - REL320

One of the stated objectives of this class is that students should be able to "name the great doctrines of the Christian faith." A pre-test was administered to eight students on the first day of class to see how many of these doctrines they could name. The average number of doctrines a student could name was 3.4. On an identical post-test given to the nine students in the course after the final examination, the average number was 5.0.

A second objective is that students should be able to "explain something of the historical circumstances that led to the development of these doctrines." To examine success in attaining this objective, the pre-test and post-test each included a question in which students were asked to outline historical circumstances leading up to the formulation of the Nicene Creed. On the pre-test, three of the eight students could do this. On the post-test, four could do it, including each of the earlier three plus one more.

A third course objective is that students should be able to "give an account of what some contemporary Christian thinkers claim is the meaning of these doctrines for the present day." Accordingly, the assessment tests asked students what they thought was "the inner meaning" of the doctrine of Creation, a doctrine on which much time was spent during the course. On the pre-test, the average number of valid points a student could make about this question was 1.4. On the post-test, it was 3.4.

The numbers given above show only very modest increases from pre-test to post-test. This is probably deceptive, and points mostly to a need for a better assessment technique in the class next time. There were indications, harder to quantify (for example, on the final exam, in class discussions and individual conversations between professor and student, and in papers) that students did learn and that the course objectives were met.

Even the numbers above hide gains which students clearly made from taking the course. For example, though the average student could say only two more things about the doctrine of Creation at the end than at the beginning of the course, the particular things they said showed insight into the meaning of the doctrine that they had not expressed before. Also, the particular doctrines the students named in the first question on the post-test included doctrines we had specifically studied in the course, doctrines those same students had not mentioned on the pre-test.

Philosophy of Religion - REL 325

The stated objectives this class include the students' being able to explain the major traditional arguments (ontological, cosmological, teleological, moral) for the existence of God, as well as other reasons for believing, and not believing, in God. Pre- and post-tests were given to the students in the Fall Semester, 2005, in which they were simply asked to summarize any such reasons they could. The aim of these tests was to determine how familiar students were before the semester began, and at the end of the course, with the particular arguments we.

On the pre-test, six students who took the test were able to express at least vaguely seven different reasons for belief or disbelief which we study. The average number of reasons presented per student was 2.17.

On the post-test, twelve students who took it provided fifteen different reasons for belief or disbelief which are studied in the course. The average number of reasons presented per student was 2.5. Some of the students showed an obvious increase in the clarity and precision with which they stated the reasons they gave. They used language on the post-test that showed that they had learned something in the course. Arguments that had been worded only vaguely before were expressed in more careful philosophical terms. This was, however, by no means true of all the students who took the post-test.

This was a frustrating result for a number of reasons. The post-test seems to show that students learned little in the course. There are indications that this is too pessimistic an appraisal. Student performance on the regular tests in the course seems to indicate more learning than the post-test did: the average final grade this semester was a low B. Some individual students whose work in the course was otherwise good or even excellent do not seem to have taken the post-test very seriously; some did more poorly on the post-test than on the pre-test. Some did not seem to understand the directions for the test, and merely *listed* arguments or adverted to them rather than summarizing them to show that they understood them. Perhaps what is called for is more precision in giving directions to the students for how to take the assessment tests, and maybe a different kind of assessment test the next time the course is taught.

Art

Concepts in the Visual Arts-ART210,, and, History of Art - ART220, both GE

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.

	2005	2006
Historical Context	51%	44%
Color	34%	29%
Composition	59%	39%
Content	73%	64%
Material Form	85%	76%

Intro. To Drawing: ART130 (GE); New for 2006.

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

	2006
Linear Perspective	61%
Atmospheric Perspective	50%
Form	44%
Modeling	44%
Shading/Value	56%
Composition	39%

Intro. To Ceramics: ART240 (GE): New for 2006

	2006
Historical context	50%
Ability to recognize kitsch	33%
Ability to use construction techniques in correct manner	46%
Ability to use light, shadow and proportion correctly	25%
The ability to recognize and practice good surface preparation	50%
The knowledge of correct glaze and slip application	65%

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

Intro to Photography: ART181 (GE): New for 2006

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

	2006
Printing Technique	45%
Print Quality	40%
Composition	54%
Focus	61%
Depth of Field	41%
Originality	31%
Technical Knowledge	33%

2-D Design: ART106 (GE): New for 2006

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

	2006
Clear understanding of concepts	56%
Organization of Space	43%
Quality of Execution	41%
Presentation	53%
Creativity/risk taking	33%

Dance

Introduction to Dance-DAN101

This class is for students with no previous experience in dance. They learn the basics of dance technique, and are introduced to a variety of styles, including ballet, jazz, and theatre dance, from a modern dance basis.

A random sampling of 20% of the class is selected for evaluation in the beginning of the semester in areas noted on the score sheet. They are then scored while performing their final choreography at the semesters end. The two scores are then compared to measure progress. Only visual evaluation is used because most beginning dance students are very self-conscious.

Explanation Of Scoring: Students are evaluated on a 100 point basis: 90-100=excellent, 80-89=good, 70-79=average 60-69=below average.

Technique	Week One	Final Dance
Alignment	72.5	82
Footwork	71	80
Center	71	81
Weight Use	71	80
Phrasing	73	78
Musicality	73	77
Quality	73	80
Visual Memory	71	81
Spatial Awareness	71	80
Average Score	72	80

Choreography	Week One	Final Dance
Use Of Space Shape	NA	81
Compositional Concept	NA	82
Movement Invention	NA	82
Clarity Of Form	NA	83
Musicality	NA	83
Average Score	NA	82

Comments: The class average went up 8 points in technique. This is a nice improvement. The composition score is a solid "B" range.

Dance As Art-DAN110, and Dance In The 20th Century-DAN371

Students demonstrate their competencies through written tests, video analyses, and performance critique(s). A pre-test is given the first week of class. At the end of the semester the pre-test scores are compared with regular test scores and writing assignments to determine student progress and areas that need strengthening.

Due to change in faculty and curriculum there is no assessment available for DAN110 or DAN371 this year.

<center>Music</center>

See Fine and Performing Arts Division Assessment

<center>Theater</center>

Acting I - TA 101

This course is offered as part of the general education curriculum and adheres to the Mission and Rationale for Fine Arts set forth in the general education handbook.

Objectives and Goals:
Designed to teach basic skills to the beginning actor, the course explores the techniques of concentration, relaxation, nonverbal communication, and improvisation. This course is designed for majors and non-majors. After consultation with the faculty and based upon student evaluations we will no longer be offering this course in the fall for the general education fine arts credit. Based upon the growth of the program and the experience of the performance majors entering the program this course will only be offered for majors in the future. We will be offering a separate course – Fundamentals of Acting -TA 105: – for non-majors only that will fulfill the general education fine arts requirement.

A pre-test and post-test was administered in this course.

The pre-test questions were as follows:

1. Fill in the above diagram with appropriate stage directions as they relate to the audience.
2. Who is the father of modern acting methods?
3. What is personalization?
4. What is action as it applies to acting?
5. What are some of the skills an actor utilizes in developing a character?

The results of those responding correctly to the pre-test questions were as follows

Pre-Test	Post-Test
11 = 40% correct	80 = 100% correct
18 = 20% correct	12 = 80% correct
92 = 0% correct	11 = 60% correct
	6 = 20% correct

87% successfully completed the project work associated with this class.

In addition to the above the post-test consisted of the following additional questions.

7. On a scale of one to ten describe your confidence in being able to develop and perform a character. 4 gave themselves a rating of 10
   o   15 a rating of 9
   o   20 a rating of 8
   o   38 a rating of 7
   o   15 a rating of 6
   o   13 a rating of 5
   o   4 a rating of 4
   o   3 a rating of 1
   o   1 did not answer

8. What aspect of this class was most helpful in attaining an understanding of acting?
   E. Lectures
   F. Exercises
   G. The text: Acting is Believing
   H. Character analysis
   I. Performing
   o   0 responded to lectures
   o   24 responded to exercises
   o   4 responded to the text
   o   2 responded to character analysis
   o   79 responded to performing

9. Why? or what would have been more helpful?

Introduction to Technical Theatre I -TA 111

Competency evidence to 12-09-04

	pre-test	post-test	project work
Knowledge	25-37 @ 38%	22-35 @ 89.5%	74%
Comprehension			74%
Application			74%
Analysis			74%
Synthesis			74%
Evaluation			74%
Analogous / Connective thought			74%

Pre-Test:
    Designed to allow students to respond to (define, explain or comment on) the entire range (by terms) of topics covered in the course. This is used as base-line data.

Post-Test:
    It allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture / discussions and weekly prescribed lab projects within above topics.

Project Work:
    Students complete lab projects and a final presentation with specific criteria designed ti
    stimulate cognitive and visual skills as practical exploratory exercises in key aspects of the
    topical material.

Summary:
    37 students took the pre-test. 25-37 gave 38%. 35 took the post-test. 22 gave 100%, 26-34
    gave 79%.

    In lab and test work, 26 students out of the adjusted final count of 35 have shown superior-good
    work, and 13 students showed average work, 1 showed below average work because of
    attendance, and 0 failed because of attendance or project work.

Productive Components:
    Physical stimulation of graphics accompanying lectures, rotation of practical topics for lab
    projects.

Improvement Strategies:
    Purchase more tools for better lab participation.

Civilization

<u>HIS 100: World History 100</u>

Assessment of History 100 for the academic year 2005-6 built on previous assessment activities. World History functions as one of the core courses within the Lindenwood University General Education Program. As such the aim is to provide a global context for academic education. The course builds a base level of cultural literacy, founded on familiarity with salient aspects of the human past and on the ability to understand connections across time and space. Comparison of pre-test and post-test scores will provide information regarding the value of our World History course as a communicator of these basic facts and ideas.

In order to judge our effectiveness in providing this core educational foundation, the history faculty have developed an assessment tool to evaluate three primary categories; student self-assessment, historical geography, and geographical identification. Each faculty member teaching HIS100 uses identical assessment questions. The History Department adopted new assessment questions in fall 2005.Summary results reflect a cross-segment of sections, faculty, and semester results.

Student Self-Assessment

Through a series of six categories, students are asked to assess their own level of knowledge and/or familiarity with the subject matter on a scale of 1 through 5, 1 being no knowledge, 5 being very familiar. Average results of the self-assessment are as follows:

	Pre-	Post-
Reformation	2.37	3.73
Scientific Revolution	2.52	4.02
European Expansion and Imperialism	2.74	3.88
Russian Revolution	2.38	3.71
Cold War	2.89	3.79
Islam and Modernization	2.59	3.49

Historical Geography and Geographical Identification

The Historical Geography section of the assessment instrument measures the student's ability to correctly identify significant historical events within a geographical context. The geographical Identification section presents students with an unlabeled map. Twenty countries are marked for identification. All students are asked to identify the same twenty countries. Summary results of the correct answers for these two sections are as follows:

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

Analysis
- Overall student improvement was significant in all areas of assessment including student's own estimation of knowledge gained as well as objective assessment.
- This is the first year for the assessment tool. As such trends are not currently available although results of the 2005-2006 indicate that the newly adopted assessment with a focus on historical geography is successfully meeting the department mission and goals.

Action Plans for 2006-7
- The current assessment tool will be revised. The focus on historical geography will be maintained while the length of the overall test will be reworked so that the assessment is of consistent length with other course assessments.
- New supplemental readings will be adopted. These readings allow faculty and students to engage in new published research in World History. Continually rotating supplemental readings also minimizes the opportunity for students to recycle previous year's assignments.

Cross Cultural

Modern Language Courses
Assessment for introductory language courses may be found under the Humanities Division, Foreign Languages.

World Regional Geography - GEO 201
After a couple of year of use the department has determined that the current assessment tool was no longer offering any useful information and has begun working on a revised tool for future assessment.

Contemporary World History - HIS 200

The assessment instrument for History 200 is a 35 question multiple-choice test covering 8 major categories of information from the post world war II era. Gross analysis by averages is as follows:

	Pre-test	Post-test	Improvement
Fall 2003	52%	72%	+20%
Fall 2004	57%	80%	+23%
Fall 2005	48%	65%	+17%

Questions were divided into categories, with some questions fitting in more than one category. Results were as follows:

Category	Year	Pre-test	Post-test	Improvement
The Cold War (5 questions)	2003	56%	85%	+29%
	2004	59%	85%	+26%
	2005	48%	70%	22%
U.S. International Policies and Relations (6 questions)	2003	47%	73%	+26%
	2004	57%	78%	21%
	2005	50%	65%	16%
The International Economy (5 questions)	2003	59%	77%	18%
	2004	48%	81%	+33%
	2005	49%	62%	13%
The Communist World (7 questions)	2003	39%	68%	+28%
	2004	32%	68%	+36%
	2005	40%	62%	22%
Decolonization (3 questions)	2003	48%	78%	+30%
	2004	45%	78%	+33%
	2005	49%	66%	+17%
Third World Politics and Development (5 questions)	2003	%	%	+25%
	2004	38%	71%	+33%
	2005	47%	53%	+6%
Islam and the World (7 questions)	2003	53%	67%	+14%
	2004	57%	81%	+24%
	2005	45%	54%	+9%
Important Individuals and Movements (5 questions)	2003	57%	87%	+30%
	2004	56%	89%	+33%
	2005	51%	71%	+20%

It should be noted that the 2005 semester coincides with an instructional rotation between professors. Given the breadth of material and individual historical specialties reflected within the faculty, assessment questions should also be updated in conjunction with any instructional change.

Actions for 2006-7
- Maintain current assessment protocol with multiple-choice test administered both pre- and post-semester.
- Update assessment questions to reflect instructional focus for the semester.

History

US History: Colony through the Civil War - HIS 105 and US History: Civil War to World Power - HIS 106

History 105: US History to the Civil War

These assessment tests have completed their second year of use and are being evaluated for possible revision.

Overall Results

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

Results by time period

	Pre-test	Post-test	Improvement
Pre 1600	33%	41%	8%
1600-1763	27%	34%	7%
1763-1789	45%	57%	12%
1789-1815	29%	43%	14%
1815-1850	51%	51%	14%
1850-1865	40%	57%	17%
Native Americans	27%	30%	3%
Slavery	36%	51%	15%
Civil War	40%	51%	11%
American Revolution	46%	60%	14%

History 106: US History Civil War to the Present

Overall Results

	2004-5	2005-6
Pre-test average	37.9%	36.9%
Post-test average	54.6%	49.0%
Average Improvement	16.6%	12.1%

Results by Time Period

	Pre-test	Post-test	Improvement
1860-1876	24%	75%	51%
1876-1900	34%	48%	14%
1900-1932	40%	51%	11%
1932-1945	42%	57%	15%
Post 1945	44%	52%	8%
Race	34%	52%	18%
Economic	45%	54%	10%
Cold War	35%	57%	22%
US and the World	35%	48%	13%

Analysis for HIS 105 and 106
- As noted above, comparison between 2004-5 and 2005-6 needs to account for new assessment tools and the adoption of new textbooks and supplemental readings.

- The current assessment test for HIS105 is too long for the time allotted for its completion.
- While there is improvement in all areas the fact the all but two areas still received less that 60% correct answers indicated a need to either refocus the test to better examine what is being taught or refocus the classes to better handle the material covered in the test.
- While results do not yet offer an opportunity to measure progress over multiple semesters/years, overall student improvement is observable in all assessment areas.

Action Plan for HIS 105 and 106
- There is a new department assessment officer and it will take a year for this person to determine the types of analysis they feel is necessary.
- HIS 105 Assessment instrument is being revised to better count for what is covered and time constraints.
- Continue with current the current 106 assessment tools with revisions as necessary.
- Adopt new supplemental readings for all sections of HIS 105 and HIS 106.
- Review areas of instruction that may benefit from additional instructional attention within the course.

Political Science

<u>American Government: The Nation (PS 155)</u>

A pre-test/post-test was administered in PS 155 (American Government: The Nation). In comparing the improvement between the pre and post tests, it was noticed that the degree of improvement has widened over the last several years. In other words, the first year this assessment format was used, the average improvement was between 7-9 points (on the post-test compared with the pre-test, say 64% as the average score on the pre-test and 71% on the post-test). But, the degree of improvement was better the past two years, with average improvement in the 12-14 point range. This may not be cause to rejoice but cause for concern: Is the instructor teaching for the test? This concern will lead to some changes in the test questions for next year, perhaps increasing the number of questions that require students to use deductive reasoning and reducing the number of questions that appear to require a straight-forward answer.

Anthropology

Cultural Anthropology-ANT 112

We have measured the competencies of our students through a pre-test and post-test. The pre-test exam was given on the first day of the class and the post-test was given to them as part of the final exam with identical questions.

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

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

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

The results of a paired t-test conducted comparing pre- and post-test scores obtained on our assessment tool for ANT112 in the fall semester of 2005 revealed a statistically significant difference in scores in the predicted direction, $t(60) = 8.319$, $p < .05$. In other words, the post-test scores (mean = 12.44, standard deviation = 3.047) exceeded the pre-test scores (mean = 8.90, standard deviation = 2.885).

Course Goals for Cultural Anthropology:

- First, we would like students to develop and become familiar with the anthropological perspective. They ought to become familiar with the research conducted within four basic subfields in anthropology: physical anthropology, archaeology, linguistic anthropology, and cultural anthropology. They need to understand how anthropology has both a scientific and humanistic orientation. This holistic anthropological perspective will enable them to perceive their own personal situation in the context of social (broadly defined - as demographic, ecological, economic, political, and cultural) forces that are beyond their own psyche, circle of friends, parents, and local concerns.
- Second, we would like our students to develop a global and cross-cultural perspective. They ought to have an understanding of social and cultural conditions around the world, and an understanding of why those social and cultural conditions are different from those of their own society. Simultaneously, we would like them to perceive the basic similarities that exist from one society to another and to appreciate how humans are similar irrespective of cultural differences.
- Third, we would like our students to enhance their critical thinking and analytical skills. Critical thinking involves classifying, assessing, interpreting, and evaluating information in the form of hypotheses and theories into higher order thought processes. Abstracting and evaluating competing theories and hypotheses by relying on critical abilities in assessing data is extremely important in the field of anthropology.

Course objectives: pretest and post-test questions attempt to measure each of these different objectives and competencies acquired

- Students will demonstrate knowledge of how anthropologists attempt to explain human behavior and institutions through their research within the four major subfields. (Competencies measured: knowledge, comprehension, modality: verbal-linguistic): Questions 1-3
- Students will demonstrate knowledge of the basic components of language. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic): Questions 4-5
- Students will demonstrate how language does and does not influence culture. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic): Question 6

- Students will demonstrate knowledge of the basic concepts of culture and society as used by anthropologists. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic): Questions 7-12
- Students will demonstrate a knowledge of the concept of enculturation as it relates to the nurture-nature controversy in the anthropology. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic): Question 11
- Students will demonstrate knowledge and recognize the importance of both ethnocentrism and cultural relativism as understood within anthropology. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic): Question 10, 13
- Students should recognize the significance of social stratification and how it varies from one society to another. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic): Question 14
- Students should demonstrate knowledge of how kinship and family influences pre-industrial and industrial societies. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic): Question 15
- Students should recognize the importance of nationalism and its influence in industrial societies. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic): Question 16
- Students should recognize the significance of globalization and its effect on the environment, economy, social life, politics, and religion in various societies throughout the world. (Competencies measured: knowledge, comprehension, analysis, evaluation, modality: verbal-linguistic) Questions 17-19
- Students should recognize how anthropologists apply their knowledge to solving various types of environmental, economic, social, medical, and ethical problems throughout the world. (Competencies measured: knowledge, comprehension, analysis, modality: verbal-linguistic) Question 20

Cumulative Results For Pre-Test And Post-Test For Ant 112 Cultural Anthropology, Fall 2005 And Spring 2006 Are Summarized In The Following Statically Notations Based On The Paired T-Tests That We Administered And Analyzed The Data.

ANT 112 FALL 2005 Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test Score	12.44	61	3.047	.390
	Pretest Score	8.90	61	2.885	.369

Course Notation	Mean Pre-score	(Sd Pretest):	Mean Post-Score	(Sd: Post-Test)
Ant 112 Fall 05 T(61) =	8.90	P < .05	12.44	P < .05

ANT 112 SPRING 2006: Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test Score	12.09	62	2.883	.378
	Pretest Score	9.38	62	2.51	.311

Course Notation	Mean Pre-score	(Sd Pretest):	Mean Post-Score	(Sd: Post-Test)
Ant 112 Spring 2006 T(62) =	9.38	P < .05	12.09	P < .05

Similar to last year our results from our paired T-Tests that were analyzed demonstrated that in all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can pretty comfortably conclude that our students in ANT 112 have definitely improved in their understanding of the goals and objectives of the ANT 112 course. Any of the actual data for this report is available upon request from the Sociology and Anthropology program.

Action Plan for 2006-2007

We discovered that with our new assessment tool the paired T-Tests gives us a much more precise measurement for assessing what our students are learning in the Cultural Anthropology courses. We will retain this assessment tool to accurately measure the outcomes of our General Education program. Last year we thought that we were going to do a much more precise analysis and do a T-Test based on an item analysis of our questions on the pre and post test. Yet, we decided that this was not going to demonstrate any significant results. 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 do a weekly assessment of student learning based on film reviews that have to take into account what the text and lecture goals are emphasizing. The students write approximately 30 pages of material over the semester. We believe that this is a vital aspect of our goal for writing across the curriculum. We are going to try to develop a method to see whether we can formally implement a week to week assessment.

We did mention that last year we were going to develop a similar technique to assess our Race and Ethnicity course, an important Cross-Cultural course in our area. However, we were not satisfied with our methods and our pre and post-test results. Most of the pretest and post-test were essay format and we could not find a satisfactory way to measure those tests in an accurate manner. We have this on our agenda for this next academic year.

Criminal Justice

Criminology (CJ 200)

Objectives:

1. Define the concept of crime and why should we study it.
2. What are the costs associated with crime.
3. How is crime measured in a pluralistic society?
4. Discuss the age-old argument of "nature vs. nurture."
5. Acquaint the student with the various theories postulated to explain the etiology of crime.
6. Discuss the differences between organized crime, white-collar and organizational crime.
7. Develop some understanding of the constant "war on crime."
8. Discuss the future of crime.
9. Discuss the various components of the Criminal Justice System.

Procedures:

The Criminal Justice program employed a pretest/posttest examination to assess the cognitive knowledge of students completing the Criminology classes. The students take the Criminology course to fulfill a general core requirement of the university in the Social Sciences. The majority of the students are non-CJ majors.

The assessment test is composed of 50 objective questions (true/false and multiple choice) and represents the four major content areas of the course: "Concepts of Crime, Law, and Criminology;" "Theories of Crime Causation;" "Crime Typologies;" and "The Criminal Justice System." The test instrument is created by using the "ExamView" test generator and uses the course's required text "Criminology, The Core, 2nd Edition" by Larry J. Siegel, as a common narrative. Each of the above stated course objectives are covered in the assessment.

The assessment was administered to each of the five sections of CJ200 in the Spring Term of 2006. The pretest (T1) was introduced the first day of class and the posttest (T2) was administered during the last week of classes. The mean score of all T1 and T2 scores were compared to identify the overall changes in course knowledge. By testing each section we were also able look at possible impact of variables; i.e., 2 day v. 3 day a week classes, time of day and online presentations v. traditional class room presentations.

CJ 200 Criminology Assessments - Spring Semester 2005

Analysis:

The results from the assessment indicated that the students are learning the material. Each section improved its scores from 24% to 46% with an over all mean increase of 22% for all 5 sections.

Of the five sections, the self paced online course (section 14) with 30 students had the highest improvement (46%). Section 10 that met on TR from 8:00 – 9:15 AM with 31 students had the lowest improvement (24%).

This is the first time we have offered an on line Criminology course. We will continue to analyze the course to see what aspects, if any, of the online course can be incorporated in our class room presentations to enhance the learning process.

Section	Averages	Averages	Percent Increase
10	59.8%	74.1%	24.0%
11	61.8%	76.9%	24.4%
12	58.6%	80.9%	38.1%
13	56.6%	78.0%	37.8%
14	54.7%	79.6%	45.5%
Average	58.3%	77.9%	33.6%

Action Plan/Recommendations:

1. Conduct an item analysis within the four content areas of the course: "Concepts of Crime, Law, and Criminology;" "Theories of Crime Causation;" "Crime Typologies;" and "The Criminal Justice System" identified in the pretest/posttest. This may provide some insight into which topical areas need reinforcement or emphasis.
2. Discuss the above test results with colleagues. Modify and/or remove identified assessment questions.
3. Emphasize the content areas that students have performed poorly on during class lectures, discussions, and home assignments.
4. Discuss with colleagues the likelihood of including the assessment (T2) results into the student's final grade. This should insure students taking the assessment test, will make an effort to perform well. Past assessments indicated that some of the students did not put much effort into the posttests.
5. Incorporate the Faculty Evaluations into the assessment of the Criminology course. This will provide some feedback from the students on the performance of the individual instructor. This information may address some of the strengths and weaknesses in the above content areas.
6. Continue to monitor and analyze the content areas of the course: "Concepts of Crime, Law, and Criminology;" "Theories of Crime Causation;" "Crime Typologies;" and "The Criminal Justice System."
7. Encourage faculty to evaluate class performance during the midterm period and to relate performance on T2 to overall grades earned in the course.

Assessment Calendar:

CJ-200	Type	Date	Data Review	Action	Next Assessment
	Pretest	January		Score	
	Posttest	May	May	Analyze T1 v T2	June 2007

Economics

During the Spring 2006 semester, four sections of Principles of Microeconomics were offered. The Pre and Post Test was administered in two sections. This ensured continuity, provided important comparisons to previous findings, and supported the continued search for more effective teaching techniques.

Results from the 15 questions related to the course retained knowledge were analyzed on a question by question basis. This showed a mean improvement in getting the correct answer, of 32% and 36% respectively for the two sections. The median rate of improvement was 33% and 36% respectively. Amongst the two classes, there appears to be no consistent pattern as to certain questions showing greater or lesser improvements. However, for both classes, there is a less than 10% improvement in only one question. All other questions showed strong improvement.

Results from these same questions were also analyzed on a student by student basis. Measured by both the mean and the median, both classes showed a greater than 32% improvement. The best improvement rate was 73%, and the lowest was -7%.

Each professor has closely examined the results of the pre and post tests and is aware of the content areas that appear to pose most difficulties to students. Each has resolved to bring greater practical examples to these areas.

Psychology

Principles of Psychology (PSY 100)

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

The principle objectives of this course are for the student to:
- Acquire, retain, and demonstrate a basic understanding of the scientific method and how it is used to gather information relevant to questions about behavior. With this understanding, the student will be empowered to critically evaluate the research and findings covered in the course, as well as in other places, such as the news media.
- Demonstrate understanding of key psychological concepts in areas such as perception, learning, motivation, 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, as well as to various forms of abnormality.

Re-Cap Of Psychology / General Education Action Plan for 2005-2006

1. We plan to continue with our present modes of instruction (including the use of class assignments and activities which call upon students to apply their knowledge and to engage in critical, integrative, and synthetic forms of thinking). They appear to be achieving our desired results. Students in the Principles of Psychology course show significant increases in knowledge, and it might be inferred from the overall improvement that the students also improve in their capacity to apply that knowledge and to use it to solve problems that require higher-order thought processes.

   a. Previous modes of effective instruction were continued this past academic year.

2. We met as a department in May, 2005 to discuss potential new avenues for assessment of the General Education component of the Psychology curriculum. We decided to embark upon a broader form of assessment, looking at how the structure of the course itself and the particular methods of instruction used serve the goals and purposes of the PSY100 course.

   a. Discussion centered upon the question of how we might move further toward a "student-centered" course. This, coupled with occasional anecdotal feedback from students regarding perceived weaknesses of the textbook we were using, led us to entertain the possibility of changing textbooks. This change process is discussed in further detail below.

3. Over the summer, we plan to generate ideas about specific items/areas to assess. We will re-convene in the fall to finalize the new assessment instrument

   a. Steps involved in exploring new textbooks were identified. These are described in the following section

Enhancing Student-Centeredness Of Psy100 – The Textbook's Role

1) Auditioning texts and ancillary materials from numerous publishers.
   For purposes of comparison, we invited representatives from several publishers to come and demonstrate the features of their introductory text packages. These included pedagogical features of the texts themselves, as well as ancillary visual aids, online resources, and "classroom clicker" technologies.
2) Soliciting student input as to what features are most desirable in an introductory psychology textbook.
   Seven psychology program tutors were asked to review the textbooks under consideration, and to analyze their features from the student's standpoint. Based on their analyses, we determined that the most important factor appears to be the visual appeal of the text. Visual aids that were rated highly included graphs, photos, and cartoons; the visual variety appears to enhance student interest and help maintain their attention. The second factor that was consistently mentioned was cost (cheaper is better, in the eyes of our student respondents).
3) Faculty discussion and consensus regarding which text to choose.
   In the context of several department meetings, faculty took the above data into account in their deliberations regarding what text to choose. They also factored in the quality and ease of use of instructor materials that were offered. Anecdotal complaints about the "difficult reading level" of our current text were also noted. Through discussion, faculty arrived at consensus about the merits of adopting a new text, and decided upon the text that was rated most highly by the student-reviewers on the dimension of visual appeal. It was also noted that this text (according to the publisher, who offered supporting data) was developed with an explicit aim of being student-centered (e.g., it makes use of actual student questions that have been raised by the authors' students as section-openers in the text).

Enhancing Student-Centeredness of Psy100 – Other Factors

A majority of the psychology faculty have implemented periodic "formative evaluations" in the PSY100 course. This consists of an assessment of student learning and instructor effectiveness, given during the term (as opposed to the institutional course evaluation, which takes place at the conclusion of the course). The advantage of the interim assessment is that it allows the instructor to make modifications that might be called for *right then,* with the possibility of enhancing the course for the current students. The timing of this assessment varies among the instructors (e.g., it might be given after the first exam, or at mid-term).

Incorporating student feedback allows the instructor to adjust teaching and student learning activities, when deemed necessary, to enhance opportunities for (instructor) effectiveness and (student) success.

Summary and Conclusions:

We were able to identify criteria to use when selecting a new textbook, incorporating substantial student input.

We have adopted a new text, consistent with our increasing emphasis on student-centered instruction in the PSY100 course.

Psychology / General Education Action Plan For 2006-2007

We will implement the new textbook in the Fall, 2006 semester. At the conclusion of the academic year, we will evaluate how well it has met our expectations, as outlined above.

We met as a department in May, 2006 to discuss other aspects of assessment, and decided that for academic year 2006-2007, all psychology faculty will implement a formative evaluation process for their PSY100 sections.

Assessment Calendar – Psychology / General Education

Fall, 2006
1) Implement new textbook and solicit student feedback about it.
2) All faculty implement a formative assessment process for their PSY100 sections

Spring, 2006
1) Evaluate the effectiveness of the new textbook.
2) Review outcomes of formative assessments; share methods used; consider moving toward a semi-standardized measure (e.g., in terms of domains assessed).

Social Work

Human Diversity & Social Justice - SW 240

Assessment of Course Objectives

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

	Post-Test 2005	Post-Test 2006
1) 1. Knowledge about populations at risk	3.64	3.47
2) Awareness and knowledge of factors that contribute to and constitute being at risk	3.50	3.42
3) Knowledge about how group membership includes access to resources	3.36	3.37
4) Awareness and knowledge of social and economic justice	3.44	3.58
5) Understanding of distributive justice, human and civil rights and global interconnections of oppression	3.33	3.47
6) Awareness of strategies to combat discrimination, oppression and economic deprivation	3.60	3.37
7) Knowledge regarding advocacy for nondiscriminatory social and economic systems	3.40	3.16
8) Knowledge on reciprocal relationships between human behavior and social environments	3.60	3.37
9) Awareness of theories and knowledge of a range of social systems and interactions between and among them	3.47	3.37
10) Awareness of how social systems promote or defer maintaining or achieving health and well-being	3.27	3.95
11) Awareness and skills used to understand major policies	3.13	3.43
Overall Mean Score	3.43	3.44

Highest Rated Lowest Rated

The goal of an overall mean score of 3.50 was nearly met. It was met with regard to 2 of the course objectives. The outcomes of the student assessment of course objectives was satisfactory as all of the objectives were rated by students at 3.00 or higher, Average ability. The areas of greatest change for students in 2005-2006 from pre-test to post-test were in objectives 11 (+1.47), 9 (+1.20), and 5 (+1.06), Please note that the variance in post-test scores for 2005-2006 was lower than 2004-2005.

Intercultural Communication Assessment

Students were asked to rate their agreement with the following statements on a scale from 1 = Strongly disagree to 5 = Strongly agree

	-- Mean Scores --		
Monochronic-Polychronic Scale:	Post-Test 2005	Post-Test 2006	Student Change 2006
If I were a teacher and had several students wishing to talk with me about assigned homework, I would meet with the whole group rather than one student at a time.	3.43	3.38	-.36
In trying to solve problems, I find it stimulating to think about several different problems at the same time.	2.86	3.22	+.29
I like to finish one task before going on to another task (new 2006)		3.87	-.33
The easiest way for me to function is to organize my day to day activities with a schedule (new 2006)		3.54	-.14

Monochronic/Polychronic – Goal: Students will demonstrate comfortability with both time orientations, mean scale score 3.0.

In 2005, the class initially tested slightly polychromic (3.04) with the final scale revealing somewhat more polychronicity (3.15). Mainstream U.S. culture is characterized as monochromic. All of the students in the class were largely mainstream, majority culture students although four were mothers, three with young children. In 2006, the students in the classes were much more diverse with pre-test scores revealing polychronicity (3.11). Post-test scores revealed a change to a mean score of somewhat monochronic.

Ethnocentrism

Visitors to America will naturally want to adopt our customs as soon as possible.	2.07	2.25	+.12
The rapid flux of immigrants into the USA will eventually ruin our country.	2.00	2.13	+.11
Americans tend to be smarter than the people from most countries.(not used 2006)	1.71		
It would be better if English were spoken as a universal language.	2.29	2.67	+.11
No country has done more for the advancement of civilization than the USA (new 2006)		2.56	+.32

End of Ethnocentrism – Goal: Students will demonstrate less ethnocentrism.
In 2005, final scale scores demonstrated less ethnocentrism among students, a 0.30 change in mean scores. This was the area of the greatest changes in self-ratings by students. This was also the subscale with the greatest variance (SD = .93) in Post-test scores. In 2006, students post-tests revealed somewhat less ethnocentricity (change of .17). Their post-test mean score was .95 points below the threshold of tested ethnocentrism. Students demonstrated low levels of ethnocentrism when compared to national norms.

Intercultural Effectiveness

When conflict arises between myself and a friend, I try to avoid the conflict.	2.79	3.05	-.12
I am very patient with people.	3.71	3.75	+.11
I usually resist change to my lifestyle.	2.50	3.02	-.26
I am quite comfortable around strangers	3.64	3.78	+.20
I dislike it when someone doesn't provide straight answers or seems vague and unclear.	3.86	4.16	-.17
There is no real need to ever learn a foreign language. (Not used 2006)	1.64		

Intercultural Effectiveness – Goal: Students will demonstrate increased intercultural effectiveness

In 2005, final scale scores demonstrated a slight increase in intercultural effectiveness (0.04 overall average change), The largest changes were in comfortability with conflict (0.90 change) and around strangers (0.41 change). Please note that students moved from agreement that they attempt to avoid conflicts with friends to a disagreement with that statement. There was, however, considerable variation in students responses (responses ranging from 1 to 5) in both the Pre-test and Post-test (SD = 1.10, 0.85). Additionally, Students demonstrated an increased dislike of vagueness and a lack of clarity (0.49 change) and a change in their patience with people (0.29 change). In 2006, there was essentially no change in tested overall intercultural effectiveness among students from pre-test to post-test. The positive changes that did occur included increased patience with people and comfortability around strangers. Students, however, did test substantially higher in intercultural effectiveness than in 2005.

Dogmatism/Rigidity:

Most people just don't know what is good for them.	2.54	2.55	-.05
The main thing in life is for a person to want to do something important.	3.14	3.49	-.10
My blood boils whenever a person stubbornly refuses to admit that s(he) is wrong.	3.29	3.23	+.01
In this complicated world of ours, the only way to know what's going on is to rely on leaders and experts who can be trusted. (new 2006)		2.44	-.12

Dogmatism-Rigidity – Goal: students will demonstrate low levels of dogmatism/rigidity, overall mean score of 3.0 or lower.

In 2005, final scores demonstrated a slight increase in dogmatism/rigidity among students (0.12 change), however, even with those changes students rated generally as low in dogmatism/rigidity (2.99). The increase in scale scores in this area was seen as an increase in assertiveness and willingness to engage in conflict among the students as a group. In 2006, students tested slightly more rigid in the post-test. However, student mean scores on both the pre-test (2.86) and post-test (2.94) revealed low dogmatism/rigidity, national norms for tested dogmatism/rigidity begin at 3.20.

Assertiveness:

I typically express my thoughts, feelings and beliefs in a direct and honest way. (new in 2006)		4.04	+.23
I am open and frank in expressing both tender and angry feelings toward others. (new in 2006)		3.44	+.15
I try to work for solutions that, to the degree possible, benefit all parties (new in 2006)		4.15	+.15
I typically speak up and share my viewpoint		3.56	+.15

Assertiveness – Goal: students will demonstrate a growth in their assertiveness, change of .20 or better in tested assertiveness.

Post-test scores revealed increased assertiveness among students (+.17 average improvement/item).

Overall Intercultural Communication – Goal: Students will demonstrate an increase in intercultural communication abilities.

Overall, in 2005 students demonstrated a slight increase in overall scores related to ability to communicate interculturally (0.14 change). In 2006, with an augmented scale, students demonstrated no overall change in their intercultural communication scores. Improvements were demonstrated in the

areas of ethnocentrism (+.17) and assertiveness (+.17). Students however, moved from clearly polychromic in orientation to somewhat monochronic and became somewhat more rigid.

Course Content Assessment

In 2006, students completed a 20 item multiple choice inventory based on content considered throughout the course. Pre-test scores lead to an overall student mean score of 26% correct (F). Post-test scores lead to an overall student mean score of 64% (D). This is an increase 38% which is acceptable.

Content areas with the highest correct scores on the Post-test were:
- 1860's Anti-Chinese Movement in the U.S. (91% correct)
- Current legal protections in the U.S. against U.S. (83%)
- WW II Internment of Japanese Americans (78%)
- *U.S. v. Bhaghat Singh Thind (1923)* – only free white people can be U.S. citizens (78%)
- Prohibition of marriage involving diverse populations in the U.S. (78%)

Students demonstrated the most growth in knowledge of the following content areas:
- 1860's Anti-Chinese Movement in the U.S. (26% to 91% correct)
- Current legal protections in the U.S. against U.S. (10% to 83%)
- WW II Internment of Japanese Americans (26% to 78%)
- *U.S. v. Bhaghat Singh Thind (1923)* – only free white people can be U.S. citizens (23% to 78%)
- Prohibition of marriage involving diverse populations in the U.S. (19% to 78%)

Areas of continuing confusion and/or misunderstanding include (Post-test scores):
- Women's inequality in the U.S. (10% to 30%)
- High-context communication styles (00% to 35%)
- The concept of dominant privilege (26% to 43%)
- Violence against gays and lesbians in the U.S. (32% to 48%)
- Scientific considerations of race (23% to 52%)

Summary Analysis & Action Plans

Summary Analysis:

1. With regard to the objectives assessment, the goal of an overall mean score of 3.50 was nearly met (3.44). It was met with regard to 2 of the objectives, nearly met with 2 others, and the mean score for each of the course objectives was at least 3.00, Average ability.
2. The goal of an increase in intercultural communication abilities among students was not met. This was perhaps complicated by the increase in assertiveness among the students and the outright rejection, at least initially, by a substantial minority of students of many of the fundamental concepts of the course. Discussions were often quite spirited given the diversity of the class. It seems clear that many of the more polychromic students dropped the course, hence the increase in tested rigidity/dogmatism and increase to a overall mean score of monochronicity. The controversial content of the course created difficulties for some students.
3. Students demonstrated an acceptable increase in mastery of course content as determined through an increase from Pre-test scores of 26% correct (F) to 64% correct (D). This corresponds with the final grades earned by students, below a 2.00 average, including several opportunities for extra-credit. It was clear that many of the students were not reading the required materials.

Action Plans:

1. A new reader replaced one of the texts for the course, Prejudice and Discrimination in America by Juan Gonzales, has been completed by Mike Jacobsen the instructor of the course. The previous text was far too difficult for students in that it required advanced social science ability, particularly in statistics. The new reader appears to be equally challenging to some students but in a different way as it presents controversial issues related to racism, hate crimes, inequality in the U.S. etc.

2. The intercultural communication assessment instrument has been revised to include additional items in monochronicity / polychronicity and a subscale testing for appropriate assertive communication. An item in the ethnocentrism subscale and the intercultural effectiveness subscale has been replaced hoping to enhance the reliability of those subscales. Substantive changes in that dimension were not anticipated in the design of the course, hence they will continue to be tested.

3. This is a new course offered for the first time in the Spring Term of 2005. At the close of the first Summer Term of 2006 it will have been taught by three different instructors. The course will be offered each term and will be thoroughly evaluated each term during the 2006-2007 academic year.

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

The course reviews the lifespan, from conception to death—the ages and stages of the life course—and the systems that significantly affect human behavior—the family, groups, organizations and the community.

To quantify this course's effectiveness in achieving course objectives, two measurements have been utilized. First, a pre/post test consisting of 50 multiple-choice questions was administered to enrollees on the first day of the course (n = 54) and the post-test was administered during the final exam (n = 51). Results were per the following:

Human Behavior in the Social Environment I/Human Development
Pre/Post Exams

	2003-04	2004-05	2005-06	Grand Mean
Pre-test	59%	58%	58%	58%
Post-test	80%	72%	88%	80%
Differential	+21%	+14%	+30%	+22%

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

Data Analysis: An increase in test scores from pre to post-testing has been demonstrated over three years.

Outcome Evaluation: Acceptable.   In 2005-06, the goal was not met, but an acceptable level of increase in test scores was exceeded. Over the past three years, on average (Grand Mean), the post-test scores exceeded the goal.

The second assessment instrument was the introduction of a student assessment of course objectives, thus measuring their own learning. On the first day of class, students were asked to assess their own ability with regard to each course objective. The same self-assessment was administered on the last day of class. The following results ensued:

Assessment of Course Objectives

Students rated their current ability on a 5-point scale:

1 = No ability   2 = Some ability   3 = Average ability   4 = Above Average ability   5 = Expert

I have knowledge of:	*Pre-test*	*Post-test*	*Change*
populations-at-risk and the factors that contribute to and constitute being at risk	2.52	3.91	+1.39
how group membership includes access to resources	2.37	3.65	+1.28
reciprocal relationships between human behavior and social environments	2.59	3.56	+ .97
empirical theories and knowledge about the interaction between and among systems	1.95	3.35	+1.40
theories and knowledge of biological, sociological, cultural, psychological andspiritual development across the life span	2.59	3.74	+1.15
theories and knowledge of a range of social systems, on ways social systems promote or deter maintaining or achieving health and well-being	2.33	3.58	+1.25
Overall Mean Scores	2.39	3.63	1.24

Outcome Measurement: Goal is at least a 1.0 increase per objective and in the overall mean scores, with a .5 increase deemed as satisfactory.

Data Analysis: All objectives and the grand mean reflect a positive change in student assessment of learning per the course objectives.

Outcome Evaluation: Goal per objective has been met in all but the third objective. The overall mean score reflects that the goal has been exceeded.

This year, a new level of measurement was added. Student knowledge of each life stage is the central theme of this course. Therefore, the pre/post test was delineated into questions per life stage covered in the class. The following are the results of this analysis:

Pre/Post Exams Per Life Stage **-** Total Percent Correct

Life Stage	Pre	Post	Differential
Conception to Birth	65	87	+22
Infancy	45	73	+28
Toddlerhood & Preschool	46	58	+12
Middle Childhood	70	68	- 2
Early Adolescence	74	91	+17
Late Adolescence	46	70	+24
Early Adulthood	70	73	+ 3
Middle Adulthood	39	55	+16
Late Adulthood	55	84	+29
Very Old Age	52	83	+31
Grand Mean	56	74	+18

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

Data Analysis: All life stages reflected a growth in knowledge except Middle Childhood which demonstrated a slight decrease.

Outcome Evaluation: Overall, an increase of 18% was demonstrated for a satisfactory outcome. In half (5/10) of the life stages, the goal was exceeded.

Conclusions and Action Plan 2005-06

With the analysis of post-test scores per life stage, some weaknesses were demonstrated in particular life stages as defined by less than 70% correct. Therefore, content will be reviewed in the following life stages: Toddlerhood & Preschool, Middle Childhood and Middle Adulthood so as to enhance student learning.

Sociology

Basic Concepts Of Sociology - Soc 102

We have measured the competencies of our students through a pre-test and post-test. The pre-test exam was given on the first day of the class and the post-test was given to them as part of the final exam with identical questions.

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

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

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

The results of a paired t-test conducted comparing pre- and post-test scores obtained on our assessment tool for SOC 102 in the fall semester of 2005 revealed a statistically significant difference in scores in the predicted direction, $t(52) = 13.94$, $p < .05$. In other words, the post-test scores (mean = 13.94, standard deviation = 2.845) exceeded the pre-test scores (mean = 11.06, standard deviation = 2.484).

Course Objectives:

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

Cumulative Results of The Pre-Test And Post-Test

The Pre and post test is made up of 20 questions which are identical on both tests.

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

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

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

Comparative Results For Pre-Test And Post-Test Basic Concepts Of Sociology Fall 2004 And Spring 2005

FALL 2004 Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test Score	13.85	81	3.05	.391
	Pretest Score	10.91	81	3.28	.341

Course Notation	Mean Pre-score	(Sd Pretest):	Mean Post-Score	(Sd: Post-Test)
SOC 102 FALL 2005 t(81) =	10.91	p < .05	13.85	p < .05

Spring 2006 Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-Test Scores	14.27	63	3.16	.337
	Pretest Score	10.90	63	2.82	.362

Course Notation	Mean Pre-score	(Sd Pre-test):	Mean Post-Score	(Sd: Post-Test)
SOC 102 SPRING 06 t(63) =	10.90	p < .05	14.27	p < .05

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

Action Plan

We discovered that with our new assessment tool the paired T-Tests gives us a much more precise measurement for assessing what our students are learning in the Sociology 102 courses. We will retain this assessment tool to accurately measure the outcomes of our General Education program. Although, we did plan to do a paired T-Test based on an item analysis of our questions, we decided against this. We did not think that this would demonstrate any significant difference in our findings. We are discovering that though the T-Test gives us a precise measurement of how the students have improved in their knowledge, we do not think the T-Test is sufficient for assessing our student learning. One professor devised a pilot program this academic year for assessing what the students were learning in the introductory sociology course. She used an essay type of questionnaire that involved the students in comprehending social theory as well as critical thinking with course content.   Next year we plan to use this tool in our introductory sociology courses to determine whether we can measure anything significant about what our students are learning in those courses.

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

Assessment Instruments Used:
Assessment of the Mathematics program each semester will consist of a file and a report.

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

General Education Fall 2005

There were 29 sections taught by 12 instructors. All instructors filled out an epilog for each of their classes. An epilog includes an evaluation of how the course was taught and suggestions for the future. These are kept on file and are shared with the rest of the department. A comprehensive final examination is given in each class and a copy is on file in the department.

MTH 121 Contemporary Math – Barnidge, Bell, Ingram
MTH 131 Quantitative Methods - Dey
MTH 134 Concepts of Math – L. Heidenreich, Golik
MTH 141 Basic Statistics – Barnidge, Haghighi,, Mathews, Soda,Van Dyke, Hauck
MTH 135 Basic Geometry – Dougherty
MTH 151 College Algebra – Mathews, Barnidge, Hopkins
MTH 152 Precalculus – Dey
MTH 171 Calculus I – Golik
MTH 172 Calculus II- Soda

General Education Spring 2006

There were 25 sections taught by 11 instructors. All instructors filled out an epilog for each of their classes. An epilog includes an evaluation of how the course was taught and suggestions for the future. These are kept on file and are shared with the rest of the department. A comprehensive final examination is given in each class and a copy is on file in the department.

MTH 121 Contemporary Math – Ingram, Bell
MTH 131 Quantitative Methods – Barnidge
MTH 134 Concepts of Math – L. Heidenreich
MTH 141 Basic Statistics - Barnidge,Golik, Haghighi,, Mathews, Hauck, Dey,
MTH 151 College Algebra – Mathews, Barnidge
MTH 152 Precalculus -Hopkins
MTH 171 Calculus I – Golik
MTH 172 Calculus II– Soda

Goals and Objectives:

Between five and eight objectives were written for each of the mathematics courses offered for general education credit. These objectives are listed after the Spring 2006 Objective Rubric. 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.

Below is the Objective Rubric using a scale from 0 to 100. The objectives for each course are attached.

SPRING '06 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	86	86	X	X	81	76	76	69	129
MTH 131	65	65	70	70	70	68	X	70	41
MTH 134	X	X	X	X	X	X	X	X	68
MTH 141	79	76	75	72	68	64	70	64	216
MTH 151	75	75	75	75	75	77	67	77	49
MTH 152	65	65	76	68	0	0	0	0	22
MTH 170	65	68	68	65	60	73	70	0	6
MTH 271	X	65	58	71	34	68	55	39	28
MTH 272	67	72	61	68	50	70	0	0	30

Objectives for Contemporary Mathematics - MTH 121 -
The student should be able to

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

Objectives for - Quantitative Methods MTH 131
The student should be able to

1) perform basic algebraic operations.
2) identify and apply the following business terms: inventory, price/demand function, variable cost, fixed cost, cost function, revenue function, profit function, break-even analysis, and profit/loss analysis.
3) identify, graph, and solve linear functions and inequalities by hand and with a graphing calculator.
4) graph and solve exponential functions by hand and with a graphing calculator; identify and use various financial formulas such as those for simple and compound interest.
5) set up and solve systems of linear equations using algebraic methods 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 Concepts of Mathematics- MTH 134
 The student should be able to

1) describe sets using the listing method and set builder notation and find the union, intersection, and complement of two given sets.
2) convert numerals to other bases and other number systems

3) manipulate whole numbers, integers, rational numbers, and decimal numbers.
4) perform conversions among decimals, fractions, and percents.
5) solve real world problems involving ratios, proportions, and percents.
6) identify geometric figures on a plane.
7) identify basic logic terms and do simple problems.
8) use the divisibility tests for natural numbers 1 through 12 and find the GCF and LCM using different algorithms.

Objectives for Basic Statistics -MTH 141
The student should be able to

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

Objectives for College Algebra - MTH 151 (Fall 2004)
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 Precalculus -MTH 152
The student should be able to

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

Objectives for Survey Calculus - MTH 170
The student should be able to

1) Find derivatives of basic functions.
2) Apply the derivative to analyze functions.
3) Find the integral of basic functions by approximation.

4) Find the integral of basic functions using the fundamental theorem of calculus.
5) Apply the derivative to application areas.
6) Apply the integral to application areas.

Objectives for Calculus I - MTH 271
The student should be able to

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

Objectives Calculus II - MTH 272 (revised Fall 2004)
The student should be able to:

1) Evaluate definite and indefinite integrals in closed form.
2) Approximate the value of definite integrals and estimate the accuracy of these approximations.
3) Determine the convergence or divergence of improper integrals;
4) Apply the concept of integration in areas such as geometry, probability, and physics.
5) Understand and determine the convergence and divergence of sequences and series
6) Determine the Taylor approximation of a function.
7) Solve basic differential equations
8) Develop models using differential equations

Conclusions and Actions for Next Cycle of Assessment

Acting on observations from the 2004-05 Assessment Cycle we introduced small changes in Basic Statistics spending more time on probability, distribution functions, confidence intervals and hypothesis testing. This was accomplished by reducing the number of descriptive statistics topics covered.

We plan to offer a common final exam for all the sections of statistics beginning next semester (Fall 2006). This will allow comparisons of results across all the sections offered.

A one-semester Survey Calculus course was introduced in the Fall 2004. This course plans to survey the derivative the integral and some of the major applications in a one-term course.   While the course met most of the objectives, the requirements for the course are being reexamined.

We have developed placement tests (in Calculus, Pre-calculus, and College Algebra) which are given in class in the first week of the semester to quickly assess whether students have the appropriate preparation for the course. The tests allow the instructors to advise some of the students to drop back. The classes in Calculus, Pre-calculus, and College Algebra are offered at the same time to smooth out the drop back procedure. Almost all students who drop back experience success in the lower courses as well as in the original ones a semester later.

We will continue to offer more sections of College Algebra in the coming year as well as a section of Intermediate Algebra for those students not prepared for College Algebra.

Biology

Goals:

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

Objectives:

 After completing one of our General Education courses, students will:
1. demonstrate increased understanding of fundamental concepts of biology;
2. demonstrate improvements in their ability to apply these concepts in daily life.

BIO 100/110: Concepts/Principles in Biology

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 100/110	Pre-Test	Aug & Jan	Faculty	Jan & June	None	Aug 06
BIO 100/110	Post-Test	Dec & May	Faculty	Jan & June	Modify test and/or Revise presentation of material	Dec 06

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

The BIO 100/110 Pre/Post Test assesses the following competencies:
- Development of factual knowledge base in five areas of biology: Cell Structure & Function; Genetics; Evolution; Ecology; the Scientific Method.
- Ability to expand basic knowledge toward understanding of key biological concepts.
- Ability to apply conceptual understanding of course material to analysis of specific biological examples.

The test items are distributed as follows:

Factual Recall	7/25
Conceptual Understanding	14/25
Application	4/25
Cell Structure & Function	5/25
Genetics	6/25
Evolution	5/25
Ecology	5/25
Scientific Method	4/25

Instructors give no weight to student performance on the Pre-Test when calculating course grades. All instructors administer the Post-Test as a portion of their final examination. Some instructors award extra credit for the points earned on the Post-Test portion of the final, while others incorporated these points into the total final exam score. Each BIO 100/110 instructor scores his/her own Pre/Post Tests. The scores and exam papers are delivered to one faculty member who tabulates the overall results. Table I displays the results from students who took both the Pre and Post Tests from Fall 2000 through Spring 2006. Student performance as indicated by Post Test scores shows improvement over the previous two years. Newer faculty members have had time to refine course preparation and all faculty members teaching these classes have discussed coordination of the topics being covered in different sections.

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

	Pre-Test	Post-Test	Change	% Improvement
2000/01	11.32/25	14.89/25	3.57	32
2001/02	11.56/25	16.18/25	4.62	40
2002/03	10.70/25	14.68/25	3.98	37
2003/04	11.41/25	14.82/25	3.41	30
2004/05	11.52/25	14.26/25	2.74	24
2005/06	10.96/25	14.98/25	4.01	37
Cumulative	11.24/25	14.9725	3.72	33

2005-06 Action Plan Results
The action items for 2005/06 included modifying the Pre/Post Test instrument and initiating the use of electronic classroom assessment tools ("clickers"). Both of these actions were deferred till the following year when the adoption of a new textbook will influence decisions about both items.

2006-07 Action Plan for Improvement
- A new textbook (*Biology: Science for Life* by Belk & Borden) will be adopted for BIO 100 and BIO 110.
- Biology faculty will meet during Faculty Workshop week to review the Pre/Post Test instrument to determine whether it remains an accurate reflection of the content of these courses. Modifications to the test will be completed before it is administered during the first week of class.
- The use of electronic classroom assessment tools ("clickers") will be initiated in two sections of BIO 110 and two sections of BIO 121. The results will be reviewed to determine whether to expand the use of this classroom technology.

Earth Science

Departmental Goals and Objectives:

No change from 2004-2005

List of assessment instruments:

Course	Assessment (Type(s)	Date(s) of Assessment	Responsible faculty; Student Participation	Data review (Dates)	Action to be taken	Date(s) and type(s) of Next assessment
ESC130 Astronomy	Pre-Test Post-Test	Fall 05	Hopkins	24 May 06	New textbook	Fall 06
ESC310 Environmental Geology	None	None	Hopkins	24 May 06	Create test	Unknown
ESC100 Physical Geology	Pre-Test Post-Test	Fall 05 and Spring 06	Hopkins Perantoni	24 May 06	Periodic review Eliminate low value course materials New textbook	Fall 06
ESC 200 Intro to GIS	None	None	Perantoni	24 May 06	Create test	Spring 07
ESC110 Meteorology	Pre-Test Post-Test	Fall 05 and Spring 06	Perantoni	24 May 06	Periodic review	Fall 06
Oceanography ESG120	Pre-Test Post-Test	None	Perantoni	24 May 06	None, course not taught	Fall 06

Narrative(s) of results:

Astronomy- ESC130

Low scores (<50%) occurred on Objectives 2 (Contributions of Past Astronomers), 3 (Radiation), 8 (Solar System Debris), 12 (Interstellar Medium), and 13 (Birth and Death of a Star).

During the Fall Semester, 2005, objectives 2, 8, and 12 were covered in brief to make time available for study of individual planets. Objective 3 was covered in the same week as were Kepler's Laws and Planetary Motion. In the textbook Objective 13 was distributed over 3 chapters and might have included too much detail for students to focus on the main points.

Solutions possible:
- A new, more concise textbook has been adopted. The layout might enable the students to focus on the topics and thereby improve test scores. The textbook support website is extensive; assignments will be required from the site in an effort to help students prepare themselves for the material. Scores on objectives 3, 8, 12, and 13 should improve; less time will be spent on individual planets allowing more to be spent on these topics. Scores on Objective 2 will improve if students' attention is directed to the timeline in the front matter and the pages in Chapter 2 in which the material appears.

See table below for statistics.

ESC130 Assessment Fall 2005

Test	Pre	Post
Average	29%	51%
Bloom	Pre	Post
Knowledge	30%	59%
Comprehension	28%	42%
Application	32%	51%

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Physical Geology-ESC100 and Survey of Geology ESC 105

-ESC10011 – Objectives 5, 12, 15, and 16 were problems last academic school year. Slide presentations were enhanced to define the material more clearly. Again, it did not seem to work.   Periodic reviews have not been done in class because of time management. If some material were eliminated, periodic reviews could be conducted. This option will be evaluated.

-ESC10012/13 -- Low scores (<50%) occurred in 3 of 4 sections on Objectives 5 (Weathering and Erosion), 7 (Metamorphic Rocks), 8 (Geologic Time), 12 (Mass Wasting), and 15 (Glaciers). Both Fall semester sections had low scores on Objective 16 (Deserts).

Objectives 5 and 12 were discussed briefly to permit coverage of Shorelines (Coastal Processes), Energy and Mineral Resources, a day for review for the final exam, and for a field trip. Low scores on Objective 7 might have resulted in the Spring when the metamorphic rock lab was eliminated to make room for the Topographic Map lab (Objective 9). Objective 16 was covered in the Fall as a lecture only with the lab available as a make-up lab which might account for the low scores in the Fall. Poor marks on Objectives 8 and 15 defy explanation.

Solutions possible: The chapters on Shorelines and Energy and Mineral Resources are not assessed on the test and may be eliminated to make approximately four lecture periods available (assuming 50 minute lectures) and one or two lab periods. Furthermore, the field trip accounts for the loss of one 75 minute lecture period (assuming T, R lectures) and a lab period. It could be eliminated to allow for more complete coverage of assessed topics. I will modify my lectures by adding more interactive work for objectives 8 and 15. In addition, the change of the text and lab manual for the 2006-2007 academic year might help improve scores across the board. Although not all of the suggestions necessarily improve the course, they would facilitate improvement of the test scores, and therefore the overall assessment.

-ESC10511 – This course does not have a lab with it, so the students do not get the hands-on experience that the lab class does. Five assignments were given that covered the concepts the students should have learned. These assignments were materials from the lab manual. The students did well on the assignments, but could not transfer the concept during exam time. My feeling is that the material in the textbook is written to be supplemented with lab work. That puts the students at a disadvantage. Next academic year we will be using a different textbook. Hopefully, this will solve the problem.

Overall, learning did take place. For the Fall of 2005 the average percent correct on the Post Test was in the mid 60s compared to a Pretest average correct of low 40s. For the Spring of 2006 the average percent correct on the Post Test was high 50s compared to a PreTest average correct of the low 40s.

 An overall score of less than 50% students understanding the concept was the standard set. See statistics below.

ESC100 Assessment Fall 2005

Section	ESC10011		ESC10012		ESC10013		ESC10511	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Average	41%	65%	44%	63%	45%	62%	40%	56%
Bloom Analysis	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	ESC10011		ESC10012		ESC10013		ESC10510	
Knowledge	39%	70%	42%	65%	45%	69%	40%	58%
Comprehension	39%	60%	39%	62%	40%	60%	38%	55%
Application	44%	62%	51%	64%	52%	57%	41%	57%

ESC100 Assessment Spring 2006

Section	ESC10011		ESC10012		ESC10013		ESC10511	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Average	0%	60%	42%	57%	40%	56%	41%	56%
Bloom Analysis	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	ESC10011		ESC10012		ESC10013		ESC10511	
Knowledge	0%	62%	42%	59%	42%	61%	42%	59%
Comprehension	0%	63%	41%	53%	34%	51%	39%	56%
Application	0%	53%	44%	61%	45%	58%	43%	57%

Meteorology- ESC110:

After evaluating the Pre Test/Post Test data, the following information can be observed:

- This is the first time that we have noticed students having difficulty with Objective 1, which covers Chapter 1 of the textbook. The Post Test for all five sections was below 50%. They scored low on Questions 1 and 3. Question 1 pertains to the composition of the atmosphere and Question 3 pertains to climatology. What makes it even more interesting is that in 2 of the 5 classes, the Post Test scores were worse than the Pre Test scores. It seems that maybe a periodic review is in order at selected points throughout the semester.
- As for Objective 13, the Post Test was given prior to the material bei9ng presented in class.
- When considering the average scores, the students got more than 60% of the questions right on the Post Test as compared to 40% on the PreTest. I think we can say that learning took place.

See table below for statistics.

ESC110XX -- Meteorology Assessment

Year and Semester		2005 Fall				2006 Spring				r 2006	
		ESC11011		ESC11012		ESC11011		ESC11012		Winter Quarter	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre		Post
Average	40%	61%	44%	65%	42%	61%	45%	63%	43%		69%
Questions Right	16	21	20	22	16	17	16	19	8		12
Bloom	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre		Post
Knowledge	32%	60%	36%	67%	35%	58%	35%	63%	34%		63%
Comprehension	49%	60%	51%	62%	49%	59%	51%	61%	52%		68%
Application	50%	73%	52%	77%	53%	74%	60%	72%	55%		76%

Oceanography ESG120

Course was not taught this academic year.

Action plan for next cycle of assessment

- Astronomy: change textbook and redirect student attention to high academic value concepts.
- Environmental Geology: develop Pre/Post Test for Spring 08.
- Physical Geology: conduct periodic reviews of material at strategic points in the semester. Eliminate course material of low academic value to make way for more time spent on high value material. Change the textbook and lab manual.
- Intro to GIS: develop Pre/Post Test for Fall 06.
- Meteorology: conduct periodic reviews of material at strategic points in the semester.
- Oceanography: no change other than to be sure to do a complete cycle of testing if course is offered.

Chemistry

General Education Component
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 hole, greenhouse effect, nuclear chemistry and others through a statement of the problem, critical analysis and discussion of possible solutions both scientifically and socially acceptable.

Concepts of Chemistry – CHM 100

Due to Faculty Changes, Concepts of Chemistry was not used for assessment during the 2005-2006 academic year. The course pre and post tests are rewritten and will be used during the 2006-2007 academic year.

General Education Action Plan for 2006-2007:
There will be three sections of CHM 100 offered in the Fall 2006 and Spring 2007 academic year. The program will be running the same assessment exams but will add:
1. Pre and Post Test that is analyzed question by question for knowledge, comprehension and application. These tests will be compiled by all chemistry faculty and evaluated at the end of each academic year for effectiveness.
2. A mid-semester evaluation will be given to the students analyzing effectiveness of lecture material and teaching approach as well as self-evaluation of the students including their study approaches, time applied to the course, and changes that each would make to improve their knowledge base in the course. Grades on subsequent tests will be evaluated to indicate if the mid-semester evaluation made an overall improvement in the course average.

C-Base and Praxis

C-Base

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

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

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

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

Passing Rates by Subject

		English	Writing	Math	Science	Social Studies
2001-02	Lindenwood	80%	86%	80%	81%	74%
	State	85%	91%	83%	82%	81%
2002-03	Lindenwood	79%	85%	80%	79%	74%
	State	84%	89%	80%	79%	78%
2003-04	Lindenwood	79%	85%	81%	80%	74%
	State	85%	90%	80%	81%	79%
2004-05	Lindenwood	79%	85%	81%	79%	73%
	State	84%	90%	83%	80%	78%
2005-06	Lindenwood	79%	86%	82%	78%	72%
	State	84%	90%	83%	80%	78%

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

Below are the C-Base Results: *African-American students at Lindenwood*/African-American students state-wide since 2001

Passing Rates by Subject

		English	Writing	Math	Science	Social Studies
2001-02	Lindenwood	52%	72%	65%	62%	52%
	State	53%	64%	46%	49%	56%
2002-03	Lindenwood	55%	74%	65%	63%	51%
	State	53%	64%	47%	49%	55%
2003-04	Lindenwood	54%	73%	67%	63%	52%
	State	54%	65%	48%	48%	54%
2004-05	Lindenwood	54%	73%	66%	63%	52%
	State	54%	65%	48%	48%	54%
2005-06	Lindenwood	55%	72%	68%	59%	53%
	State	54%	65%	48%	48%	53%

*We will continue compare the C-Base results for the last 4 years in this report.

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

When comparing the results to the composite score with the composite score, our composite score has shifted down one point. Math was strong when compared to the composite score while the social studies has moved in the opposite direction when compared to the composite.

Below is a comparison of the institutional results on the C Base for the last three years.

April 2004 to April 2005 Institutional Results

		English	Writing	Math	Science	Social Studies
2003-04	*Lindenwood*	*263*	*267*	*275*	*288*	*260*
	Difference from Composite (272)	-9	-5	+3	+16	-12
2004-05	*Lindenwood*	*261*	*271*	*281*	*285*	*255*
	Difference from Composite (271)	-10	0	+10	+14	-16
2005-06	*Lindenwood*	262	271	299	271	246
	Difference from Composite (270)	-8	+1	+29	+0	-24

National Teacher Examination Results (Praxis)

See the Education Division's Report.

Summary of Assessment of General Education Objectives

This summary of Lindenwood's General Education Program assessment is limited to those programs that have undertaken specific analysis of courses fulfilling the requirements. A wide variety of courses are thus not covered here. It must also be noted that many courses touch tangentially on a variety of our objectives; considerations of available space preclude mentioning all. For the academic year 2004-05 51 general education courses were assessed; this total increased to 62 for the year 2005-06.

Cognitive operations (Bloom) and Expressive Modalities (Gardner) are listed where programs have undertaken specific measurements.

Objective 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 form argument induction, through argument body, to argument conclusion*

ENG 110 (Effective English): The ability to use the English language correctly is fundamental to the ability to develop a written argument. The English Department continues to develop objective measures for basic grammatical skills. A locally generated Pre and Post-Test for ENG 110 measured student abilities to identify topics and order details from general to specific; as well, it tested knowledge of grammar, punctuation, and spelling. Both the instrument and methods of instruction will continue to be evaluated.
Expressive Modalities(s):
> Linguistic

ENG 150 (Composition I): A locally generated pre and post-test assessed student learning in specific areas such as sentence structure and parallelism as well as editing issues. All areas tested showed improvement throughout the year with a small variation in the scores on Misplaced Modifiers which dropped slightly during the fall semester, otherwise improvement was consistent with last year. The English department will improve data collection, revise testing instruments as necessary, and share teaching methodologies to deal with areas of concern.
Expressive Modality(s):
> Linguistic

ENG 170 (Composition II): Student development of skills necessary to write clear arguments is measured via Pre and Post –Tests that use objective questions measured in quantifiable ways and which generate information for revision of instructional and assessment methods. Tests and instruction continue to be modified as experience warrants.
Expressive Modality(s):
> Linguistic
Cognitive Operations:
> Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

COM 105 (Group Dynamics and Effective Speaking)
An expanded (fro 85 to 92 items) pre and post-test measured student learning in speech organization, verbal and non-verbal communication, interpersonal communication, and listening. This test generated information for revision of instructional and assessment methods. The course is being revised for the 2006-07 academic year and will include revised assessment methods.
Expressive Modality(s):
> Linguistic
> Interpersonal
Cognitive operations:
> Knowledge, Comprehension, Application, Analysis

COM 110 (Oral Communications): The student developed skill in non-written communication. New assessment instruments measured student competencies and allowed for student self-assessment. The data shows

evidence that students who had taken speech courses previous to taking COM 110 scored higher on both the pre-test and post-test; therefore, classes with a higher percentage of these students achieved higher scores than classes with a lower percentage of students who had prior speech training. Additional areas will be assessed in the future to include student nervousness.

Expressive Modality(s):
    Linguistic
    Interpersonal
Cognitive operations:
    Knowledge, Comprehension, Application, Analysis

Cross-Cultural Communication -SW 100 The course is designed to increase a student's ability at intercultural communications. With regard to the course content assessment, students moved from an overall mean Pre-test score of 33% to an overall mean Post-test score of 64%. The goal of an overall Post-test mean score of 3.50 was met. The areas of greatest change, as per their perceived abilities, While the course was successful not all of the goals were met. The goal of an overall increase in perceived intercultural communication abilities by .50 or better was not met, however an overall increase of .30 was achieved.

Expressive Modality(s):
    Linguistic
    Interpersonal
Cognitive operations:
    Knowledge, Comprehension, Application, Analysis

Objective 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.

MTH 121, 131, 134, 141, 151, 152, 171, 172

Enumerated competencies for each course are measured using questions embedded in examinations and average outcomes reported. Objectives and instructional methods are revised as experience warrants

Expressive Modality(s):
    Mathematical

Objective 3.
Recognize the professional vocabulary and fundamental concepts and principles of two of the six (sic)
designated social science disciplines (Anthropology, Criminology, Economics, Psychology, Sociology) and identify influences and interrelationships among those concepts and principles and human values and behaviors and accurately apply these concepts, interrelationships, and elements of knowledge in individual, social and cultural contexts.

ANT 112 (Cultural Anthropology): Development of student skills continues to be measured via a locally generated Pre and Post-Test that uses objective questions measured quantitatively and which generates information for revision of instructional and assessment methods. Paired T-tests were used for more accurate analysis of results. This year's results were consistent with the pervious year. The test will be modified as experience warrants.

Expressive Modality(s):
    Linguistic
Cognitive Operations:
    Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

CJ 200 (Criminology): Student learning continues to be assessed via a locally generated Pre and Post-Test that uses objective questions measured quantitatively and which generates information used to evaluate instructional and assessment methods. Overall improvement for the classes was with the range established the two previous years of between 24 and 45%, with most classes over 35% Tests and instructional methods are modified as experience warrants.

Expressive Modality(s).

Linguistic
Cognitive Operations:
    Knowledge, Comprehension, Application

BA 211 (Microeconomics): Student learning is assessed via a locally generated Pre and Post-Test using objective questions measured quantitatively.
Cognitive Operations:
    Knowledge

PSY 100 (Principles of Psychology): Student learning is assessed via a locally generated Pre and Post-Test. Instructional methodologies and assessment procedures change as experience warrants. While the scores and improvement were slightly lower than the previous year this may have been to the larger number of students assessed.
Cognitive Operations:
    Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

SOC 102 (Basic Concepts of Sociology): Development of student skills continues to be measured via a locally generated Pre and Post-Test that uses objective questions measured quantitatively and which generates information for revision of instructional and assessment methods. Paired T-tests were used for more accurate analysis of results. The results were consistent with pervious year. The test will be modified as experience warrants.
Expressive Modality(s):
    Linguistic
Cognitive Operations:
    Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

SW 240 (Human Diversity & Social Justice) Student learning was assessed using a locally-generated, objective, pre-post test. Students demonstrated an increase in mastery of course content as determined through an increase from Pre-test scores of 26% correct to 64% correct.
Cognitive Operations:
    Knowledge, Comprehension, Application,

SW 280 Human Behavior in the Social Environment I/ Human Development PSY 280. Student learning was assessed using a locally-generated, objective, pre-post test. Students demonstrated an increase in mastery of course content as determined through an increase from Pre-test scores of 58% correct to 80% correct.
Cognitive Operations:
    Knowledge, Comprehension, Application,

Objective 4.
Recognize and identify relationships among the forms and techniques of the visual and/or performing arts. Citing specific examples, identify and thematically express the historical role of the visual and/or performing arts in shaping and expressing individual and social human values.

A wide range of courses from the Fine and Performing arts Division fulfill this objective. Specific analysis of some of these (Art, Music, Theatre) will be undertaken during the next assessment cycle.

DAN 101 (Introduction to Dance): This classes teaches the basics of dance techniques and introduces students to a verity of styles of dance. Students are evaluated visually at the beginning and the end of the semester. Results of a random sample (20%) were reported for assessment. Scores improved for both major areas assessed: Technique and Choreography.
Expressive Modality(s):
    Bodily-Kinesthetic

DAN 110 (Dance as Art); DAN 371 (Dance in the 20th Century): The Dance faculty reported results from a locally-generated pre and post-test using written answers covering specific areas of knowledge. Improvement was shown in all of the areas assessed ranging from 2 to 4 points out of 60.
Expressive Modality(s):
    Bodily-Kinesthetic, Linguistic

Cognitive Operations:
     Knowledge, analysis, Synthesis

TA 101 This class teaches beginning acting. The Theater faculty use a locally generated test. The Post test differs slightly from the pre-test by involving the student response to their own leaning process and their view of what they have gained from the course
Expressive Modality(s):
     Bodily-Kinesthetic, Linguistic
Cognitive Operations:
     Knowledge, analysis, Synthesis

Objective 5.
Recognize and accurately apply the fundamental principles of the scientific method from two specific disciplines from among the three generic scientific discipline categories (biological, physical, or earth sciences and identify relationships among those principles and relevant historical and contemporary discoveries and concerns about the interrelationship between human society and the natural world.

BIO 100 (Concepts in Biology): Student learning in course objectives continues to be measured via a locally generated Pre and Post-Test with objective questions. Instruction strategies and assessment techniques are changed as experience warrants.
Cognitive Operations:
     Knowledge, Comprehension, Application

CHM 100 (Concepts in Chemistry): Student Learning is assessed using examination questions keyed to specific course objectives. Due to faculty changes that assessment was not administered during this academic year..
Cognitive Operations:
     Knowledge, Comprehension; Application

ESG 100 (Physical Geology): Student Learning is measured via a locally generated Pre and Post-Test. Instructional strategies are modified as experience warrants. (Note: A committee of faculty and students developed the current test in 2001-02.) .
Expressive Modalities:
     Linguistic, Visual, Naturalist
     (In laboratory classes: Bodily/Kinesthetic, Logical/Mathematical)
Cognitive Operations:
     Knowledge, Comprehension, Application

ESM 100 (Introductory Meteorology): A committee of faculty and students developed a pre and post-test for implementation in Spring, 2003.
Cognitive Operations:
     Knowledge, Comprehension, Application

Objective 6.
Recognize and identify relationships among seminal human ideas, values, and institutions as expressed in their Western and non-Western historical development in aesthetic, intellectual, political, and social contexts.

GEO 201 (World Regional Geography): Student learning is assessed via a locally generated Pre and Post-Test. Instructional strategies and assessment are changed as experience warrants.
Cognitive operations:
     Knowledge

HIS 100 (World History): This class deals with the creation of the modern world, and the factors and events that have both lead to and shaped the world we live in. Student learning is measured via a locally generated Pre and Post-Test. Instructional strategies and assessment are changed as experience warrants.
Cognitive Operations:
     Knowledge, Comprehension, Analysis

REL 200 (World Religions): Student learning in specified objectives is measured via locally generated Pre and Post-Tests. As well, analysis of student openness to other traditions is carried out in REL 200.
Cognitive Operations:
    Knowledge, Comprehension

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

HIS 105, 106 (United States History): This class deals with the creation of the modern United States, and the factors and events that have both lead to and shaped the country we live in. The Tests for these classes have now been used and recently revised. .
Cognitive Operations:
    Knowledge

PS 155 (American Government): A locally generated Pre and Post-Test measures student learning.
Cognitive Operations:
    Knowledge

Objective 8.
Recognize and identify relationships among various modes of or approaches to literary analysis and apply those modes or approaches in interpretive and expressive exercises directed toward assessing the human and literary values manifested by specific works of literature.

ENG 201 (World Literature I): Student learning of specific objectives is measured with a locally generated objective Pre and Post-Test.   Instructional strategies and assessment are changed as experience warrants.
Expressive Modality(s):
        Linguistic
Cognitive Operations:
        Knowledge, Comprehension, Application, Analysis

ENG 202 (World Literature II): Assessed by a new locally generated pre and post-test. The test will be reviewed for the next assessment cycle.
Expressive Modality(s):
        Linguistic
Cognitive Operations:
        Knowledge, Comprehension, Application, Analysis

ENG 235 (American Literature I), ENG 236 (American Literature II) and ENG276 (African-American Literature): Locally generated pre and post-tests were used during this assessment cycle. During the next cycle, course objectives will be reviewed in light of the tests, and the tests will be reviewed as well.

Cognitive Operations:
        Knowledge

Some Conclusions:

- Student improvement is a constant over the years of assessment– that is, students have gained demonstrated value from the courses. While the results in some programs (degree of improvement) may have slipped on occasion they may be due as much to the fine tuning of the assessment process or as in the history program with a shift in what is assessed in order to find and deal with areas of concern for the faculty.
- The Lindenwood faculty shows a commitment to making General Education valuable to both the student's academic and personal growth processes.
- In spite revisions and changes being made to divisional assessment plans of the number of courses assessed has grown over the last two years indicating a continuing strong faculty commitment to the process.

- The number of students assessed each year has increased, as departments and divisions improve and expand their assessment programs into new course and area.
- The wide range of courses participating in General Education Assessment insures that almost all Lindenwood students have their learning assessed, usually multiple times during the year.
- The Lindenwood faculty shows a commitment to making the assessment process not only work, but a valuable part of their process of class improvement.
  - Lindenwood instructors participating in General Education Assessment are concerned to provide objective (quantifiable) measurements of student learning.
  - Lindenwood instructors participating in General Education Assessment are increasingly look at add non-quantifiable aspects to their assessment of student learning in order to improve the instructional environment.

General Education Action Plan

1. Faculty will be encouraged continue to, where possible, also use more focused assessment tools that are aimed at areas they may consider problematic within their courses.
2. Faculty will be encouraged continue to, where possible, work cross-curricular material into their GE classes (discuss the relationships between their subjects and other both within and outside of their discipline).
3. Continue to promote student involvement in assessment via the use of CAT's, surveys of student attitudes and expectations, student participation in program assessment committees, exit interviews, and student membership on the assessment Committee.
4. Continue to publicized in various campus publications, the methods and purposes of assessment, including course syllabi.
5. Continuing: Academic programs will specify minimum achievement standards tied to course and program objectives where not already included.
6. Continuing: Programs that do not report action plans for pedagogical and assessment changes will be encouraged to do so.
7. Continuing: Faculty will be encouraged to review and, where necessary, revise course objectives to reflect appropriate general education objectives.
8. Student ability to communicate effectively and correctly in written English will be increasingly emphasized and assessed across all academic programs.
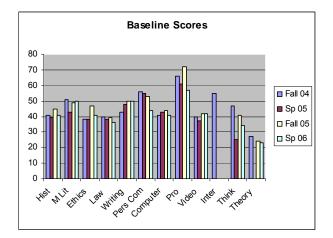
DIVISIONAL ASSESSMENT

Communications Division

Academic assessment for the Communications Program includes two instruments: An objective (MC) exam of 100 items and a culminating portfolio. Both instruments are "works in progress" and are in a continuous process of revision, a revision driven by program growth and modification and by changes in faculty. However, the 2005-'06 objective exam is the same as that for the 2004-05 academic year, allowing our first year to year comparison. Due to changes in program content and faculty, we do expect modification to the exam for the 2006-07 academic year. Thus, caution should continue to be exercised in comparing year to year results. One might expect, for example, lower scores on next academic year's Comprehensive exam, relative to last year's.
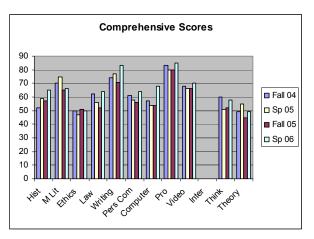
The objective exam, divided into 10 is administered twice each semester: once as a baseline instrument in the initial course of the major, COM 130, Survey of Professional Media; and once as a comprehensive exam in the capstone course for the major, COM 460, Senior Communications Seminar. Given changes in the exam, year-to-year, one might expect ongoing fluctuations in the spread between Baseline and Comprehensive results over the next two to three years as the growing program and faculty stabilize.

The following table comprises results by semester, stated as percent correct answers by subject matter area. A total of 100 students took the "Baseline" version of the exam, while 59 took the "Comprehensive" version during the 2005-2006 academic year, an increase of about 12 percent compared with the 2004-05 academic year.

Subject Matter Area	Fall 2005 Baseline % Correct (52)	Fall 2005 Comprehensive % Correct (32)		Spring 2006 Baseline % Correct (48)	Spring 2006 Comprehensive % Correct (27)
Historical Literacy	45	57		41	65
Media Literacy	49	65		50	66
Media Ethics	47	51		41	50
Media Law	39	52		36	64
Journalism/Writing	50	71		50	83
Personal Com. Skill	53	56		44	64
Online/Comp. Skill	44	54		41	68
Professionalism	72	80		57	85
Video/Tech. Skill	42	66		42	70
Critical Thinking	41	52		34	58
Com. Theory	24	45		23	49

The data indicate some progress in mastery of material in most areas; however, based on a just three years' results and ongoing instrument revision, the more consistent results (semester to semester) seem to be reflected by the baseline exam.

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

The second instrument, the professional portfolio, during the 2005-2006 academic year has again been evaluated with numerical scores to the portfolios according to published standards. 61 students submitted portfolios, with the following results:

Fall Semester 2005 (35)		Spring Semester 2005 (26)	
Scores by Percent	Number of Portfolios	Scores by Percent	Number of Portfolios
< 90	12	< 90	7
< 80	14	< 80	4
< 70	4	< 70	9
< 60	3	< 60	1
> 60	2	> 60	5

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

Conclusions
As assessment tools the Baseline and Comprehensive tests are proving to be valuable, but limited in their true indication of student learning. Courses' content is frequently changed and updated, and these changes need to be accounted for in long-term assessment. In order to increase the tests' viability as an assessment device, test questions need regular updating.

In the past, some questions have been too vulnerable to the technological changes which are inherent in Communications. These changes also affect laws, rules and regulations. An attempt will be made to write new questions that will measure students' knowledge of more timeless information and concepts.

The exam will be revised for the 2006-07 academic year. Specifically, new and returning faculty members may modify specific items based on results; however, no net addition of items is anticipated. These changes are in response to Program revisions and changes in personnel. However, the instrument will be administered, and results tabulated in this fashion for the foreseeable future.

Concern has arisen over the security of the tests. New versions of the tests will be devised to better guard the specifics of the exams. A test cycle will be set up to insure that students taking the Comprehensive Test will be taking the exam corresponding with the Baseline Test administered four years prior. This will give a better indication of student learning over the typical four-year student tenure at Lindenwood.

The Comprehensive Test has been designed to determine students' knowledge in the content areas as found in the curriculum. It does not give any information about the University's success in meeting whatever goals the student may have established for either him or herself or the school. To ascertain this information, an exit questionnaire will be created and presented to students enrolled in COM460 Senior Seminar. This questionnaire will be separate from the Comprehensive Test. The results of the questionnaires will be tracked and reviewed annually by Communications Faculty.
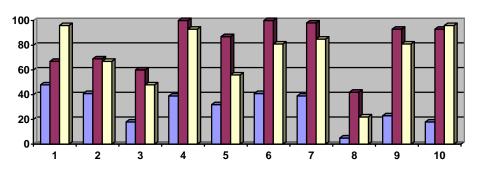
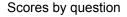Video Core Curriculum Assessment Data

Background: COM154 is the introductory video course. It is required for students majoring in Mass Communication, Corporate Communication, Advertising and Media, Multimedia Design, Acting (BFA), Directing (BFA), and Human Service Agency Management (Communication emphasis). Some students go on to take additional video or television courses with the goal of working in the industry; others will draw on the base of knowledge acquired in COM154 for their careers in peripheral fields.
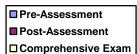
Method: At the beginning of the semester, students answer 10 assessment questions. These same 10 questions are asked again at the end of the semester, and then again on the comprehensive exam. The questions cover a cross-section of course content at varying degrees of difficulty. The questions are attached to this document.

Interpretation: Students taking the comprehensive exam may have taken just one video course as much as three years prior, or they may have gone on to take several upper-level courses. The majority take only COM154, so slightly lower scores on the comprehensive exam should be expected as information retention goes down over time. It is somewhat surprising to see that two questions are answered more successfully by students taking the comprehensive exam than by students who have just completed COM154. It could suggest either that the material was covered in more depth in prior semesters, or it could indicate that the material was well-covered in other successive courses.

Overall Assessment Scores (average percent of correct answers)			
Term	COM154 Pre-Assessment	COM154 Post-Assessment	COM460 Comprehensive Exam
Fall 2005	20%	82%	
Spring 2006	27%	81%	73%

Scores by question

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Goals And Objectives

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

Undergraduate Teacher Education

Undergraduate Teacher Education Philosophy and Objectives

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

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

> We believe teaching is both an art and a science.

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

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

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

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

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

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

Undergraduate Teacher Education Objectives

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

Standard 1	The teacher understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Standard 2	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
Standard 3	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Standard 4	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Standard 5	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 6	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 7	The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
Standard 8	The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.
Standard 9	The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.
Standard 10	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Standard 11	The teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

Graduates should:

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

Undergraduate Teacher Education Assessment

Course objectives stated in the syllabus for each Education course are referenced to the 11 Standards previously listed. Assessment procedures used in each course provide indications of progress toward achieving these goals. Artifacts from pre-service education courses are collected in an educational portfolio that is started at the beginning of their program and completed during the semester of student

teaching. Students are required to reflect on artifacts as they are completed or presented in a classroom setting. Faculty members use a scoring guide that addresses the professional nature of each student's work when grading the portfolios. During the 2005-06 academic year, 97 % of all portfolios submitted received a passing score on their initial review using the scoring rubric. Portfolios are graded and students must continue to make the necessary corrections until the portfolio is finally accepted. In addition, course objectives are utilized to pre-test students and post-test the students on these objectives to determine student learning related to the objectives of the courses. Information gained from the post-tests are used to determine if course material need to be changed to enhance student learning.

Additional Assessment Measures

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

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

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

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

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

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

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

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

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

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

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

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

Teaching Portfolios

All pre-service teacher must complete a portfolio based upon the 11 INTASC Standards as previously stated in this document. Students have a high-impact, authentic product by which their professional competencies can be judged by others. Students also gain a much clearer picture of themselves as an emerging professional. The portfolio provides a record of qualitative and quantitative growth over time in their selected areas. No student will be recommended for certification or will be considered a program completer without first completing the teaching portfolio and having it graded by their university supervisor. The Education Faculty of Lindenwood University believes that this is a major performance assessment tool and it will be judged as such. On first submission, ninety-seven (97) percent received a passing score on portfolios submitted during the 2005-06 academic year as compared to ninety-three (93) percent in the 2004-05 academic year.   Professors use this information as a measure as to how well professors are addressing the standards/artifacts within their courses.

College Basic Academic Subjects Examination (C-Base) Summary of 2005-2006 Results

The C-Base Clusters and Skills are as follows:

English- ClusterSkills

- Reading and Literature
  - Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas.
  - Read a literary text analytically, seeing relationships.
  - Understand a range of literature, rich in quality and representative of different literary forms and historical contexts.

- Writing
  - Recognize that writing is a process involving a number of elements, including collecting information and formulating ideas, determining relationships, arranging sentences and paragraphs, establishing transitions, and revising what has been written.
  - Use the conventions of stand standard written English Write an organized, coherent, and effective essay.

Mathematics

- General Math Proficiency
  - Use mathematical techniques in the solution of real-life problems.
  - Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision.
  - Use the techniques of statistical reasoning and recognize common misuses of statistics.
  - Algebra Evaluate algebraic and numerical expressions Solve equations and inequalities.

- Geometry
  - Recognize two- and three-dimensional figures and their properties.
  - Use the properties of two and three-dimensional figures to perform geometrical calculations.

Science

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

Social Studies

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

Between the summer of 2002 and spring of 2003, 243 students took the C-Base. The College Base is a criterion referenced achievement examination. Numeric scores for C-Base range from 40 to 560 points. The scale has been designed so that a score of 300 will always be the mean for the entire group of examinees, those from Lindenwood and all other schools, using C-Base at that particular examining period. For comparative purposes, we can compare the individual cluster scores with the composite score. A difference of 17 points in either direction is statistically meaningful.

In the course of the several administrations of the C-Base during this year, Lindenwood composite scores were somewhat below the state mean. This has been a common pattern for several years.

The C-Base examination has been in use since 1988, and Lindenwood students have been taking the examination since that time. A total of 3205 Lindenwood students have taken the exam since its inception through the spring of 2005. Across the state, about 119,740 students in the several institutions that use it have taken the exam. Passage of the C-Base is a prerequisite for admission to all Teacher Education Programs in the State of Missouri.

We can compare the performance of Lindenwood students through the years with the total state sample in the various areas. The most recent results are:

Passing Rates By Subject	English	Writing	Math	Science	Social Studies
Lindenwood	79%	85%	81%	79%	73%
State	84%	90%	83%	80%	78%

The passing rates for Lindenwood students are similar with state rates. All other breakdowns of the scores, comparing Lindenwood with the state rates, by sex, class level, and race, are equally level. Although the state averages on the C-Base are lower this year, possible causes as to why these scores are lower are still under discussion**.** Each division offers work/help sessions for students prior to taking the test**.** ACT scores of entering freshmen are higher and C-Base scores are lower. There appears to be an increased participation in the work/help sessions, and those students who did attend indicated that they felt the sessions benefited their efforts. An interesting side note is that you can see that Lindenwood students and the state average are now the same. The attendance at the work help sessions and the work of each division on curricular issues may have contributed to these gains. There is another area in which there continues to be a significant difference. That comes in a comparison of the passing rates for African-American students. The differences there are significant enough to quote since the Lindenwood rate is substantially higher than the state results: The following results are for the 2005-06 academic year.

Passing Rates By Subject	Writing	English	Math	Science	Social Studies
Lindenwood	54%	73%	66%	63%	52%
State	54%	65%	48%	48%	54%

The above information is from the 2004-2005 school year. Current results have not be sent to the University.

PRAXIS II

Since September 1998, Lindenwood students have been required to take the PRAXIS II examination for certification. During the 2005-2006 academic year, 261 individuals took the Praxis II examination. One hundred (100) percent passed the examination. This compares to ninety-seven (97) percent pass rate in the state of Missouri.   Divisions are working with those individuals in their preparation for this examination. Passage of the PRAXIS II examination is required for an individual to student teach.

A review of the institutional summary profile provide to Lindenwood from the Educational Testing Services revealed the following information:

Physical Education: Content Knowledge
An analysis of the PRAXIS II Institutional Report, a weakness in the area of Social Science Foundations was observed. This will require that we take a look at the curriculum content for Foundation of Physical Education to determine why we are below the national average in this area.

This is just one example of how the faculty uses the results of the Institutional Report to examine the ways in which we can improve student achievement. Every area is examined and necessary information is used to make program adjustments.

PRAXIS INFORMATION HAS NOT BEEN SENT TO LINDENWOOD THEREFORE THE ABOVE INFORMATION IS FROM THE 2004-2005 ACADEMIC YEAR.

Recent Graduate Survey

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

Items Rated As To Their Preparation

MoSTEP Standard	Mean
Standard 1 The preservice teacher understands the central concepts tools of inquiry and structures of the disciplines	1.6
Standard 2 The preservice teacher understands how students learn and develop, and provides learning opportunities	1.5
Standard 3 The preservice teacher understands how students differ in approaches to learning and creates instructional opportunities…	1.6
Standard 4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops.	1.5
Standard 5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical.	1.3
Standard 6 The preservice teacher uses an understanding of individual and group motivation and behavior.	1.6
Standard 7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry.	1.7
Standard 8 The preservice teacher understands and uses formal and Informal assessment techniques to foster inquiry.	1.5
Standard 9 The preservice teacher is a reflective practitioner who continually assess the effects of choices and actions on others.	1.7
Standard 10 The preservice teacher fosters relationships with colleagues, parents, and educational partners.	1.6
Standard 11 The preservice teacher understands theories and Applications of technology in educational settings.	1.9
Overall rating as to their preparation	**1.5**

Employer Survey

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

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

Graduate Education Program

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

Graduate Teacher Education Goals

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

- to read critically in the areas of contemporary educational problems, curriculum, and educational research.
- to analyze and discuss educational issues and write about them in accepted academic formats.
- to analyze one's own teaching behavior and plan strategies for improvement using a variety of teaching models.
- to demonstrate knowledge of human growth and development as it relates to the teaching-learning process.
- to study curriculum theory and to design curricula pertinent to the needs of selected student populations.
- to understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary educational professional.
- to demonstrate the ability to do effective library research.
- to be able to effectively prescribe educational experiences for learners with special needs.
- to gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.
- to design independent studies, tutorials, or research projects in education or specific areas, that will enable the practicing educator to meet his/her professional goals.
- to be able to explore one or more areas of professional concern in some depth.
- to be, at the end of his/her program, an informed decision maker, capable of evaluating.
- him/herself and the educational process, and recognizing the value of continuing education.

Graduate Education Assessment

The graduate program enrolls only practicing educators, who, in a sense, provide their own continuing evaluation of the program by their enrollments. Course objectives stated in the syllabus for each graduate education course are cross-referenced to the Graduate Teacher Education Goals. Assessment procedures used in each course provide data about student progress in achieving these goals. A culminating paper, either an empirical study (Master's Project) or a Curriculum project,

demonstrates the students' ability to apply the skills and processes stressed in the program. The Masters' Projects are bound and placed in the Lindenwood Library; the curricula are kept on file in the Education Division. These curriculum projects are kept for a period of one year and then replaced by the next group of completers. Students complete an Exit Assessment, which includes a self-evaluation regarding one's achievements of the program goals. In addition, the Education Division conducts the regular questionnaire surveys of those who have completed the program, asking for their evaluations of their Lindenwood experience in the light of subsequent experiences. Principals are also surveyed in the same fashion as the students finishing the initial certification program and entering the profession.

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

2005-2006 Assessment Results

A sample of 250 graduate students who completed EDU 520, Curriculum Analysis and Design and who were M.A. graduates was conducted in the summer of 2004, fall of 2005 and the spring of 2006. Graduates responded to a series of open-ended questions related to their teacher-preparation program. Analysis of responses revealed a strong level of satisfaction and professional growth during their M.A. program.

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

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

Two hundred-fifty students completed the survey by checking their opinions as to meeting these graduate teacher educations goals. The scale follows: _meets goal_ - _does not meet goal_ - _insufficient evidence_.

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

1. to read critically in the areas of contemporary education problems, curriculum, and educational research.	Meets goal (250) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)
2. to analyze and discuss educational issues and write about them in accepted academic formats.	Meets goal (250) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)
3. to analyze one's own teaching behavior and plan strategies for improvement using a variety of teaching models.	Meets goal (250) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)
4. to demonstrate knowledge of human growth and development as it relates to the teaching-learning process.	Meets goal (245) - (98%) Does not meet goal (5) - (2%) Insufficient evidence (0) - (0%)
5. to study curriculum theory and to design curricula pertinent to the needs of selected student populations.	Meets goal (250) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)
6. to understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary education professional.	Meets goal (245) - (98%) Does not meet goal (0) - (0%) Insufficient evidence (5) - (2%)
7. to demonstrate the ability to do effective library research.	Meets goal (243) - (97%) Does not meet goal (0) - (0%) Insufficient evidence (7) - (3%)
8. to be able to effectively prescribe educational experiences for all learners.	Meets goal (243) - (97%) Does not meet goal (0) - (0%) Insufficient evidence (7) -(3%)
9. to gain increased understanding of the knowledge, attitudes, and skills needed to teach about global educational issues and cultural pluralism.	Meets goal (245) - (98%) Does not meet goal (5) - (2%) Insufficient evidence (0) - (0%)
10. to design independent studies, tutorials, or research projects in education or specific areas, that will enable the practicing educator to meet her/his professional goals.	Meets goal (238) - (95%) Does not meet goal (6) - (2.5%) Insufficient evidence (6) - (2.5%)
11. to be able to explore one or more areas of professional concern in some depth.	Meets goal (250) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)
12. to be, at the end of her/his program, an informed decision-maker, capable of evaluating her/himself and the educational process, and recognizing the value of continuing education.	Meets goal (250) - (100%) Does not meet goal (0) - (0%) Insufficient evidence (0) - (0%)

Comparing these results with the previous year has shown that this group of students is much better prepared to do independent research. In addition, the skills of the graduate students in their ability to teach and explain about global and professional issues have grown substantially. We believe that this is a result of the increased effort on the part of the faculty after reviewing the previous numbers (percentages) and seeing what could be done to improve graduate student's abilities to better perform in these areas.

Conclusions from All Surveys

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

<u>Online Advanced Educational Psychology</u>

Assessment of student learning is completed by the following means:
- ➤ Weekly written assignments: Students are required to complete a 1-2 page written application of course material each week.
- ➤ Midterm and Final Case Studies: students are given two case studies to which they were required to apply course material
- ➤ Weekly discussions: Students are required to respond to either professor-posted prompts or prompts offered by class participants at least four times each week. Most students choose to participate in discussion more often than required.
- ➤ Group project: Students are required to present one group project. As a group, the students choose a topic related to educational psychology, locate appropriate readings, create and post prompts related to those readings, and respond to classmates' discussion prompts for that week.
- ➤ End of the semester comments: Students complete an end of the semester course evaluation. A summary of these comments is included below.

Weekly Discussions:
As stated, one requirement of this online course was that students log into class and participate at least four times each week. For the eleven weeks discussion was required (other weeks were for midterm, review, and final), the minimum number of individual posts should be 44. A summary of student participation is included below:

	Fall 2005	Spring 2006
Number of students in class	20	18
Total # of student posts per class	1,459	1,814
Range per student	37-147	19-238
Average per student	73	101
Individual Hits to Site:		
Total	33,233	41,808
Range	568-2312	870-4131
Average	1,582	2,322
Individual Items Read: by students		
Total	25,895	30,860
Range	348-1855	531-2377
Average	1,294	1,714

According to the data above, all but four students met the requirement of a minimum of four posts per week. Most students visited the site many more times than required and students spent a large amount of time looking at materials posted on the site and reading items submitted either by the professor or peers.

At the end of the semester, students are asked to complete a course-specific evaluation. The purpose of the questions is to determine those course characteristics which enticed students to enroll and which characteristics proved effective or ineffective. A summary of the data collected follows:

Six questions asked students to make judgments based on a scale of 1-5, 5 being excellent.

	Average Score
Ability of the Professor to communicate clearly through this medium	4.95
Professor knowledge of the subject matter	5.0
Professor concern for students	5.0
Professor preparation for the course	5.0
Overall rating for the professor	5.0
Overall rating for this course	4.55

Other questions asked students to evaluate materials and format of the course. Students rating the following aspects of this course at the highest level: clarity of syllabus and objectives; format and pace; grading system;

attendance of instructor; willing of instructor to help. Students rated the following class aspects at an average of 4.8 out of a possible 5: clarity of calendar; usefulness of text; use of text; tests and quizzes; assignment return; gained knowledge; professional development. Finally, students rated use of critical thinking at a 4.7 out of a possible 5.

Students listed the following as strengths of this course each of the following: professor interaction with and responsiveness to students; professor questioning technique; lesson design; openness of discussion; application to career.

Students listed each of the items below as reasons they chose to enroll in an online course.	- Convenience - Required for Psych Examiner certification - Reputation of this class and this professor - Family needs
The top reasons student stated they would choose to take another online course	- quality of instructor - convenience "got my money's worth" "This class was more engaging than most." "In an everyday classroom setting, not all students can share their ideas…[here] you got every one's ideas." "being able to read different ideas or different sides of a theory. It really makes you think!" "I could work at my own pace." - gas prices "People seemed to share more information than if we only had one class a [week.]"

Fine and Performing Arts Division

Art

BFA Exhibition Thesis Assessment

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

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

Dance

Program Averages, Dance Major Assessment, Graduating Seniors, Spring 2006

These figures represent an average score of graduating dance majors (spring 2006). Students are scored individually as they enter the program and once again at graduation.

Explanation Of Scoring: Students are evaluated on a 100 point basis: 90-100=excellent, 80-89=good, 70-79=average, 60-69=below average.

TECHNIQUE	ENTRY YEAR	GRADUATION YEAR
ALIGNMENT	72.5	85
FOOTWORK	72.5	86.6
CENTER	75	86.6
WEIGHT USE	71	85
PHRASING	74	83.3
MUSICALITY	76.5	85
QUALITY	71	86.6
CHOREOGRAPHIC CONCEPT	73.5	85
STYLISTIC CLARITY	70	85.5
AVERAGE SCORE	72.8	85.5

CHOREOGRAPHY	ENTRY YEAR	GRADUATION YEAR
SPACE/SHAPE	NA	78.3
QUALITY	NA	78.3
MOVEMENT INVENTION	NA	75
PHRASING	NA	78.3
MUSICALITY	NA	83
CONCEPT	NA	80
COMPOSITIONAL FORM	NA	76.6
PRODUCTION VALUES	NA	82.3
AVERAGE SCORE	NA	78.9

Comments:
Both instructors were pleased with the technical improvement of the graduating seniors. We are continuing to explore ways to assess the choreographic element of the program.

Outside Assessment:
This year we were fortunate to have three opportunities for outside assessment.

- During J-term we had a quest artist for two weeks. This artist is a former professional ballet dancer, ballet master, and repetiteur with the New York City Metropolitan Opera. He has also worked as an artistic coordinator for Cirque du Soleil in Las Vegas. He has traveled extensively throughout the U.S., Europe, and Japan teaching, choreographing, and staging ballets, concerts, and operas. While at Lindenwood he taught classes in ballet and ballroom dance. Feedback from this artist was extremely complimentary on both the technique and work ethic of the dancers in our program. He has said that he would like to come back to teach and to choreograph for our concert.
- Our second guest artist was only here for one day to teach a master class in advanced modern technique. He is an award winning dancer and choreographer from the west coast where he teaches and directs his own dance company. Feedback from this artist was also extremely complimentary. He told me—and later sent an email—stating that he would love to come back not only to teach but to create a new (dance) piece on the Lindenwood students. He was very impressed with both the technique and attentiveness of the students in his class here.
- Each spring several dancers from our program attend the American College Dance Festival. At the festival, dancers take various classes, attend performances, and perform for an adjudication panel. This year we took a faculty choreographed piece and a student piece. The panel was complimentary about the dances and the dancers, and singled out the student choreographer for her passion. Our students were also singled out in several classes for their talent and work ethic (in the classroom).

Final Comments:
This has been a transitional year—on many levels—for the dance program at Lindenwood. Changes in faculty and curriculum have affected this years' assessment. However, the program continues to grow both technically and artistically. We will continue to review and revise our curriculum and our methods of assessment.

Music

The Program
For those who choose to major in music two degree options are open to the undergraduate students including The Bachelor of Arts Degree in Music Performance and The Bachelor of Arts Degree in Music Education. The Music Education Program at Lindenwood Prepares music educators for careers in music teaching in either public, private or parochial elementary and secondary school systems.

Goals
The goal for the Music Education Faculty at Lindenwood University is to effectively deliver the course work leading to the State of Missouri certified programs in music education including both exclusive certification in either vocal or instrumental music and inclusive certification with either the vocal or instrumental endorsement. The faculty strongly suggests for everyone in the music education program to choose the certification program with the additional endorsement since one of the prime considerations for school administrators in the decision making process when hiring music educators is the amount of state certified, job skill versatility possessed by the candidate. Due to the excellence of the music education program at Lindenwood, 100% of the music education majors who have sought employment in this field for the past 13 years have been hired as music educators.

The music performance program at Lindenwood also prepares qualified students for careers as either professional vocal or instrumental performers. The Bachelor of Arts Degree in Music Performance is designed to equip the graduate with skills as a performer similar to those with the same degree from other liberal arts colleges and universities with corresponding academic and performance requirements as Lindenwood. After successful completion of all degree requirements, it is the responsibility of the student to find and secure employment. Earning a degree in music performance from either Lindenwood University or any other institution of higher education in the country does not guarantee that the student will find employment as a performer. This phenomenon is due in part to the highly competitive nature of the limited job market in the performing arts. Therefore, it is necessary for a the

performer to be an indefatigable entrepreneur who is mentally focused, goal oriented, persistent, well organized, constantly prepared, always networking and ready to relocate. The music performance major is as closely observed and monitored as the music education major.

Assessment tools:

Entrance Audition/Interview

Before anyone is accepted as a music major at Lindenwood University the prospective student must demonstrate an acceptable level of musical skill and development as a performer with chronologically appropriate talents and aptitudes. The student must also possess the ability to receive and use positive criticism during a private vocal or instrumental lesson.

Entrance Audition

The following table lists the musical elements to be demonstrated by the performer and assessed by the faculty member. Both Instrumental and Vocal music candidates are asked to perform the musical materials required for either the district band or choir auditions and a selection with piano accompaniment.

Musical Element and % of students who attained the corresponding level for each musical Element

Criteria for Evaluation	Never	Some of the time	Almost all of the time
Sense of Pitch: (Does the student play or Sing in tune with the piano?)	0%	25%	75%
Rhythm: (Does the student keep a steady beat and play or sing rhythms accurately?)	0%	20%	80%
Dynamics: (Does the student play or sing changes in dynamics that are audible and appropriate for the musical selection?)	0%	25%	75%
Style: (Does the student play or sing with a style appropriate for the historical context of the selection?)	0%	20%	80%
Scales: (Does the student play the correct notes in the scale requested?)	0%	40%	60%
Teachability: (Does the student accept positive criticism and try to incorporate the suggested changes during the teaching session.	0%	25%	75%

Interview

During the interview the prospective, incoming freshman music major will be asked to complete tasks pertaining to the study of music theory in order to determine if the student has the knowledge necessary to successfully complete Music Theory I. The alternative is to enroll the student in Music Fundamentals and Class Piano I and II. The following are the tasks posed to the student in the interview.
- Write and explain the Circle of Major Fifths.
- Notate all 12 Major and all 12 Minor Scales and Key Signatures.
- Explain how to alter the natural minor scale to create both the harmonic and melodic minor versions of the scale.
- Notate and name all of the triads built on the C Major Scale.

At the end of the interview the student will be advised whether or not they have potential as a music major. If it is the opinion of the faculty member conducting the interview that the student lacks the ability to pursue music as a major, the student has the ability to pursue at least two different options. When the student is passionately insistent on pursuing music as a major, they have the option to successfully complete with a required grade of B or better the following courses: Fall Semester, Fundamentals of Music, Class Piano I, and Private Lessons; and Spring Semester, Introduction to Music Literature, Class Piano II and Private Lessons. If the student has met the requirements, they will be able to audition again at the end of their

Freshman year to be considered for admission into the Music Program. The second option is that they major in another area and participate in music ensembles as an avocation.

Semester Advising

All students at Lindenwood University have an individual advising session with a faculty member in their major subject area, and all advisors receive a copy of the student's grade report from the previous semester. With this information the advisor can closely monitor the successes and failures of the student. Then advice can be given in relationship to this information. Consistently low grades in subjects in the major can point to a deficiency or a severe lack of talent not revealed in the audition/interview. Remedial help by a student tutor can sometimes solve the problem. However, the student must sometimes retake course work.   Often life circumstances outside the academic realm of the University contribute to the failures of the student – part time jobs with the student working 20-30 hours/week, failed relationships both personal and familial, and emotional and psychological problems. When a student who is a music major allows these problems to compound, their success can become seriously threatened. So additional milestone assessment tools have been built in to the program to assure that quality standards are maintained in our graduates.

Sophomore Standing Jury Examination/Interview

The student will be required to perform a Sophomore Standing Jury/Interview at the end of the fourth semester of study. The main purpose of this Jury will be to either affirm the student as a music major or to advise them to change majors before entering the junior year. This Jury will be required of both music education majors and music performance majors. Suggested materials and competencies for the Sophomore Standing Jury as well as the results of the Sophomore Standing Juries can be observed in the following table.

Requested Materials	2 pitch errors only Per item requested	Steady tempo & even rhythms	Accurate pitch	2 articulation errors per item requested
Any Major, Harmonic Or melodic minor scale(2 from each type)	60% P 40% F	60%P 40%F	60%P 40%F	60%P 40%F
Any Major, Augmented, Minor or Diminished Arpeggio (2 from each type)	60% P 40% F	60%P 40%	60%P 40%F	60%P 40%F
Any Major/Major, Major/Minor, Minor/Minor, Half Diminished or Fully Diminished Seventh Chord Arpeggio 2 from each type)	60% P 40%F	60%P 40%F	60%P 40%F	60%P 40%F

Requested Materials

A Major Work with Piano accomp.	5 pitch errors Per movement	Steady tempo even rhythms	Accurate pitch with piano	Accurate Style & dynamic	Ensemble
This item was specific for each student	80% P 20%F	80%P 20%F	60%P 40%F	60%P 40%F	60%P 40%F

Junior and Senior Degree Recitals

Music Education Majors are required to perform one recital either during their Junior or Senior year.
    The criteria for the recital will be as follows:

1.   The length of time of all combined musical selections will add up to a minimum of 30 minutes.
2.   Compositions for the recital program will be chosen from a minimum of three contrasting eras in music history.
3.   A minimum of three compositions will be accompanied with either piano or small ensemble with the exception of piano, organ or guitar recitals.
4.   The recital will be evaluated by faculty members on the student's ability to:

a. Produce a characteristic tone on the instrument with accurate intonation.
b. Perform with accurate rhythm, technique and articulation.
c. Perform in ensemble with the accompanying instrument(s).

5. It is the responsibility of the student to schedule the recital at least one year in advance of the date, choose the faculty evaluation committee, schedule rehearsal times, schedule the prerecital jury, publicize the event, and write and duplicate the recital program.

100% of all Music Majors who performed a recital during the 2005-2006 academic year passed 100% of all of the required criteria.

Music Performance Majors will perform both a Junior and Senior Recital.
These recitals must be at least 6 months apart. The criteria for the Junior Music Performance Degree Recital will be as follows:

1. The length of time of all combined musical selections will add up to a minimum of 45 minutes.
2. Compositions for the recital program will be chosen from a minimum of three contrasting eras in music history.
3. A minimum of four compositions will be accompanied with either piano or small ensemble with the exception of piano, organ or guitar recitals.
4. The recital will be evaluated by faculty members on the student's ability to
    a. Produce a characteristic tone on the instrument with accurate intonation.
    b. Perform with accurate rhythm, technique and articulation.
    c. Perform in ensemble with the accompanying instrument(s).
5. It is the responsibility of the student to schedule the recital at least one year in advance of the date, choose the faculty evaluation committee, schedule rehearsal times, schedule the prerecital jury, publicize the event, and write the duplicate the recital program.

100% of all students performing Junior Music Performance Degree Recitals during the 2005-2006 academic year passed 100% of all of the required criteria for the performance.

The criteria for the Senior Music Performance Degree Recital will be as follows:

1. The length of time of all combined musical selections will add up to a minimum of one hour.
2. Compositions for the recital program will be chosen from a minimum of four contrasting eras in music history.
3. A minimum of five compositions will be accompanied with either piano or small ensemble with the exception of piano, organ or guitar recitals.
4. The recital will be evaluated by faculty members on the student's ability to:
    a. Produce a characteristic tone on the instrument with accurate intonation.
    b. Perform with accurate rhythm, technique and articulation.
    c. Perform in ensemble with the accompanying instrument.
5. It is the responsibility of the student to schedule the recital one year in advance of the recital date, choose the faculty evaluation committee, schedule rehearsal times, schedule the prerecital jury, publicize the event, and write and duplicate the recital program.

100% of all students performing Senior Music Performance Degree Recitals during the 2005-2006 academic year passed 100% of all of the required criteria for the performance.

One of the primary reasons for the success of the above degree recital performances is the successful completion of the Prerecital Jury Examination by each student.

Prerecital Jury Examinations

Every student scheduled to perform a degree recital must also perform a Prerecital Jury Examination 4 weeks before the recital date. The prerecital jury will be performed exclusively for the student's evaluation committee which will be comprised of the student's private teacher and twoadditional faculty members. Every composition to be performed on the recital will be performed during this jury; therefore, each

composition is to be completely prepared and performed as if the jury date were the date of the recital. Any major problems with the jury performance will result in the following:

1. If the majority of the compositions are prepared well enough for the performance, the student may be permitted to reschedule an additional jury date no later than two weeks before the recital. The student will perform the compositions the committee determined to be insufficiently prepared. If the student has corrected the performance problems, then the recital will be performed on the date scheduled.

2. If the majority of the compositions are not prepared for the jury performance, the recital will be canceled and rescheduled for the following semester.

100% of the students who took Prerecital Jury Examinations during the 2005-2006 academic year passed with unqualified results.

Music History Entrance And Exit Examinations

Following successful completion of MUS 165, Introduction to Music Literature, the student will be given a pretest designed to measure the level of understanding the student will attain following successful completion of the following courses: MUS 355 – History of Music I; MUS 356 – History of Music II; MUS 357 – History of Music III; MUS 383 – Introduction to Conducting; MUS 384 – Conducting Studio. All music history and theory courses must be completed before the student takes MUS 383 and 384. MUS 384 – Conducting Studio, is considered a capstone course; therefore, the test will be readministered to the student following completion of this course. Conducting Studio must be completed before Music Education Majors student teach. Music Performance Majors must complete Conducting Studio before graduation. Then the pre test and post tests will be compared to determine the effectiveness of the student to retain knowledge and the effectiveness of the teaching methods used by the instructor to deliver information and concepts in a style that is memorable. This test is generated by the music department.

Action Plan For Next Cycle Of Assessment

During the summer of 2006, all full-time music faculty will be aligning and correlating Lindenwood University music courses with the following:

1) Missouri Department of Elementary and Secondary Education Show-Me Standards

2) Missouri Department of Elementary and Secondary Education Certification Requirements

3) Missouri Department of Elementary and Secondary Education Beginning Teacher Competencies

4) Lindenwood University Teacher Education Program Objectives

Following the creation of this document, which will specify when, where, and how each requirement/objective will be fulfilled, assessment methodology for each course will be created and included in next year's *Music Assessment* document.

Theatre

The following are the results of current assessment instruments already in place as well as new assessment initiatives implemented in certain courses for the 2005-06 academic year.

Departmental Goals and Objectives

The Theatre programs goals and objectives are drawn from Lindenwood's mission statement and General Education requirements. The program is designed to do the following:

1. Offer a comprehensive undergraduate and graduate education in Theatre. The program prepares students for graduate and post-graduate school, professional training programs and certain apprentice-entry level employment, and teaching at the secondary education level. Many students enter careers immediately after receiving their B. A. degree. All Theatre students must complete standard core requirements in Design and Technical Theatre, Acting, Directing, History, Literature and Script Analysis. Students then select an emphasis in Acting/Directing, or Design/Technical Theatre.
2. Provide all Lindenwood students, faculty and staff with classroom and production experiences which foster accessible understanding, insight and appreciation of classical and contemporary plays.
3. Serve as a dynamic partner in the cultural and intellectual life of the University and community at large.
4. Provide students with a rich, diverse exposure to theatre in theory and practice: historical, literary and performance.
5. Demonstrate to students how all areas of the liberal arts relate to theatrical presentation. We take a very strong approach in the areas of history, literature and analysis that is then related to and experienced through production.
6. To train the student in critical thinking skills in written and production work. This is measurable by written assignments required in every course and assessing the students' ability to develop practical solutions during production periods within a collaborative team framework. This quantifiable data is concrete and visible and is overseen by the faculty, and as appropriate, other students.

Graduating seniors in the BFA programs must enroll in and pass the Senior Project under the supervision of a designated faculty member.

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

There are three areas of emphasis (Directing, Acting, and Technical/Design) within the Theatre major. Because each of these areas includes core courses required by all students and because each specifically addresses a particular process within the major, we have concentrated our assessment relative to specific courses and matriculation through the program as follows:

Emphasis: Directing

Script Analysis	Pre-test and post-test covering general knowledge, terminology, and theoretical application of process.
Directing	Instructor evaluations. Tests covering dramatic action.
Adv. Directing	Peer evaluations by actors and stage manager. Instructor's evaluation. Review of written analysis. Pre- and post-production conferences with peers and instructor.
Senior/Graduate Project	Peer evaluations by actors and stage manager. Instructor's evaluation. Pre- and post-production interview with faculty. Review by faculty of written analysis.
Thesis Project (MFA)	Evaluation of thesis and production project by faculty committee. The thesis includes: • research component. • script analysis. • journal. • self-evaluation. • Interview with faculty committee.

Emphasis: Acting

Course	Assessment Techniques
Script Analysis	Pre-test and post-test covering general knowledge, terminology, and theoretical application of process.
Acting I	Pre-test and post-test covering general knowledge and self-evaluation.
Acting II	Peer evaluations by student directors instructor evaluations. Review by instructor of character analysis. Post-scene production critiques by instructor and peers.
Senior/Graduate Project	Peer evaluations by director and stage manager. Instructor's evaluation. Pre- and post-production interview with faculty. Review by faculty of written analysis.
Thesis Project (MFA)	Evaluation of thesis and production project by faculty committee. The thesis includes: • research component. • script or character analysis. • journal. • self-evaluation. • interview with faculty committee.

Emphasis: Technical/Design

Course	Assessment Techniques
Intro Tech Theatre I Intro Tech Theatre II	Pre-test covering general knowledge, terminology, theoretical application of techniques, and process.
Script Analysis	Pre-test and post-test covering general knowledge, terminology, and theoretical application of process.
Production Projects	Depending upon the project (lighting/scenic/costume design and/or operation, stage management), assessment may include: • instructor and/or director evaluation. • pre - and post-production interview.
Senior/Graduate Project	Director evaluation. Instructor evaluation. Portfolio review by instructor.
Thesis Project (MFA)	Evaluation of thesis and production project by faculty committee. The thesis includes: • research component • script or character analysis • journal • self-evaluation) • interview with faculty committee

Assessment Instruments

For specific Assessment Instruments, including Play Analysis Worksheet and Character Analysis Form, reference pages 4-11 in 2002/2003 Assessment Document for Theatre.

Narrative of Assessment Results

Because creativity and process are so important in theatre education, it has been a challenge to develop meaningful assessment tools that contain quantifiable measures. However, we continue to strive to create methodologies that produce results that are measurable. The outcomes of the quantifiable assessment tools are included in this document.

It should also be stated that the Bachelor of Arts in Performing Arts is also included within the division of Fine and Performing Arts. This will also apply to the Bachelor of Fine Arts in Theatre with the emphases in Musical Theatre, Technical Theatre/Design, Acting, and Directing. These degrees are a combination of courses offered in three disciplines: Theatre, Music and Dance. The courses that make up the core of this program are all addressed within the assessment documents for the individual disciplines as they should be. We will continue to discuss the development of assessment tools for the three new courses that have developed as a result of this expansion in programming – TA 207/Introduction to Theatrical Design, TA 303/Seminar in Musical Theatre, and TA350/Directing II. In addition we will continue developing a new assessment instrument for TA 370/History of Theatre.

There is also a major within the department in Arts Management (Theatre). All the courses required for this major are included in three program areas: Theatre, Management and Human Service Agency Management. There are no courses unique to this major. Assessment occurs within the various disciplines.

Directing

(For procedure, rationale, results, and action please reference page 11 and 12 in 2002/2003 Assessment Document for Theatre)

Script Analysis: TA 304

The assessment test was composed of 5 different questions. There were 15 students in the class.

	pre-test	post-test
Question #1: What are the 6 environmental facts that are part of the given circumstances?	0 out of 15	6 out of the 15 knew all 6 facts. 9 out of the 15 knew 5 of the 6 facts.
Question #2: Describe previous action.	3 out of the 15 could describe it accurately.	15 out of the 15 could describe it accurately.
Question #3: Who has the polar attitude in a play?	1 out of the 15	15 out of the 15
Question #4: What is a unit or beat?	0 out of the 15	10 out of the 15
Question #5: What are the 5 components needed for the character's analysis in a script analysis?	0 out of the 15	12 out of the 15 knew all 5 components. 2 out of the 15 knew 4 out of the 5 components. 1 out of the 15 knew 2 out of the 5 components.

Directing - TA 306

There were 16 students enrolled in the course. Based upon last year's student evaluations and in conjunction with the Acting II instructor the format of the class was altered to provide for a more efficient rehearsal process for the directors. It was also decided that the material chosen for the directors would be taken from four plays in total so that each director would direct a different scene from the same play, so that they could get an overall directorial perspective on an entire play as opposed to scenes from a variety of different plays. Also, based upon last year's evaluations and faculty input, it was decided that the number of actors assigned to each director would be a maximum number of 2-3. In this class, student directors were assigned 2 student actors from the Acting II class to direct in two different realistic scenes as opposed to 4-5 from the previous year. Traditionally, the curriculum of this course at Lindenwood University included five separate in-class presentations of the scenes per director; however, due to various considerations taken into account concerning the time necessary to adequately implement the "directing process" it was decided, in consultation with Acting II instructor, to reduce the number of presentations from five to four in order to concentrate on a more in depth investigation of the material. Peer evaluations were handled in an open forum/discussion in both the Acting II and Directing classes.

<u>Directing II, Advanced Directing, Graduate Directing: TA 350; TA 406; TA 512; TA 514 — dual enrollment courses</u>

Based upon faculty consultation and student evaluations – formal and informal - it was decided to integrate an intermediate level of directing between Directing I and Advanced Directing, to give the student director the opportunity to develop their skills on an entire text that was somewhat shorter in duration and more manageable for them to handle in the context of directing. Therefore we developed Directing II which would concentrate on directing ten-minute plays as opposed to the 20-30 minute plays directed by the Advanced Directing students. TA 350 and TA 512 met together as a dual enrollment course with undergraduate and graduate students. The graduate students were required to work on more directorially challenging material than the undergraduates. TA 406 and TA 514 met together as a dual enrollment course with more advanced plays being directed by the graduate students. The members of the theatre department were able to validate that those students who generate a complete, detailed and insightful script analysis are generally those students who direct a successful play. Of the 9 students enrolled in TA 350/TA 512 over the year, 8 completed the course with a grade of A (A on analysis and A on production) and 1 student received a grade of an F. Of the 11 students who took TA 406/ TA 514 over the course of the year, 7 received the grade of A, 1 student received a B, 2 students received a C, and one student received an F. All the students who invested little time and energy on the requisite written pre-production work produced plays with poor-to-mediocre staging, character choices and a lack of clarity concerning "storytelling".

<u>Senior Project (directing, acting, and design emphases) -TA 499</u>

This academic year's senior projects consisted of 8 acting projects, 1 directing project, and 1 design project. The directing student held her auditions with the Advanced Directing students and professionally presented themselves to the students who auditioned. The students completed a thorough script analysis and, generally, had an efficient rehearsal process. The 8 actors performed a significant role in either a mainstage, downstage, or alternative professional theatre production and completed a thorough character analysis as well as rehearsal journal that documented their process. The designer effectively completed a theatrical sound design and presented the requisite portfolio and paperwork. Each of the 10 students enrolled in this course received faculty mentorship throughout the course of their project and were also given feedback regarding the progress of their training. After the production, the student met with two members of the faculty who critiqued and discussed the production.

Acting

<u>Acting - TA 101 I See General Education.</u>

<u>Acting II-TA 201:</u>

There are two principle components of this class: scenework and written work (character analyses). The two parts will be addressed separately below. Each scene showing carried a value of 100 points as did each character analysis.

The format of the course is in large part dependent on the numbers of students in Acting II and Directing I. Based on information gathered in the 2004-05 academic year, it was evident that 3-4 person scenes were problematic. Therefore, in the 2005-06 academic year (based on the number of students in Acting II and Directing), the instructors were able to follow through with the plan and assign two-person scenes to most student directors. It was also determined from the previous assessment, that more time for rehearsals in the presence of the instructors was desireable.   As a consequence, there were more scenes <u>and</u> the rehearsals in the studio space under the supervision of the instructors was extended. Because of these circumstances, the first scene received two showings and the second scene was presented only once.

There were two sections of TA201. Following are the average scores for each scene:

Class I	Scene 1 - 1st showing	87.5	Scene 1 -2nd showing	90.5
	Scene 2 - 1st showing	91.8		
Class II	Scene 1 - 1st showing	85.6	Scene 1 - 2nd showing	89.7
	Scene 2 - 1st showing	89.3		

In spite of the fact that the second scene only had one showing, improvement is evident. After each showing of Scene 1, class members met as a group with the instructor for critiques. Each scene was discussed with both instructors and students openly offered feedback to their peers regarding the process, the directors and the performances.

The second major component of the class requires written work: a character analysis for each role in each of the two scenes. In this activity, the outcomes are not as good as those stated above for scenework. In fact, the initial character analyses were sub-standard in most cases and students were not awarded any points but credited with the attempt. The instructor made copious notes on each student's submission. Some students definitely benefited from the feedback. Others, apparently, did not. Following are the details regarding the character analysis, class-by-class:

Class I - n = 16
- Character Analysis #1 Submitted   15
- Character Analysis #2 Submitted   8
- Average Grade for Analyses #2   84.25%

Class II - n = 15
- Character Analysis #1 Submitted   11
- Character Analysis #2 Submitted   12
- Average Grade for Analysis #2   81.9%

The students in these classes are principally theatre majors and minors and appear to be highly motivated. If attendance is any indicator, the rate of attendance for Class I was 93.7% and 91.3% for Class II. Students are anxious to begin work on their scenes but are less-than-enthusiastic about doing the critical research and written work. Perhaps the significantly reduced grade due to low or no points for the character analysis will make an impact.

However, in order to accentuate the importance of research and critical (and imaginative) thinking necessary to master the craft of acting, the course will be amended to include a much more in-depth concentration regarding character analyses in the weeks preceding scenework. Examples will be distributed which will be directly related to the reading material, students will work in groups on projects and acting exercises will be developed to demonstrate the importance of this critical part of character development.

Technical/Design

(For procedure, rationale, results, and action please reference pages 18 and 19 in 2002/2003 Assessment Document for Theatre)

Intro To Tech II - TA 112

Competency evidence to 5-18-05

	pre-test	post-test	project work
Knowledge	7 - 9 @ 23%	5 - 6 @ 82%	91%
Comprehension			91%
Application			91%
Analysis			91%
Synthesis			91%
Evaluation			91%
Analogous / Connective thought			91%

Pre-Test:
> Designed to allow students to respond to (define, explain or comment on) the entire range (by terms) of topics covered in the course. This is used as base-line data.

Post-Test:
> It allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture / discussions and weekly prescribed lab projects within above topics.

Project Work:
> Students complete lab projects and a final presentation with specific criteria designed to stimulate cognitive and visual skills as practical exploratory exercises in key aspects of the topical material.

Summary:
> 10 students took the pre-test. 7 – 9 gave 23%. 6 took the post-test. 5-6 gave 82%.
>
> In lab and presentation work, 10 students out of the adjusted final count of 11 have shown superior-good work, and 1 student showed below average work chiefly as a result of absences and no final project,

Productive Components:
> Regular use of graphics accompanying lectures, participation in productions through practical lab sections

Improvement Strategies:
> Assignment of students to production positions. Purchase more tools for increased lab participation.

Spring Semester 2006

Scenography -Ta 305, 515   Dual-enrollment class

Competency evidence to 5-19-06

	pre-test	post-test	project work
Knowledge	12 @ 50%	not given	92%
Comprehension		(see below)	92%
Application			92%
Analysis			92%
Synthesis			92%
Evaluation			92%
Analogous / Connective thought			92%

Pre-Test:
> Designed to allow students to respond to (define, explain or comment on) the entire range (by terms) of topics covered in the course. This is used as base-line data.

Post-Test:
> It allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture / discussions and 3 prescribed projects within above topics. (Note): post-test needs to be redesigned to reflect more specifically the 3 project approaches completed in class.

Project Work:
> Students complete 3 projects with specific criteria designed to stimulate cognitive and visual skills as practical introductory exercises in key aspects of the topical material.

Summary:

12 students took the pre-test. 12 gave 50%. A post-test was not given.

In project work, 12 students out of the adjusted final count of 13 have shown superior-good work, and 1 student showed average work, 0 showed below average, and 0 failed because of attendance or project work.

Productive Components:
Group labs for model building.
Discussions of concept style.

Improvement Strategies:
Include a list of area-specific presentation requirements in the syllabus as a permanent reference for students. Redesign the post-test to reference assignment parameters.

Theatre History -TA 370/530

Competency evidence to 5-20-05

	pre-test	post-test	project work
Knowledge	1 - 3 @ 65%	1 - 2 @ 100%	95.5%
Comprehension			95.5%
Application			95.5%
Analysis			95.5%
Synthesis			95.5%
Evaluation			95.5%
Analogous / Connective thought			95.5%

Pre-Test:
Designed to allow students to respond to (define, explain or comment on) the entire range (by terms) of topics covered in the course. This is used as base-line data.

Post-Test:
It allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture / discussions and 8 prescribed projects within above topics.

Project Work:
Students complete 8 projects with specific criteria designed to stimulate cognitive and visual skills as practical introductory exercises in key aspects of the topical material.

Summary:
3 of 6 students took the pre-test. 1 - 3 gave 65%. 3 took the post-test. 1 - 2 gave 100%, 2 gave 76%.

In project work, 5 students out of the adjusted final count of 6 have shown superior-good work, and 1 students showed average work, 0 showed below average, and 0 failed because of attendance or project work.

Productive Components:
Visual stimulation of graphics accompanying lectures, choice of approaches for written projects.

Improvement Strategies:
Firm deadlines for project turn in.
Produce more graphics to support text for better attendance.

Theatre Courses:

Senior Seminar - TA 480

Competency evidence to 5-19-05
Knowledge

Comprehension
Application   N/A (see below)
Analysis
Synthesis
Evaluation
Analogous / Connective thought

Project Work:

5 students researched and prepared for discussion 15 topics specific to the theatre major, designed to provide base lines for more in depth exploration and to identify individual post graduate areas of concern.

Summary:

The sequence of topics covered weekly each semester was prioritized by the instructor at the first meeting based on current levels of experience and expectation of the students in the class.

Graduate school	Regional Rep	Interviewing
Faculty positions	Summer stock	People skills
The unions	Major markets	Finances
Free lance	Working abroad	Faith values
Related Fields	Career or fun?	Success skills

Students were assigned a final summary paper both journaling their individual learning curve in the discussion groups, and acting as a reflective life skills strategic exit plan.

In the first few classes all students reported anxiety about facing an uncertain future. The results of their final journals indicated that the students were both much more informed as potential employees about both the range of career focuses available and more confident personally about making positive choices in their careers and daily lives.

"…there was a lot of useful information with the outline of your syllabus, but the discussions and hearing the stories about your travels in the theatre world were more useful."

"…it let me deal with the problems I was having. It was insightful and a constant source of reinforcement"

"The dream is not dead, but it's going to take a little more than average effort to realize it."

"I gleaned the necessary strategy of setting goals, both short and long term, to ensure that I would eventually get what I wanted…I had never imagined that this class would be the one to motivate me to higher standards."

"I truly feel that it wouldn't necessarily be a bad idea for you to teach this class to *all* of the graduating seniors at Lindenwood University."

Productive Components:
Confidentiality of expressed views. Open, sharing environment. Benefit of range of instructor's practical experience.

Improvement Strategies:
Specify minimum acceptable research in preparation for group discussions.

Masters Thesis - Course: TA 600 Applications for All Areas of Emphases

The student and his or her faculty mentor must agree upon the MFA thesis subject by the end of the penultimate semester of study. An outline of the work is required at the beginning of the final semester. The student is then free to complete the necessary scholarship allowing reasonable time for revisions and review.

A faculty member who acts as the head of a committee of three selected by the student moderates the subject and progress of the thesis as the official reviewers and adjudicators. When the thesis reaches an acceptable draft form using standard MLA format, two additional copies are distributed to the other members for consensus. A committee meeting is held to discuss the merits of the thesis with the candidate present as the final formalization of approval.

A thesis must contain: the proposal, a research section appropriate to the project, conceptual development, production requirements (theoretical or practical), analysis appropriate to the project, supporting design and/or technical specifications (tech/design emphasis only), directed conclusion, production journal and self-evaluation (for acting and directing only), and a works cited page. A bibliography is optional. While there is no specified length for this kind of work, the student is regularly advised in-process by the committee head to maintain certain standards of depth and clarity of thought

in preparing work which rigorously explores the chosen topic. The candidate may also regularly refer to selected theses on file for examples and organizational direction.

As many interviews are held with the candidate as necessary before, during, and following the deadline for each thesis section. International students at Lindenwood may require longer contact time with faculty.

In the course of the 2002-03 academic year, one student participated in a thesis project with an emphasis in design/technical theatre. The production aspect of her thesis was excellent.

We will be reviewing and revising the Master of Fine Arts directed thesis project directives and will have this project done and in place for the Fall semester of the 2003-04 academic year.

Additional Assessment Techniques: Comprehensive Individual Assessments

At the end of each semester, all of the majors and minors in Theatre and Performing Arts were required to meet for individual assessment conferences with the four primary theatre instructors – Walsh, Parker, Quiggins, and Gregory – to discuss their progression in the program and to address any questions or concerns they may have regarding their training. These assessments took place on weekend days at the end of each semester. Each student was given a fifteen minute appointment and met with two of their primary instructors for that semester. The theatre faculty met during the week prior to the assessments to discuss specific students and/or situations that should be addressed during these assessment appointments. During each meeting the instructors talked about the student's individual progress and were consulted on steps they should now take as they advance in their training. During these meetings the students were also asked questions regarding changes that they would like to see happen regarding their own training and how it is implemented within the department via curriculum and departmental productions. Overall, the students were very pleased with their training and were also very open about possible changes they would like to see happen that they feel would enhance their educational experiences. This type of assessment experience has been very well received by the departmental student body as a whole and has helped contribute to an excellent retention rate. As a result of these assessments the format of the mandatory graduate student seminars required of all graduate students has changed in order to focus the seminar topics in a more efficient manner and to allow graduate students to enroll in the seminar for credit if they so desire. Additional changes in curriculum may be reflected in subsequent semesters as a direct result of these individual assessment conferences.

Additional Assessment Techniques: Development through Professional Practice

Another way of assessing success in Theatre education is to review the off-campus opportunities students have to work and/or perform in their respective fields of endeavor. Following is a list of Professional-Actor's Equity (PAE), Professional-Screen Actor's Guild (PSAG), Professional-Non-Equity (PNE), and Non-paid (NP) experiences our 2005-06 students had during the course of the academic year. Of course, some are on-going and others were typically for the duration of a production or a season.

2 Actors, HotCity Theatre productions (PAE)
2 Directors, HotCity Theatre productions (PAE)
1, Actor, Vanity Theatre (PAE)
1 Actor, New Line Theatre (PNE)
3 Actors, St. Louis Shakespeare Company (PNE)
5 Actors, local industrial films and commercials (PSAG)
1 Actor, national commercial (PSAG)
2 student actors, City improv troupe (PNE)
1 Assistant Technical Director, HotCity Theatre (PAE)
Actor, Repertory Theatre of St. Louis (PAE)
Director, Historyonics Theatre Company (PAE)
Actor, New Jewish Theatre Company (PAE)

Actor, Cincinnati Playhouse in the Park (PAE)
2 Actors, The Muny Theatre (PAE)
1 Actor, Stages St. Louis (PAE)
Performers, Six Flags over Mid-America (PNE)
Stage Manager, Six Flags over Mid-America (PNE)
Actor, SIUE summer stock (PAE)
Stage Manager, SIUE summer stock (PAE)
1 Actor, Shakespeare Festival of St. Louis (PAE)
Director, Black Theatre Workshop (SIUE)
4 Adjunct Instructors, SIUE, Fontbonne University, Washington University
Director, University of Missouri – St. Louis
Director, Saint Louis University
Director, Fontbonne University
1 elected as secretary to the Kevin Kline Awards
4 crew positions, Opera Theatre of St. Louis (PAE)
1 guest choreographer, Philadanco, Philadelphia, PA (PAE)

Christian Ministry Studies

Combining critical, academic objectives with spiritual discernment within an applied approach to ministry, students majoring in Christian Ministry Studies explore a call as they prepare for service in the Church, parachurch, or mission sending organizations. The CMS program is also appropriate for students wishing to further their training in graduate school or seminary after they receive their B.A.

Introduction to Christian Theology - CMS120

CMS120, Introduction to Christian Theology, is a core requirement of all four CMS concentrations. The purpose of CMS120 is to provide students with a basic introduction to the major Christian doctrines that comprise a systematic theology, as well as supporting doctrines of the church. By the end of the course, students:
1. Will have met and interacted with other members of the class, becoming aware of the diversity of religious commitments and doctrinal expressions of faith represented by the various members; and will have understood the need for respecting the convictions of others while remaining true to their own.
2. Will have come to a basic understanding of the importance and method of studying Christian theology.
3. Will be able to clearly communicate basic understandings of the doctrines of Bibliology, Anthropology, Hamartiology, Soteriology, Christology, Pneumatology, Ecclesiology, Eschatology, Missiology, Demonology, Angelology, and Martyrology.
4. Will be conversant regarding the range of theological positions on doctrines such as Hamartiology, Soteriology, Eschatology, etc.
5. Will have begun the process of critically examining their own convictions regarding these various doctrines.
6. Will have begun the process of identifying their own source of authority in the matter of doing theology.
7. Will be able to provide a basic overview of the history and development of Christian doctrine.
8. Will be able to articulate differences in ways people approach Scripture as foundational for theology.

Method:

In January of 2006, a pretest of twenty-five questions was given to 17 students. The test was comprised of details representing the principal areas of theological study, Bibliology, Anthropology, Hamartiology, Soteriology, Christology, Pneumatology, Ecclesiology, Eschatology, Missiology, Demonology, Angelology, and Martyrology.

At the conclusion of the semester in May, students took the same post test to measure change in knowledge. The results of the pretest and post test are presented below.

Subject	Final % (Pre Test)	Final % (Post Test)	% Increase
Theology	72%	47%	-25%
Bibliology	58%	80%	22%
Anthropology	67%	78%	11%
Hamartiology	68%	90%	22%
Soteriology	81%	90%	9%
Christology	31%	73%	42%
Pneumatology	81%	91%	10%
Ecclesiology	60%	65%	5%
Eschatology	55%	44%	11%
Missiology	77%	67%	-10%
Demonology	69%	70%	1%
Angelology	83%	87%	4%
	Christian Theology	Overall Increase	12%

Conclusions and Interpretations:

- The sizable decrease in correct answers in Theology and Missiology is not easily explainable.   The theology question was a definition, for which there may have been confusion because multiple definitions were explored in the content of the course.   The missiology questions need to be reworked.
- Overall, the other subject categories showed marked improvement. The test questions measured increases in knowledge and comprehension, but poorly measured subjective application.
- Generally, this instructor is please with the improvements, but recognizes needed changes.

Suggested improvements to the course:

- Review the course content and printed notes, especially in those subjects demonstration less than 20% increase in correct answers.
- Revise the testing instrument, especially Theology, Missiology, Demonology and Ecclesiology.

Professional Orientation-CMS 251

Professional Orientation is also a core requirement of all CMS concentrations. Its purpose is to explore the student's own call to Christian ministry and to gain knowledge of how God calls people to Christian discipleship, to service in the Church and parachurch, and to full-time Christian ministry of Word, sacrament and order. Other essential issues of servant/leadership in ministry are included. By the end of the course students are expected to:
- Understand the Call as it applies to all Christian discipleship.
- Understand the Call as it applies to vocational choices for all Christians.
- Understand the Call as it applies to "full-time Christian ministry," including "the call to preach."
- Develop a comprehensive familiarity with the biblical witness concerning work, rest, and play in the Christian servant/leader's professional and personal life.
- Understand servant/leadership as profession, and what it means to be a "professional" Christian worker.
- Inventory one's own "gifts and graces."
- Understand the difference between spiritual gifts and temporal gifts, including gifts for ministry.
- Grow in understanding the relationship between spiritual discernment and critical thinking.

Method:
A simple pretest and post-test of seven questions was given at the beginning and at the end of the semester. Four of these were objective questions dealing with the content of the course and texts, and three were subjective questions dealing with life choices and priorities. The purpose is to ascertain if the students increased in both objective learning and reflective personal growth based on the course experience.

The results are as follows:

Type of Question	Pretest % Correct	Post-Test % Correct	% Increase
Objective	18%	27%	9%
Subjective	56%	87%	31%

Conclusions and Interpretations
:
- Subjective questions measure comprehension and application better than objective questions. A significant increase in the subjective % correct indicates adequate processing of information received.
- Class/instructor evaluations overwhelmingly indicated satisfaction with the course, and indicated that the purposes of the course were accomplished in nearly every instance.
- CMS251 is fulfilling its purpose as a "flagship" course for the CMS degree.

Suggestions for Improving the Course:

- Stay personal and focused on discernment of calling.

Old Testament Book Study- Psalms – CMS 340

This 300 level course is a core requirement for three of four concentrations, and an elective option for all four concentrations. Additional Old and New Testament exegesis book studies may be taken if a different book is being studied. The purpose of this course is to introduce the student to the content and purpose of the Old Testament Book of Psalms, and to gain insight into the application of the book for students in the local church. The student objectives include the following:

- Grow in understanding the relationship between spiritual discernment and critical thinking.
- Understand the immediate purposes for which the Psalms were written including their cultural and historical contexts.
- Understand the "second meaning" application of generations following the original writers.
- Understand the forms, styles and genres of the Psalms as a source of Judeo/Christian hymnody.
- Understand how Psalms is organized in order to facilitate life-long learning of the content of the book.
- Give particular thought to the Christological and Eschatological content and application of the book.
- Understand the application of the book as source for personal devotion, preaching and teaching.

Method:

In this assessment, a twenty question testing instrument measured objective facts derived from the two texts, Scripture, and discussion/lecture content. Twenty-three students were tested before and after the course, and a percentage of correct answers measured.

Pre-Test % Correct	Post-Test % Correct	% Increase
41%	61%	20%

Conclusions and Interpretations:
- Twenty percent increase in knowledge and objective facts is appreciable, and represents mastery of information.
- What is not measured is comprehension and application of the message of the Psalms.
- However difficult to measure subjective goals, a new instrument needs to be devised.

Suggestions for Improving the Course:

The objective testing instrument did not directly measure the subjective goals of the course. A more complex instrument will need to be devised for future assessment of the CMS330 and CMS440 biblical exegesis courses in order to measure subjective comprehension and application goals.

Criminal Justice

The Core courses should also give students some understanding of how the U. S. criminal law works, and learn to appreciate the government powers of arrest, search and seizure, and the civil rights laws that bear on these activities. Criminal justice students should also have an understanding of the basic strengths and weaknesses of the penal system. In addition, students should have an understanding of the Uniform Crime Reports published by the F.B.I., and how to use this annual report for research on crime in American society.

Goals:
1. Criminal Justice majors will demonstrate an understanding of the historical roots of the Criminal Justice System.
2. Provide professional guest speakers that relate contemporary theories and strategies in controlling crime.
3. Each student will have had an opportunity to participate in an internship within the Criminal Justice System.

4. Each student will possess the knowledge necessary to compete for employment positions within the Criminal Justice System.
5. Each student will demonstrate an acceptable level of knowledge in the core courses offered.
6. Each student will demonstrate an understanding of the major theories of Criminal Justice.

Objectives:
1. Identify the social and political forces that have helped to shape current criminal justice practices.
2. Identify the major forms of deviance and crime in the United States.
3. Provide a detailed account of the various stages of the criminal justice system.
4. Discuss the evolution of the "professional model" of policing while noting its strengths and weaknesses.
5. Understand that community concerns help shape the role of the police.
6. Identify and discuss the various selection methods for criminal justice candidates.
7. Discuss the various relevant Amendments to the Constitution that most impact the CJ system.
8. Describe and discuss the various contemporary correction facilities.
9. Define community corrections.
10. Identify recent trends in dealing with juveniles accused of committing criminal offenses.
11. Describe the increasing role of the victim in the criminal justice process.
12. Discuss the major steps and influences on the trial process.

Assessment of Majors

The Criminal Justice department will use several different strategies to assess where the program is and where it is going. Most of the efforts will be directed towards soliciting feedback from the students in the form of an exit survey that requests information on the quality and content of the Criminal Justice program.

The exit survey will be administered at the conclusion of the CJ 440 Senior Seminar class, which is considered the capstone course for the Criminal Justice program. Additionally, every two years a similar survey will be mailed to alumni on the utility of the Criminal Justice degree in obtaining employment and other non-employment related pursuits.

Starting with the Fall Semester 2006, a newly designed pre and post test will be administered to students starting and concluding the CJ 210 Criminal Justice Systems course to assess their cognition of the course material. This is an introductory course for all Criminal Justice majors and covers the core components of the American Criminal Justice System; police, courts and corrections. Additionally, the CJ 210 post-test will also be given to students concluding the capstone CJ440 class during the final week of the regular semester. This will provide a comprehensive assessment of the pretest scores from the introductory class CJ210 and post-test scores from the capstone class CJ 440.

Procedures:

The assessment test for CJ 210 will be prepared using the CJ textbook "Criminal Justice in Action, The Core" as a common narrative. The test will be composed of 50 objective questions (multiple choice) generated by the "ExamView" test program and will address the core components of the criminal justice systems. The assessment will be administered during the first and last week of the regular semester classes by the course instructor. The same test will be used as the post-test for CJ 440 (see action plan below).

Results:

- The Lindenwood University's Criminal Justice Program will gain two new faculty members, a new program manager and new Division Dean in 2006 – 2007. The data gleaned from the aforementioned assessment instruments (surveys and pre/post tests) will be analyzed, published and used as a bench mark for future comparisons.
- The previous assessments (2002 – 2005) that have been used for evaluation of the Criminal Justice program are sound but should not be used as bench marks for the 2006 program due to the considerable changes in faculty, evaluation instruments and methodology.

Recommendations/Action Plan:

1. With in put from the Division Dean and Criminal Justice Faculty, design and generate an instrument to be used as a pre/post-test to measure the students' cognition of the major areas of Criminal Justice (police, courts, corrections) upon completion of CJ210 beginning with the Fall semester 2006.
2. With in put from the Division Dean and Criminal Justice Faculty, design and generate an instrument to determine the students' cognition of the major areas of Criminal Justice (police, courts, corrections) upon completion of the Criminal Justice program beginning with the Spring semester 2007.
3. Administer the pre-test in August 2006 and the post-test in May 2007 then analyze and publish the results to establish a bench mark for the program by June 2007.
4. Design and generate a survey form to be distributed to Criminal Justice Capstone Classes and alumni starting in December 2006.
5. Implement appropriate corrective changes based on the analysis of the surveys and pre/post tests in June 2007 or sooner if applicable.
6. Discuss with colleagues the likelihood of including the assessment (posttest) results into the student's final grade. Perhaps the outcome score can be a part of the final exam for the course starting with the Fall Semester of 2006.

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next Assessment
CJ210	Pre-Test	Aug & Jan	Faculty	Jan & Jun	None	Aug 06
CJ210	Post-test	Dec & May	Faculty	Jan & Jun	Modify test and/or presentation material	Dec 06
CJ440	Exit Survey	May	Faculty	Jun	Revise Course Offerings	May 07
CJ440	Post-test	May	Faculty	Jun	Modify test and/or presentation material	May 07
Alumni Assessment	Survey	May	Faculty	Jun	Revise Course Offerings	May 07

Human Service Agency Management

Goal

HSAM graduates will demonstrate an ability to lead and manage people, both staff and volunteers, in addition to developing and maintaining high quality human service programming in nonprofit organizations.

Objective #1

Students will demonstrate professional development competencies required for nonprofit management.

Students will…
- demonstrate extensive knowledge of nonprofit agency structure, the roles and responsibilities of board and staff, the recruitment and training of staff and volunteers, and effective risk management, ethical behavior, and legal liabilities.
- display direct knowledge of program planning from defining client needs to program design, implementation, maintenance and evaluation.
- convey an understanding of supervision, training and teambuilding as skills necessary to promote the health and well-being of agency staff, volunteers, Board of Directors and clientele.
- be familiar with nonprofit budgeting and accounting practices and procedures including fundraising and ethical fiscal management.

Objective #2

Students will demonstrate the foundation competencies required for nonprofit management and leadership.

Students will…

- convey the theories and knowledge necessary to meet the developmental needs of youth, adults and families and will be able to appropriately identify how nonprofit organizations can meet these developmental needs.
- demonstrate knowledge of the historical and philosophical foundations of nonprofit organizations.
- display skills, both written and verbal, so as to effectively communicate with members of various constituent groups.
- be oriented to the wide variety of nonprofit roles and career opportunities and have opportunities for networking and skill enhancement to increase employability upon graduation.
- demonstrate the personal attributes necessary for successful leadership and management within nonprofit organizations including time management, initiative, commitment, honesty and integrity.

Review of Previous Assessment Procedure

Previous assessments of the HSAM program included the numbers of students involved in American Humanics, the number of majors in the program, and accomplishments and activities of these students. These are significant statistics to maintain as part of future assessments, but this information does not reflect the academic achievement and goal accomplishment.

The number of students seeking American Humanics certification has been significant data toward measuring the achievement of academic goals of the program, that is, if students qualify to be certified in American Humanics, then they have demonstrated the competencies to become entry-level managers in nonprofit organizations. These students have then successfully achieved the goals and objectives of the HSAM program. This information has been collected in previous assessments and will continue to be significant information in future assessments.

In addition to the collection of information regarding American Humanics certification status, HSAM program assessment has included information from students via a survey of post-graduation plans. This information will be collected for multi-year comparisons.

Results of the Human Service Agency Management Assessment for 2005-06

Pre/post-test instruments were initiated during the Fall Semester of 2005. New majors were administered a 20-question true/false exam covering content areas of defining non-profit organizations, management and leadership and theory. A second exam utilizing potential difficult situations for non-profit managers was also administered to assess higher learning cognitive processes, particularly competence in evaluation. Both of these exams were given after the first class of Introduction to Human Service Agency Management for data for the pre-test.

These same exams were administered to graduating students during the last week of classes during the Spring Semester. These data will be used for post-test results. Both exams were also administered to graduate students in the Management of Human Service Agencies course in the Spring Quarter of 2006 to begin to serve as a comparison of depth of knowledge and understanding expected in these curricula. The results of the pre/post exams are per the following:

Content Area		2005-06 Undergraduate Graduate
Defining Non-profits	Pre-test Scores	40%
	Post-test Scores	73% 89%
	Differential	+33%
Theory	Pre-test Scores	60%
	Post-test Scores	60% 89%
	Differential	+0%
Management and Leadership	Pre-test Scores	59%
	Post-test Scores	77% 91%
	Differential	+18%
GRAND MEAN	Pre-test	56% 76%
	Post-test	90%

Data Analysis:

The results indicate significant improvement in knowledge except for theory. This result if repeated in future years would indicate a need to spend more time on the theoretical bases for what is being taught. If subsequent years remain consistent with these data, it is expected to reflect an improvement in HSAM students' knowledge in these significant content areas similar to this increase.

Pre/Post Scores Analysis per Process/Intelligence
% Correct

Competence		2005-06 Undergraduate Graduate
Evaluation	Pre-test Scores	31%
	Post-test Scores	47% 52%
	Differential	+16%

Data Analysis:

This measurement of the difficult nonprofit management scenario requires the student to utilize the knowledge, theory and skills expected of a management employee in order to make the most ethical, non-harmful to clients, productive choice to a leadership dilemma. Through forced choice ranking, students are bringing together all of the competencies expected of an effective nonprofit manager. The significant gain pre to post appears to indicate a growth in the HSAM students' ability to utilize the better practices of nonprofit leadership and management. As with the previous instrument, continued use will allow for determination as to the effectiveness of this exam as an indicator of student learning.

Post-graduation plans

Post-graduation plans were surveyed for the fourteen (14) Baccalaureate graduates. This is an indicator of how to orient curriculum for student satisfaction and to maximize student learning. Results are per the following:

Plan	2005—06
Employed at human service agency	7%
Seeking human service agency employment	64%
Military service	0%
Graduate school	0%
Other	29%

Data Analysis:

It appears that those completing the undergraduate HSAM program are decisively oriented toward employment in the nonprofit sector.

2005-2006 Conclusions and Action Plans

This year's data suggest the following conclusions and recommendations:

1. Pre/post measurement provides some positive measurement results of the learning from entry to graduation. Pre/post testing should be examined to determine if any changes would produce more accurate results for subsequent assessment.

2. Compiling post-graduate plans is helpful to ensure that the employment focus of the program meets the needs of the HSAM students. This will be measured on a multi-year basis to utilize student plans into program assessment. It might be useful to breakdown the other category to learn of what are the various other future graduate plans.

3. Student portfolios including major course reports, projects, community service involvement, etc. are maintained on each student in the HSAM program. Other pertinent data will continue to be collected as another measure of student growth and development throughout tenure in the HSAM program and as a measurement of curriculum effectiveness.

Social Work

Goal

Graduates of the Lindenwood University Social Work Program will demonstrate competencies for entry-level practice with individuals, families, small groups, organizations, communities and society in changing social contexts.

Objective 1

Students will be knowledgeable of the history of social work and the profession's values, ethics and theories.

Implementation and Measurement
- Students will comprehend the development of the social work profession including the historical development and economic trends impacting practice through classroom lecture, readings, research papers and examinations including multiple-choice, short-answer and essay questions.
- Students will reference the NASW Code of Ethics for ethical decision making and clarity for ethical professional behavior as demonstrated by classroom discussion and case scenario role plays, video presentations and recordings, term papers and research projects.
- Students will utilize the theories of social work in written case assessments, bio-psycho-social analysis, social histories and policy analysis as prepared for class requirements.

Objective 2

Students will be sensitive to issues regarding diversity, social and economic justice, social advocacy, social change and populations at-risk.

Implementation and Measurement
- Students will analyze social policy and evaluate current trends affecting social welfare policy and social programs through in-class small group discussions, debates, writing letters to Congress, case scenarios and research papers.
- Students will evaluate the impact of social policies on client systems, workers and agencies as demonstrated through critical thinking via in-class discussions, small group exercises and research papers, and practicum experience.
- Students will demonstrate knowledge of and sensitivity to diverse cultures and populations-at-risk as evidenced by cultural elements of case scenarios and case assessments in small group discussion and role plays, in written case reports and from field practicum experiences.

Objective 3
Students will effectively apply knowledge and skills related to human behavior in the social environment, social work practice, social work ethics, policy, practice evaluation and research, and professional and personal development in practice with diverse populations.

Implementation & Measurement
- Students will assess their personal fit in the social work profession through occupational testing, personality inventories, personal logs, journals and in-class discussions.
- Students will classify the bio-psycho-social variables that affect not only individuals, but also between individuals and social systems through class lecture, readings, small group discussions and written case assessments.
- Students will demonstrate the movement from friendship skills to clinical interviewing skills through in-class role-plays, pre and post videotapes, case response pre/post tests, field practicum experience and post-graduation social work employment.

Assessment Procedures
A variety of measurement instruments are utilized to measure students' learning, skill development and professional identity. Data from these sources are evaluated to refine the program as needed so as to enhance student learning and prepare social work graduates for employment and./or social work graduate education.

Post-graduation plans

Information is collected about post-graduation plans to determine the number of graduates that are to be employed in social work and/or the number of students that planned to enter graduate school immediately following graduation.
- Outcome Measurement: At least 70% of graduating social work students will continue in the social work field (either in employment or graduate school).

Pre/post Testing Instruments

Core Course Content: For each core course in social work, a pre/post test consisting of multiple choice questions was administered to demonstrate student growth in content areas. Pre-tests are administered on the first day of class; post-tests are on the last day of class or as part of the course's final exam.
- Outcome Measurement: Post-test scores (percentage of correct responses) will average a 20% increase in differentials per course and of the Grand Mean across pre/post measurements.

Case Response Scenarios: To measure basic direct practice skill acquisition across the social work program, a pre/post test based on the Practice Skills Measurement (PSM), Ragg & Mertlich, 1999, is given to social work majors at the first class of Social Work Practice I. The Case Responses questionnaire is a case scenario based instrument describing six potential entry-level clients with a choice of five responses to the "client's" need, concern and/or problem. The scenarios vary in level of need, requiring social work students to draw upon a variety of skills such as active listening, assessment of the client situation and case planning. Students are required to rank the five given

responses in a Likert scale from most desirable first response to least desirable first response. This response measure indicates the level of application, synthesis and integration of classroom information into clinical social work skill. This instrument has been utilized at other Schools of Social Work including Eastern Michigan University and Southern Colorado University. This instrument is utilized to quantify interpersonal intelligence (Gardner), a primary ability necessary to succeed in generalist social work practice. The post-test is administered just prior to the student's graduation (post-test are usually administered when the student is completing their Field Practicum).

- *Outcome Measurement*: Post-test scores (percentage of correct responses) will average a 5% increase in differentials of the Grand Mean across pre/post measurements.

Assessment of Course Objectives

In 2004-05, a student assessment of course objectives was introduced in some of the social work core courses to have students measure their own learning; in 2005-06, assessment of course objectives was completed in all core social work courses offered. On the first day of class, students were asked to assess their current ability with regard to each course objective on a scale of 1 = no ability; 2 = some ability; 3 = average ability; 4 = above average ability; 5 = expert. The same self- assessment was administered on the last day of class.

- Outcome Measurement: The goal will be a change of 1.0, with a .5 change being deemed satisfactory.

Results of Social Work Assessment Procedures for 2005-06

The Social Work Program graduated thirteen (13) students in 2000, fifteen (15) in 2001, nine (9) in 2002, nine (9) in 2003, thirteen (13) in 2004, ten (10) in 2005 and ten (10) in 2006.

Results of all assessment measures were per the following:

Post-graduation Plans
Data has been collected on graduation plans of social work students. Fairly consistently, students have sought and obtained work in the field of social work upon graduation and have been accepted into graduate schools in social work.

Social Work Student Post-Graduation Plans—Multi-Year Comparisons

Plan	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Social Work Employment	85%	74%	67%	78%	69%	60%	80%
Graduate School	0%	13%	22%	22%	31%	30%	20%
Total going into social work employment or continued social work education	85%	87%	89%	100%	100%	90%	100%
Other	15%	13%	11%	0%	0%	10%	0%

Data Analysis:

More graduates in 2005-2006 have moved directly into employment than the previous year with fewer of them going directly to graduate school upon graduation than graduates since 2003. Consistently, however, 100% of 2005-2006 graduates have moved directly into graduate education or work in the field of social work. 90-100% of social work graduates have entered the field since 2002-2003.

Outcome Evaluation:

Exceeded. Data consistently affirms that at least 70% (100% actual) of Social Work graduates plan to enter the field of social work or continue their education in social work.

Core Course Content

Pre/post Social Work Core Course Content Percent correct			
Course	Pre	Post	Differential
SW 100 Cross-cultural Communication	33%	61%	+28%
SW 110 Introduction to Social Work	40%	75%	+35%
SW 240 Human Diversity & Social Justice	26%	64%	+38%
SW 280 Human Behavior in the Social Environment I	58%	88%	+30%
SW 310 Social Work Practice I	33%	50%	+17%
SW 311 Social Work Practice II	65%	75%	+10%
SW 320 Social Welfare Policy & Services I	26%	53%	+27%
SW 450 Field Practicum and Seminar	39%	54%	+15%
Grand Mean	40%	65%	+25%

Data Analysis:

Overall, students demonstrated substantial growth from Pre-test to Post-test scores, a change of +25%. The greatest growth was demonstrated in 100 level courses, an average increase of 33%, compared to 300 level courses with an average increase of 18% and Field Practicum & Seminar, 15%. Please note that our 100 and 200 level courses contain a substantial number of non-majors with 3 of the 4 serving as General Education courses. The largest increases in tested content knowledge were in SW 240 (38%) and SW 110 (35%). The smallest increases in tested content knowledge were in SW 311 (10%), SW 450 (15%) and SW 310 (17%) which are much more process oriented courses than the others. The lowest Pre-test scores were in SW 240, a General Education course, and in SW 320. Very few of the students enrolled in SW 320 had completed the required pre-requisites in the "new curriculum" with most of them completing the major in the "old curricula." Both of those courses, however, demonstrated student growth higher than the mean. The highest Post-test scores were in SW 280 (88%), SW 110 (75%), and SW 311 (75%), all of which had Pre-test scores at the grand mean or higher.

Outcome Evaluation:

Exceeded by 5% in the Grand Mean; Exceeded in SW 100, 110, 240, 280, 320; Not met in SW 310, 311, 450

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

Percent Correct for Interpersonal Intelligence—Application

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

Data Analysis:

The Case Response Scenario Test challenges students to directly apply the skills and abilities required for competent generalist social work practice. As beginners, it is expected that the test results consistently represent entry-level social work skills and abilities, and experience in the field may be needed to generate higher test scores. This instrument appears to remain consistent in results with consistent pre/post scores. The comparative differential between the 2001-02 and 2003-04 and the 2002-03 and 2004-05 classes may be partially attributed to student ability. When compared, the average GPA of the 2001-02 and 2003-04 graduates was 3.15 with the 2002-03 and 2004-05 graduates average GPA being 2.95. 2005-06 grads' average GPA = 3.37, higher than previous years' graduates. The 2005-2006 data indicate that students arrived with somewhat higher tested skills and abilities required for competent generalist social work practice, the highest of all previous cohorts. Students demonstrated no change from Pre-test to Post-test. 2005-2006 students were somewhat older, all had completed agency observation, many had prior work and life experience in human services prior to the Pre-test. The Pre-test group had a slightly different composition than the Post-test group, more had been involved in work with human services prior to the Pre-test. Several of the students in the Pre-test group are advancing toward graduation through part-time enrollments. Several of those students are also working in human services as they progress toward graduation.

Outcome Evaluation:

Not Met: When data is compared across several years, however, the grand means of the test results are greater than the expected 5% (6.4% actual) per the following:

'01-02: +10%
'02-03: + 9%
'03-04: + 6%.
'04-'05: + 3%.
'05-'06:   0%

Assessment of Course Objectives

Student Assessment of Course Objectives

Course	Pre-test 2004-05	Pre-test 2005-06	Post-test 2004-05	Post-test 2005-06	Change 2004-05	Change 2005-06
SW 100 Cross-cultural Communication		3.12		3.89		+. 77
SW 110 Introduction to Social Work	2.54	2.33	3.65	3.75	+1.11	+1.42
SW 240 Human Diversity & Social Justice		2.55		3.44		+. 89
SW 280 Human Behavior in the Social Environment I	2.53	2.39	3.67	3.63	+1.14	+1.24
SW 310 Social Work Practice I		2.44		3.66		+1.22
SW 311 Social Work Practice II		2.85		3.69		+. 84
SW 325 Social Work Research Methods	2.49		3.29		+ .80	
SW 320 Social Welfare Policy and Services I	2.32	2.47	3.34	3.45	+1.02	+. 98
SW 450 Field Practicum and Seminar		2.92		3.81		+. 88
GRAND MEAN	2.47	2.63	3.49	3.67	+1.02	+1.04

Data Analysis:

In all courses measured students indicated on average, over a two year period of time, an improvement of slightly more than 1 point in their ability to meet course objectives across all courses offered. The greatest amount of change noted in 2005-2006 was in SW 110 with the least amount in SW 100 which

is a General Education course in which most of the students were non-Social Work majors. At Post-test, on average, all of the students in all of the courses offered by the Social Work Program indicated slightly above average abilities as measured by course objectives. Post-test scores across all course offered were, by average, .19 higher on the 5 point scale in 2005-2006 than they were in 2004-2005.

Outcome Evaluation:

Exceeded: The goal was exceeded in both 2004-2005 and 2005-2006, on average, across all courses. In three of the courses in 2005-2006 students indicated progress in excess of 1.00 as was the case in 2004-2005.

2005-06 Conclusions and Action Plans

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

1. The Social Work Program has redesigned the curriculum to meet the standards for program accreditation from the Council on Social Work Education (CSWE). Accordingly, the evaluation of course objectives on all courses offered to date so as to have students evaluate their own learning has been accomplished.
2. Action for learning enhancement: A pre/post program instrument to evaluate content knowledge acquired from the beginning of the program to just prior to graduation is to be developed and instituted for next year.
3. Action for learning enhancement: Concern as to the accuracy of the scores has resulted in the following changes to pre/post-test administration. Post-tests will become part of the gradable material of each core course; the pre-test of the Case Response Scenario will be given on the first day of the Introduction to Social Work course (prior to the student's acquisition of direct practice skills in coursework).

Humanities Division

English

Program Objectives:

Graduates of the degree programs in English (literature and writing) should demonstrate

1. A clear, mature prose style that contains sentence variety, appropriate diction, and concrete detail.
2. Critical acumen through sophisticated research, insightful interpretation of materials, and creative approaches to problem solving.
3. Mastery of grammar, usage, punctuation, spelling, and mechanics.
4. Competence in a variety of written forms (depending on the degree program), including the critical essay, short fiction, poetry, drama, technical reports, magazine writing, and so forth.
5. Factual knowledge of literary history and tradition, including major authors and works, literary movements and periods, schools of literary criticism, and the chronology of this history.

Senior Assessment

Procedure and Rationale:

In 200- and 300-level English courses, English majors submit a second copy of their major papers which are placed in their portfolios to be read and evaluated by all faculty members at the end of the student's studies.

We continue to assess directly using elements from our program objectives. Faculty members (privately and anonymously) read the portfolios and rate them on a scale of 0 to 4 (0=unacceptable, 1=below average, 2=average, 3=good, and 4=excellent) in the following five areas: clear mature prose style; mastery of grammar and mechanics; factual knowledge of literary history, traditions, authors, works, movements, criticism and chronology; critical acumen; and competence in a variety of written forms. These criteria reflect directly our program objectives. An advantage of the new system is that we are not evaluating the students' work in relation to each other; and, in fact, we are able to compare them more objectively after the scoring has been completed.

Results:

Student → Area ↓	1	2	3	4	5	6	7	8	9	10	Average score by area
Variety of sentence style	2.6	3.0	1.9	1.8	2.9	2.8	3.6	2.9	3.0	3.7	2.8
Critical acumen	2.7	3.6	2.2	1.7	3.4	3.5	3.9	3.8	3.8	3.8	3.0
Sophistication of Research	2.4	3.9	2.4	1.9	3.8	3.8	3.6	4.0	3.3	4.3	3.3
Command of Language	2.5	4.1	2.4	2.0	2.9	3.4	3.9	3.6	3.3	3.8	3.0
Growth as a writer	2.7	4.0	2.6	2.0	3.6	3.0	4.0	3.6	3.5	3.7	3.3
Capacity for graduate work	2.4	3.8	2.0	1.7	3.3	3.3	3.8	3.9	3.0	4.0	3.0
Average score by student	2.5	3.7	2.3	1.8	3.3	3.3	3.8	3.6	3.3	3.9	3.1

The scoring reveals a gap in the strength of student achievement among these graduates, from a couple who are agreeably graduate student material to a few who demonstrate pronounced immaturities in all their writing.

Scoring in some categories for each student tended to vary among the 9 faculty members who read the portfolios; occasionally, a rating was significantly higher or lower than the others.

In the most important category, Critical Acumen, no student received an average of 4, or "good," indicating a need for more to be expected of English majors in their classes. However, depth of discussions is sometimes limited by the fact that students are routinely enrolled in upper-level English classes for general education credit.

Especially at the lower end of achievement, the quality of research sources is weak, sometimes including encyclopedia and internet materials.

"Growth as a Writer" continues to be a difficult category to evaluate because some portfolios still contain too few papers to provide representative samples over time. However, even where there is a sufficient number of papers some faculty continue to report having difficulty recognizing the student's growth, which, again, may simply indicate that there was little or no growth to discern or that, with two or three years of essays and a variety of assignments, improvement may be difficult to evaluate.

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

Student →	1	2	3	4	5	6	7	8	9	10	2005-06 Avg.	2004-05 Avg.	2003-04 Avg.
GPA in English*	2.4	3.6	3.2	1.9	3.4	3.8	3.7	3.6	3.7	3.7	3.3	3.4 (10 Students)	3.6 (10 Students)
Avg. Portfolio Scores	2.5	3.7	2.3	1.8	3.3	3.3	3.8	3.6	3.3	3.9	3.1	2.5 (10 Students)	2.7 (10 Students)
Praxis Score	—	196	—	—	—	—	—	187	181	—	188	174 (6 students)	171 (5 students)

* includes courses numbered 200 and above

Averages for the previous two years are included above, showing that average portfolio scores and Praxis scores increased significantly this year; only three students took the Praxis this year compared to six in 2004-05 and five in 2003-04, but we are reassured by the increase in these scores over the past thee years.

The strong portfolios indicate that we are doing a good job with these majors and providing them with challenging and varied topics. For us to help the weaker students improve their work would require additional time, for instance, requiring revisions and/or individual meetings over papers and interpretation of literary works. This, apart from the question of our time availability, needs to be balanced with the student's own motivation and sense of personal responsibility.

Action Plan:

- We will emphasize the use of only juried research sources, especially those which can be found through the MLA bibliography.
- We will discuss with the department faculty if we should raise the bar for English majors in our courses, expecting more advanced critical insight.
- In order to increase the numbers of submissions in the portfolios, we will devise a check-list for English majors which will be distributed when they declare their major. On this, they will keep track of essay copies submitted for their folders and will turn this check-list in during their last semester before graduation.

Program Action Plan 2006-07

Action plans for individual courses appear above in the corresponding sections of this report. In addition to these course-specific actions, beginning in the fall our assessment will include a review of course syllabi to assure that

1. They provide basic information such as assignments, office hours, attendance/tardiness policy, grading methods, plagiarism policy, etc.
2. Course goals and objectives reflect the English Program mission statement and objectives.
3. Course goals and objectives are consistent with those of the General Education Program (where applicable).

Assessment Calendar 2006-2007

Course	Assessment type	Date of assessment	Faculty, student participation	Data review	Action	Date, type of next assessment
English 110	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty; student assistants	Depends on results	Fall 2006; same type
English 150	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty; student assistants	Depends on results	Fall 2006; possible revision
English 170	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall 2006; same type
English 201	Pre/Post test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall 2006; same type
English 202	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall 2006; same type
English 235	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Tretter, Heyn	Faculty, student assistants	Depends on results	Fall 2006; same type
English 236	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Tretter, Heyn	Faculty, student assistants	Depends on results	Fall 2006; same type
Senior English Majors	Portfolio	Every May	Faculty	Faculty	Depends on results	Spring 2006

History

Objectives:

The graduate in history should be able to demonstrate

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

History Program Assessment

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

1. Syllabus Examination and Analysis

The syllabi of the various courses offered in each academic year will be collected and matched to hour and final examinations given in these courses. The syllabi are matched to the Program Goals and Objectives to ensure that all courses relate to them and that all Goals and Objectives are covered. The examinations will then be tallied to measure the extent to which the Program Goals and Objectives, translated into course goals and objectives, were achieved and measured in the examination process.

2. Course Related Assessment Examinations

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

3. Comprehensive Examination

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

4. The Praxis Examination

Assessment Calendar, 2006-2007

Course	Assessment Type	Date of Assessment	Faculty, student participation	Data review	Action	Date, type of next assessment
History 100	Pre/Post Test (Locally generated, self-assess and objective) CAT (Generated by individual faculty)	Fall and Spring semesters By representative sections	Faculty Kirksiek Griffin Keao others	Faculty Student assistants Faculty	Test being revised, to adjust size comparative to other assessment tools Depends on results	Fall 2006 Spring 2007
History 400	Essay (locally generated) Objective questions Transcript analysis	Fall and Spring semesters Spring semester	History faculty grade Exit interviews with students Faculty	Faculty Faculty	Recent revisions are being evaluated	Fall 2006 Spring 2007
History 105	Pre/Post Test (locally generated, objective)	Fall Spring By representative sections	Whaley Smith Heidenreich	Faculty Student assistants	Depends on results	Fall 2006 Spring 2007
History 106	Pre/Post Test (locally generated, objective)	Fall Spring By representative sections	Whaley Smith, K Smith, J	Faculty Student assistants	Depends on results	Fall 2006 Spring 2007
History 200	Pre/Post test (locally generated, objective) CAT	Fall Fall	Heidenreich	Faculty	Depends on results	Fall 2006
History 301	Pre/Post test (locally generated, objective)	Fall Spring	Keao Kerksiek	Faculty	Depends on results	Fall 2006 Spring 2007

C - BASE

C-Base scores while not an exceptional indicator(as many students taking ht C Base completed part or all of their history requirements elsewhere) can give a small glimpse at the program success. The maximum score is 560 with 300 being considered average

2005-6	
History	256
Difference for Social Studies Average	+10

Sub Areas of C Base

	High	8
Significance of World Events	Medium	66
	Low	25
	High	7
Significance of US Events	Medium	61
	Low	32

Of those taking the test 74 % were in the Medium or above categories for World History and 68% was medium or above for US history.
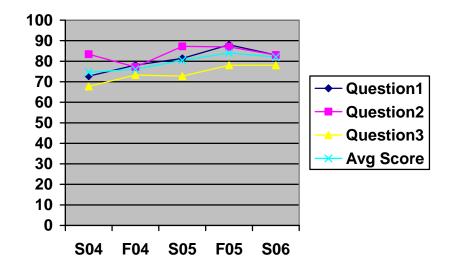
<u>History 400</u>

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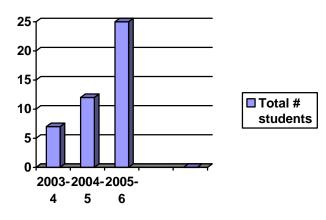2. World History.
3. European History.

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

Average Scores Spring 2004 to Spring 2006

Question	S04	F04	S05	F05	S06
1	72.7	78.1	81.4	88	83
2	83.4	77.2	87.2	87	83
3	67.7	73.25	72.7	78	78
Avg score	74.6	76.1	80.4	84	82

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

The most visible patterns emerging from the HIS400 assessments reflect both a substantial increase in the number of students registered for the course and a marked increase in the number of students successfully completing the exams. As currently designed, the HIS400 is meeting the stated goals (mastery)

History 400 Actions for 2006-07
- Continue evaluation of History Majors on mastery of existing categories (i.e., United States History, World History, European History).
- The rotation process among senior professors will begin in Fall 2006.
- Redesign questions each year so that students will be continually challenged through the evaluation process.

Foreign Language

Program Goals and Objectives

Our primary goal is to prepare our students for citizenship in a multi-cultural, multi-lingual global community, with a curriculum designed to meet the varying needs for linguistic competence in today's world. "Current trends in foreign language pedagogy emphasize the need to develop not only the students' oral proficiency, but their cultural literacy, as well" (Kramsch 11). To this end, the Foreign Language Department offers a comprehensive program of studies in French and Spanish, as well as a two-year foundation course in German.

The aims of our program are:

- In the first two years of study, the acquisition of functional language skills and the development of students' understanding of the foreign culture and civilization through training in listening comprehension, speaking, reading, and writing in the target language;
- beyond the intermediate level, the refinement of language skills to achieve an advanced language proficiency and cultural awareness through significant exposure to the literature and culture of the country or countries studied;
- the opportunity to experience literary masterpieces in their original languages;
- enhanced knowledge of the traditions, achievements, and lifestyles of the international community and an appreciation of the differences and similarities among peoples;
- encouragement of travel and study in foreign countries;
- enhancement of students' professional qualifications by fostering double majors, such as language/education or language/business;
- a foundation for graduate study in foreign languages and literatures;
- preparation of those who wish to become foreign-language teachers to meet the professional standards represented by the PRAXIS examinations.

Assessment 2005-2006

Course Syllabi

A review of the syllabi for all courses taught in the program shows that all necessary information has been included and the goals and objectives stated are consistent with those of the Mission statement, the department, and general education.

Chinese

Chinese (Mandarin) - FLC 101/102

Mandarin Chinese (FLC 101/102) was a new course, offered to Lindenwood students this year. During the fall 2005 semester 34 students from different countries were enrolled in Elementary Mandarin Chinese I; 26 were enrolled in the spring semester course, Elementary Mandarin Chinese II. None of the students had ever learned any Mandarin previously, nor did they know very much about the language before taking it.

According to the instructor's survey, by the end of the spring semester all of the students had learned the brief history of Mandarin Chinese, the traits of the language, and the culture behind it. They had also learned how to speak basic Chinese on daily life topics. They were even able to imagine a certain situation in daily life and compose a new dialogue of their own in Chinese by picking up words and expressions they had learned in other contexts.

The class not only helped students develop their language skills but also their ability to create and to engage in critical thinking. Character development was also observable: student behavior during the fall semester (frequent tardiness, inattention, chatting in class) had improved greatly in the spring semester, no longer posing a problem and allowing much more intensive participation and, consequently, much better results.

French

Elementary French I - FLF 101:

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

Assessment was based on 62 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 72%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 8; 80 or above: 15; 70 or above: 17; 60 or above: 14; below 60: 8.

Students' overall satisfaction with the course was very high, based on the end of semester evaluations, although these evaluations focused primarily on the performance of the instructor, rather than also critiquing the course itself.

Based on an overview of final exam results, certain grammar points prove to be weaker than others, notably the following: present and *passé composé* verb conjugations and use of articles.

Results of this assessment will not be as useful as in previous years, since a new and quite different text book will be used starting in Fall 2006. Therefore, I will not make suggestions for improvements in instruction based on these findings.

Elementary French II - FLF 102:

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

Assessment was based on 48 students having taken the pre- and post-test. The pre-test showed 1.1% 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 71%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 9; 80 or above: 9; 70 or above: 12; 60 or above: 8; below 60: 10.

Based on an overview of final exam results, certain grammar points prove to be weaker than others, notably the following: present and *passé compose* verb conjugations, use of *passé compose* vs. *imparfait*, relative pronouns. Clearly, verb conjugations stand out as the weakest in both the 101 and 102 exams and will be more strongly stressed in the future. The new text should offer more work on conjugation.

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

Results of this assessment will not be as useful as in previous years, since a new and quite different text book will be used starting in fall 2006. Therefore, I will not make suggestions for improvements in instruction based on these findings.

General Comments Pertaining to the 100 Level

Listening comprehension is measured at regular intervals with each chapter test and is monitored in a less structured way through class participation. Students are also required to spend approximately one hour every 10 days doing listening activities in the language lab. Lab manual exercises are submitted as proof of participation. With the introduction of the new text next fall, students will have the option of doing listening work at home, where they will hopefully be more inclined to practice pronunciation—something that is rare in the lab, where students are not isolated from each other.

Oral proficiency is monitored exclusively through class participation. The instructor monitors and makes suggestions to students having trouble progressing orally. The introduction of a more structured measurement of oral proficiency is being considered.

Reading comprehension is monitored through homework assignments and chapter tests.

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

Intermediate French I - FLF 201:

Assessment was based on 20 students having taken the pre- and post-test. The pre-test showed 28% 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%. These results are highly satisfactory.

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

Intermediate French II - FLF 202:

Assessment was based on 15 students having taken the pre- and post-test. The pre-test showed 14% 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 86%. These results are highly satisfactory.

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

General Comments Pertaining to the French 200 Level

The course was re-designed this year, switching to a new text. It is interesting to note that the rates of success remain almost as high as they have been in past years.

The high level of success in French 201 and 202 is probably related to the higher level of interest and dedication on the part of the students, who have chosen to continue in French. Some continue to fulfill an English major requirement, but these students seem to show the same level of interest as their classmates who are majors and minors.

Student's overall satisfaction with the two 200-level courses was high. Based on students' own perception survey of their knowledge of this subject matter, given at the beginning and at the end of each semester, the students feel that their overall understanding of French grammar and culture, and their oral proficiency have improved thanks particularly to the welcoming "French-only" environment and the class and small group discussions. Many students mentioned that the new textbook represented several challenges (almost all in French, long lists of vocabulary, several grammatical sections per chapter), while others thought it gave the opportunity to be challenged to a higher level. Many enjoyed the cultural readings (cultural awareness) and would like the group to spend more time in class discussing the topics. Although the end of semester course evaluations of 201 (202 not yet available) focused primarily on the performance and approachability of the instructor, several students offered very positive comments and constructive criticism of the course for next year.

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

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

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

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

As a result of these findings, the instructor will adopt some of the students' suggestions while continuing to develop these 2 courses with the new textbook package (textbook and workbook with both written and laboratory sections). The instructor will continue developing tools to reinforce their knowledge of grammar, intermediate-level vocabulary and cultural diversity. In addition, during the next academic year, the instructor will require more oral class work in both FLF201 and FLF202 to reinforce the listening and pronunciation skills of the students. The instructor hopes that these measures will lead to an increase in the oral capabilities of individual students and the overall group. The instructor also plans on continuing the pre- and post-assessment of 201 and 202 as individual courses with the hope to allow a larger number of participating students, and therefore to be able better measure the students' response to the changes. The information gathered will provide relevant and specific data for assessing each individual course and help the instructor analyze the results to make the necessary adjustments in the future.

French Conversation and Composition - FLF 311:

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

Of the 15 students who took both the pre- and post-tests, none scored 60% or higher (average of 23%) on the pre-test, while on the post-test all of them did successfully. The average score on the final was 84%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 5; 80 or above: 7; 70 or above: 3; below 60: 0.

Based on the survey of the students' own perception of their knowledge of this material, given at the beginning and at the end of the semester, the students feel that their overall understanding of French grammar and culture and oral proficiency have improved.

Listening comprehension is measured at regular intervals with each chapter test and is monitored in a less structured way through class participation. Students are also required to do listening exercises at regular intervals using the text's CD-ROM. The students unanimously preferred these listening exercises to those used in the 100- and 200-level courses. The instructor found them more interesting and useful than those that came with the previous 311 text.

Oral proficiency is monitored through class participation and through the evaluation of oral presentations made during the semester. Students are evaluated on fluency, use of appropriate grammatical structures, proper vocabulary and pronunciation. Suggestions are given to students who have trouble progressing orally. Oral proficiency is also measured through the Conversation Partner Program. While the program worked rather well this semester, in the future the instructor will be more selective, if possible, in choosing native speakers participating in the program. Some students had the disadvantage of being paired with a partner that was not as responsible as others about making and keeping meetings.

Reading comprehension is monitored through chapter and cultural readings, chapter exams, and homework assignments. While students were asked to write longer assignments than in the 200-level, next year even longer assignments will be introduced, along with some preliminary instruction on using French resources for research papers (which they will have to do in 300-level literature courses).

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

As a result of these findings, the instructor should revise and modify course materials to adapt to the needs of students. Specifically the instructor should spend less time on easier grammatical points, such as the present, *passé composé, imparfait*, and more time on the pluperfect verb tense and the subjunctive.

Both instructor and students were very pleased with the new text for FLF 311. However, the syllabus will be more accurate the next time the course is taught and the instructor will eliminate some material and focus more on other material as a result of observations made in the functioning of this course.

History of French Civilization -FLF 337:

At the start of the semester, students were given a questionnaire on their levels of familiarity with and interest in the various aspects of French Civilization to be treated in the course. While the level of interest in the general history of French civilization was high to start, the level increased from 4.6 to 4.8 on a scale of 5, with 0=no familiarity and 5=very familiar. Levels of familiarity increased strikingly in all areas as seen below:

Category	pre-test score	post-test score
interest in history of French civilization	4.5	4.9
familiarity with the French Middle Ages	1.9	4.2
familiarity with the French Renaissance	2.5	4.1
familiarity with the French Enlightenment	1.3	4.0
familiarity with the French Revolution	3.2	4.8
familiarity with the Napoleonic period	2.8	4.2
familiarity with France's role in WWI	2.5	4.3
familiarity with France's role in WWII	2.6	4.3
familiarity with Charles de Gaulle	2.1	4.5
familiarity with the politics of the 5th Republic	1.3	4.3
familiarity with the French educational system	1.2	2.2
familiarity with contemporary French society	2.8	4.8
familiarity with the mindset of the average French citizen	3.1	4.8
familiarity with French cuisine	3.3	3.8

Clearly, the results are very satisfactory. The smallest increase in familiarity came in the area of the French educational system, which, in the end, was not covered by the course, nor was French cuisine. This was due to the fact that current events in France (the massive riots in the suburbs of Paris and other cities) prompted the instructor to spend more time at the end of the semester on certain aspects of contemporary French culture, such as immigration, prejudice, unemployment, etc.

Students were also asked to rate their own perceived level of proficiency in various aspects of writing research papers. The following results show a satisfactory increase in perceived competencies, with 0= poor and 5=excellent:

proficiency at writing research papers in French	1.8	3.9
proficiency in using MLA style for writing research papers	3.5	4.5
proficiency at using the library to obtain resources	3.1	4.7

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

Masterpieces of French Literature since 1800 - FLF 351:

At the beginning of the semester 13 students were asked to indicate their familiarity with various movements in French literature from the 19th and 20th centuries. When asked to list authors or works from the various periods, only three students could list an authors or two here and there. By the end of the semester all students were familiar with many works and authors from each period. The following indicates the increase in overall familiarity with each period using the scale 1=no knowledge and 5=very familiar:

Period	pre-test score	post-test score
19th-century literature and literary history	2.0	4.5
20th-century literature and literary history	1.8	4.8

Overall perceived interest in the period remained the same.

Midterm and final essay exams demonstrated a highly satisfactory mastery of material by all students.

Student evaluations of the course show a very high level of satisfaction.

Rise of the Novel - FLF 361:

At the beginning and end of the semester, students were given a questionnaire asking them to rate their perceived familiarity with the various authors to be studied in the course. When asked to list authors/works from the17th and 18th centuries, only two students could list an author or two here and there. By the end of the semester all students were familiar with many works and authors from each period.

Students were also asked to rate their own perceived level of interest in the material and proficiency in various aspects of writing research papers. The following results show a satisfactory increase in perceived competencies, with 0= poor and 5=excellent:

Interest in early French novel	3.2	4.5
proficiency at writing research papers in French	3.0	4.5
proficiency in using MLA style for writing research papers	3.5	4.0
proficiency at using the library to obtain resources	3.2	4.3

The research papers submitted by the students at the end of the semester showed satisfactory literary research and a mastery of MLA style.

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

20th-century French Theatre - FLF 363:

At the beginning and end of the semester, students were given a questionnaire asking them to list any 20th-century plays or authors with which they were familiar or had read. One student, a theatre major, was able to list 4 authors and one play. Two others mentioned Sartre, Camus, and Ionesco, but knew no titles. This may have been a result of having already purchased the plays and remembering the authors. None were able to identify any major movements that characterize the theatre of the 20th century. At the end of the semester, students were able to at least list all the authors and plays studied in class, plus a few mentioned one or two other plays by the authors we had studied.

Students were also asked to rate their own perceived level of interest in the material and proficiency in various aspects of writing research papers. The following results show a satisfactory increase in perceived competencies, with 0= poor and 5=excellent:

Interest in 20th-century French theatre	3.8	4.5
proficiency at writing research papers in French	3.1	4.7
proficiency in using MLA style for writing research papers	3.5	4.7
proficiency at using the library to obtain resources	3.7	4.8

The research papers submitted by the students at the end of the semester showed satisfactory literary research and a mastery of MLA style in the work of all but one student.

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

Independent Study: Speaking of Art - FLF 380:

This semester (Spring 2006) four French majors participated in an exciting project wherein they learned to give a guided tour in French of an exhibit at the Pulitzer Foundation for the Arts. The students made a total of 7 trips to the Pulitzer, familiarizing themselves with the exhibit, practicing, and finally, giving the tour to two groups: one composed of high school students from Wentzville, the other composed of

French majors from Lindenwood University and the University of Missouri—St. Louis. It was a very enriching experience for our students plus served to form a relationship with area students and teachers of French (a possible recruiting measure). The course was taken as a one-credit elective. In addition to preparing the tour, students kept journals, in French, of their experience, prepared French descriptions of the works for the high school students, and contributed to the Pulitzer Foundation's blog.

The course will be offered again as a January Term course for 3 credits, possibly to fulfill a General Education Fine Arts requirement, but not to count toward the French major *per se*. To make the course worth 3 credits, the following changes will be introduced:

- there will be more extensive study of art history and of the specific artists represented in the show.
- in addition to the journal, short written descriptions, and contributions to the Pulitzer blog, each student will write a research paper on one of the artists or some other aspect of the exhibit (i.e., techniques, movements, etc.). All work will continue to be in French.
- instead of two smaller tours for specific groups, next time there will be a "French Night" which will be attended by students from various area high schools and universities. We will also offer the tour to groups that cannot attend the main event.

Study Abroad at the Université de Caen

This spring semester the second group of Lindenwood French majors is studying at the Université de Caen. When the 2005 Assessment Report was written, the first group had not yet returned. Based on information obtained from that group and from communications with the group of 6 students currently studying in France, the following observations can be made:

- Students are generally very pleased with the program, with the coursework, and with their host family experience.
- The four students who participated in 2005 returned with a *very* notable improvement in oral proficiency. They showed great improvement in the other skills (reading, writing, listening) as well. Needless-to-say, their cultural literacy is also improved. Dr. Durbin and Prof. Cloutier-Davis have also noticed an obvious increase in these students' self-confidence.
- While it was anticipated that the students would be placed in the same level of coursework in the program there, it turns out that there is a wide variety in the placement. For this reason, certain changes are being undertaken. Primarily, rather than pre-enroll for specific courses to be taken in France, the students will pre-enroll in an Independent Study course worth 16 credits, which will then be broken down, using ADD/DROP forms, into the various courses they end up taking. Dr. Durbin will evaluate each case individually to determine which courses taken in France should count for which courses at Lindenwood.
- The current students in the program are not all equally satisfied with their coursework. Specifically, those in Level 3 complain of repetitiveness across the courses. Last year's students at that level did not have the same experience. Apparently, there have been personnel changes at the Université. Dr. Durbin will communicate with the administration of the program as to this concern. The students at the higher levels are all very satisfied. It should also be noted that the students in Level 3 are less motivated, in general, than the others, and that this should be taken into account when considering their complaints.
- The students have an intensive exposure to phonetics in this program. The students with higher oral proficiency have all raved about phonetics class. Those with lower proficiency have claimed it is too difficult (they're the ones who need to work the hardest!). It was suggested by one of the weaker students that phonetics be introduced in FLF 311. Dr. Durbin hesitates to accord too much time to this endeavor, since she is counting on the course in France to fulfill this part of the curriculum. However, she will consider introducing at least the International Phonetic Alphabet in FLF 311, so that the concept is not too foreign to the students when they first encounter it in France.

Assessment of Majors

All essay exams and research papers created by French majors have been stored in portfolios since Fall 2001. These document skills in writing and in literary criticism.

General Comments Pertaining to Assessment in French

Assessment tools have been developed for every course in the French curriculum. These measuring tools will continue to evolve and improve as they are used and their effectiveness is evaluated by the instructors.

German

Elementary German - FLG 101/102:

Course	Assessment Type	Scores	Fall 2005	Spring 2006
FLG 101	Pre-test: August 2005	60% or higher	0%	
FLG 102	Post-test: May 2006	60% or higher		50%

Replacing the verb tense rubric with multiple choice questions proved somewhat more effective. The students continue to have problems with grammatical terms.

Intermediate German FLG 201/202:

Intermediate German is offered only in alternate years and was therefore not offered in the 2005-2006 academic year.

Spanish

Elementary Spanish - FLS 101/102:

132 points total	Pre-test	Post-test
90% (118-132)	0	4
80% (105-117)	0	7
70% (92-104)	0	8
60% (78.5-91)	0	7
Under 60% (78 and below)	69	43

The pre-test consisted of items having to do with the elementary vocabulary and grammar points to be covered in this two-semester course. All of the students who took both tests (69) 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 a little over one-third of those taking both tests scored over the 60% minimum, and about 75% (19) of those 26 students scored 70% or above, the percentage of those scoring higher than 60% still needs to increase. It is encouraging to note that 4 of the students scored in the highest level; there were none who achieved this level in the previous year. (It should be noted that many of those who scored under 60% on the post-test actually improved their scores noticeably compared to their performance on the pre-test, although not enough to escape the lowest category.)   A number of students each year enter the program at the beginning of the second semester, with FLS 102. This year they were required to take the pre-test during the first week of the semester, to establish a base-line for them, as well. Although they had had the equivalent of FLS 101, their pre-knowledge was still under the 60% level.

However, the fundamental problem continues to be one of student attention to detail; the faculty will continue to employ instructional strategies to encourage more responsible student behavior with regard to accuracy in the learning of linguistic elements and rules. The new edition of our textbook (July 2004), has provided a number of new types of support material in the package, which can help in our effort to accomplish this. Those students who have actually taken advantage of these tools have been enthusiastic about them and have shown improved mastery as a result; nevertheless, too many still do not want to invest the necessary time and effort.

As stated in previous reports, a change in the method of testing, limiting the need for independent knowledge of forms and rules in favor of a strictly multiple-choice "recognition" format for the test items,

could lead to better numerical results; students tend to do better on the sections (i.e. vocabulary, 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 - FLS 201/202:

Of all 50 201 students, 36 students have taken both the pre- and post-test for the Fall section, and of all 34 202 students, 25 students have taken both the pre- and post-test for the Spring section.

Intermediate Spanish I - FLS201:

On the pre-test none of the students scored 60% or higher (average of 8.7%), while on the post-test 34 students did. The average score on the final was 81%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 12; 80 or above: 21; 70 or above: 28; 60 or above: 32; below 60: 4.

Intermediate Spanish II. - FLS202:

On the pre-test none of the students scored 60% or higher (average of 14%), while on the post-test 18 students did. The average score on the final was 69%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 2; 80 or above: 5; 70 or above: 12; 60 or above: 18; below 60: 7.

General Comments Pertaining to the Spanish 200 Level

Student's overall satisfaction with the two 200 level courses was high. Based on the survey of the students' own perception of their knowledge of this subject matter (given at the beginning and at the end of each semester), and their overall understanding of Spanish grammar and culture, and their oral proficiency have improved. Many students continue to mention that they enjoyed the textbook (grammar well explained), the cultural readings (cultural awareness), and the daily oral group activities and several group mini-plays. Although the end of semester course evaluations of 201 (202 not yet available) focused primarily on the performance and approachability of the instructor, several students offered very positive comments and constructive criticism of the course itself and the challenging course workload. A few students were not happy with the "Spanish-only" policy in both FLS201/202, and thought that the workload was too heavy and demanding; these students were the weaker ones in the groups and, according to their surveys, were taking this course only to fulfill their degree requirements.

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

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

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

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

As a result of these findings, the instructor will continue to adapt to the needs of students, expand their individual understanding of the subject matter, and hopefully make them stronger Spanish speakers. To

achieve these goals, the instructor will continue to use the textbook package (textbook, reading selections, and workbook with both a written and laboratory sections), which focuses on grammar reinforcement, useful intermediate-level vocabulary, cultural diversity, and containing interesting readings. In addition, during the next academic year, the instructor will spend more time on class and group oral activities in both FLS201 and FLS202 to reinforce the listening and oral skills of the students. The instructor hopes that these measures will lead to an increase in the final percentile of individual students and the overall group. The instructor also plans on continuing the pre and post-assessment of 201 and 202 as individual courses with the hope to allow a larger number of participating students, and therefore to be able better measure the students' response to the changes. The information gathered will provide relevant and specific data for assessing each individual course and help the instructor analyze the results to make the necessary adjustments in the future.

Advanced Spanish Conversation and Composition - FLS 311 / 312

Each course had its own pre-test and final test covering items having to do with advanced vocabulary and grammar points studied during each semester. Of all 16 311 students, 12 have taken both the pre- and post-test for the Fall section (only their results will be analyzed in this section), and all 13 312 students have taken both the pre- and post-test for the Spring section).

Advanced Spanish Composition and Conversation I - FLS 311

On the pre-test none of the 12 students scored 60% or higher (average of 29%), while on the post-test, all 12 students did were successful. The average score on the final was 86.4%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 6; 80 or above: 12; 70 or above: 12; 60 or above; below 60: 0. If we compare this data to the results of the previous 2 years, two changes are noted" 1) for the first time, several student have 90 or above in the final exams and 2) none failed the final exam. This suggests that the course changes by the instructor improved the students' understanding of the material.

Advanced Spanish Composition and Conversation II - FLS 312:

On the pre-test none of the 13 students scored 60% or higher (average of 33%), while 12 did in the post-test. The average score on the final was 83%, a full 10% higher than last year. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 3; 80 or above: 8; 70 or above: 4; below 60: 1. The student who failed still managed to show some improvement with an 8% on the pre-test and a 53% on the final.

General Comments Pertaining to the 300 Level

Student's overall satisfaction with these two 300 level courses was very high. Based on a survey of the students' own perception of their knowledge of this material (given at the beginning and at the end of the semester), the students feel that their overall understanding of Spanish grammar and culture and oral proficiency have improved tremendously thanks particularly to the welcoming "Spanish-only" environment and the class and small group discussions. Most students mentioned that the oral presentations were very useful to their learning process. In addition, the end of semester course evaluations of 311 (312 not yet available) offered very positive comments on the course overall, the performance of the instructor, the textbook, the constructive instructor's feedback, and the challenging course workload. One student did mention that the course work was on the heavy side, but this particular student would often not come to class prepared.

Listening comprehension continues to be measured at regular intervals with each chapter test and is monitored in a less structured way through class participation (interaction with instructor and also with pairs during oral presentations, as well as during pair editing of compositions).

Oral proficiency is measured through oral examinations, oral presentations, and the Conversation Partner Program (for both FLS311 and FLS312). Oral proficiency is also monitored through class participation. Students are evaluated on fluency, use of appropriate grammatical structures, proper vocabulary and pronunciation. Suggestions are given to students who have trouble progressing orally.

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

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

As a result of these very positive findings, the instructor will continue to update the course materials, but will keep the current format. Specifically, the instructor will continue to spend enough time on vocabulary, punctuation and accent usage through additional worksheets (materials considered difficult in the past years). For the 312 course, the instructor will keep on explaining more in details difficult grammatical aspects, such as the uses of "se" and the relative pronouns. In addition, to reinforce the listening and oral skills of the students, the Conversation Partner Program for FLS311 and FLS312 students will continue to be obligatory, and more activities will be adopted to ensure the students' use of the vocabulary and grammar being studied in class. The instructor will adjust the assessment tools to help measure the response of students to these changes.

Culture and Literature Courses at the 300 Level

General Comments

The faculty is continuing to refine systematic guidelines for oral presentations and research papers in the courses in Spanish/Latin American culture and literature, along with evaluation sheets for oral and written performance, so that students can obtain a clear understanding of what is expected and how their individual performance was measured.

It should also be noted that the upper-division FLS courses are attracting greater numbers of native-speakers of Spanish from among Lindenwood's Latin American students; this serves to enrich these courses above and beyond the course content itself, giving our majors/minors additional experience with a variety of accents and expanding their opportunities for gaining cultural insights.

Culture and Civilization Courses:
Peninsular Spanish Culture and Civilization - FLS 335: (Fall 2005)
Latin American Culture and Civilization - FLS 336: (Spring 2006)

At the beginning of the semester in both courses, students were given a questionnaire on their goals/expectations for the course and on various aspects of the culture (readings on the topic, knowledge of geography and people, of historical or contemporary events or individuals, of major cultural, social, or political movements in Spain/Latin America), as well as their level of interest in the subject matter and their perceived levels of proficiency in the three aspects of linguistic competence in Spanish needed for the course (reading, speaking, writing). It is important to note that the presence of native speakers in all courses, while advantageous in many respects, skews the results of the language-proficiency part of the questionnaire and makes it less useful as a statistical statement.

In general, the questionnaires showed a very limited knowledge of the material at the beginning, even among the native speakers. In answer to similar questions at the end of each course, students all responded with greater detail, but added comments such as "and much more" or "too many to list." For the spring semester, the questionnaire was expanded to include a restatement of initial goals/expectations and whether the course had helped them in that endeavor.

Peninsular Spanish Culture and Civilization - FLS 335

Of the 9 students in the class, only 4 completed both the initial and the final questionnaires. (One student dropped the class on realizing it was still too advanced for her; another on recognizing that the preparation would be too time-consuming in relation to her other courses, and a third had to withdraw from college completely; the 2 native speakers dropped the class on finding that it would require more than just knowledge of Spanish.)   Of the non-natives three estimated their skills at level 3 at the beginning; one felt her speaking skill-level was 4. At the end of the course, the results were more varied, but all indicated improvement by one or more levels.   Interest in Spanish culture and civilization

in general grew by the end of the course, except in one case, in which the student felt that her interest had diminished, now that she had satisfied her initial curiosity.

Most of the students declared as their goal a desire to learn more about Spanish culture and felt that they had been successful in doing so. Their responses to the content questions confirm this.

Latin American Culture and Civilization - FLS 336

There were originally 5 students; one, a native speaker, withdrew on finding that the course required more than just knowledge of Spanish. Of the four remaining, one was also a native speaker. All of them expressed beginning and continued high interest in the subject matter and great satisfaction with the course, one calling it "indispensable." Their responses to the content questions confirm an increase in knowledge of the subject. With regard to their perceived levels of proficiency in reading, writing, and speaking Spanish, some were quite proficient to begin with and remained so; those who judged their initial level at 3 or 4 felt that they had improved by one to two levels.

Literary Masterpieces Courses:
FLS 350: Masterpieces of Peninsular Spanish Literature (Fall 2005)
FLS 351: Masterpieces of Spanish-American Literature (Spring 2006)

These are what are frequently referred to as "survey" courses, designed to provide the beginning literature student with a general overview and framework for the more narrowly focused, in-depth seminars that follow in the sequence of study.

Masterpieces of Spanish Literature - FLS 350:

At the beginning of the semester the students were asked to indicate their familiarity with various periods in Spanish literary history. A few students could name a single name or two. At the end, most listed a between 2-5 per category. The following shows the changes in overall perceived familiarity with each period as represented by a scale of 1 (no knowledge) to 5 (very familiar):

Familiarity Levels Beginning: Final (13 Students took the exam)	1	2	3	4	5
Medieval / Renaissance	9 : 1	2 : 0	2 : 4	0 : 6	0 : 2
Enlightenment / Generation of 98	9 : 0	3 : 0	1 : 5	0 : 6	0 : 2
Civil War / Franco era	9 : 0	4 : 1	0 : 2	0 : 5	0 : 6
1975 (Franco's death) to Present	7 : 1	5 : 1	1 : 3	0 : 7	0 : 1

Of the 13 students in the class, 5 were native speakers (from Spain and Spanish America) and 8 were non-native. All none-natives mentioned their increased fluency (vocabulary and grammar), while native speakers wished to review and expand their appreciation of literature already gained in their schools at home. At the end of the semester the native speakers were satisfied that they had indeed accomplished their goals. Several none-native students were satisfied overall with the course, and 2 mentioned the heavy reading and assignment loads in this course. The instructor will make some changes in the reading selections for next year to reflect students' suggestions.

Overall, the students perceived interest in Spanish literature and literary history remained the same.

Masterpieces of Latin American Literature - FLS 351:

There were 12 students in the class. Four of the students were native speakers of Spanish. All students were asked at the beginning of the semester to indicate their familiarity with various periods in Spanish-American literary history. Only 3 authors or works were named at the beginning (all contemporary; at the end they were able to furnish between 2-6 examples for each of the 5 periods, although several were in error as to time frame. The following shows the changes in overall perceived familiarity with each period as represented by the scale already given above:

Familiarity Levels Beginning: Final (12 students took exam)	1	2	3	4	5
Pre-Conquest / Conquest	8 : 0	2 : 1	0 : 2	1 : 5	0 : 4
Colonial to Independence	8 : 0	4 : 2	0 : 3	0 : 6	0 : 1
Independence to "Posmodernismo"	8 : 0	3 : 0	1 : 6	0 : 4	0 : 2
"Posmodernismo" to "Boom"	8 : 0	3 : 0	1 : 0	0 : 7	0 : 5
"Boom" to Present	8 : 0	2 : 0	1 : 1	1 : 4	0 : 7

All the students, native and none-native, expressed the goal of increasing their knowledge of Spanish-American literature in general. Several none-natives also expressed their desire to improve her abilities in comprehension, reading and speaking. All felt the course had helped them achieve their goals and most not only maintained the levels of interest expressed at the beginning ("3" or "4"), but several chose "4" and "5" instead.

Overall, the students perceived interest in Spanish literature and literary history seems to be much higher for the Latin American Literature course than the Peninsular Literature course.

Literary Seminars:
The 19th-Century Spanish Novel - FLS 370: (Fall 2005)
The Spanish-American Regional Novel - FLS 370: (Spring 2006)

The 19th-Century Spanish Novel - FLS 370 (Fall 2005)

There were seven students in the course, four native-speakers and three non-native. Their goals for the course included learning more about Spanish literature and Spanish society through the eyes of the authors, learning to interpret Spanish novels more deeply, and to improve reading and speaking skills in Spanish, all of which were accomplished to varying degrees by the end of the course.

In response to the prior knowledge questions in the initial questionnaire, no one could list any 19th-century Spanish novels already read nor any they had heard of, with one exception; only one could name any major movement or trend that characterizes the 19th-century Spanish novel.   By the end of the course all of them could name at least the five novels we had read in the course, as well as others they had heard of. As to literary movements or trends, the listings varied from one to six, covering the topics mentioned in the course.

The level of interest in the subject matter increased for some, diminished for others, in direct correlation with the amount and intensity of individual engagement with the material (the greater the personal involvement, the higher the interest level ultimately indicated).

There were three questions concerning the students' background in researching and writing papers. The perceived proficiency levels were varied, but showed a general tendency toward improvement by the end of the semester. More needs to be done in this area.

The Spanish-American Regional Novel-FLS 370 (Spring 2006)

There were nine students in the class, two native speakers and seven non-natives.   In the initial assessment most goals involved learning as much as possible about the Spanish-American regions dealt with in the novels and their authors. Some wished to gain greater skill in reading and fluency in speaking. One was also interested in broadening her knowledge of Spanish-American literature with an eye to possible future graduate studies in the field. At the end of the course, all of the students felt that they had accomplished their goals.

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

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

Assessment of Majors

As can be seen from the above discussions of the French and Spanish 300-level courses, we have a relatively small but growing number of students doing upper-division work. The last two academic years have seen an expansion of the French program to include a semester of intensive work in France, which, with time, should attract additional majors. Our upper-division students are frequently double-majors or minors, combining such subjects as education, international business, or social work with their studies in the foreign language, culture, and literature. Some students shy away from upper-division classes in this field as soon as they recognize the time-consuming nature of such studies, as can already be surmised from the remarks concerning workloads in the language-oriented courses. In view of this continued apparent disinclination to invest the large quantities of time and effort required by the field, the imposition of additional requirements over and above those of the individual upper-division courses themselves still seems inadvisable. The assessment tools for individual tasks within the courses can serve as evidence of overall achievement, as, for example, part of a portfolio. As described above, beginning- and end-of-semester questionnaires have been introduced in the 300-level Spanish culture and literature courses, to gain some insight into the pre-course and final levels of knowledge of the material.

Reading Assessment

As one of the four basic skills of foreign-language learning, reading comprehension is something that must be assessed throughout every course, on a daily basis and during every exercise, whether the focus is on some point of grammar or on the skill of reading itself. As can be seen from the above descriptions of the Spanish and French finals at all levels, reading assessment is already part of our procedure. It becomes especially pertinent at the end of the first Advanced Conversation and Composition courses (FLF 311 / FLS 311). These courses are, respectively, the pre-requisite for all upper-division literature courses, which require reading comprehension as a starting point from which to advance toward other goals, including text-analysis and interpretation.

The PRAXIS Exam

This year three of our Spanish or French majors took and passed the PRAXIS exam.

Improvement Efforts for 2006-2007

Most of the specific efforts for the coming year have already been indicated above, including the intensification of the experiential aspect of the French program through the semester in France. The J-Term travel program was strengthened again this year with a trip to Ecuador. Trips to Peru and Germany are being planned for January 2007. We also continue to encourage individual students to take advantage of study opportunities in Spanish-speaking or other countries, as some have done in the past. To that end, we maintain the large bulletin board in the department hallway, next to the French/Spanish Library, with announcements of opportunities for study abroad, as well as for graduate work in the fields of language and literature.

For students who would like to add depth to various aspects of their language, literature, and cultural studies, many of our courses are being offered for Honors credit. In this academic year fourteen students have earned Honors credit in French or Spanish: in the fall, three students in Elementary French I, two in the History of French Civilization, two in the Rise of the Novel (French 361), and one in Peninsular Spanish Culture and Civilization; in the spring, three students in Elementary French II, one in Latin American Culture and Civilization, one in Masterpieces of Spanish-American Literature, and one in an independent study of the Role of Women in Spanish-American Society. With the reactivation of Lindenwood's chapter of the national collegiate Spanish honor society, the department now has active national honor society chapters in both French and Spanish, giving added incentive and encouragement to our majors and minors to excel in their studies.

At the other end of the spectrum and impossible to measure, but very much in evidence (especially at the elementary level), is the unwillingness of many students to practice intensively on a daily basis, something absolutely essential to establishing the reliable foundation that is the goal of the course requirements at both the elementary and intermediate levels, without which there can be very little linguistic self-assurance and therefore no "fun." Encouraging students to take this work seriously and to strive for linguistic accuracy is an ongoing pedagogical challenge with no pat answers. Nevertheless, one tool that can be used to attract many students is the opportunity to work with technology and to practice with native speakers in a lab setting.

Recognizing this, we continue to strengthen this part of our program, requiring regular laboratory practice as an essential component of the semester grade in the elementary and intermediate courses, as well as the Conversation Partners Program for specific courses beyond the elementary level. Efforts to encourage and help to arrange individual tutoring will continue, as well, in connection with the language lab as a center and by other means (i.e. peer volunteers). The establishment of internet access and installation of foreign-language software for use at the more advanced levels has improved the computer section of the lab, which is now being well used. Appropriate review software for the earlier stages is still elusive; however, there are a number of useful websites that can be accessed for practice at this level. The collection of foreign-language magazines has grown, as well, making it possible for students to use this resource for a variety of assignments at different levels of language learning.

Philosophy

Departmental Goals and Objectives

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

Assessment Instruments

Assessment was not done for PHL 150 Introduction to Philosophy due to the lack of a stable curriculum. The course can be taught in at least three distinct ways, using a variety of different texts. Until the course becomes settled any assessment will lack a necessary longitudinal dimension rendering comparisons ineffective. Starting Fall 2006, we will begin a pilot program. Pilot assessment programs are being done in PHL 215 Logic and will be done in PHL 214 Ethics the next time it is taught (Spring 2006). 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.)

Religion

See General Education section.

Management Division

Outcomes Assessment Report

We are, more or less, halfway between the last accreditation visit and the next and it should be normal at this many years into the assessment process to begin to address the overall design of assessment—which the Management Division has been doing as can be seen from the individual academic discipline reports that are included in this division report. In other words, in association with the last accreditation, the Management Division developed a format or procedure to administer an assessment program for Management Division courses: a pre-test/post-test was developed, then each course which was within the assessment program administered a "test" using that format. The basic point being to determine how much students had, in fact, learned. Each pre-test/post-test was structured with three sections, more or less conforming to a system where 1/3 of the questions were designed to see what students knew in the way of background information before entering a course, 1/3 of the questions were designed to see what students had learned from the course , and 1/3 of the questions were designed to see what students could learn by applying what they had learned from a course. This format has remained the core of the Management Division assessment program.

What has slowly developed since the first pre-test/post-test assessment tests were administered, is that there have been some changes to individual academic discipline assessments within the Management Division. This is not the same as saying that there has been a change at the Division level, but rather that individual majors have undergone some assessment changes. The logical next step will be to determine how these changes among different Management Division majors might now relate to a broader change at the division level. The problem which we are trying to address—and which will probably be addressed over the next several years—is how do we start to look more closely at the inter-relationship among the parts. The Management Division spans a variety of majors and we are aware that a student majoring in Marketing cannot be strong within their major without a solid foundation in Finance. At the same time, a student in Public Management needs a firm foundation in Accounting and Economics.

Several observations need to be pointed out about the individual summaries below:

1) Initially, assessment focused only on courses related to the General Education requirements. Since those first assessment tests, the division has expanded its assessment as can be noted by both Marketing and Business Administration applying assessment to capstone courses. This will happen in the future for the capstone course in both Political Science and Public Management (PS 370, Governmental Research).
2) Initially, the 45-question format with three categories (basic, substantive, course-related) was the only model applied in all Management Division assessment tests, but over the past several years that has undergone change as can be seen from Finance and Marketing.
3) The change in the assessment test in the Finance course shows a change which several majors have expressed an interest to consider in the future—which is to move away from a "broad-sweep" of questions to questions focused on more specific areas covered in a course, which can change from year-to-year.
4) Management Information Systems shows a concern that has been expressed by division faculty about the need to evaluate students at two ends of a major--assessment at an introductory course level (BA 240) and assessment at a capstone course level (BA 442).
5) Greater attention is being paid to comparing assessment results in one year with results from previous years, both Political Science/Public Management and Management Information Systems have begun to use this now available data to make comparisons.

These five points may point the way to how the Management Division will approach a broader re-evaluation of assessment where emphasis is placed more on an inter-relationship among the parts, for example; assessing not only Marketing but how students understand its relationship to Accounting or Finance.

Individual summary reports from Management Division Majors.
Detailed statistical reports related to these summaries are maintained in a division file. Not all division majors are included since, for example, in the case of International Business and Retail Merchandising the faculty members are new and need time to develop assessment plans.

Marketing—course assessment

A Marketing pre-and-post test was administered in BA 453 (Marketing Management & Planning). This class is the marketing capstone course for grading seniors majoring in Marketing.

The test consisted of 25 questions covering basic marketing terminology. The pre-test was used to gauge the amount of information students had some reasonable command of coming into the class (after completing the Marketing core courses). After the pre-test was administered, the results were evaluated and adjustments were made to the curriculum. Also, students were given an article, "All About Marketing," which contained much of the terminology in the pre-and-post test.

The average grade on the pre-test was 67.3%, the average grade on the post-test 78.1%

Business Administration—course assessment

The Division of Management has been evolving in its approach to assessment questions for each primary major and at the same time trying to manage an evolution on how we segment our disciplines into meaningful entities to analyze. We started our assessment, of the Business Administration major, with a pre-test and post-test process that tried to measure the amount and type of learning that took place in the capstone course (BA 430 Business Policy and Strategy). However, it became quite clear that we were overlapping the individual disciplines in such a way as to make our data suspect. If the students had already completed a pre-test and post-test process in the disciplines -- accounting, marketing, finance, etc -- asking the same or nearly the same questions corrupted the data. We did reaffirm that the use of case studies in the capstone course was profitable for the students and it provided an opportunity for us to assure that the appropriate learning points were covered.

Management Information Systems—course assessment

The assessment of MIS majors for the 2005-20 academic year was based on the student's performance in a capstone course, BA 442 (Principles of Systems Analysis and Design). Results of the pre-and post tests administered during the Fall Semester were tabulated and compared with assessment data collected over the past three years (2003-20). At the same time, this assessment was being undertaken in BA 442, a pre-and-post-test was being administered in BA 240, Introduction to Information Systems. This test consisted of 50 multiple choice questions grouped into three knowledge categories: basic (11 questions), substantive (12 questions), and course-related (27 questions). Students seemed to have difficulty with more technical and course specific questions that relate to computer hardware and programming languages.

Finance—course assessment

In the finance major, assessment consisted of administering a series of multiple choice questions at the beginning of the semester as a pre-test, and then administering the same questions as a post-test at the end of the semester. As in the past few semesters, we have taken one of the major topics within the overall course in order to determine the students' mastery of one area of study. In the principles course, for instance, this semester we tested the students' understanding of cost of capital on a before and after basis. Determining the areas where there was an unsatisfactory level of improvement will allow us to re-examine how the topic should be taught or emphasized in the future. We will use this approach in future semesters, testing other important specific topics within the courses.

Sciences Division

Biology

Goals:

Biology majors will demonstrate;
- thorough understanding of the major areas of biology, especially cell structure & function, genetics, evolution, and ecology.
- facility in practicing the "Scientific Method", including observation and perception of patterns in nature, induction & deduction, investigation, data collection, analysis, synthesis, and scientific writing & communication.
- a level of preparation enabling them to successfully enter and complete graduate and professional schools or to obtain and succeed in careers in applied areas of biology, such as environmental science, industrial or academic research & development, and process / quality analysis.
- awareness of the important historical developments that underlay contemporary discoveries in biology.

Objectives:

1. Students will be provided with facts and concepts in areas of Biology such as ecology, evolution, cell and molecular biology, anatomy and physiology and genetics through a variety of lecture, laboratory and field study approaches.
2. Students will initiate and complete laboratory experiments using scientific methodologies.
3. Students will do historical reviews and complementary searches of biological journals.
4. Students will learn to present results and conclusions of research, experimentation and scientific thinking.
5. Students will pursue some topics in more detail than is presented in general or introductory courses.
6. Students will be introduced to ethical issues generated by advances in genetics, biotechnology, environmental science and other areas of biological research.

Biology Majors Program Assessment 2005-2006

Assessment of the Biology Major Program consists of four components: Pre/Post Testing of students in the General Biology I & II sequence; assessment of Pre/Post Test performance of graduating seniors; career success of Lindenwood biology graduates; and graduating student / alumni input. The results of our 2005-06 assessments in these areas are described below:

General Biology I & II - BIO 251 / 252

BIO 251 / 252 General Biology I & II is a two-semester introductory sequence for Biology majors. BIO 251 covers cell structure & function, genetics, evolution, and introduces students to the practice of biology as an experimental science (e.g., experimental design, data collection & analysis, scientific publications). BIO 252 continues with a brief review of evolution and the bulk of the course material is focused on animal structure and function. Although CHM 251 General Chemistry I is the preferred prerequisite for BIO 251, students who have a strong high school chemistry background are permitted to take BIO 251 and CHM 251 concurrently.

Pre/Post Tests have been developed for both BIO 251 and BIO 252. The following competencies are assessed using these tests:
- Development of factual knowledge base in five areas of biology: Cell Structure & Function; Genetics; Evolution; Animal Structure & Function; Acquisition & Interpretation of Scientific Information.
- Ability to expand basic knowledge toward understanding of key biological concepts.
- Ability to apply conceptual understanding of course material to analysis of specific biological examples.
- Understanding of the experimental, analytical and communication processes utilized by modern biologists.

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 251	PreTest	Aug/Jan	Faculty	June	None	Aug 06
	PostTest	Dec/May	Faculty	June	Modify Test and/or Revise presentation of material	Dec 06
BIO 252	PreTest	Jan	Faculty	June	None	Jan 06
	PostTest	May	Faculty	June	Modify Test and/or Revise presentation of material	May 06
Graduating Students Exit Interview	PostTes	May	Faculty	June	Data Evaluation	May 07
		May	Faculty Students	June	Data Evaluation	May 07
Graduates	1 year Survey	March	Faculty Graduates	June	Data Evaluation	March 07
	3 year Survey	March	Faculty Graduates	June	Data Evaluation	March 08
	5 year Survey	March	Faculty Graduates	June	Data Evaluation	March 09

The BIO 251 & 252 Pre-Tests are administered during the first class meetings of the semester and the Post-Tests are administered as part of the final exams. The Post-Test questions add extra credit to the students point totals, while the Pre-Tests have no effect on student grades. Each test consists of 25 multiple choice items selected primarily from the test bank for *Biology, 5th edition,* Campbell, Reece & Mitchell. (We are currently using the 7th edition of that text in both courses. The test items are distributed as follows:

BIO 251 Pre/Post Test Items:		BIO 252 Pre/Post Test Items:	
Factual Recall	4/25	Factual Recall	11/25
Conceptual Understanding	10/25	Conceptual Understanding	8/25
Application	11/25	Application	6/25
Cell Structure & Function	8/25	Evolution of Biological Diversity	10/25
Genetics	9/25	Animal Form & Function	15/25
Evolution	4/25		
Practice of Science	4/25		

Pre/Post Testing Of General Biology Students

Table II: General Biology I & Ii Pre/Post Test Results				
	Pre Test	Post Test	Change	% Improvement
BIO 251 2005/06	7.43	10.10	2.63	35%
BIO 251 Avg To Date	7.36	10.95	3.59	49%
BIO 252 Spring 06	8.77	18.77	9.95	113%
BIO 252 Avg to Date	8.20	18.10	9.90	121%

The results from BIO 251 show improvement between the Pre and Post Tests scores. The absolute scores and the level of improvement are similar to those seen in past years. BIO 252 students, however, show very marked improvement from the beginning to the end of the course. This pattern of greater improvement in student performance in BIO 252 as compared with BIO 251was observed in all previous years. There are several possible explanations for this observation: the BIO 251 exam is more heavily weighted with questions that test conceptual understanding and application of learning rather than factual knowledge; the material in BIO 252 is focused only on two related topics rather than the

four rather diverse topics covered in BIO 251; much of the material in BIO 251 depends on the student having attained a sufficient level of knowledge of chemistry. Students with insufficient chemistry background tend to perform relatively poorly in BIO 251. Although we attempt to identify such students and advise them to complete General Chemistry I before taking General Biology I, we are not always successful in diverting them.

Pre/Post Testing Of Graduating Seniors

Each May, an Exit Exam, consisting of the Pre/Post Test for BIO 251 (Part I) and a test (Part II) containing some of the questions from the BIO 252 Pre/Post test, along with questions from Plant Biology and the Ecology/Environmental Biology area, is administered to all graduating seniors. The material included in this test covers the important areas that all of our students have studied in the Biology Program at Lindenwood University. This year is the first year that the Part II test included the Plant Biology and Environmental/Ecology material, so year to year comparisons can only be made for the Part I scores.

TABLE III: Part I Test Results Of Graduating Seniors Compared With Those Of General Biology Students	
	Part I
Graduating Students	14.90/25
Biology Majors	15.00/25
Env Biol Majors	14.00/25
General Biology Avg	10.95/25

* Value shown is the Grand Average of General Biology Post Test Scores to date (See Table II). NOTE: The comparison of results shown in Table III assumes that the graduating seniors, as freshmen, would have been similar in academic ability and preparation to the General Biology students who have taken these exams to date.

The overall performance of the graduating students on Part I of the Exit Exam was 36% higher than that of the General Biology students. It is to be expected that the graduating students should score higher on this test since they have taken advanced courses that cover the material in much greater depth (i.e., Cell Biology, Genetics, Evolution, Microbiology, Biochemistry, etc.). Indeed, the correlation (r) between the graduates' Part I scores and their GPAs in their biology courses is relatively strong at 0.65.

The graduating seniors' average score on the new Part II Exam was 17.05/25. Since this is the first time that this test was administered, revisions to some of the questions will probably be necessary. For example, three of the questions were answered incorrectly by over 50% of the respondents and two questions were answered correctly by all respondents. The revised Part II Exam will be administered to 2007 graduates in spring 2007.

Career Success Of Graduates

Another measure of the quality of the education offered by the Lindenwood Biology Program is the level of success our graduates have in finding the employment they desire or in gaining admittance to graduate and professional education programs. Beginning in the 2001-02 academic year, we surveyed graduating students regarding their post graduation plans. Approximately one year post-graduation, we again surveyed the graduates about their employment or educational status. We have continued this pattern through 2003-04 – a Pre Graduation survey, a survey 12-15 months post graduation, and then twice more at 3 and 5 years post graduation. The data is maintained in a spreadsheet format and updated annually.

Twenty-five Biology students graduated in December 2005 through May 2006. The table below lists their post-graduation career plans. We will survey these students again in spring 2007 to learn how they have progressed with their post-graduation plans.

Degree	Minor/Emph	Date	Grad Plan
B.S.	Business	Dec-05	Med School
B.S.		Dec-05	Undecided
B.S.	Envrionmental	Dec-05	Conservation Biol
B.A.		Dec-05	Clinical Lab Sci
B.S.	PreHealth	May-06	Graduate School
B.S.	PreHealth	May-06	Med School
B.S.	Chemistry	May-06	Dental School
B.S.	Chemistry	May-06	Pharm. Sales
B.A.		May-06	Pharm. Sales
B.S.		May-06	Dental School
B.A.	Envrionmental	May-06	Conservation Biol
B.A.	Envrionmental	May-06	Conservation Biol
B.S.	PreHealth	May-06	Undecided
B.S.	Chemistry	May-06	Clinical Lab Sci
B.S.		May-06	Pharm. Sales
B.S.		May-06	Chiropractic School
B.S.		May-06	Osteopathic School
B.S.	PreHealth	May-06	Pharmacy School
B.S.		May-06	Chiropractic School
B.A.		May-06	HS Biol Teacher
B.S.		May-06	Physician Asst
B.S.		May-06	Lab Technician
B.S.	Envrionmental	May-06	Conservation Biol
B.S.	PreHealth	May-06	Physician Asst
B.S.		May-06	Lab Technician

For the past three years, we have conducted surveys of our graduates by mail, sending a paper questionnaire and a postage-paid return envelope. To date, our rate of return has been very poor – 35% of the one-year surveys and 17% of the three-year surveys were returned. As the number of our graduates has grown, this process has become more time-consuming and it is difficult to justify the investment of effort for this level of response. Therefore, beginning in spring 2006, we surveyed the students via e-mail. This May we obtained email addresses from the 2006 graduates and we have been collecting addresses from past graduates as they send news or requests for letters of reference. We hope that our response rate will improve significantly with an email survey and that the effort required to obtain the information will be much less. The table below shows the data that we have obtained on our 2001-05 graduates.

Degree	Minor/Emph	Date	Grad Plan	First Year	3 Yr Status
B.S.	Environ.	Dec-01	Env Biol	Drug Store Mgr	Zoo Keeper
B.S.	Chemistry	Dec-01	Pharm School	Lab Technician	
B.S.	Environ.	May-02	Env Biol		
B.A.	Comm Health	May-02	Pharm Sales		
B.S.	Environ/Earth Sci	May-02	Grad School		
B.S.	Chemistry	May-02	Grad School	Grad. School	Pathology Asst

B.S.	Environ.	May-02	Env Biol	Env Biologist	
B.S.	Chemistry	May-02	Med School	Applying to Med School	Pursuing RN
B.S.		May-02	Peace Corps	Peace Corps	Med School
B.A.	Unified Sci	May-02	H S Teacher	H S Teacher	
B.A.	Unified Sci	May-02	H S Teacher	H S Teacher	
B.S.	Environ.	May-02	Env Biol	Env Biologist	Grad School
B.S.		May-02	Med School	Lab Technician	Grad School
B.A.	Theater	May-02	Grad School	Dance Instructor	
B.A.	Unified Sci	Aug-02	H S Teacher	H S Teacher	
B.S.		Dec-02	Med School	Med School wait list	
B.A.	Unified Sci	May-03	H S Teacher	HS Teacher	HS Teacher
B.A.	Environmental	May-03	Family Business		
B.S.	Chem/Environ	May-03	Env Biol		
B.A.	Environmental	May-03	Env Biol	Retail Sales	
B.S.		May-03	Med School	Med School	Med School
B.S.		May-03	Nursing	Retail Sales	
B.A.	Environmental	May-03	Env Biol	Wildlife Biologist	
B.S.	Pre Health	May-03	Med School	Med School	Med School
B.S.		May-03	Physician Asst	Applying to PA School	PA School
B.S.	Environmental	Aug-03	Env Biol		
B.S.		Aug-03	Med School	Family Business	
B.S.		Aug-03	Grad School		
B.A.		Dec-03	Nursing		
B.A.	Environmental	Dec-03	Env Biol		
B.S.	Env Sci (Contract)	Dec-03	Env Biol	Env Biololgist	
B.S.	Chemistry	May-04	Grad School		
B.S.	Chemistry	May-04	Physician Asst	Applying to PA School	
B.A.		May-04	Nursing		
B.S.	Chemistry	May-	Med School	Grad School-Med	

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B.S.	Chemistry	May-04	Clinical Lab Sci		
B.S.		May-04	Med School		
B.S.	Environmental	May-04	Restaurant chef		
B.A.	Environmental	May-04	Conservation Biol	Conservation Biologist	
B.S.	Environmental	May-04	Grad School		
B.S.	Environmental	May-04	Grad School	Grad School	
B.S.	Chemistry	May-04	Grad School	Grad School	
B.S.	Chemistry	Dec-04	Grad School	Conserv Biol Intern	
B.A.		Dec-04	Pharm. Sales		
B.S.	Chemistry	Dec-04	Dental Hygeine		
B.S.	Chemistry	Dec-04	Clinical Lab Sci	Forensic Scientist	
B.A.	Environmental	Dec-04			
B.A.	Environmental	May-05	Owner Small Business		
B.A.	Environmental	May-05	Undecided		
B.S.	Chemistry	May-05	Undecided	Res Lab Technician	
B.A.	Chemistry	May-05	Pharm Sales		
B.S.		Jun-05	Med School		
B.A.	Environmental	Jun-05	Graduate School		
B.A.	Environmental	Aug-05	Environ Biologist		

Student / Alumni Input

As an additional measure of the quality of our educational programs, we solicit and utilize the following three forms of student evaluations of the Biology Program: course evaluations of General Biology I & II; graduating student exit surveys and post graduation surveys.

Student evaluations of both BIO 251 & BIO 252 are generally positive. Students report feeling challenged by both the instructors and by the material. In BIO 251, students with weak chemistry backgrounds report struggling in that portion of the course. In BIO 252 some students mention that the amount of material covered is somewhat overwhelming. However, the instructors of the courses have calibrated the course content to match comparable courses in other universities, therefore efforts to improve student performance will focus on improving student study skills.

The Exit Interview of graduating students includes questions in which students are asked about the features of the Biology program that they feel were most beneficial and which areas could be improved. The feature of the Biology Program mentioned as "best" by the majority of graduating students was the

opportunity for frequent interactions with faculty members in both formal and informal settings. Students described the personal advising and mentoring provided by the Biology faculty as particularly important to them. Also receiving mention, from the Environmental Biology students, was the availability of the Wetlands area as an environmental laboratory.

The most frequently mentioned area of the Biology Program in need of improvement is the limited variety of course offerings and the relatively limited range of laboratory equipment. Both of these concerns are being addressed and the negative comments in both these areas have been fewer in the past two years, since the Biology labs and prep areas have been remodeled. Our future focus will be on purchasing new equipment for student use in laboratory classes and research projects.

2005-06 Action Plan Results

The objective of revising Part II of the Exit Exam to include Plant Biology and Ecology/Environmental content has been completed. Some of the new questions will require some revision and that will be completed before the exam is administered again in Spring 2007
.
The objective of improving the Biology laboratory equipment is being addressed. Forty new microscopes were purchased in the summer of 2005 for use in Microbiology, Cell Biology, Genetics, General Biology and Anatomy & Physiology.

The 2005 graduates were contacted via email regarding their employment/education status after one year. Although the sample was small, the response rate was encouraging and we plan to continue using email rather than paper mail to keep in touch with our alumni in the future.

2006-07 Action Plan

- Review and revise Exit Exam Part II questions as necessary.
- Develop plan to improve laboratory experiences in upper division biology courses.
- Evaluate methods for developing better study skills in General Biology students.
- Develop LU Biology newsletter to be sent annually to biology alumni.

Chemistry

Goals:

1) Increase students' problem solving skills.
2) Prepare and train our graduates for
   a) professional work in Chemistry.
   b) continuation on to graduate studies in either Chemistry or related professions such as medicine or dentistry.

Objectives:

1. Acquire sound facts and principles (theories in the core areas of Chemistry-Analytical, Inorganic, Organic, and Physical.
2. Conduct laboratory experiments in Chemistry safely and competently.
3. Carry out literature searches to seek out and extract relevant information from chemical publications.
4. Organize, present, and defend results and conclusions based on literature and/or experimental results.
5. Select one or more specialized topics in Chemistry for more in-depth studies.

Assessment Calendar:

Course	Type	Date	Participation	Data Review	Action	Next
CHM 151	Pretest	August 2005	Firestine	May 2006	Assess review material presented at start of course	Fall 2006
CHM 151	Post Test	December 2005	Firestine	May 2006	Modify Test – Evaluate presentation of material	Fall 2006
CHM 152	Pre and Post Test	August 2005 and December 2005	Pavelec	May 2006	Evaluate presentation of material	Fall 2006
CHM 361/362	Pre and Post Test	August/ May 2006	Hansen/Pavelec	May 2006	Evaluate Exam used for assessment	Fall 2006

Assessment Techniques

Chemistry Majors - Assessment Objectives:

1. Lab reports are written for each experiment and lab grades are recorded each semester as measurements of students' proficiencies in laboratory work. Lab grades will constitute a significant portion (20-25%) of the overall course grade.
2. Senior students will participate in a seminar class. Individual students will conduct a literature search on a given topic and orally report the highlights and conclusions to fellow students and faculty members for a discussion and critique. A grade will be awarded and one credit hour earned.
3. All Chemistry majors will be required to take 7-9 credit hours of 300 or higher chemistry courses either as continuing but more advanced studies in the four core areas or more specialized topics outside of the core areas. This will give more depth and breadth to their understanding of Chemistry after successful completion of these courses.

Course Assessments

General Chemistry I - CHM 151

A two semester introductory comprehensive course designed for Chemistry, Biology and health science majors with CHM 151 offered in the fall semester and CHM 152 offered in the spring semester. CHM 151 covers atomic structure and energy, atomic and molecular bonding, chemical nomenclature and reactions, as well as gas laws and introductory thermodynamics. The primary objectives of the course involve acquiring a broad general knowledge of the topics listed above as well as problem solving skills for both qualitative as well as quantitative questions for the above topics.

During the 2005-06 fall semester three sections were used for assessment purposes. The fall 2006 CHM 151 sections were assessed using Pre/Post Tests. The pre and post test utilized for all CHM 151 sections was the American Chemical Society General Chemistry I standardized multiple choice exam. The exam scores were correlated with final exam scores for the Fall 2005 sections.

In accordance with previous years only a portion of the ACS Standardized Chemistry test was administered at the beginning and ends of the semester. Of the 87 students that completed the class and were issued letter grades (including UW): 72 students took both pre and post test; 7 took the pre but not the post; 3 took the post and not the pre; and, 5 took neither.

The following is data for students who took both tests

Grade Range	# of students in range	Pre-test score (%)	Post-test Score (%)	Improved by (%)	Final Exam Score (%)
A	10	38.8	57.6	18.8	94.2
B	12	32.3	52.0	19.7	79.4
C	24	29.3	45.0	15.7	67.2
D	16	28.8	39.3	10.5	47.0
F/UW	10	28.0	26.8	-1.2	34.5

A rough correlation of improvement with overall final grades in the course showed that there was little to no correlation with final grade between percent improvement on the assessment exam. In looking at this lack of correlation, it was not clear as to the cause. In order to further evaluate this observation we have modified the Fall 2006 assessment exam to better match the material that is covered in the general chemistry course.

General Chemistry II - CHM 152

A total of 15 students completed the pre and post tests for CHM 152 in the fall of 2005. The posttest was given with a precursory announcement to the students in the lecture with no credit given for the exam. The data showed an overall improvement of 23% for the class average on the exam. Overall the instructor is satisfied with the use of the pre and post exams as a tool for evaluating the improvement of students in the course.

In addition, two Classroom Assessment techniques were used throughout the semester. Both were one-minute problems that were collected and graded, but not used for credit. For each problem – the following lecture material was then modified to review material that was clearly missed by a majority of the students in the classroom. These CAT's are extremely useful in this course to evaluate the understanding of critical building material in the course. In the fall of 2006 a total of 4 CAT's will be used in the semester.

Organic Chemistry – A 2-semester course

Twenty-five students completed the 2-semester sequence at Lindenwood and took both the pre-test (Fall 2005) and post-test (Spring 2006). A portion of the American Chemical Society's Examinations Institute's Organic Chemistry Exam for a 2-semester course (Form 2004) was used for the assessment including a total of 35 questions. The post test was given as a credit based exam that counted as 50% of one exam score in the course and was pre announced so that the students could be prepared for the exam.

	Pre-Course (Fall 2004)	Post-Course (Spring 2005)	Improvement (Post – Pre)
AVERAGE	23.6%	62.9%	+39.3%

The instructor was satisfied with the overall results for the assessment. The pre and post exams will be administered in the Fall and Spring semesters of the 2006-07 academic years along with a new assessment plan that is currently being developed by the new faculty member that will be teaching the course.

Program Action Plan:

The 2006-07 academic year will involve a continued restructuring of the chemistry assessment program in order to improve pre and post exams as well as incorporate mid-semester evaluations in all courses. The program continues to choose a group approach to assessment to build a program that is consistent and uniform for all general courses. In addition the program will continue the development of assessment

techniques for upper level courses such as CHM 361 and 362, Organic Chemistry, CHM 471 and 472, Physical Chemistry, CHM 351 and 352, Analytical and Instrumental Chemistry. As part of this complete overall, the program has set the following goals for the 2006-07 academic year.

1. A Pre and Post Test Evaluation will be restructured for all sections of CHM 151 and CHM 152. This pre and post test will be compiled by the entire chemistry faculty to include multiple competencies as well as a correlation with semester exam questions to evaluate retention of material with post test questions.
2. The chemistry faculty will evaluate the use of credit for post test scores in order to most effectively assess the learning in the course without compromising the integrity of the assessment process.
3. Mid-semester evaluations will be given in all Chemistry courses.
4. The chemistry faculty will explore the use of the Praxis and MCAT scores for majors as tools to evaluate the overall competencies of majors.
5. The chemistry faculty will evaluate various options for assessment of chemistry majors through the restructuring of CHM 388 Chemistry seminar course.

Earth Sciences

Environmental Geology - ESC310

The faculty member is new to Lindenwood. So she did not have time to develop a Pre/Post Test.

Historical Geology

Not taught this academic school year.

Introduction to GIS - ESC 200

A Pre/Post Test has not been developed. Course was not taught this academic year.

Also see Natural Sciences of General Education section

Mathematics

See Mathematics section of General Education Assessment

Psychology

Psychology Program's Culture of Assessment

The Psychology program strives to establish and maintain a *culture of assessment.* Ideally, assessment will be conducted in various ongoing ways, informally as well as formally; day-to-day as well as annually. The overriding goal is continuous enhancement of the program. Student involvement also contributes to our assessment process.

Re-Cap Of Assessment – Majors Component Action Plan for 2005 - 2006

Summer, 2005

1) Explore the feasibility of a course offering that would encompass preparation for careers and/or graduate study, to be offered earlier in the curriculum (as requested via student feedback). We have discussed the possibility of structuring such a course such that focused instruction in APA writing style is also included.

   ➢ This step was completed, with the outcome that one of our faculty members developed a course which covered the issues identified above.

2) Explore the feasibility of re-structuring PSY432, in accordance with student feedback, to allow for a greater emphasis on discussion and a more integrative study of the field of Psychology.

   ➢ This step was completed; beginning with the Fall 2005 the PSY432 course structure was explicitly discussion-oriented. While the PSY432 course continues to evolve, the discussion-oriented structure is now solidly-established. We are holding to a course enrollment cap that will continue to make such a format viable; this has been accomplished in part by increasing the frequency with which the course is offered (it's now offered in both Fall and Spring semesters).
   ➢ The discussion-oriented format is now solidified. In the most recent offering of the course, the instructor made frequent use of discussion questions, given to students a week in advance, to help foster discussion.
   ➢ In the most recent offering of the course, the "integrative" emphasis was served by the inclusion of a prevailing theme that ran throughout the course (e.g., "culture"); the various concepts discussed in the course were considered within the context of that prevailing theme. While future offerings of the course need not use this specific method, the general principle of integrating knowledge from the various branches of Psychology will continue to be used.

Fall, 2005

1) Pending administrative approval, develop a course consistent with goal #1, above.

   ➢ This course was offered for the first time during January term, 2006. Assessment information from this course appears below.

2) Coordinate discussion among faculty teaching the Statistics courses and the Research Methods course, to explore ways to enhance integration of learning across those courses.

   ➢ The instructors of these two courses communicated about the value of each highlighting for students the importance of the other course.

3) Develop procedure for tracking our graduates' post-graduation outcomes, and gather data over several years regarding employment outcomes, graduate school destinations, etc.

   ➢ Samples of alumni surveys from other regional universities were collected and reviewed.
   ➢ Faculty feedback was solicited, to determine what the focus of our survey should be. It was determined that our survey will include both career follow-up and program effectiveness information.
   ➢ The cover letter to accompany the survey was written. A survey draft was constructed. It will be circulated over the summer months to all psychology faculty via e-mail, and a refined instrument will be developed during the first psychology department meeting in Fall, 2006.
   ➢ A list of 204 addresses and phone numbers of psychology BA and BS graduates (from 1998 to 2005) was obtained. Graduates from 2006 will be added to the list over the summer.
   ➢ Results of the alumni survey will be incorporated into the May 2007 assessment report.

4) Pending administrative approval,, implement a re-structured PSY432, and pursue re-naming it as "Senior Seminar," consistent with goal #2, above.

   ➢ As described above, this course has been restructured (although not yet re-named).

Career and Skills Development (for the Psychology Major course - New Assessment)

This is a course that the psychology program proposed in order to address some of the issues that were raised in our program assessment and feedback received from students taking our advanced general psychology course last spring.

The goal of this course is to prepare students to succeed in the field of psychology by orienting sophomore level students to the discipline. Topics covered included:

- Basic Information
    - brief history of psychology
    - importance of research and statistics in psychology
    - information about the various fields of psychology that exist today

- Practical Information
    - planning out the educational experience at LU as well as beyond
    - instruction on APA style
    - how to use the various resources including online databases and our library

- Career-Related Issues
    - career opportunities at all levels of education
    - job searching
    - graduate program application process.

For this J-term course, a preliminary needs assessment was done, to identify what additional needs the students perceived they have that might be served by this course. Students identified five additional needs that all fell under the category of "study skills;" these were addressed in a course section called "study skills."

Student feedback was also solicited at the conclusion of the course; students reported that the three most helpful aspects of the course were: learning to use WebCT, learning the APA style of referencing, and learning about what you can do with a psychology degree.

The instructor also solicited input from several alumni regarding what "advice" they would give current students about how to get the most out of the undergraduate curriculum. Representative examples of the advice include "take advantage of practicum opportunities," "focus a lot of attention on the research and statistics courses," "get research and clinical experience wherever you can," and "master APA writing style." In addition to soliciting these comments, the instructor had 9 alumni come in to talk to the students directly. This activity was very well received from both ends, and ideally will be continued in subsequent versions of this course.

Assessment Calendar -- Psychology Program / Majors

Fall, 2006

1) Finalize development of alumni survey and verify department resources for producing and distributing the survey. Our goal is to have alumni data to report at the conclusion of the 2006-07 academic year.

Anthropology/Sociology

Goals

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

- First, we would like students to develop and become familiar with a sociological perspective. In other words, instead of thinking about society from their own personal vantage point, they need to have an understanding of the external social conditions that influence human behavior and communities. This sociological perspective will enable them to perceive their own personal situation in the context of social (broadly defined - as demographic, ecological, economic, political, and cultural) forces that are beyond their own psyche, circle of friends, parents, and local concerns.
- Second, we would like our students to develop a global and cross-cultural perspective. They ought to have an understanding of social conditions around the world, and an understanding of why those social conditions are different from those of their own society. Simultaneously, we would like them to perceive

the basic similarities that exist from one society to another and to appreciate how much alike humanity is irrespective of cultural differences.

- Third, we would like our students to enhance their critical thinking and analytical skills. Critical thinking involves classifying, assessing, interpreting, and evaluating information in the form of hypotheses and theories into higher order thought processes. Abstracting and evaluating competing theories and hypotheses by relying on critical abilities in assessing data is extremely important in the field of sociology and anthropology.

Major Objectives: Sociology And Anthropology Program

We have two major objectives that we would like to measure depending on the career goals and direction that a particular student indicates in his or her own self-assessment.

The Applied Option:

If a student indicates that they are interested in a career in applied sociology or applied anthropology or related fields, we require at a minimum one internship in a specific community organization. This internship brings theory and knowledge of sociology or anthropology into practice. The internship would be evaluated and monitored by the supervisor in the organization and by the faculty in our department. This joint evaluation would attempt to measure the communication skills and abilities of the student that are needed to become useful in the helping professions.

The Theoretical Option:

If a student indicates that she or he is interested in graduate work in the fields of sociology or anthropology, we require a senior-level course that would focus on developing theoretical and analytical skills. Students would be required to write an extensive research paper comparing a classical social theorist (such as Durkheim, Marx, or Weber) with a contemporary social theorist. This would help demonstrate how well the student understands the foundations of social theory and its contemporary directions. This would be an important means of assessing whether or not a student would be able to perform in a graduate school setting in sociology or anthropology.

A Universal Requirement

The Sociology and Anthropology areas keep a portfolio of all of the significant papers written by majors in their courses in the department. We believe that these will become important indicators of a particular student's progress in the development of her or his skills and abilities.

Other Ancillary Objectives Of The Sociology And Anthropology Program:

These are the measurable aspects of the assessment of the students in the Sociology and Anthropology program. These objectives coincide with the various competencies of the Bloom taxonomy learning model.

Objectives - Basic Concepts

- Students should develop a good understanding of the historical development of sociology and how it emerged in relationship to the industrial and political revolutions in the West. This objective measures the knowledge competency of the student in this area.
- Students will demonstrate knowledge of how sociologists attempt to explain human behavior and institutions. This objective measures the comprehension competency of the student in this area.
- Students should be able to distinguish a sociological generalization from "common sense" understandings of society. This objective measures the analytical and evaluation competencies of the student in this area.
- Students will demonstrate knowledge of the basic concepts of culture and society as used by social scientists. This objective measures the knowledge competency of the student in this area.

- Students should understand the distinctions among the concepts of material culture, symbols, norms, values, subcultures, ethnocentrism, and cultural relativism. This objective measures the knowledge competency of the student in this area.
- Students should understand the differences among hunting-gathering, tribal horticultural and pastoralist, agrarian, and industrial societies. This objective measures the knowledge competency of the student in this area.
- Students will demonstrate a knowledge of the concept of socialization as it relates to the nurture-nature controversy in the social sciences. This objective measures the knowledge, analytical, comprehension, and evaluation competencies of the student in this area.
- Students should understand the relationship of family, peers, school, and the mass media and socialization processes. This objective measures the knowledge, comprehension, and analytical competencies of the student in this area.
- Students should understand the concepts of status and role as used by social scientists. This objective measures the knowledge competency of the student in this area.
- Students should understand the difference between primary and secondary groups; and the research conducted by sociologists on these groups. This objective measures the knowledge competency of the student in this area.
- Students should understand the different types of sociological explanations for deviant behavior. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students should understand the differences between closed, caste-based societies and open, class societies, and the implications these societies have for social mobility. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students should understand the various sociological explanations for social stratification and poverty in their own society. This objective measures the knowledge, comprehension, and analytical competencies of the student in this area.
- Students will demonstrate knowledge of the differences between race and ethnicity, sex and gender, and other distinctions between biological and sociological categories. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students will demonstrate knowledge of the major racial, ethnic, economic and cultural groups that make up the contemporary United States, as well as some of the changes among and between these groups. This objective measures the knowledge competency of the student in this area.
- Students should understand basic worldwide demographic trends and the consequences for urbanization. This objective measures the knowledge, comprehension, and evaluation competencies of the student in this area.

Objectives-Social Theory For The Sociology And Anthropology Students

- Students should have a good understanding of the differences between structural-functional, conflict, and symbolic interaction theories in sociology. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students should have an understanding of the differences between unilineal evolutionary theory and diffusionism as early explanations of societal change. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students should have knowledge of the major classical theorists in both sociology and anthropology such as Comte, Spencer, Durkheim, Marx, Weber, Parsons, Boas, Margaret Mead, George H. Mead, Benedict, and White. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students should have an understanding of the contemporary views of societal change: modernization, dependency, and world systems theory. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.

Objectives-Research Methods For The Sociology And Anthropology Majors

- Students should have a knowledge of what constitutes independent and dependent variables, correlations with and without causal linkage, and causation. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.

- Students should understand "objectivity" and the limitations of objective research in the social sciences. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students should understand the different research methods, both qualitative and quantitative in sociology, anthropology, and social work including social experiments, survey research, participant observation, and secondary analysis. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- Students should understand the basic steps of formulating a research project from defining the topic to specifying hypotheses to data collection to interpreting results including statistical procedures and finally drawing conclusions. Social work majors will be able to link scientific knowledge to practice. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.

Objectives-Institutional Understanding For Sociology And Anthropology Students

- Students should have a cross-cultural understanding of the different forms of family structure and marriage, educational institutions, the major religious belief systems and institutions, and economic and political systems that exist throughout the world. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.
- An understanding of social conditions and social problems that affect social work practice should be demonstrated by social work majors. A demonstration of the need to make social institutions more humane and responsive to human needs, especially for at-risk populations will be evident. This objective measures the knowledge, comprehension, analytical, and evaluation competencies of the student in this area.

Sociology/Anthropology Assessment Of Majors 2005-2006

This academic year 2005-06 we had one student graduating in our Sociology and Anthropology programs. This student is a contract major in anthropology and will be graduating in June, 2006 after she completes a field work course in archaeology. Unfortunately, this student began to de-engage from participating in our program. We do not think that this student's performance reflects the faculty or courses within our program.

We did implement our portfolio evaluation for this student. We collected all of her research papers in our courses. The quality of her work varied from course to course depending on the circumstances described above. We did not think that a formal analysis of her portfolio would demonstrate anything significant about our program.

In all of our courses, we have a strong writing component. We do believe that this is a necessary aspect of our program. Although we did not have any comparative data to show because we only had one senior graduating, we do believe we will have more students this next academic year.

Action Plan for Assessment in Sociology/Anthropology 2006-2007

Assessment Calendar

Major	Type of Assessment	Dates of Assessment	Faculty & Student Participation	Data Review Date	Action Taken: Program Assessment	Date & Type of Next Assessment
SOC Major	Portfolio	May 2006	Collect portfolio of major essays	May 2007	Review portfolios according to standardized criteria: Scoring portfolio	Fall 2006 Department meets to evaluate methods of assessment
ANT Major	Portfolio	May 2006	Collect portfolio of major essays	May 2007	Review portfolios according to standardized criteria: Scoring portfolios	Fall 2006 Department meets to evaluate methods of assessment

Future Plans for Assessment for Our Sociology/Anthropology Majors

As was mentioned last year, we need to continue to perfect our collection of papers for incorporation into the portfolios. We have improved our collection of research papers for the portfolios of our students. We will still need to remind students of how important these portfolios are and they need to be more aware of how these portfolios will be assessed. One way in which we will do this is to inform them that these portfolios will be used as a means of writing recommendation letters for them in the future.

Weaknesses and Challenges in Our Assessment Program for Sociology and Anthropology

We are going to try to develop a more effective instrument for assessing the student portfolios for those majoring in sociology or anthropology. Since we have a small number of majors graduating, it is difficult to get statistically meaningful assessment information. We did develop a likert scale for assessing their essays in their portfolios, however, we are still evaluating whether this is a significant measure of our student's intellectual and critical thinking abilities. Therefore, we will re-evaluate our methods this next year to determine whether we can improve our assessment for our majors.

Beyond our introductory courses in sociology and anthropology, we use essay exams, short papers, and more extensive research papers to assess our student's progress throughout our curriculum. We have not developed any formal means of assessing these materials to demonstrate student proficiencies in any statistical meaningful way. But we do believe that we are engaged in both the process and culture of assessment throughout our program.

Lindenwood College for Individualized Education (LCIE)

General Goals

The Lindenwood College for Individualized Education is an accelerated program which specializes in fulfilling the educational needs of adults. LCIE is committed to the idea that people learn more effectively when their experience and goals converge. To this end, LCIE actively fosters the participation of students in the planning of their educational programs.

Upon admission and initial matriculation into any LCIE degree program, a student will meet with his or her advisor to create a "Program Overview." The Program Overview will detail the student's learning goals and previous education and experience and will set forth a program of coursework designed to attain these goals. Copies of the Program Overview Document will be given to the student and retained in permanent student files held by the advisor. Changes in the student's learning goals and/or program content will be added to the original document.

LCIE offers various majors at the undergraduate and graduate levels. There are goals and objectives which are common to all majors, and there are some goals and objectives which are specific to individual majors. The common goals and objectives of LCIE are the following:

Goal: 1. Develop an awareness of the relationships among traditional disciplines.
        Objectives: The students will
            a.   learn in integrated clusters of related disciplines.
            b.   participate in at least one colloquium per term.
            c.   meet with their faculty advisors each term for integrative discussion of studies.

Goal: 2. Develop written and oral communication skills.
        Objectives: In each cluster the students will
            a.   write at least 30 pages (40 pages for graduate students) of case study analysis, expository prose, and/or research projects.
            b.   participate in and lead seminar discussions.
            c.   meet with their faculty advisors to monitor progress.

Goal: 3. Develop research skills.
   Objectives: The students will
   a. assimilate a range of information from a variety of sources into a thesis driven discussion.
   b. demonstrate competence in the use of accurate and appropriate documentation.
   c. complete a culminating project under the supervision of their faculty advisors or complete a capstone course.

Goal: 4. Develop an awareness of community resources to foster lifelong learning.
   Objectives: The students
   a. may participate in experiential learning opportunities including practica, internships, and other field experiences
   b. participate in learning experiences outside of the classroom.

Goal: 5. Develop a mastery of the body of knowledge and skills within a field of study.

Current LCIE Assessment

The LCIE delivery format follows a Socratic pedagogic model. Each student is required to meet with his or her faculty advisor each term. During those meetings, the advisor reviews the student's work and engages the student in a discussion of the content of the coursework for which the student is enrolled that term. From these discussions, the advisor assesses both the level of the student's learning and the breadth and efficacy of the instruction he/she is receiving that term. Thus, each instructor is continuously monitored by all of the advisors serving students in his/her class. Each student also completes a faculty evaluation at the end of each term, and every instructor in LCIE is evaluated each term he or she teaches. In this way, each course and each instructor is evaluated continuously.

In addition, each instructor/faculty sponsor is required to complete a form in which he or she evaluates the student's performance, explaining the assignment of grades, the degree to which the objectives of the course were met, and targeting strengths and areas of concern. Copies of that form are given to the student and to the faculty advisor, and they become an important tool in the mentoring process.

At the conclusion of the program, LCIE students have an option of completing a culminating project or taking a capstone course. Graduate students who choose the capstone course option also take an additional cluster. This effort is intended to demonstrate the student's mastery of the concepts inherent in his/her program of study as well as the ability to use theory in practice. This requirement, which is never waived, provides an excellent indicator of the student's level of achievement and of the theories, concepts, and skills that were delivered as content in that student's program of study. At the undergraduate level, the student's culminating project, a substantial written piece, is received and ultimately approved by the faculty advisor. At the graduate level, the culminating project most often resembles a graduate thesis. The graduate culminating project is monitored by, and must receive final approval from, a committee of three faculty members with the faculty advisor serving as the committee chairperson. Students choosing the option of taking the capstone course receive grades and evaluations of their skill levels in that course.

The faculty advisor evaluates each culminating project and ranks it on the following criteria: organization, grammar and spelling, research methods, knowledge of the subject, analytical sophistication, professional appearance, and relation to the major.

Although the grade posted to the transcript for a culminating project is pass or fail, the advisor assigns values of 4 (excellent), 3 (good), 2 (average), or 1 (poor) to each of the above criteria and calculates a final score for each project. Each term the advisor submits a summary of the number of his or her advisees who graduate in each major and the average of the culminating project ratings. For graduate students choosing the option of taking a capstone course, values are assigned to their final grades, 4 (A), 3 (B), 2 (C).
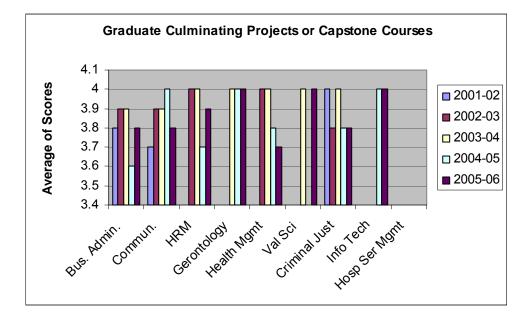
Assessment of the majors based on a sample of 202 undergraduate and 260 graduate students:
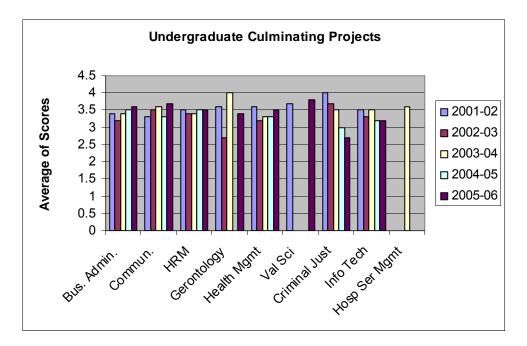
Year: June 2005 to May 2006

Major	Undergraduate Culminating Projects or Capstone Courses		Graduate Culminating Projects or Capstone Courses	
	No. of Students	Average	No. of Students	Average
Business Administration	85	3.6	122	3.8
Communications	27	3.7	30	3.8
Human Resource Management	10	3.5	26	3.9
Gerontology	4	3.4	1	4.0
Health Management	20	3.5	18	3.7
Valuation Sciences	1	3.8	1	4.0
Criminal Justice	20	2.7	61	3.8
Information Technology	35	3.2	1	4.0
Hospitality Service Management				

Comparison of 2001-02, 2002-03, 2003-04, 2004-05, and 2005-06:

Major	Undergraduate Culminating Projects or Capstone Courses					Graduate Culminating Projects or Capstone Courses				
Year	01-02	02-03	03-04	04-05	05-06	01-02	02-03	03-04	04-05	05-06
Number of Students Assessed:	131	172	168	117	202	157	206	179	125	260
Business Administration	3.4	3.2	3.4	3.5	3.6	3.8	3.9	3.9	3.6	3.8
Communications	3.3	3.5	3.6	3.3	3.7	3.7	3.9	3.9	4.0	3.8
Human Resource Management	3.5	3.4	3.4	3.5	3.5		4.0	4.0	3.7	3.9
Gerontology	3.6	2.7	4.0		3.4			4.0	4.0	4.0
Health Management	3.6	3.2	3.3	3.3	3.5		4.0	4.0	3.8	3.7
Valuation Sciences	3.7				3.8			4.0		4.0
Criminal Justice	4.0	3.7	3.5	3.0	2.7	4.0	3.8	4.0	3.8	3.8
Information Technology	3.5	3.3	3.5	3.2	3.2				4.0	4.0
Hospitality Service Mgmt			3.6							

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Undergraduate Culminating Projects

This method of assessing culminating projects began in June of 2001. Examination of the data does not show any significant trends.

Student Evaluations in the Clusters

> The LCIE Action Plan for 2002-2003 stated that student evaluation forms would be designed for each of the general education clusters and for each of the clusters in the majors. These evaluation forms are tied to the objectives of each cluster. This has been implemented over the past two years.

> At the end of each cluster each instructor evaluates the performance of the student. Previously, these evaluations were narrative in format. An area for optional narrative comments remains on each form. In addition, beginning in the fall quarter of 2002, every student in every cluster was evaluated on each course objective according to the following scale:

> Evaluation Scale:
> 1. Student never achieves the objective.
> 2. Student usually does not achieve the objective.
> 3. Student adequately achieves the objective.
> 4. Student usually achieves the objective.
> 5. Student always achieves the objective.

> These scores are determined by the instructor according to the directives stated in the syllabus. Papers, journals, oral presentations, and in class skills assessment inventories are some of the tools used in determining the scores. Each syllabus is reviewed by a faculty advisor and the program director to ensure that schedules, assignments, objectives, and grading are clearly defined.

> The communications cluster provides an orientation and basis for all of the clusters.   This report uses the communications cluster as an example of the assessment process. The objectives that are measured are these.

Communications

ICM-101.   COMMUNICATIONS I
ICM-102.   COMMUNICATIONS II
ICM-104.   LITERARY TYPES

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Compose a thesis statement and support it in a unified and coherent manner.
2. Compose an outline including an introduction and conclusion, clearly dividing topics and subtopics based on thesis development.
3. Correctly use grammar and syntax.
4. Correctly use punctuation.
5. Use appropriate and correct word choice and diction.
6. Demonstrate competent spelling skills.
7. Identify, analyze, and use appropriate reference materials.
8. Implement MLA rules for format and citation.
9. Demonstrate appropriate oral communication skills.
10. Recognize, analyze, and use genre and literary strategies.
11. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

Analysis of Communications Cluster

The evaluation of individual objectives began in the 2001-2002 academic year in the communications cluster. The only difference between the objectives from 2001-2002 to 2002-2003 is the addition of an 11th objective. Each objective can be analyzed individually over the last four years as follows. Similar data is available for all clusters, allowing instructors and program directors to determine strengths and weaknesses of the programs.
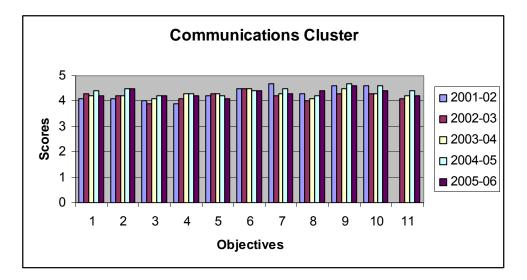
In the introductory communications cluster
- 52 students were assessed through March 2002.
- 245 students were assessed from April 2002 through March 2003.
- 171 students were assessed from April 2003 through March 2004.
- 378 students were assessed from April 2004 through March 2005.
- 338 students were assessed from April 2005 through March 2006

The scores are as follows:

Objective	1	2	3	4	5	6	7	8	9	10	11
Means of scores											
2001-02	4.1	4.1	4.0	3.9	4.2	4.5	4.7	4.3	4.6	4.6	N/A
2002-03	4.3	4.2	3.9	4.1	4.3	4.5	4.2	4.0	4.3	4.3	4.1
2003-04	4.2	4.2	4.1	4.3	4.3	4.5	4.3	4.1	4.5	4.3	4.2
2004-05	4.4	4.5	4.2	4.3	4.2	4.4	4.5	4.2	4.7	4.6	4.4
2005-06	4.2	4.5	4.2	4.2	4.1	4.4	4.3	4.4	4.6	4.4	4.2

There are no significant trends in the objectives. The standard deviations for the objectives over the four years in which the data was collected range from a low of .05 for objective 6 to a high of .2 for objective 7.

Communications Cluster

Comparison of Competencies and Objectives in the Communications Cluster

    Competencies
        A. Basic Knowledge (accuracy and completeness of content)
        B. Comprehension (abstractness of expression)
        C. Analysis (thoughtfulness, reasoning)
        D. Synthesis (organization and clarity of expression)
        E. Evaluation (critical thinking)

(An x indicates which objectives measure which competencies. The degree to which the competency is measured is stated in the tables and chart above.)

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7	Obj 8	Obj 9	Obj 10	Obj 11
A	x	x	x	x	x	x	x	x	x	x	x
B	x				x		x			x	x
C							x			x	x
D										x	x
E											

There are over 60 clusters offered in the LCIE format. Specific information on each of them and their objectives is available to the program managers and instructors.

Skills Assessment Inventories in the Clusters

    LCIE students participate in an accelerated learning format. Written and oral communication skills are emphasized in all clusters. Papers, projects, presentations and other activities provide the instructor with a basis for the grades assigned to each of the courses.

    The skills assessment inventory (SAI) was added to the list of assessment tools in the 2002-2003 academic year. Instructors and faculty advisors have experimented with a variety of formats for these in class inventories which may take the form of a traditional test. The SAI is a timed, comprehensive review of the material covered. The number and format of SAIs given per quarter is at the discretion of the instructor. Typically, the SAI allows students to use one supplementary material, either notes, textbooks, or journals.

    This document reports the average of the classes' performances as a percentage of correct solutions or mastered skills. Every effort is being made to standardize the skills being assessed across the various sections of the same cluster.

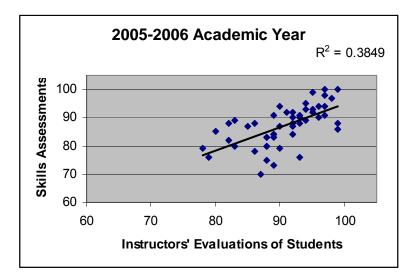Summary of Mastery of Objectives and Skills Assessment Inventory Scores

The following is a summary of the number of students evaluated, the percentage of objectives realized, and the percentage of skills mastered on the skills assessment inventories for clusters offered in the indicated academic years. Blank cells indicate either that the cluster was not offered in the corresponding period or that the instructor(s) did not use the indicated tool.

General Education	2002-03 Student Number	Eval %	SAI %	2003-04 Students Number	Eval %	SAI %	2004-05 Students Number	Eval %	SAI %	2005-06 Students Number	Eval %	SAI%
Communications	245	85	79	226	91	82	378	87	78	338	86	78
Humanities	112	91	87	191	93	80	297	86	86	226	86	88
Social Sciences	87	83	87	105	84	85	133	82	85	180	80	85
Mathematics	127	70	83	105	87	75	271	87	86	279	85	87
Computer Math	22	87	87	24	75	71				21	78	79
Natural Sciences	103	88	86	111	89	81	254	88	89	187	90	87
CC Africa	45	90	89	46	91	91	43	87	87			
CC Russia	45	95	91	19	95	88	126	92	91	130	94	89
CC Native Amer	46	98	95	77	99	93	20	98	89	75	99	86
CC Japan	24	78		26	81		12	85		24	82	
CC Latin Amer	6	88	78							13	79	76
CC India										9	87	70

Business Admin	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI%	Number	Eval %	SAI%
Undergraduate												
Accounting	67	82	76	59	88	79	110	85	85	147	82	82
Management	99	87	91	90	87	87	110	87	90	196	82	88
Marketing	76	89	85	90	86	88	102	88	87	194	89	84
Economics	63	92	84	73	93	91	74	90	79	94	89	84
Business Law	75	91	88	77	79	95	117	86		129	83	89
Small Business				16	83	85						
Graduate												
Accounting	71	91	77	86	89	81	117	91	82	129	90	79
Marketing	97	89	89	90	86	88	122	90	88	181	92	88
Management	135	93	91	59	88	79	197	94	86	237	88	83
Finance	36	93	84	51	92	80	87	89	86	87	88	75
Product Mgmt										9	93	91

Communications	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval %	SAI%
Historical Trends	22	85	82	11	89	85	61	94	88	13	93	90
Promotional Mix	48	96	80	17	93	98	13	92	85	21	92	84
Written Com. Bus	6	100	100									
Adv Creative Writ	10	98	66				10	87				
Creative Writing							12	66				
Org. Com. Theory	46	96	86	92	98	91	96	95	88	73	99	88
Desktop Publish	25	99	94	30	93	90	61	94	88	33	93	90
Public Relations	28	99	98	68	94	93	51	97	88	36	98	97
Digital Mgmt	12	100	97	12	100		14	100	100	10	99	
Video Production				38	90	91						
Script Writing										12	96	90
Media Mgmt										8	99	
Multimedia										7	92	90

Criminal Justice	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval %	SAI%
CJ Systems	12	99	99				12	90	100			
CJ Admin	12	88	94									
Law Enforcement	13	98	99	23	98		23	98	100	25	97	100
CJ Commun	11	95	98	11	100	100	11	100	100	24	92	92
Criminal Proced	11	95	95									
Critical Issues	12	87	91	13	92	92	22	99	99	6	99	100
Admin of Justice	12	99	99	10	100	99	10	95	96	14	97	91

Gerontology	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval %	SAI%
Resource Alloca	8	98	96				12	84	86	6	90	94
Mental Heal Iss	8	90	83	10	96					8	92	87
Research Meth				7	97		10	91				
Nursing Home				6	93	92	12	83	97			
Asp of Aging										6	89	83
Legal and Econ							10	98	93	7	91	92

Health Management	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval %	SAI%
Mgmt Foundation	11	89	89	7	97	97	40	92	94	32	89	91
Health Care Fin	8	97	94	11	96	97	17	83	88	29	95	92
Strategies	11	88	83				12	93	93	14	96	94
Health Care Pol	7	99	99	25	90	92	26	96	90	18	93	76
Legal Issues	11	98	88	30	97	91	9	99	95	25	97	94

Human Res Mgmt	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval %	SAI%
Employee Super	100	95	83	6	73	80	111	90	73	64	89	73
Adult Learning	23	90	89	14	96		25	93	94	96	95	93
Group Dynamics	36	95	95	17	95		34	92		59	94	93
Org Assess	35	95	94	68	97	86	54	97	94	45	94	95
Strat for HRM	27	80	70	25	82	72	67	84	76	38	83	80
Gender Issues										70	95	99

Information Tech	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval %	SAI%
Mgmt Info Sys	33	96	95	18	96		43	98	92	27	97	98
Network Essent	25	94	92									
Adv Network				11	93							
Operating Sys	24	97	79	16	95	80						
Project Mgmt	17	95	88	12	98		40	95	88	36	93	88
Web Design	12	89	96	13	91	80	13	78	83	11	88	80
Adv. Web Des							10	66	75	19	88	80
Database Des	12	94	85	15	95	81	13	79	82	9	88	83

This table is a summary of more detailed spreadsheets that preserve individual scores. The information is given to program managers. In addition to quantifying students' performances, it gives insight into discrepancies in grading between instructors. For example, it indicates that some instructors feel that all students mastered all skills at 100%. In some areas the instructors are not evaluating every student every quarter. Program managers work to improve participation in the assessment process.

In the 2005-06 year 3,705 student evaluations and 3,344 skills assessments were reported. The following graph is constructed from the above summary table. It shows that there is an association between the assessment of cluster objectives and the scores on the skills assessment inventories. The Pearson correlation coefficient for 2004-05 is .43 showing a moderately weak positive association between the instructor's evaluations of the students based on the objectives of the clusters and the scores that those students received on the skills assessments or tests given by the instructors. The Pearson correlation coefficient for 2005-06 is .62, a stronger positive association. The r-squared value for 2004-05 is 0.1882 while the r-squared value for 2005-06 is 0.3849. Both values indicate that there are factors that are not assessed by the SAIs but that significantly impact the grades given in the clusters.

2005-2006 Academic Year

$R^2 = 0.3849$

Action Plan

During the 2006-2007 academic year:

1. Each program manager will meet with the adjunct faculty whom they supervise and review the syllabi and skills assessment inventories.
2. Analyses of additional clusters following the example of the introductory communications cluster will continue.
3. The competencies being measured will be reexamined in each cluster according to the following taxonomy.
    A. Basic Knowledge (accuracy and completeness of content)
    B. Comprehension (abstractness of expression)
    C. Analysis (thoughtfulness, reasoning)
    D. Synthesis (organization and clarity of expression)
    E. Evaluation (critical thinking)
4. Capstone courses will continue to be offered as alternatives to culminating projects.
5. Grades for culminating projects are currently assigned to the transcript as pass or fail. Explore the possibility of assigning letter grades to the culminating projects.
6. Pretests and posttests are being developed in some areas. Continue that development.
7. Work/learn or graduate students will assist in the data entry necessary for the completion of these actions.

School and Professional Counseling

Assessment facilitates the continuous improvement of curricula and instruction throughout the program. This is accomplished through competence in measuring, assessing, and diagnosing psychological and educational attributes.

Domain	Assessment	Collected During	Collection Instrument	Data Collected	Monitoring Responsibility
Entry	● Evidence of prior academic achievement.	Admission to the Program.	Application Extender: Transcripts Review.	Pending	Staff as assigned.
Midpoint	● Grades from coursework. ● Instructor observation of skills performance, live or on tape. ● Student evaluation of faculty teaching.	During Coursework	Course Grade Sheets Evaluation Forms	Pending	Individual Instructors
Completion	● Portfolio Evaluations. ● Praxis Test Scores. ● Program Completion Rates. ● CPCE Results. ● On site Supervisor Evaluations.	During the final semester in the program	Student Information Data (CRT)	Pending	Assigned Staff
Follow-up	● Employer's Follow-up Survey. ● Graduate's Follow-up Survey. ● Advisory Council input and feedback.	After Graduation Annually	Surveys Surveys	Pending	Assigned Staff

Note: Leadership changes are leading to program changes and that assessment for last year was thus either not done or invalid. The program will see renewed emphasis in 2006-07.

Retention Efforts At Lindenwood University

Institutional Proficiency Survey
Administered in May 2006 to students graduating from the University
Total Responses: 334 Section 1:

Gender:

Female 254
Male 80

Class Level:

Senior..194
Graduate Student 127
No Response 13

Permanent Residence:

St. Louis Area 234
In State..32
Out of State...39
International 26
No Response 3

College Residence:

Residence Hall...98
Fraternity/Sorority Housing 1
Married Student Housing 2
Single Parent Housing..2
University Owned Housing or Lindenwood Village.......................40
Off Campus Apartment or House 135
Parents' or Relatives' Home 51
Other 2
No Response 3

Native Language:

Arabic 1
Bosnian 1
Chinese..1
English 294
Spanish..24
Gujarat 1
Hindi/Punjabi...2
Polish 2
Portuguese...1
No Response 7

Section 2:   1=Very Dissatisfied----------------5=Very Satisfied
1.   Academic Advising Services
   ▪ 271 have used this service with an Average Response of 3.78
2.   University-sponsored tutorial services
   ▪ 31 have used this service with an Average Response of 2.82
3.   Career Development Services
   ▪ 89 have used this service with an Average Response of 3.93
4.   Work and Learn Programs
   ▪ 112 have used this service with an Average Response of 3.84
5.   Residence Hall Services/Facilities
   ▪ 144 have used this service with an Average Response of 3.44
6.   University-sponsored Social Activities
   ▪ 78 have used this service with an Average Response of 3.41
7.   University Organizations/Clubs
   ▪ 99 have used this service with an Average Response of 3.76
8.   Computer Services/Facilities
   ▪ 188 have used this service with an Average Response of 3.96
9.   Switchboard/Mail Services
   ▪ 129 have used this service with an Average Response of 3.56
10.   Financial Aid Services
   ▪ 277 have used this service with an Average Response of 3.82
11.   Business Office Services
   ▪ 255 have used this service with an Average Response of 3.67
12.   Registration Procedures/Transcript Services
   ▪ 295 have used this service with an Average Response of 3.8
13.   Dining Hall Services
   ▪ 126 have used this service with an Average Response of 3.48
14.   Athletic Programs/Facilities
   ▪ 85 have used this service with an Average Response of 3.67
15.   Parking Services/Facilities
   ▪ 293 have used this service with an Average Response of 3.03
16.   Library Services/Facilities
   ▪ 223 have used this service with an Average Response of 3.68
17.   Maintenance/Grounds Services
   ▪ 122 have used this service with an Average Response of 3.69
18.   International Student Services/Programs
   ▪ 34 have used this service with an Average Response of 3.94
19.   Lindenwood Bookstore
   ▪ 298 have used this service with an Average Response of 3.53
20.   Classroom Facilities
   ▪ 304 have used this service with an Average Response of 3.54
21.   Boone Campus
   ▪ 33 have used this service with an Average Response of 3.93
22.   Mentoring Services
   ▪ 32 have used this service with an Average Response of 3.93
23.   Tutoring Services
   ▪ 81 have used this service with an Average Response of 3.94

Section 3:   1=Very Dissatisfied----------------5=Very Satisfied

1.	Course Content	3.98
2.	Availability of courses when you need them	3.75
3.	Availability of instructors outside of class	4.10
4.	General quality of instruction at Lindenwood	4.10
5.	Instruction in your major field	4.10
6.	Attitude of instructors toward students	4.14
7.	Class Size	4.42
8.	Variety of courses offered at LU	3.58
9.	Availability of your advisor	3.92
10.	Preparation for the world of work/future career	3.73
11.	Admissions policies/procedures	3.55
12.	Access to financial aid/information prior to enrolling	3.64
13.	Correctness of information supplied to you prior to enrolling	3.33
14.	Policies regarding student conduct	3.31
15.	Activity course offerings	3.30
16.	Greek Life	2.81
17.	Opportunities for involvement in University-sponsored social activities	3.19
18.	Student Government	3.11
19.	Student employment opportunities	3.11
20.	Academic probation/suspension policies	2.97
21.	Personal Safety/Security on Lindenwood Campus	3.31
22.	Attitude of staff toward students	3.78
23.	Concern for you as an individual	3.94
24.	Self-actualization while at Lindenwood University	3.78
25.	Spiritual growth while at LU	3.78
26.	Development of personal values while at LU	3.62
27.	Development of a desire for lifelong learning	3.82
28.	Development of a strong work ethic	3.97
29.	Development of a desire to serve my community	3.82
30.	Discovery of the path for my life	3.78

Institutional Proficiency Survey Results   Freshman
Administered in October 2005 and May 2006 to students enrolled in College Community Living

Total Responses: 378
Section 1:

Gender:

Female... 192
Male 186

Class Level:

Freshman... 371
No Response 7

Permanent Residence:

St. Louis Area 225
In State 76
Out of State 59
International.. 16
No Response 2

College Residence:

Residence Hall 312
Fraternity/Sorority Housing 1
University Owned Housing or Lindenwood Village 51
Parents' or Relatives' Home... 8
Other.. 3
No Response 3

Native Language:

Chinese.. 1
English.. 348
Spanish.. 24
Portuguese 1
No Response 4

Section 2:   1=Very Dissatisfied----------------5=Very Satisfied
1.   Academic Advising Services
- 217 have used this service with an Average Response of 3.78
2.   University-sponsored tutorial services
- 13 have used this service with an Average Response of 3.52
3.   Career Development Services
- 29 have used this service with an Average Response of 3.87
4.   Work and Learn Programs
- 312 have used this service with an Average Response of 3.56
5.   Residence Hall Services/Facilities
- 314 have used this service with an Average Response of 3.16
6.   University-sponsored Social Activities
- 256 have used this service with an Average Response of 2.78
7.   University Organizations/Clubs
- 124 have used this service with an Average Response of 3.87
8.   Computer Services/Facilities
- 342 have used this service with an Average Response of 4.01
9.   Switchboard/Mail Services
- 307 have used this service with an Average Response of 3.52
10.   Financial Aid Services
- 312 have used this service with an Average Response of 4.67
11.   Business Office Services
- 299 have used this service with an Average Response of 3.63
12.   Registration Procedures/Transcript Services
- 359 have used this service with an Average Response of 3.67
13.   Dining Hall Services
- 278 have used this service with an Average Response of 3.52
14.   Athletic Programs/Facilities
- 323 have used this service with an Average Response of 4.16
15.   Parking Services/Facilities
- 303 have used this service with an Average Response of 3.17
16.   Library Services/Facilities
- 179 have used this service with an Average Response of 3.8
17.   Maintenance/Grounds Services
- 184 have used this service with an Average Response of 3.52
18.   International Student Services/Programs
- 32 have used this service with an Average Response of 3.96
19.   Lindenwood Bookstore
- 354 have used this service with an Average Response of 4.01
20.   Classroom Facilities
- 365 have used this service with an Average Response of 3.72
21.   Boone Campus
- 28 have used this service with an Average Response of 3.5
22.   Mentoring Services
- 11 have used this service with an Average Response of 3.52
23.   Tutoring Services
- 19 have used this service with an Average Response of 3.96

Section 3:   1=Very Dissatisfied----------------5=Very Satisfied

1.	Course Content	3.96
2.	Availability of courses when you need them	3.68
3.	Availability of instructors outside of class	3.92
4.	General quality of instruction at Lindenwood	3.89
5.	Instruction in your major field	3.88
6.	Attitude of instructors toward students	4.27
7.	Class Size	4.00
8.	Variety of courses offered at LU	3.54
9.	Availability of your advisor	3.6
10.	Preparation for the world of work/future career	3.73
11.	Admissions policies/procedures	3.67
12.	Access to financial aid/information prior to enrolling	3.65
13.	Correctness of information supplied to you prior to enrolling	3.37
14.	Policies regarding student conduct	3.31
15.	Activity course offerings	3.67
16.	Greek Life	3.05
17.	Opportunities for involvement in University-sponsored social activities	3.35
18.	Student Government	3.52
19.	Student employment opportunities	3.11
20.	Academic probation/suspension policies	3.35
21.	Personal Safety/Security on Lindenwood Campus	3.27
22.	Attitude of staff toward students	3.91
23.	Concern for you as an individual	3.75
24.	Self-actualization while at Lindenwood University	3.67
25.	Spiritual growth while at LU	3.33
26.	Development of personal values while at LU	3.57
27.	Development of a desire for lifelong learning	3.89
28.	Development of a strong work ethic	3.82
29.	Development of a desire to serve my community	3.46
30.	Discovery of the path for my life	3.57

Assessing the Assessment Program

We started our program of comprehensive assessment of student learning in the Fall Semester, 1993. During the mid 1990's a number of programs established firm foundations on which to build their assessment efforts, but some programs were slow to start and assessment of general education languished. However, since the late 1990's we have been working to deepen and expand our assessment methods and to bring all our faculty and staff on board. A crude measure of our expanded assessment was the 78% growth in the 2002-03 document from the 2001-02 (188 pages to almost 340).

Over the last two years the document has been shortened with this years report being even shorter than 2004-05's even with more programs and classes represented. This reflects requests from the Assessment Committee that program reports be condensed as we strive to make the report more user friendly and create amore focused report. This is part of a continuing effort to get beyond simply reporting results, but increasing our focus on the impacts of assessment on our programs. We will need to continue to strive to establish a balance between brevity and usefulness in future reports.

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

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

The most important level is composed of the faculty members who devise and administer assessment tools and use the information these provide both to improve their instructional methods, and to refine, and add to their assessment toolkits. All divisions and virtually all faculty are now engaged in assessment. Assessment is now a fundamental element in our educational operations.

For the next academic year's document the Assessment Committee will work to begin or continue:

General Education:

- The academic year 2005-06 saw a continued expansion in General Education Assessment as assessment of the program continued our shift to measurement of student success in "core competencies" related to the General education goals and objectives. Art offered new general education course assessments this academic year. Over 60 courses were assessed for general education, compared to 51 during the 2004-05 assessment cycle.
- The English Proficiency test was put in place during the 2005-06 academic year whereby the students can be assess on basic competence in organization, grammar, and spelling and in writing appropriate to each discipline.

Majors and Divisions

- 2005-06 will see continued development of the Course profile Concept in which programs specifically address the Bloom competencies and the Gardner expressive modalities.
- The number of programs that are evaluating student competence in General Education objectives outside of their General Education courses, such as writing ability, in upper division classes is expanding and this trend will be encouraged. For example, Computer Science has developed a communication objective for their program.

- The expansion of student involvement in the assessment process will be encouraged especially in general education. Programs will be asked to expand efforts to include students on program assessment, to make expanded use of surveys of student opinion and of graduate's opinions.
- Encourage divisions and programs to look for methods to create more efficient assessment reports by reducing extraneous data and increasing analysis, more specifically impacts on their programs. Such as
    - changes in courses
    - how and when courses are offered
    - success of current methods.
- Encourage divisions and programs to look to use both objective and subjective measures in their analysis and written reports.
    - Increase standardization and quantification (where appropriate) of assessment results from the various divisions.
    - Increase the use and reporting of more subjective measures including CAT, student class assessments and other non-quantifiable measures with the assessment process and reports.
- Division/programs assessment reports will be encouraged to divided into General Education and Major reports or sections.
- Continue to work on creating a model format for Division/programs assessment reports based on a series of areas:

Can be one document but should be two sections.

Gen Ed Classes

Format
1. Goals for Gen Ed Classes
2. Objectives for Gen Ed Classes
3. Classes assessed
    - Methods of assessment
        - Objective
        - Subjective
        - Student attitude/response
4. Results
    - Include a comparison with previous years when possible.
    - Lessons learned
5. Action Plan for next year
    - Impacts on classes
    - Changes on classes for the following year

Majors and programs

Format
1. Mission-Send one time, after the first year only include it if it has changes.
2. Goals of the Major
3. Objectives for the Major
4. Classes assessed
    - Methods of assessment
        - Objective
        - Subjective
        - Student attitude/response
5. Results
    - Include a comparison with previous years when possible.
    - Lessons learned
6. Action Plan for next year
    - Impacts on classes and program

- Changes on classes and programs for the following yearAssist and encourage programs to develop more focused assessment plans that will allow them to concentrate their efforts on specific areas of concern. The aim is to lighten the burden of assessment (where possible) while focusing efforts on using assessment to improve instruction in specific ways.
- Encourage programs to emphasize the importance of basic competence in the writing of English.
- Encourage faculty to establish minimum standards of achievement for enumerated competencies.
- Continue expanding assessment of general education to include competency based testing for both cognitive operations (Via the Bloom taxonomy) and expressive modalities (intelligences).
- Encourage reporting of gains in student learning via competencies grounded in course and program objectives. Encourage the use of CAT's, student attitude surveys, etc. in order to increase student involvement in assessment.
- Continue to look for more ways to assess university life on students outside of the classroom and its impact on student growth as well as classroom learning.

<u>Assessment for Improvement</u>

This assessment document defines institutional effectiveness as an ongoing process that includes strategic planning, mission, goals, assessment, evaluation and revision. The framework of the assessment process rests on a clearly defined purpose, educational goals consistent with the institution's purpose, its development and implementation of procedures for evaluating these goals and its use of the evaluation to improve our efforts to meet the educational goals.

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

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

The University's assessment program is spotting both strengths and areas we determine need improvement within our programs. But that is what is supposed to do, allowing us to build on our strengths while strengthening the areas that need improvement.

Assessment is a major component of an integrated review process that balances administrative criteria with specific educational goals and assessment measures. We are determined that this effort will result in improvements in our culture of learning.

Appendix 1: Missions Statements

Alphabetical by department

Anthropology and Sociology

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

First, we would like students to develop and become familiar with a sociological perspective. In other words, instead of thinking about society from their own personal vantage point, they need to have an understanding of the external social conditions that influence human behavior and communities. This sociological perspective will enable them to perceive their own personal situation in the context of social (broadly defined - as demographic, ecological, economic, political, and cultural) forces that are beyond their own psyche, circle of friends, parents, and local concerns.

Second, we would like our students to develop a global and cross-cultural perspective. They ought to have an understanding of social conditions around the world, and an understanding of why those social conditions are different from those of their own society. Simultaneously, we would like them to perceive the basic similarities that exist from one society to another and to appreciate how much alike humanity is irrespective of cultural differences.

Third, we would like our students to enhance their critical thinking and analytical skills. Critical thinking involves classifying, assessing, interpreting, and evaluating information in the form of hypotheses and theories into higher order thought processes. Abstracting and evaluating competing theories and hypotheses by relying on critical abilities in assessing data is extremely important in the field of sociology and anthropology.

Art

The studio art program offers a rich and diverse range of investigations across the disciplines of art making and art history. Integrating the University's extensive liberal arts offerings with a broad studio experience, majors are well prepared for graduate school, teaching K-12, or future work in an art-related field. Critical thinking, imaginative problem solving, and self-reflective evaluation are key components in the development of the theoretical and technical aspects of art making. Through art courses students gain competency in visual language, an increasingly important skill in contemporary culture. Visual and verbal analytical and organizational skills learned in the studio apply to thoughtful practice in many arenas of our complex world.

Biological Sciences

The mission of the Biology Program is two fold: First to provide non-majors with an awareness of and appreciation for the modern science of Biology and its relevance in their daily lives through General Education courses; Second, to prepare Biology majors for graduate study, professional school, teaching at the high school level or employment in applied areas of the biological sciences.

Chemistry

The Lindenwood University Chemistry Program seeks to provide a better comprehension of the science of chemistry and how chemistry influences the student's daily lives as part of the general education requirements. The Chemistry Program will also prepare chemistry majors for employment in a science related field, teaching at the high school level or prepare students for graduate study or professional school.

Criminal Justice

The Criminal Justice Faculty will introduce students to the discipline of Criminal Justice and instill an appreciation for the way it influences their lives. Students will be prepared for future employment and/or other academic pursuits. Students will be provided with a sound understanding of the purposes of law and how new laws come into existence.

English

The mission of the English Program is to prepare students to become

Critical thinkers with the intellectual resources to test the validity of ideas in a manner informed and disciplined by extensive reading and exchange with others.
Writers with the ability to adapt their command of the language and their knowledge of a subject to the wide variety of communications tasks that confront them both in their college coursework and in their careers.
Oral communicators who can express themselves with precision, confidence, and skill.
Researchers with the ability to find and evaluate information from a variety of both traditional and evolving electronic resources.
Individuals with an understanding of and appreciation for both their own culture and other cultures as these are revealed in the various literary canons.
Creative thinkers who strive to develop their own artistic and creative abilities and who appreciate the artistic and creative expressions of others.

Foreign Language

One of the distinguishing features of a liberal arts education is the study of a culture through its language. Such a study offers insights into unfamiliar worlds that cannot be realized in any other way. Current economic and political changes in the world have made the teaching and learning of foreign languages even more necessary than before. According to the philosophy statement of the *Standards for Foreign Language Learning: Preparing for the 21st Century*, "language and communication are at the heart of the human experience," and we "must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad."

Teaching foreign language as social practice can play a vital role in the internationalization of general education (C. Kramsch, "Foreign Languages for a Global Age," *ADFL Bulletin* 25:1 [Fall 1993]: 5-12). It offers students an ideal opportunity to broaden their intellectual horizons, improve their communicative skills, and gain a genuine understanding of another culture. In addition, competence in languages other than English can provide a decided advantage for any post-graduate education or career objective. Employment opportunities have become increasingly international in their orientation. Our students may greatly enhance their prospects by pursuing foreign language studies, either as an independent major or in combination with other disciplines.

For these reasons, our broader mission is to provide our students with the intercultural competence necessary for this global society. In so doing, we can instill in our students informed and critical perspectives regarding other cultures as well as our own.

History

The Lindenwood History department mission is (1) to help all Lindenwood students gain a base level of cultural literacy founded on familiarity with salient aspects of the human past and on the ability to understand connections across time and space, and (2) to prepare our majors for careers as secondary school social science educators and/or for post-baccalaureate training in history

Human Service Agency Management

The Human Service Agency Management (HSAM) program, both graduate and undergraduate at Lindenwood University is designed to prepare future and current nonprofit professionals to work with America's nonprofit organizations offering programs and services to youth, individuals, groups, and families. The program's focus is on leadership and management rather than on direct service. Graduates demonstrate a broad understanding and commitment to individuals, groups, and organizations served by nonprofit organizations and human service agencies.

Mathematics

A variety of general mathematics courses ranging from Contemporary Math to Calculus I is offered to fulfill the needs of a varied student body. The Lindenwood mathematics faculty is committed to empowering students to
Learn mathematics with understanding not memorization
Build new skills based on their past experience and knowledge
Incorporate appropriate modern technology to solve problems
Relate mathematical concepts to real world applications
Gain competencies that will apply to their chosen major fields.
Recognize mathematics as a part of our culture

Music

The Lindenwood University Music Department functions within the guidelines of the University, and along with its students, is subject to all regulations issued by Lindenwood University. The Music Department offers music courses of interest and concern to all Liberal Arts students, in order that they might acquaint themselves with both cultural, appreciative, and theoretical aspects of the art of music. Some of these courses include the following:

MUS 100 Fundamentals of Music (GE)
MUS 109 The Showcase Band
MUS 110 The University Chorus
MUS 114 Class Piano I
MUS 115 Class Piano II
MUS 165 Introduction to Music Literature (GE)
MUS 260 History of Jazz (GE)
MUS 356 History of Music II (GECC)
MUS 357 History of Music III (GECC)

These courses fulfill several of the specific goals of The Mission of Lindenwood University by 1. providing five courses which fulfill several of the categories of the Lindenwood University General Education Requirements. 2. These course offerings show that the Lindenwood University Music Department functions within an integrative liberal arts curriculum. 3. Two of these courses place value on excellence in musical performance thus developing the talent, interests, and in some cases the future of the student musician while issuing cultural enrichment to the surrounding community by providing performances to be attended by all and ensemble participation by interested individuals within the community at large. 4. All of the courses listed above promote ethical lifestyles by insisting on academic honesty in the classroom and committed participation in musical ensembles with parameters established in specific course syllabi. 5. These courses also challenge students to think in a different style of communication called the art of music thus aiding the student in developing adaptive thinking and problem solving skills. 6. By opening specific sections of band and chorus to the general public and accepting when possible non traditional students as music majors individuals are continually being encouraged to pursue lifelong learning. 7. Including and adapting courses in the music major so that interested non music majors are given the opportunity to explore the history of music in depth supports academic freedom and the unrestricted search for truth

Philosophy

The philosophy program at Lindenwood University is designed to introduce students to the field of philosophy by introducing the major works and authors in the philosophical tradition and by exploring the central philosophical questions in their historical context as well as their relevance in matters of perennial interest. This is to be done with the interests and needs of the general student body in mind but especially to prepare and train philosophy majors for success in graduate work and careers in philosophy. The department also seeks to fulfill the greater goals of the university by providing courses of instruction that lead to "the development of the whole person—an educated, responsible citizen of a global

community" by "promoting ethical lifestyles, the development of "adaptive thinking and problem-solving skills," and which "further life-long learning." We use as a guide and goal the words of Bertrand Russell, who said: "Philosophy should be studied…above all because, through the greatness of the universe which philosophy contemplates, the mind also is rendered great, and becomes capable of that union with the universe that constitutes its highest good."

Social Work

The Social Work Program at Lindenwood University utilizes a liberal arts perspective to promote the understanding of the person-in-environment paradigm of professional social work practice. Students gain direct knowledge of social, psychological and biological determinants of human behavior and of diverse cultures, social conditions and social problems. The mission is to prepare undergraduate students for ethical and effective entry-level generalist social work practice with individuals, families, groups, organizations and communities in addition to promoting societal responsibility and social justice. Upon completion of the program, students will be prepared for graduate study in Social Work.

Theatre

The Theatre major at Lindenwood University consists of a carefully planned pattern of courses and experiences designed to produce a strong academic background and competencies necessary for the students to either continue more intensive study in a graduate program and/or enter the marketplace of the professional theatre. Students in the graduate program are also prepared for careers as actors, directors, designers, technicians and teachers.

The Theatre curriculum includes a number of goals and objectives designed to assist the students in achieving the knowledge and marketable skills essential for their development as successful professionals in the field. The nucleus of the major is both theoretical and practical. The theoretical component is satisfied through the following: aesthetic education - historical, cultural, and social content, principally through the fundamentals of aesthetic criticism and analysis. The practical aspect is accomplished through successful implementation and communication of the theoretical via the integrated activity of play production, thus necessitating an understanding and articulation of the major components of a collaborative artistic venture: acting, directing, design, technical support and even arts management.

Inherent in the program regardless of the area of emphasis is the application of analytical and critical thinking skills that lead students to the accurate interpretation of the playwright's intent. Therefore, this analysis enables theatre students to apply the theoretical information gained in coursework so it will lead to a dynamic and thought provoking production

Appendix 2: A Note on Grade Distribution

Letter Grade Distribution by Semester:

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003*	Spring 2004*	Fall 2004*	Spring 2005*	2005-2006
A	53%	55%	55%	54%	35%	38%	*44%*	*41%*	*46%*
B	20%	20%	19%	20%	23%	23%	*21%*	*22%*	*21%*
Subtotal A and B	73%	75%	74%	74%	58%	61%	*65%*	*63%*	*67%*
C	11%	10%	10%	10%	18%	17%	*14%*	*16%*	*13%*
Total A, B and C	84%	85%	84%	84%	76%	78%	*79%*	*79%*	*80%*
D, F, Etc.#	16%	15%	16%	16%	24%	22%	*21%*	*21%*	*20%*

* *These figures represent averages of grades reported below rather than averages of all grades.*
Fall 2004 – 21,061 grades; Spring 2005 – 18,499 grades.
Includes incompletes and withdrawals.

These numbers cannot be taken without some explanation, of course. From Fall 1999 through Spring 2003 they include two areas that normally have larger bulges of A and B grades: some graduate courses, particularly in Education and Business, where you would expect mostly A and B, and the LCIE program, whose pedagogic style always produces mostly A and B grades. Henceforth (from Fall 2003) these figures will represent averages of the grades reported below, which come from undergraduate programs having significant numbers of grades to report. These grade distributions vary enormously by area. And there is a further caveat to be entered as well. Some curriculum areas do not offer any or many general education required courses. This would be true of Education, which has none, and Management, which has only a few. In courses mostly in the major, one would expect a higher proportion of A and B grades. The numbers of students enrolled in various areas varies enormously as well, and that would impact grade distribution.

High school Rank-in-Class and Grade Point Averages along with ACT scores indicate a Lindenwood student body that is slightly above the national average but which has a full distribution of potential across the spectrum.

The following list of curriculum areas and the grade distributions over the past academic years is given for information. No particular conclusions are drawn. (Grade distributions for the academic year 2001-02 were not broken down by semester.)

Anthropology	A	B	C
2001/ 2002	46%	21%	15%
Fall 2002	28%	29%	24%
Spring 2003	26%	32%	28%
Fall 2003	24%	20%	25%
Spring 2004	29%	30%	23%
Fall 2004	28%	23%	29%
Spring 2005	33%	19%	19%
2005-06	26%	24%	26%
Art	A	B	C
2001/2002	51%	19%	9%
Fall 2002	54%	23%	13%
Spring 2003	50%	26%	11%
Fall 2003	49%	22%	10%
Fall 2004	41%	24%	15%

Spring 2005	36%	27%	15%
2005-06	37%	25%	15%
Business Administration	A	B	C
2001/2002	25%	29%	22%
Fall 2002	33%	29%	23%
Spring 2003	32%	30%	22%
Fall 2003	30%	30%	20%
Spring 2004	29%	28%	21%
Fall 2004	27%	30%	21%
Spring 2005	28%	30%	21%
2005-06	25%		

Biology	A	B	C
2001/2002	22%	29%	26%
Fall 2002	25%	32%	25%
Spring 2003	26%	24%	31%
Fall 2003	19%	27%	26%
Spring 2004	21%	26%	24%
Fall 2004	24%	25%	21%
Spring 2005	24%	26%	22%
2005-06	25%	23%	22%
Chemistry	A	B	C
2001/2002	26%	25%	18%
Fall 2002	44%	20%	15%
Spring 2003	36%	20%	18%
Fall 2003	25%	23%	17%
Spring 2004	33%	23%	19%
Fall 2004	51%	23%	11%
Spring 2005	43%	17%	13%
2005-06	29%	25%	17%
Criminal Justice	A	B	C
2001/2002	36%	32%	16%
Fall 2002	25%	41%	20%
Spring 2003	27%	39%	20%
Fall 2003	28%	29%	18%
Spring 2004	49%	28%	15%
Fall 2004	52%	27%	7%
Spring 2005	51%	29%	11%
2005-06	43%	25%	15%
Communications	A	B	C
2001/2002	40%	27%	13%
Fall 2002	45%	27%	16%
Spring 2003	45%	27%	14%
Fall 2003	43%	25%	12%
Spring 2004	43%	22%	15%
Fall 2004	47%	24%	12%
Spring 2005	44%	22%	14%
2005-06	47%	23%	12%
Computer Science	A	B	C
2001/2002	18.50%	25%	19%
Fall 2002	20%	23%	25%
Spring 2003	30%	17%	20%
Fall 2003	13%	21%	29%
Spring 2004	22%	27%	21%

Fall 2004	15%	28%	23%
Spring 2005	19%	24%	23%
2005-06	23%	22%	24%
Dance	A	B	C
2001/2002	70%	8%	5%
Fall 2002	77%	17%	1%
Spring 2003	80%	7%	6%
Fall 2003	76%	10%	4%
Spring 2004	77%	9%	4%
Fall 2004	71%	11%	3%
Spring 2005	74%	10%	5%
2005-06	71%	9%	5%
Education	A	B	C
2001/2002	70%	5%	2%
Fall 2002	89%	6%	2%
Spring 2003	87%	7%	2%
Fall 2003	77%	9%	3%
Spring 2004	73%	10%	5%
Fall 2004	78%	10%	3%
Spring 2005	72%	12%	5%
2005-06	73%	12%	5%
English	A	B	C
2001/2002	26%	28%	18%
Fall 2002	24%	35%	21%
Spring 2003	27%	31%	21%
Fall 2003	21%	29%	20%
Spring 2004	20%	29%	20%
Fall 2004	24%	27%	19%
Spring 2005	20%	25%	22%
2005-06	24%	26%	18%
Geology	A	B	C
2001/2002	23%	30%	22%
Fall 2002	35%	29%	22%
Spring 2003	25%	34%	10%
Fall 2003	26%	26%	23%
Spring 2004	25%	25%	27%
Fall 2004	29%	35%	23%
Spring 2005	29%	35%	17%
2005-06	27%	31%	17%

French	A	B	C
2001/2002	44%	21%	13%
Fall 2002	46%	17%	17%
Spring 2003	43%	18%	25%
Fall 2003	35%	20%	11%
Spring 2004	47%	20%	14%
Fall 2004	43%	19%	11%
Spring 2005	39%	15%	11%
2005-06	41%	18%	12%
Spanish	A	B	C
2001/2002	17%	26%	20%
Fall 2002	28%	43%	18%
Spring 2003	22%	31%	27%
Fall 2003	29%	23%	21%
Spring 2004	18%	31%	18%
Fall 2004	29%	30%	12%
Spring 2005	25%	25%	19%
2005-06	28%	21%	16%
Geography	A	B	C
2001/2002	18%	32%	31%
Fall 2002	13%	39%	28%
Spring 2003	16%	36%	24%
Fall 2003	12%	32%	34%
Spring 2004	17%	21%	32%
Fall 2004	23%	27%	22%
Spring 2005	17%	23%	27%
2005-06	16%	30%	27%
History	A	B	C
2001/2002	15%	26%	25%
Fall 2002	18%	29%	26%
Spring 2003	22%	27%	21%
Fall 2003	18%	25%	21%
Spring 2004	19%	23%	22%
Fall 2004	27%	25%	20%
Spring 2005	28%	22%	23%
2005-06	26%	26%	21%
Human Service Agency Mgt	A	B	C
2001/2002	62%	13%	7%
Fall 2002	65%	16%	10%
Spring 2003	62%	16%	13%
Fall 2003	46%	21%	17%
Spring 2004	49%	21%	22%
Fall 2004	51%	17%	13%

Spring 2005	43%	10%	19%
2005-06	46%	18%	14%
Mathematics	A	B	C
2001/2002	23%	22%	23%
Fall 2002	28%	27%	21%
Spring 2003	26%	28%	22%
Fall 2003	19%	24%	21%
Spring 2004	22%	21%	22%
Fall 2004	23%	23%	20%
Spring 2005	19%	26%	19%
2005-06	23%	20%	19%
Music	A	B	C
2001/2002	58%	14%	8%
Fall 2002	60%	15%	10%
Spring 2003	66%	14%	8%
Fall 2003	62%	13%	6%
Spring 2004	71%	11%	5%
Fall 2004	62%	14%	5%
Spring 2005	70%	11%	9%
2005-06	67%	10%	6%
Physical Education	A	B	C
2001/2002	74%	8%	3%
Fall 2002	86%	8%	2%
Spring 2003	76%	13%	5%
Fall 2003	71%	15%	4%
Spring 2004	72%	13%	5%
Fall 2004	76%	11%	4%
Spring 2005	74%	14%	5%
2005-06	72%	12%	5%
Philosophy	A	B	C
2001/2002	23%	27%	22%
Fall 2002	27%	27%	27%
Spring 2003	23%	26%	28%
Fall 2003	25%	25%	24%
Spring 2004	31%	29%	14%
Fall 2004	25%	27%	20%
Spring 2005	23%	28%	22%
2005-06	24%	27%	18%

Political Science	A	B	C
2001/2002	40%	26%	10%
Fall 2002	49%	31`%	9%
Spring 2003	55%	15%	12%
Fall 2003	47%	28%	8%
Spring 2004	58%	19%	8%
Fall 2004	44%	28%	8%
Spring 2005	49%	29%	9%
2005-06	45%	24%	10%
Psychology	A	B	C
2001/2002	20%	26%	23%
Fall 2002	15%	26%	30%
Spring 2003	14%	24%	31%
Fall 2003	15%	23%	26%
Spring 2004	22%	25%	26%
Fall 2004	20%	24%	26%
Spring 2005	22%	27%	25%
2005-06	18%	28%	22%
Religion	A	B	C
2001/2002	23%	23%	21%
Fall 2002	29%	22%	28%
Spring 2003	22%	27%	28%
Fall 2003	25%	26%	20%

Spring 2004	25%	20%	25%
Fall 2004	25%	23%	26%
Spring 2005	21%	24%	22%
2005-06	23%	24%	24%
Sociology	A	B	C
2001/2002	30%	28%	26%
Fall 2002	27%	30%	30%
Spring 2003	26%	29%	33%
Fall 2003	25%	28%	33%
Spring 2004	29%	22%	30%
Fall 2004	26%	26%	24%
Spring 2005	31%	31%	26%
2005-06	30%	25%	28%
Theatre Arts	A	B	C
2001/2002	57%	15%	9%
Fall 2002	59%	23%	9%
Spring 2003	61%	17%	12%
Fall 20003	48%	27%	8%
Spring 1004	53%	22%	7%
Fall 2004	49%	16%	13%
Spring 2005	43%	25%	17%
2005-06	50%	21%	13%