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Comprehensive Program Assessment Report: 2004-2005

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**COMPREHENSIVE
PROGRAM
ASSESSMENT REPORT**

2004-2005

**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 in general 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:

To what extent do current program contents and methodologies benefit our students?

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. This aspect itself covers several areas.

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. We continue to modify the program each year.
- 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. 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.

New with 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. 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 profession, 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. Many of the programs whose assessment plans follow use internships, student teaching, and employer-employee post-graduation surveys 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 beginning 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 including a residential student body as an inner core 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 compiled, bringing together the results

of all current assessment efforts. After review by the President and Deans, this report is made available to all faculty and staff. It forms the basis for internal review of program results.

Notes on the Undergraduate Student Body

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

At the beginning of 2004-05 academic years in the Fall of 2004, Lindenwood enrolled 4,990 full-time undergraduate students, an increase of 631 (14.5%) 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 through the Lindenwood College for Individualized Education (LCIE). But the majority of such LCIE students are not first time students; most of them have credit from earlier years.

Of the 4,990 full-time undergraduates enrolled in the Fall Semester 2004, 917 were first time students according to the Integrated Post Secondary Education Data (IPEDS) report. 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 1,324 (26.5%) of the total full-time undergraduate student body for the fall 2004 semester, as compared to 31.4% for the previous year.

The remaining students are fairly evenly distributed though the undergraduate years:

1,101 (22.0%) who are second year (17.8% in 2003-04)

1,109 (22.2%) who are third year (21.3% in 2003-04)

1,456 (29.1%) who are fourth year (29.3% in 2003-04)

of this total 21% are from minorities tabulated in the IPEDS report, a 1% decrease from 2003-4.

Of the full-time undergraduate student population 43.9% were men and 56.1% women which represents only a slight shift from the previous year towards (44.6% and 55.3% in 2003-04) more women in the student body.

In the Fall 2004 Lindenwood had first-time undergraduate students representing 28 states, as well as Missouri.

The part time undergraduates made up 662 students in the Fall of 2004, of whom 35.8% were men and 64.2% were women.

International students

Current international (undergraduate) representation has changed as follows:

	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	57

Lindenwood also has 68 graduate students from 20 countries making the total number of countries represented at the institution 61

Notes on the Graduate Student Body

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

1,156 full-time students of whom 430 (37.1%) were males and 726 (62.8%) were female. There is no significant change in these numbers from the previous year.

1,974 were Part-time students of whom 490 (25.2%) were male and 1,457 (74.8%) were female. This is a change towards women from last year where the numbers were 27.5% male and 72.5% female.

Executive Summary

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

The Lindenwood University Comprehensive Program Assessment Plan has three components:

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

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 the 2004-05 academic year 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 the operation of the Plan 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 eleventh 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 2004-05. 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.

GENERAL EDUCATION ASSESSMENT

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.

This 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

Faculty teaching courses satisfying the several General Education requirements construct them so that the course goals and objectives flow from the over-all goals and objectives of the program. Their syllabi reflect their purposes in carrying out these program goals and objectives. Their examinations test students on materials that fulfill these goals and objectives. A variety of assessment techniques are used to measure student learning.

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 may 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 are, however, examining some of the nationally-standardized general education tests for possible administration in the future. As well, we are developing a writing examination for juniors. 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. These 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	Evaluatio-n	Other
Linguistic							
Musical							
Mathematical-Logical							
Spatial							
Bodily-Kinesthetic							
Interpersonal							
Intrapersonal							
Naturalist							
Other							

General Education Assessment By Course

Courses are listed under the general education requirement they fulfill in the order these requirements are listed above and in the Lindenwood University catalog.

Currently all academic divisions teaching general education courses are to some degree participating in assessment. During the academic year 2004-05 some 51 courses fulfilling general education requirements were assessed in some way; last year some 50 courses were assessed. Participating divisions and programs are as follows:

Communications Division
 Communications (COM 105, 110)

Fine and Performing Arts Division
 Art (ART 210, 220)
 Dance (DAN 101, 110371)
 Theatre (TA 101)

Human Services Division
 Criminal Justice (CJ 200)

Humanities Division

English (ENG 110, 150, 170, 201, 202, 235, 236)
History (GEO 201; HIS 100, 105, 106, 200)
French (FLF 101, 102, 201,202)
German (FLG 101, 102)
Spanish (FLS 101, 102, 201, 202)
Philosophy (PHL 102)
Religion (REL 200)

Management Division

Political Science (PS 155)

Sciences Division

Biology (BIO 100)
Chemistry (CHM 100)
Earth Science (ESA 100, ESG 100, ESM 100,)
Mathematics (MTH 121, 131, 134, 141, 151, 152, 171, 172)
Psychology (PSY 100)
Sociology/Anthropology (ANT 112; SOC 102, 240)

English

English 110 (Effective Writing)

English 110 is a development course designed for students with limited English proficiency or limited writing ability. For such students, the course serves as a prerequisite to English 150, Composition I.

Course Objectives: Students should be able to...

1. develop paragraphs using topic sentences and supporting details, and they should be able to identify these elements in writing samples.
2. apply basic principles for organizing paragraphs, and they should be able to identify how paragraphs are organized in writing samples.
3. to follow the conventions of Standard American punctuation, grammar, and spelling.

Procedure and Rationale:

Students were given a multiple-choice pre-test and post-test that attempts to measure students' proficiencies in the areas outlined in the course objectives. The 45 students who took both the pre-test and post-test are represented in the following results.

Format:

Section I of the assessment measures students' abilities to find the topic of a paragraph, sentences which directly support the topic, and an appropriate title for the paragraph; this section is multiple choice.

Section II measures the students' abilities to identify a paragraph's topic sentence and to order the details from general to specific. This section consists of seven sentences that students must arrange in the order requested

Section III consists of thirteen multiple-choice grammar, punctuation, and spelling questions.

Results:

	% Correct Pre-test	% Correct Post-test	% Difference
Section I Average	69	71	2
Section II Average	23	30	7
Section III Average	69	65	-4
Overall Average	54	55	1

Overall, students' performance on the post-test exam increased 1% over their performance on the pre-test, a significant decrease compared to last year's 15% improvement.

Action Plan:

Upon examining specific questions that posed the most difficulty for students, we might determine that students need more work on paragraph organization. The intense instruction on subject/verb agreement, pronoun and comma usage, and common spelling errors affected only the few students who attended regularly, who owned and brought books to class, and who studied.

English 150 (Composition I)

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:

The 2002-03 academic year was the pilot year for this assessment instrument. Prior to 2002-03, students wrote an essay that was holistically graded and took a grammar test. However, due to the difficulty of assessing the written essays in a consistent manner, a new instrument was developed. As a department, we believe there is still improvement to be made to this instrument. However, improvement in student writing has been indicated over the past few years. Faculty members in other areas have commented on the improvement in student writing they have seen in various academic areas. Two explanations might account for a portion of this increase. First, students are made aware at the beginning of the semester that they must earn at least a “C” to advance to English 170, the next course in the English composition sequence. This requirement makes clear to students that LU believes in the importance of sound writing skills. Secondly, because all sections of Eng 150 use the same instrument and all faculty members helped create the exam, there appears to be more consistency in the coverage of topics addressed in individual classes.

Students were given a multiple-choice pre- and post-test measuring the above objectives. 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 assessment tool measures 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:

The first 23 questions of the instrument assess student ability in the following areas:

1. Sentence Structure
2. Parallelism
3. Misplaced Modifiers
4. Agreement
5. Spelling/Usage

The tables below reports the results by area:

Questions	Fall 2004	Pre-test % Correct	Post-test % Correct	% Improvement
1,2,3,4,5,11,12	Sentence Structure	62	66	4
6,7	Parallelism	65	70	5
8,9,10	Misplaced Modifiers	62	66	4
14,15,20,22,23	Agreement/Pronoun Usage	50	58	8
13,16,17, 18,19,21	Spelling/Usage	76	79	3
	Average % Correct	63	68	5

Questions	Spring 2005	Pre-test % Correct	Post-test % Correct	% Improvement
1,2,3,4,5,11,12	Sentence Structure	61	71	10
6,7	Parallelism	65	78	13
8,9,10	Misplaced Modifiers	63	72	9
14,15,20,22,23	Agreement/Pronoun Usage	51	65	14
13,16,17,18,19,21	Spelling/Usage	76	80	4
	Average % Correct	63	73	10

As indicated by the data above, scores for all areas during both semesters increased in both sections of the test. During the fall semester, there was a 5% increase overall in student performance from the pre-test to the post-test. During the spring semester, a 10% increase was indicated.

The first area assessed by the exam was use of sentence structure and punctuation (questions 1, 2, 3, 4, 5, 11, 12). Avoidance of run-on sentences and fragments as well as use of coordinating conjunctions and conjunctive adverbs was addressed. During the fall semester, student scores on sentence structure items improved by 4%, and during the spring semester scores in this area improved by 10%.

The second area assessed was use of parallel structure in written expression (questions 6 & 7). Students assessed during the fall semester showed an increase of 5%. Students assessed during the spring showed an increase of 13%.

The ability to recognize dangling and misplaced modifiers was the third topic addressed by the pre- and post-test exams (questions 8, 9, 10). At the end of the semester scores did increase in this area. During the fall, scores indicated an increase of 4%, and during the spring, scores indicated an increase of 9%.

The fourth topic addressed on the pre- and post-tests was subject-verb agreement and pronoun-antecedent agreement, as well as the use of objective and subjective pronouns (questions 14, 15, 20, 22, 23). During the fall semester, students showed an increase of 8% and during the spring semester students showed an increase of 14%, the area of greatest improvement during the spring semester.

The final area assessed was spelling and language usage (questions 13, 16, 17, 18, 19, 21). Again, students showed improvement during both the fall and spring semesters. Fall students indicated an overall increase of 3%, and spring students indicated an overall increase of 4%. For students during both the fall and spring semesters, this was one of the areas of smallest increase. One explanation for this might be that questions in this area dealt with issues such as the correct use of "its" and "it's" and "should of" and "should have." These tend to be topics for which students believe their knowledge is already strong, and even when discussed in class, some student believe that they have no need for improvement.

Overall, students during the fall semester indicated a 5% increase in understanding of the topics assessed, and during the spring semester students indicated an increase of 10%. The two biggest improvements in scores for the both the fall and spring semesters were in the Parallelism area, and the Subject-Verb Agreement/Pronoun Usage area. These two areas are frequently the ones faculty members want to see improvement in and emphasize in their classes. This test helps show us that, for the most part, teachers have been doing a great job helping their students recognize faulty sentences (comma splices, run-ons, etc.) and faulty noun/pronoun agreements.

In comparison to last year's results, the results this year indicate a few interesting differences: For the fall semester: The average % of correct responses for fall scores for the 2003-04 school year and the average % of correct responses for fall scores for the 2004-05 were virtually identical. There were differences in individual areas in the % of improvement, but overall, students in the fall semesters for both years improved by 5%. Although student scores did improve in all five areas during the fall 2004 semester, overall, students did not improve as much in the fall semester of 2004 as they had in 2003. One reason for this may have been the necessity of hiring more adjunct professors for this 2004 fall semester. It may take a

few semesters of teaching Composition I to become familiar with the grammar issues that should be stressed and how to teach them effectively.

The spring semester of 2005 showed greater improvements in scores than the fall semester. Some of this can be attributed to the lack of adjuncts teaching spring courses. Some of this could be due to the students themselves: Students who took spring semester classes may have received a grade lower than a C in the fall and were taking the class again; or spring semester students, after having completed one semester, might have been better prepared for Composition I.

However, even though there was a greater improvement in scores from the fall semester 2004 to the spring semester of 2005, students percentage improvements in spring 2004 were generally a bit higher than spring 2005. Most of this can be attributed to this interesting phenomenon: Pretest scores in spring 2005 were much higher than the pretest scores of spring 2004. This could indicate that the incoming freshman class itself might have been more prepared overall or had a better understanding of grammar points. Another possibility, again, might be that some students had already taken the test the preceding semester (and did not receive a grade high enough to be passed along). However, if the pretest scores are higher, the percentage of improvement could be expected to be somewhat smaller.

Overall, students showed improvement in all five areas; faculty members appear to be effectively addressing the needs of the students we admit.

The essay-application portion of the exam comprises 17 questions in which students must make decisions about thesis statements, topic sentences, paragraph organization, and other editing issues. Following are the overall results for this portion of the test.

	Questions	% Correct Pretest	% Correct Posttest	% Improvement
Fall 04	1-17	58	64	6
Spring 05	1-17	53	64	11

Again, in both semesters, students improved in their abilities to edit writing. Spring semester students once again outshone their predecessors, indicating once more the improvement in both student preparation and teaching strategies.

Action Plan:

1. Continue to improve the testing instrument as the need for improvements become clear.
2. Continue to share methodologies for teaching.

Application of Alternative Assessment Tools

During the 2004-05 academic year, an alternative assessment was conducted in two sections of Eng 150: Composition I.

At the beginning of the semester, students stated their primary goal for Composition I. Among their goals were:

- improve grammar
- enjoy reading and writing
- become a more proficient writer and thus a better overall student
- learn to use transitions
- pass class, earn an A (or B)
- improve English (non-native speakers)
- improve creativity in writing
- attend class regularly
- lose fear of writing
- improve proofreading skills

- increase written flow and sentence variety
- improve vocabulary
- write more professionally.

Students were also asked to rank themselves on two scales using a score ranking of 1-5, minimal to high knowledge: 1) their perceived pre-class level of comprehension of the topics covered in a beginning composition course and 2) their perceived pre-class interest in writing and literature.

At the end of the semester, students reviewed their initial goals for the class and offered explanations as to why the goals had or had not been achieved.

Students also rated their end-of-semester knowledge of the topics covered during the semester and their end-of-the-semester interest in writing and literature. Students were asked to make this rating without reviewing the score at which they had rated themselves during the first week of class in an attempt to get a more accurate assessment. The chart below includes the data from the 96 students who completed both the pre- and post-assessment.

End of the semester perceived knowledge and skills compared to beginning of the semester knowledge and skills:

	# students	% students
Score increased	71	73.9
Score stayed the same	20	20.1
Score decreased	5	5

End of the semester interest in writing and literature compared to Beginning of the semester interest:

	# students	% students
Score increased	72	75
Score stayed the same	16	16.6
Score decreased	8	8

Discussion: As a pre-class assessment, this instrument allowed the instructor to assess the perceived levels of knowledge of the students enrolled. Knowing how students perceived their own levels of knowledge concerning grammar, punctuation, and sentence structure, the instructor was able to develop a strategy for reaching students with various levels of writing confidence. In addition, it is always helpful for an instructor to understand how students feel about the basic content of the course at the beginning of a semester so that he/she can address any fears and concerns immediately.

Of the 96 students who set and reviewed goals, 92 (92.7) students believed they had met their personal goals for the class while seven (7.3) felt they had not met their goals. Reason given for not meeting goals included illness, family issues, not working to potential, lack of study time due to sports, and initial goal being set too high (goal was to earn an A).

The great majority of students (94.7%) believed that they had improved or maintained the same level of knowledge and skills and 91.6 believed that their interest in writing and literature had either increased or stayed the same. If the goal of a composition class is to help students learn to become better writers and encourage them to appreciate literature, these scores are encouraging. It appears that the structure of these courses is working to the benefit our LU students.

On the post assessment, students were asked a series of questions. The stated questions and responses are summarized below.

Question 1: Describe your experience in this English class. What worked and what didn't?

What worked?

- Freedom to choose my own subject matter
- Tie between assigned literature and written assignments
- Group work
- Sample papers to use as examples
- Presentation methods used
- Rapport between professor and students/sense of humor
- Classroom discussions
- Technology
- Opportunity to review my paper with the professor

What didn't work?

- Group work
- Grammar exercises

In addition, students used this opportunity to state that they learned more about themselves through the assigned papers, they learned to express themselves more clearly, and their overall grades improved because they were more confident writers.

The remaining questions concerned college life in general and Lindenwood University specifically.

Question 2: What had been the hardest part of adjusting to college life?

The responses to this question included remarks about the change of pace, not having parents to keep students focused, early classes, stress, the Freshmen 15 (weight), missing friends and family, Mom's cooking, studying, making new friends, rules, the lack of money and time management.

Question 3: What have you enjoyed the most about being in college?

In response to this questions, students mentioned learning about topics of interest, independence, having less busy work in classes, intellectual stimulation, making their own decisions, learning about self, making new friends, campus clubs and activities, sports, meeting people from other countries, and preparing for a career.

Question 4: What is Lindenwood University's best attribute?

Among the answers to this question were the faculty and staff, quality of education, appearance of the campus, availability of professors, faculty-student ratio, technology, variety of classes and majors offered, work and learn option, community of students, athletic programs, size of classes, cultural diversity, and location.

Question 5: What one piece of advice would you give to next year's freshman class?

Students suggested that new students should stay on track, take advantage of every opportunity offered, attend class regularly, take notes, be on time, avoid procrastination, participate in activities, meet new people, get to know professors, do homework, ask when help is needed, set goals, and take advantage of professor's knowledge and experience.

English 170 (Composition II)

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.

Section I of the exam measures students' abilities to summarize, paraphrase, and quote source materials and to cite those sources correctly using a standard academic format of documentation.

Section II of the exam asks students to define terminology; it measures their knowledge and comprehension of the language of argument.

Section III measures their abilities to recognize logical fallacies and to identify why the reasoning is fallacious.

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	% Difference
Section I Average	66	83	17
Section II Average	33	64	31
Section III Average	65	69	4
Section IV Average	58	73	15
Overall Average	56	72	16

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 16% in the post-test over results of the pre-test, an improvement of 6% 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.
- We will establish deadlines for turning in assessment materials.
- We will continue to strengthen our class instruction in the areas of paraphrases, citations, and the terminology and recognition of concepts of argumentation.

Communications

COM 110 (ORAL COMMUNICATIONS)

Oral communication is an introductory and practical course designed to assist the student in improving effectiveness, poise, and self-confidence in any type of oral communication situation. The course content includes listening, nonverbal communications, topic research, speech development, use of visual aids, and presentation of formal and non-formal speeches.

Course Objectives:

Students should

1. be able to identify the parts of a speech and the functions of each.
2. be able to listen more effectively.
3. be able to apply the basic principles and theories to preparing an organized presentation.
4. be able to deliver an effective presentation.
5. have an understanding and be able to execute the various speeches for different situations.
6. gain confidence in communicating with others and performing before an audience.

Procedure and Rationale:

The test contained 50 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 deliver. The instructors administered the test both fall and spring semester and giving the examination the first week of the semesters.

		Total students	Total Missed	Percent Missed	Average Missed	Average Correct	Total having had Speech prior to Com 110
Fall 2004							
Class	Pre-test	25	645	52%	26	24	
1	Post-test:	25	428	34%	17	33	
Class	Pre-test:	27	586	43%	22	28	
2	Post-test:	27	333	25%	12	38	
Class	Pre-test:	29	639	44%	22	28	
3	Post-test:	29	308	21%	11	39	
Class	Pre-test:	23	498	43%	22	28	
4	Post-test:	23	276	24%	12	35	
Class	Pre-test:	23	505	44%	22	28	
5	Post-test:	23	346	30%	15	35	9
Class	Pre-test:	18	377	42%	21	29	
6	Post-test:	18	283	31%	16	34	6
Class	Pre-test:	22	634	58%	29	21	
7	Post-test:	22	533	48%	24	26	4
Class	Pre-test:	21	453	43%	22	28	
8	Post-test:	21	327	31%	16	34	6
Class	Pre-test:	9	231	51%	26	24	
9	Post-test:	9	184	41%	20	30	2

Spring 2005

		Total students	Total Missed	Percent Missed	Average Missed	Average Correct	Total having had Speech prior to Com 110
Class 1	Pre-test:	24	586	49%	24	26	
	Post-test:	24	273	23%	11	39	7
Class 2	Pre-test:	22	495	45%	23	28	
	Post-test:	22	233	21%	11	39	3
Class 3	Pre-test:	26	633	49%	24	26	
	Post-test:	26	273	21%	11	40	4
Class 4	Pre-test:	26	605	47%	23	27	
	Post-test:	26	243	19%	9	41	4
Class 5	Pre-test:	18	335	37%	19	31	
	Post-test:	18	184	20%	10	40	9
Class 6	Pre-test:	19	416	44%	22	28	
	Post-test:	19	301	32%	16	34	4
Class 7	Pre-test:	20	460	46%	23	27	
	Post-test:	20	318	32%	16	34	1
Class 8	Pre-test:	20	559	56%	28	22	
	Post-test:	20	387	39%	19	31	5
Class 9	Pre-test:	21	589	56%	28	27	
	Post-test:	21	329	31%	16	34	7

Summer 2005:

Class 1	Pre-test:	10	189	38%	19	31	
	Post-test:	10	118	24%	12	38	3

Overall Fall 2004

	Total Took Test	Total Missed	Percentage Missed	Average Missed	Average Correct
Pre-test	197	4568	47%	212	238
Post-test:	197	3018	32%	143	304

Overall Spring 2005

Pre-test	196	4678	48%	214	242
Post-test:	196	2541	26%	119	332

Data Analysis:

A comprehensive test can be more difficult. Using different types of test questions was fair to the student. There were variable outcomes from class to class. Fall and spring classes' scores were relatively the same. This demonstrates consistencies with the classes.

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.

Literature

English 201 (World Literature I)

Course Goals:

The broader purposes of the course ask students to

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

Course Objectives:

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

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

Procedure 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. Questions 1, 2, 3, 4, 7, 8, 13, and 14 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:

	% Correct Pre-test	% Correct Post-test	% Difference
Average	45.6	56.8	11.2

Scores showed an average gain of 11.2% on the post tests as compared with the pre-tests. This difference is much less than last year's difference of 20%. However, this year, the scores on the pre-tests were significantly higher, 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 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). There was a surprising decrease in student performance on question 15, which asks students to choose the correct characteristics for allegory.

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.

English 202 (World Literature II)

Course Goals:

The broader purposes of the course ask students to

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

Course Objectives:

More specifically, upon completion of English 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.

Procedure and Rationale:

This is the third year we have assessed English 202. All sections of English 202 read one play by Shakespeare and at least one work from each of the periods of literary history through the modern; all sections study poetry, drama, non-fiction prose, and fiction. Students were given a pre- and post-test focusing on elements outlined in the above objectives. The assessment tool measures linguistic knowledge, comprehension, application, and analysis. It comprises 24 questions: 23 are multiple-choice and 1 (6) is true/false. Seven questions (2, 3, 4, 5, 8, 10, 11) incorporate passages of various lengths from the literature.

Results:

These results are compiled from a total of 156 students who took both the pre- and the post-tests in a total of 8 sections.

	% Correct Pre-test	% Correct Post-test	% Difference
Average	59	70	11

The average improvement on all questions was 11%, compared with last year's 7%. The highest improvement (33%) was seen in question 3 on Hamlet, read in all sections. Four questions showed improvement in the 20th percentile range, question 4 on Hamlet, question 12 on the chronology of the Enlightenment, and 15 and 16 on the Romantic period. The next largest improvement (the 10th percentile range) occurred in questions about the Renaissance (1), Hamlet (2), the Enlightenment (9), Realism (17, 19, 20), the Modern period (21), and the Post-Modern period (23).

On two questions (13 and 18), students scored lower on the post-test than they did on the pre-test. These scores are surprising given the following: question 13, like question 9 which shows a 20 percentile area of improvement, covers the characteristics of the Enlightenment; and question 18, like question 19 which indicates a teen percentile area of improvement, covers the Age of Realism.

Although the improvement in this year's scores is significant, a comparison between last year's and this year's results may not be particularly useful since this year's test was revised significantly to eliminate questions that were too specific or esoteric and, therefore, unlikely to have been covered in all sections. Analysis of this new test will be far more useful after another year's implementation.

Action Plan:

As noted above, the test has been revised. For example, questions on Hamlet replaced last year's questions on King Lear. Comparison of this year's results with next year's will be a more useful assessment exercise.

The literature specifically referred to on the test includes only English literature, which means we should review not only the test but also the reading selections on the syllabi in terms of our objective of covering world literature.

English 235 (American Literature I)

Course Objectives:

Upon completion of English 235, 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.
6. Identify authors of particular works.

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	41	58	17

Students' performances on the post-test showed slight improvement on most questions; on average, scores improved 17% over the pre-test. Student absences, failure to buy books, foreign language students with insufficient skills, and lack of emphasis 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 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 students without books to buy them. Also, the assessment test score will be averaged into the final exam grade so that students will take the assessment more seriously.

English 236 (American Literature II)

Course Objectives:

Upon completion of English 236, 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 Transcendentalism, Romanticism, Realism, Naturalism, Modernism, and Post-Modernism as applied to language acts and other expressive forms.
6. Identify authors of particular works.

Procedure and Rationale:

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

Results:

Question	% Correct Pre-test	% Correct Post-test	% Difference
Average	48	64	18

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 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.

Religion and Philosophy

Religion

Most students at Lindenwood University take a Religion course for General Education credit in Religion/Philosophy or as a Cross Cultural course. As such, they take either REL 100 (Introduction to Religion) or REL 200 (World Religions). These courses are designated as General Education courses because they address General Education goals One and Two; developing complete human beings and gaining intellectual tools to understand human cultures. They are also a part of the Sixth goal; providing guidelines for making informed, independent, and socially responsible decisions.

REL 100 - Introduction to Religion

The purpose of the Introduction to Religion course is to introduce students to the ways of studying the many and varied forms and types of religious experience, religious belief, and religious practice. The course is comprised of a comparative, critical study of the primary forms of religious expression such as sacred communities, rites, symbols, and stories. The course begins by proposing a definition of religion as rooted in the universality of the human condition and then examines the varying ways that the definition applies to some particular historical religions, both Eastern and Western. Special attention is also given to the historical development of religion in Western culture and to a critical look at some the theological issues that that development has engendered. The student is expected to come to an understanding and an appreciation of the many forms and expressions of the religious aspect of being human and to be able to discuss his or her own faith and religious experience in light of that understanding.

During the 2004-05 school year, assessment tools will be researched, developed, and implemented to measure the success of the course in meeting its stated goals and objectives. A pilot pretest and post test

were administered in the Spring and Fall semesters of 2004 and will be evaluated and revised in the Spring of 2005.

REL 200 – World Religion

The World Religion course introduces the student to some of the great faith traditions of the world. It focuses on religions that have reached world prominence and/or that continue to influence a large part of the world's population. These include, but are not limited to, the religions of India (Hinduism and Buddhism), China (Taoism and Confucianism), and the West (Judaism, Christianity, and Islam). The goal of the course is to take a critical, academic approach to the study of each of the religions covered. It is hoped that students will come to a deeper understanding and appreciation of how each religion answers the most basic and profound questions of all human beings.

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). These objectives are at the first level of Bloom's *General Model of Human Competencies*; knowledge based on rote memorization.

It is also hoped that the exposure to the different religions and cultures will meet department objectives four; a sense of openness and acceptance, and six; exposure to original literature and historic texts. A pre-test and post-test has been used for the past several semesters to measure these objectives. For specific results in the past, please see previous reports.

First Measurement:

In previous years, nine multiple-choice questions concerning the numinous, founders, and sacred scripture of the "Western" world religions were used. These were questions which were to appear on the final examination in sections of REL 200 (World Religions). These same questions were then also administered to the students in those sections as a pre-test on the first day of class. This year a tenth question was added to make it an even number and to make statistical comparisons easier.

In general, the results of this year's study are similar to the results of the previous studies of REL 200 done over the last four years. That is, they indicate success in attaining the objectives stated above with regard to the non-"Western" religions as well as the "Western." Thus, the same general approach to teaching REL 200 taken in the past will be taken in the future. The same, or a similar, pre-test and post-test will be administered to REL 200 students in the next academic year to continue this study.

Two things should be noted. In the Spring semester only one of the three instructors was teaching REL 200. The post tests indicated that there is a difference in emphasis among the materials taught in the various sections. A surprisingly large number of students failed to identify the Bhagavad Gita on the post-test. Many of the students also misidentified the location of the story of the enlightenment of the Buddha, the Rig Veda as one of the oldest Hindu Scriptures, and the difference between the Hindu idea of the 'ultimate' and the Chinese concept of 'the Way'. This may reflect the teaching style and emphasis of individual instructors rather than a learning process in the students. More reflection will be done on that in the fall of 2004. While goals and objectives are standardized across the department, specific information to be emphasized is not.

Second Measurement:

Another goal of the World Religion course is to help students see relationships between the great religions of the world and to be able to understand the developmental relationships between those religions. This again addresses Lindenwood's General Education goal #2 in providing tools "to understand human cultures as they have been, as they are, and as they might be." It also references Blooms second competency of

comprehension in understanding relationships and being able to relate the various religions to their predecessors.

Last year a series of charts were introduced and discussed in class, designed to help the students have a clear understanding of the relationships of the main religious traditions. As stated in last year's summary, the results were actually worse than in previous years. After much discussion, there is still not a clear idea of how to best approach this dilemma. Further thought needs to be focused on ways to implement this critical area in the study of religion. It may be that too much dependence was placed on the charts, assuming that these would make it clear to the students, and not enough time was spent in lectures making certain that the importance of these relationships was emphasized.

Third Measurement:

In reviewing the measurements made in the past two years of the students' "openness and understanding" of other religions and traditions, it was decided to postpone further assessment in this area for two reasons; gathered data showed that a significant percentage of students were open to other cultures after having taken this course, and further thought needs to be given to ways of measuring the students' openness and acceptance of other traditions and cultures at the beginning of the course. This aspect of assessment will be reviewed prior to the fall semester 2004 and an instrument will be developed and tested in that term.

REL 293/380- Practices of the World's Religions

In the January Term of 2002 a special topics course was developed and offered that would address the practical and personal aspects of being "religious." Rather than being a "theory" course, this course is designed to allow students to experiment with some of the practices and disciplines of religious people in many of the world's religions. It has been offered only in the January term and the summer term in order to have a compact and flexible time period that allows extended sessions and field trips. Since it introduces students to religious practice and theory, it has been designated as a fulfillment of the General Education requirement. And since it involves meeting with and studying several different religions and religious cultures, it has been designated a Cross Cultural course.

In group discussions and through personal exercises, the participants are challenged to developed an understanding of an ideal life, of a "spirituality" goal, or of a "perfect" or desirable personhood, and of their relationship to those benchmarks. At the end of the term they are asked to rate themselves honestly on the progress they had made toward their goals, and the likelihood that they would continue on that path. Evaluation is still subjective and based on personal report.

Philosophy

PHL 102 (The Moral Life: A Study In Ethics)

Given the difficulties with the assessment instrument for PHL 102 The Moral Life: A Study in Ethics in 2003-04, the assessment instrument was revised 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 for PHL 102 The Moral Life: A Study in Ethics was 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 will also ask 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.

The use of Kohlberg's moral stages, however, proved more problematic. While 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.

A conclusion from the 2003-04 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).

Action Plan for Next Cycle of Assessment

The instrument for PHL 102 The Moral Life: A Study in Ethics seems generally reliable. A new list of proposed answers will be considered to refine the information gathered. Further, a second level of questions will be considered to determine levels of understanding of content areas (a general understanding of a moral theory or a developed grasp, for example). This will allow a discrimination between students who "generally get it" and students who have a firm grasp on the material.

Repeating a conclusion of the previous assessment (2003-04), there seems to be no reason to consider gender in the assessment. However, given the various criticisms of Kohlberg's stages based on gender, we will continue to use 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 Kohlberg section of the assessment, 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 Kohlberg 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 Kohlberg's stages?). Should the Kohlberg section be dropped, new content and application questions will be used.

Summary Of Data

Kholberg Section:

Average (Pre-Test) 3.325
Average (Post-Test) 3.225
Constant (22) 55%
Gain (7) 17.5%
Loss (11) 27.5%
Avg. Gain 2.28
Avg. Loss 2.09

Content Section:

Mill

Pre-Test: No Answer (24) 60%, Correct (2) 5%*, Incorrect (13) 32.5%
Post-Test: Correct (15) 37.5%, Incorrect (25) 62.5%

Kant

Pre-Test: No Answer (26) 65%, Correct (4) 10%**, Incorrect (10) 25%
Post-Test: Correct (17) 42.5%, Incorrect (23) 57.5%

Aristotle

Pre-Test: No Answer (24) 60%, Correct (6) 15%***, Incorrect (10) 25%
Post-Test: Correct (22) 55%, Incorrect (18) 45%

*Of 2 students with correct answers, 0 got answer right on post-test indicating guessing.

**Of 4 students with correct answers, 1 got answer right on post-test, but was different right answer, indicating guessing.

***Of 6 students with correct answers, 2 got answer right on post-test, 1 was same answer and 1 was different right answer—indicating guessing on the latter and knowledge on the former.

Out of 120 Pre-Test Questions, at most 1 answer was done on the basis of knowledge. Since this constitutes 0.8% (assuming no guessing on right answers we have only 10%), we can safely assume no knowledge previous to the course. 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, this is not surprising.

Improvement:

No Improvement (10) 25%, Modest Improvement (13) 32.5%, Good Improvement (10) 25%, Excellent Improvement (7) 17.5%. No Improvement means a student got all questions wrong in the Pre-Test and Post-Test; Modest Improvement means the student got 1 more answer right in the Post-Test than in the Pre-Test; Good Improvement means the student got 2 more; and Excellent Improvement means the student got 3 more.

Fine and Performing Arts

Art

Utilizing a new pre-test/post-test in the Gen Ed Art History courses (210 Concepts in the Visual Arts and 220 History of Art), we are beginning to see quantitative results in the learning activity in the discipline.

Based on student description of the same two artworks at the beginning and end of the Spring 2005 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.

Historical Context	51%
Color	34%
Composition	59%
Content	73%
Material Form	85%

Dance

DAN 101 (INTRODUCTION TO DANCE)

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 semester's end. The final choreography assignment is designed to have students make creative use of principles learned in class. Only visual evaluation is used because most beginning dance students are very self-conscious. To videotape them would introduce an anxiety level into the class that would severely inhibit the students' movement and ability to progress as dancers.

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 1	FINAL DANCE
ALIGNMENT	71.7	83.5
FOOTWORK	71.9	75.5
CENTER	72.4	82.1
WEIGHT USE	72.7	82.7
PHRASING	73.2	83
MUSICALITY	74.9	83.9
QUALITY	73.2	83.3
VISUAL MEMORY	75.4	84.4
SPATIAL AWARENESS	76.1	85.3
AVERAGE SCORE	73.5	82.6

CHOREOGRAPHY	WEEK 1 (NA)	FINAL DANCE
USE OF SPACE	76.2	86.1
COMPOSITIONAL CONCEPT	75.4	85.9
MOVEMENT INVENTION	75.4	84.8
CLARITY OF FORM	77	87
MUSICALITY	76.6	86.2
AVERAGE SCORE	76.12	86

Comments:

The Professors Are Very Pleased With The Students' Improvement. They Come In Apprehensive About Movement, But By The End Of The Semester, They Are More Comfortable With Their Bodies, And Demonstrate An Above Average Awareness Of Dance Values Drawn From A Variety Of Techniques.

Assessment Evaluation:

Overall, the assessment model reflects the content of our program. However, a change was made in the evaluation method of DAN 110, Dance as Art, and DAN 371, Dance in the 20th Century. This was found to far better reflect teaching goals and course content.

DAN110 (DANCE AS ART) AND DAN 371 (DANCE IN THE 20TH CENTURY)

Rationale:

Both Dance as Art and Dance in the 20th Century are General Education courses, serving either as Fine Arts or Cross Cultural. In addition, they are required courses for dance majors. The initial assessment device was questions taken from exams, covering both general areas of knowledge, and specific figures who had defined styles and made significant contributions to development of dance as an art form.

However, while both courses have significant factual content, by far the more important result that students can achieve in these courses is the ability to synthesize knowledge based on intellectual, kinesthetic, and visual ways of understanding. Students do a large amount of writing in both classes, including performance analysis, research papers (for DAN 371), and essay exams.

In their writing, they must demonstrate the ability to use basic dance terminology, write specific movement description, analyze the accomplishments of significant dance artists using appropriate terminology, and relate all of the above to the art of dance as it functions in society.

Therefore, it was decided that comparing writing at the beginning and end of the semester would demonstrate more the fully students' accomplishments relative to course goals and objectives.

Students' writing is assessed on:

- Use of basic dance terminology: Ex., plie, corps de ballet, mudra, contraction.
- Use of conceptual vocabulary: Ex., sustained, percussive, syncopation, asymmetrical, angular.
- Use of key figures in dance in relation to the above: Ex., Martha Graham's typical movement is a contraction with a percussive dynamic.
- Use of functions in dance in society and for the individual: Ex., the psychological meaning of a Graham contraction is the act of searching within one's psyche.
- Use of dance terminology and conceptual vocabulary to analyze elements of style. Ex., Martha Graham's movement shows the influence of Asian dance in its use of stylized hand gestures (mudras), and movement in which the primary shape is angular and asymmetrical.
- The ability to compare and contrast styles, develop individual interpretations of dance based on movement observation, and discuss the role of dance in society. Ex., Martha Graham's "Cave of the Heart," presents a new image of woman, one who is free to express the full range of emotions. This is in contrast to delicate ballerina characters like Giselle.

Sample Video analysis questions:

- Name the styles used in this video and describe movement to support your analysis.
- Using movement description, analyze Paul Taylor's view of war in "Pennsylvania Polka."

Sample exam questions:

- Exam 1, Dance 110: Discuss how physical, energetic, and psychological concepts of center are used by dancers in training and performance. Give examples from dances we have seen.

Final exam, Dance 371: We have discussed images of masculinity and femininity in dance throughout the semester, and how changing images represent changes in society's attitudes towards gender. Beginning with the end of the 19th century (Copellia," Petipa, music halls, Isadora), choose men or women, and show how gender is presented, in the various dance styles we have considered. Then note how or if gender images have changed throughout the 20th century. Use specific dances and dancers to support your ideas.

Writing Assessment, DAN 110, DANCE AS ART

Writing is scored from 1 (low) to 10 (high). The bases of comparison are a beginning video analysis and essay questions on the final exam. TOTAL: 60 points possible. 5 non-majors considered.

	<u>Essay 1</u>	<u>Final essay</u>
DANCE VOCABULARY	31	36
CONCEPTUAL VOCABULARY	31	36
KNOWLEDGE OF FUNCTIONS	30	35
KEY FIGURES	33	37
USE OF VOCABULARY	30	34
ABILITY TO SYNTHESIZE	31	36
AVERAGE	31	35.6

Comment: This class had a larger than usual group of borderline students. Overall I was pleased with their progress.

Writing Assessment: DAN 371, DANCE IN THE 20TH CENTURY

Writing is scored from 1 (low) to 10 (high). The bases of comparison are a beginning video analysis and essay questions on the final exam. TOTAL: 60 points possible. 5 non-majors considered.

	<u>Essay 1</u>	<u>Final essay</u>
DANCE VOCABULARY	35	39
CONCEPTUAL VOCABULARY	39	42
KNOWLEDGE OF FUNCTIONS	40	42
KEY FIGURES	38	42
USE OF VOCABULARY	36	39
ABILITY TO SYNTHESIZE	42	42
AVERAGE	38.3	41

Comments This group came in with an above average ability to synthesize, yet there were several who would not be motivated to do more than what was necessary to get by. However, they still showed satisfactory acquisition of knowledge, and the ability to use what they knew.

Overall Comments:

These classes are challenging to teach because they include majors, (who are evaluated separately), minors, and those who know nothing about dance. Overall, students show significant achievement in these classes. Most students who do not do well have poor attendance, or state that they did not put sufficient time into the course. All students who score below a C on the test are met with individually, and given the opportunity to turn in rough drafts of all papers, as well as to write extra credit assignments.

Theater

TA 101 (ACTING I)

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.

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?

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

6. On a scale of one to ten describe your confidence in being able to develop and perform a character.
7. What aspect of this class was most helpful in attaining an understanding of acting?
 - a. Lectures
 - b. Exercises
 - c. The text: Acting is Believing
 - d. Character analysis
 - e. Performing
9. Why? or what would have been more helpful?

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

Pre-Test	Post-Test
14 = 40% correct	60 = 100% correct
15 = 20% correct	11 = 80% correct
73 = 0% correct	9 = 60% correct
	5 = 20% correct

84% of the students successfully completed the project work associated with this class.

The results of the additional post-test questions were as follows:

Question 7:

4 gave themselves a rating of 10
11 a rating of 9
21 a rating of 8
32 a rating of 7
12 a rating of 6
5 a rating of 5
2 a rating of 4
1 a rating of 1
1 did not answer

Question 8:

1 responded to lectures
13 responded to exercises
2 responded to the text
2 responded to character analysis
67 responded to performing

As a result of this assessment, we will find ways to integrate the text more directly into performance application.

Civilization

HIS 100 (WORLD HISTORY)

Although we make no claims of universal coverage, World History functions as one of the core courses of our General Education program in that it provides a context for many of the other courses. Its aim, then, is to help build a sort of 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 current World History course as a communicator of these basic facts and ideas.

In order to judge our effectiveness in providing this core, the history faculty has developed a list of about 200 items to be used for assessment. All instructors use identical sets of questions each semester, although questions on the final may be worded somewhat differently than those on the pretest.

For the third consecutive year the history faculty has used a 30 question assessment instrument which was administered during the Fall semester 2004 and the Spring of 2005.

Analysis reveals the following information:

For 2004-05

<i>Average student Score on pre-test</i>	44.2%
<i>Average student Score on post-test</i>	53.9%
<i>Average student improvement from pre to post-test --</i>	9.7%

Student Scores improved on 24 of 30 questions, while this is not a perfect outcome, it is trending in the right direction.

Of all the students who took the test 14% passed the pre-test, while 44% passed the post-test, an improvement of 30%.

Of the student who took both the pre-test and post-test the improvement went from 14% to 36% passing. Of those taking both 75% improved their scores between the tests.

Area	Pre-test	Post –Test	Improvement
Chronology	46%	68%	22%
Imperialism	42%	49%	7%
1500-1700	40%	49%	9%
1700-1900	30%	30%	0%
1900-Present	52%	59%	7%
Cold War	57%	67%	9%
Non-Western	48%	55%	7%
Philosophies	51%	58%	7%
1900-1945	45%	55%	10%
World Wars and Impact	47%	53%	6%
Islam and the mid-east	39%	47%	8%

Analysis:

- Overall student improvement was significant. 36% of those who took both tests passed the post-test that is a significant improvement from 14% who passed the pre-test. 44% of all students who took the post-test passed. This is the first year this measure has been used and thus no trends are available, but the raw information is encouraging.
- The current test is being revised to reflect the changing concerns of the department regarding what students need to know to both function as citizens and understand the world in the 21st century.
- The improvement in both Chronology and the Mid-East while not as high as desirable are strong and positive developments.
- The twentieth century and the world wars, while seeing improvement needs additional focus, and stronger ties to the issues of Imperialism and the role of the wars in the creation of the modern world.
- The impact of the 18th and 19th centuries is still not well grasped by students, but it also reflects a shift in the concern of the department over the last couple of years which have made this section of the test out of date.

Action Plan For 2004-05

- The current tool has come to the end of its usefulness and in some aspects no longer reflects the areas of the greatest concern to the faculty. The department will over the next year explore new methods to improve assessment. While continuing temporarily to use the current tool, adjustments are being planned for the 2005-06 academic year.
 - Creating new tests which are more focused on specific areas of concern identified by the faculty.
 - The creation of multiple versions of the testing tool.
 - Redefining the specific areas the department believes are important for students in the 21st century to be familiar with.
- The department will continue to add new additional readings to be tried in order to give the students greater depth in significant social and/or political issues facing the world in the 21st century.

Cross Cultural Courses

MODERN LANGUAGE COURSES

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

GEO 201 (WORLD REGIONAL GEOGRAPHY)

World Regional Geography fulfills part of the General education cross-cultural requirement. As all Elementary Education and Secondary Social Science Majors are required to take Geography to be eligible for Missouri State Certification it is an obvious candidate for assessment. As well, knowledge of geography has traditionally been seen as part of the basic core of knowledge, which every citizen should have.

During the 2004-05 academic year the History faculty responsible for geography will administer a locally generated Pre/Post Test program to assess the impact of Geography 201.

Areas tested include:

1. Map-Locations
2. Religious Geography
3. Ethnic Geography
4. Ecology
5. Economic Geography
6. Physical

Student Scores improved on 36 of 38 questions, while this is not a perfect outcome, it is trending in the right direction.

The average correct on each question was 50.6% on the pre-test but rose to 73.8% on the post-test.

The average student improvement among those taking both the pre-and post-tests was 35%.

The following are the areas based results of the pilot run of the test for 2003-04.

	Pre-test	Post-test	Improvement
Map-Locations	59.5%	86.9%	27.4%
Religious Geography	54.9%	65.5%	10.6%
Ethnic Geography	48.4%	65.4%	17.0%
Ecology	32.7%	67.7%	35.0%
Economic Geography	36.0%	59.8%	23.8%
Physical	35.3%	79.4%	44.1%

Students passed none of the areas when taking the pre-test, but passed 5 of the 6 areas on the post test.

Analysis:

- Physical geography and ecology showed major improvements during the year.
- Ethic and religious geography saw an improvement, but their connection to each other needs to be better delineated and tied to physical geography.
- Economic geography is currently the weakest area for our students. The methods of discussing this area need to be reviewed. The textbook was one of the more obvious areas of weakness in teaching this subject.
- The weight of the question still leans towards map and religious geography questions. Revisions will be considered for the next version of the test due in 2006-07.

HIS 200 (CONTEMPORARY WORLD HISTORY)

The assessment instrument for History 200 is a 35 question multiple-choice test developed by the instructor. The test was administered it to 33 students at the beginning of the semester and again at the end of the semester as part of the final examination to 33 students, 31 of whom took the test both times. Gross analysis by averages is as follows:

	Pretest	Posttest	Improvement
Fall 2003	52%	72%	+ 20%
Fall 2004	57%	80%	+ 23%

(Percentages includes only 31 who took both tests)

These results are similar to those from a 30 point test administered in the Fall of 2002. But it should be noted that the 2004 class started 5% higher than the 2003 class.

50%	70%	+ 20%
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Of the students who took the test both times “pass” (60%) rates were as follows:

Pre-test 7/31 (23%)	Post-test 25/31 (81%)
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The questions were divided into categories, with some questions fitting in more than one category. Results were as follows:

		Pretest	Posttest	Improvement
The Cold War (5 questions)	2003	56%	85%	29%
	2004	59%	85%	26%
U.S. International Policies and Relations (6 questions)	2003	47%	73%	26%
	2004	57%	78%	21%
The International Economy (5 questions)	2003	59%	77%	18%
	2004	48%	81%	33%
The Communist World (7 questions)	2003	39%	68%	28%
	2004	32%	68%	36%
Decolonization (3 questions)	2003	48%	78%	30%
	2004	45%	78%	33%
Third World Politics and Development (5 questions)	2003	44%	69%	25%
	2004	38%	71%	33%
Islam and the World (7 questions)	2003	53%	67%	14%
	2004	57%	81%	24%
Important Individuals and Movements (5 questions)	2003	57%	87%	30%
	2004	56%	89%	33%

Improvements in all areas were deemed satisfactory. Additional attention to the Communist World and the Third World are warranted.

Social Sciences

History

HIS 105 (US HISTORY: COLONY TO CIVIL WAR)

Assessment Test:

Pre-test average	40%
Post-test Average	57%
Average Improvement	17%

Student Scores improved on 31 of 33 questions, while this is not a perfect outcome, it is trending in the right direction.

Of all the students who took the test 10% passed the pre-test, while 45% passed the post-test, an improvement of 35%.

Of the student who took both the pre-test and post-test the percentage passing went up from 11% to 48%. Of those taking both 85% improved their scores between the tests.

By Time periods and issues: 2004-05

	Pretest	Post test	Improvement
Pre 1600	35%	53%	23%
1600-1763	30%	47%	17%
1763-1789	51%	62%	11%
1789-1815	30%	48%	18%
1815-1850	38%	61%	23%
1850-1865	48%	67%	19%
Native Americans	29%	43%	14%
Slavery	39%	66%	27%
Civil War	48%	67%	19%
American Rev	56%	65%	9%

Analysis:

- Overall student improvement was significant as the number passing the post test was a large increase over those passing the pre-test. This is the first year this measure has been used and thus no trends are available, but the raw information is encouraging.
- Student improvement on the test overall, as well as, on individual questions was significant. Student passed none of the 10 sections of the test on the pre-test but passed 6 on the post-test.
- There was student improvement in most areas over the spring 2004 semester.
- This is the second year with this version of the His 105 test. Revisions need to be made to change the length of the test and too more accurately reflect the concerns of the department for what students leave the class knowing.
- There will be increased focus on the section so the class where the test scores are the lowest. Thus, emphasis needs to be placed in the early national period from 1798 to 1815 and in the early colonial period as well as on the Native Americans role in American history.
- The professors for this course and history 106 rotate each semester thus making comparisons only effective over multiple years when allowing for the comparison of semesters when the same instructors of doing the course.

Action Plan:

- The test for HIS 105 will be revised during the 2005-06 academic year to adjust its length and improve the focus.

- The department will re-assess what areas are of the greatest need for understanding by students entering the 21st century.

HIS 106 (US HISTORY; CIVIL WAR TO WORLD POWER)

2004-05

Pretest average	37.9%
Post test Average	54.6%
Average Improvement	16.6%

Student Scores improved on 22 of 26 questions, while this is not a perfect outcome, it is trending in the right direction.

Of all the students who took the test 6% passed the pre-test, while 30% passed the post-test, an improvement of 24%.

Of the student who took both the pre-test and post-test the improvement went from 5% to 26% passing. Of those taking both 100% improved their scores between the tests.

By Time periods for

	Pretest	Post test	Improvement
1860-1876 (4)	29%	75%	46%
1876-1900 (8)	36%	48%	12%
1900-1932 (6)	42%	67%	25%
1932-1945 (3)	40%	63%	23%
Post 1945 (5)	42%	57%	15%
Race	37%	62%	25%
Economic	49%	64%	15%
Cold War	35%	51%	16%
US and the World	35%	54%	19%

The difference in these scores is from the 106 classes starting at a lower point and ending at approximately the same level as the 105 classes. A more accurate assessment will be possible after a new exam is in place that better reflects the current data alignment between the courses, this new exam should be ready for academic year 2006-07.

Actions:

- Overall student improvement was significant as the number passing the post test was a large increase over those passing the pre-test. This is the first year this measure has been used and thus no trends are available, but the raw information is encouraging.
- While there is significant improvement in the areas of 1876-1900, economics and the Cold War there needs to be additional focus put on these areas to strengthen student performance.
- New additional readings are being used in the next academic year to enhance student interest and thus retention of material.
- The Civil War is no longer a major topic in 106 and has been removed from the analysis.

Action Plan:

- The test for HIS 106 will be revised during the 2005-06 academic year to adjust its length and improve the focus.
- The department will re-assess what areas are of the greatest need for understanding by students entering the 21st century.

Political Science

PS 155 (AMERICAN GOVERNMENT: THE NATION)

Assessment information for US Government courses may be found under the Management Division.

Anthropology

ANT 112 (CULTURAL ANTHORPOLOGY)

As we indicated three years ago we were going to implement an assessment technique for our Cultural Anthropology course. We wanted to measure the competencies of our students through a pre-test and post-test. These competencies are a blend of Benjamin Bloom's Taxonomy of Cognitive Processes combined with Howard Gardner's Multiple Intelligences Expressive Modalities of Learning. Bloom's six cognitive operations---Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation and Gardner's Verbal-Linguistic expressive modality were used to develop our course goals and objectives. However, with the assistance of our sister discipline Psychology, we developed a much more useful technique that gave us a much improved means of assessment of our General Education courses in both Cultural Anthropology and Sociology. With the assistance of the Psychology program we developed a much more precise technique to assess our students based on paired t-tests which are used to compare between two scores usually taken before and after "treatment" by the same individuals. In this case, the "treatment" is having taken the relevant course. We had the students add their name and student I.D. number to the pre-test and post-test exams, which were identical to one another. The pre-test exam was given on the first day of the class and the post-test was given to them as part of the final exam with identical questions.

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

In all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can pretty comfortably conclude that our students have improved after 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 2004 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:

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:

Pre-test and post-test have questions that attempt to measure each of these different objectives and competencies acquired.

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

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

Students will demonstrate how language does and does not influence culture. (Competencies measured: knowledge, comprehension, analysis, evaluation, and 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, and 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, and 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, and 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, and 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, and modality: verbal-linguistic): Question 15

Students should recognize the importance of nationalism and its influence in industrial societies. (Competencies measured: knowledge, comprehension, analysis, evaluation, and 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, and 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, and modality: verbal-linguistic): Question 20

Results of the Pre and Post Tests for Ant 112 Cultural Anthropology:

Questions 1-3 tried to measure critical thinking skills by having students ask questions about how anthropologists use data to analyze human behavior and institutions within the course.

Questions 4-5 tried to measure knowledge on the research on language studies within anthropology.

Question 6 tried to measure how students learned about the influence of language on culture.
 Questions 7-13 tried to measure how students learned about the components of culture and society.
 Question 14 tried to measure how students learned about social stratification in different societies.
 Question 17-19 tried to measure how students learned about globalization and its effects.
 Question 20 tried to measure how students learned about applied anthropology.

Cumulative results for pre-test and post-test for ANT 112 cultural anthropology are summarized in the following statistically notations based on the paired t-tests that we administered and analyzed the data.

Course Notation	Mean Pre-score	(Sd Pretest):	Mean Post-Score	(Sd: Post-Test)
Fall 04	t(60) = 8.90,	p < .05	12.44,	p < .05
Spring 05	t(57) = 9.10,	p < .05	12.84,	p < .05

As with the previous academic year, this year's results from our paired T-Tests that were analyzed demonstrated that in all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can comfortably conclude that our students in ANT 112 have 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 2005-06 for Cultural Anthropology Courses

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. This next year we will become more precise and do a paired T test based on an item analysis of our questions. We hope to get a much more precise measurement of our test results on the questions that we have developed for our pre and post test for this next academic year. We mentioned previously that we were going to develop a similar technique to assess our Race and Ethnicity course, an important Cross-Cultural course in our area for this year, 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 are trying to find ways to measure those tests in an accurate manner. We have this on our agenda for this next academic year.

Criminal Justice

CJ 200 (CRIMINOLOGY)

Mission Statement:

The Criminal Justice Program faculty will introduce students to the field of criminology, its nature, and area of study, methodologies, and historical development via CJ 200 (Criminology). The course will provide students a broad knowledge of the different interpretations of deviant and criminal behavior.

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 six sections of CJ200 in the Spring Term of 2005. 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, number of students taking T1 v. T2, and range of scores within the norm of standard deviation in T1 v. T2.

CJ 200 Criminology - Spring Semester 2005

Section	Day	T1 n	T1m	T1 sd	T1 r	T2 n	T2 m	T2 sd	T2 r	% >
CJ200.10	MWF	34	53	11	64 - 42	23	67	10	77 - 57	26%
CJ200.12	MWF	40	53	8	72 - 57	33	64	7	72 - 57	21%
CJ200.13	MWF	32	53	7	60 - 47	30	65	8	73 - 57	21%
CJ200.11	TR	30	51	8	59 - 43	26	63	9	72 - 54	23%
CJ200.14	TR	33	51	10	61 - 41	28	64	8	72 - 56	25%
CJ200.21	TR	25	50	8	58 - 41	20	57	15	72 - 41	14%

T1 = pretest

T2 = posttest

n = number

m = mean score

sd = standard deviation

r = range of scores that fall within one plus or minus standard deviation.

%> = percent of increase in scores from T1 to T2

Analysis:

The results from the assessment indicated that the students are learning the material. Each section improved from a high of 26% to a low of 14% with an overall mean increase of 22% for all six sections.

Of the six sections, the one that met on MWF from 9:00 – 9:50 AM, with 34 students taking T1 and 23 students taking T2 had the highest improvement (26%). The section that met on TR from 1:00 – 2:15 PM with 25 students taking T1 and 20 take T2 had the lowest improvement (14%).

Generally speaking it appears the sections meeting three times a week for 50 minutes improved more overall than the students meeting twice a week for 75 minutes as indicated by the higher mean scores on T2 and the higher range of scores within the standard deviation range (see chart).

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 topic 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. Develop a test/retest reliability scale for the assessment test.
6. 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.
7. 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."
8. 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:

<u>Course</u>	<u>Type</u>	<u>Date</u>	<u>Data Review</u>	<u>Action</u>	<u>Next Assessment</u>
CJ-200	Pretest	January		Score	
CJ-200	Posttest	May	May	Analyze T1 v T2	June 2006

Economics

BA 211 (PRINCIPLES OF MICRO ECONOMICS)

The assessment that was conducted on this course looked at the pre-test versus post-test results for each of the three categories covered in the 45-question format. However, in addition, or in this case a modification, to the assessment procedure was applied which was not part of the original assessment format: a "Minute Paper" was added. In this paper students were asked to quickly (in other words in one minute) write an economic commentary. As the faculty member commented in their assessment report for this course, "This new assessment method was tried as a quick, easy way to get qualitative feedback of learning outcomes." In other words the quantitative results from the three-category 45-question format was viewed as insufficient and required modification.

Psychology

PSY 100 (PRINCIPLES OF PSYCHOLOGY)

ASSESSMENT CALENDAR

Summer, 2005

- Faculty will generate ideas for items/content areas to be included in the broad-based assessment instrument that will examine the effectiveness of how PSY100 is structured.

Fall, 2005

- Faculty will meet to finalize the new assessment instrument
- Perform a "trial run" of the new instrument, in anticipation of formal evaluation in Spring, 2006

Spring, 2006

- Administer revised new broad-based assessment instrument to PSY100 students
- Tabulate and analyze results; prepare assessment report

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 Action Plan for 2004-05

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 the 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.

- This plan was implemented by all faculty teaching PSY 100 in both Fall 2004 and Spring 2005.

We met as a department in May, 2004 to review and discuss the technical difficulties we encountered with the pre- and post-test this year. We plan to work with the software publisher during summer, 2004 to address the problems, and then implement a "trial run" of the assessment measure with the Fall, 2004 students in PSY100. This will afford us the opportunity to identify and rectify any remaining problems prior to the formal re-administration of the measure in the Spring, 2005 semester. An added benefit of this plan is that, if all goes well during the fall "trial run," we will be able to include that data in our annual assessment for next year as well.

- The revised assessment measure was developed over the summer, and was given a "test run" in the Fall, 2004 semester. A number of technical problems were identified and addressed. The improved version was administered in Spring, 2005, and went relatively smoothly. For the first time, we were able to obtain usable pre-test and post-test data for nearly all sections of the PSY100 course. Data from the students in one section were lost due to technical problems during the pre-test; the remaining 9 sections were represented in the final data pool.

To assess the course's effectiveness in achieving these objectives, we conducted a pre-test / post-test assessment of students enrolled in Principles of Psychology. This was intended as a challenging test, covering the breadth of the field of Psychology.

The locally-developed exam constructed by the Psychology faculty was again administered to the PSY100 students in this year's assessment cycle. The exam covers the following twelve core areas in the field of Psychology:

- History and Science of Psychology
- Biology and Behavior
- Development
- Sensation and Perception
- States of Consciousness
- Learning and Memory
- Thinking and Language
- Motivation
- Emotions, Stress, and Health
- Personality

- Psychological Disorders and Treatment
- Social Psychology

The test comprises 60 items. The items were coded into two types, which are linked conceptually with the categories described in the taxonomy of cognitive processes developed by Bloom, et. al. (1956):

- Factual, encompassing the “knowledge” and “comprehension” categories in Bloom’s system (33 questions). Such questions on the test evaluate student knowledge of information that is explicitly presented in the textbook.
- Conceptual, encompassing the “analysis,” “synthesis,” “application,” and “evaluation” categories in Bloom’s system (27 questions). Such questions evaluate students’ ability to think deductively or inferentially from general principles, and/or to apply such principles to “real-life” scenarios.

During the first week of the Spring semester, students enrolled in ten sections of Principles of Psychology completed the 60-item pre-test. The post-test was administered during the final week of the semester. Usable pre- and post-test data were obtained for a total of 200 students, who represented 9 of the 10 sections taught (as noted above, data from one section were lost during the pre-test).

Student Characteristics

Demographic data were obtained to help us understand some of the characteristics of students enrolled in PSY100. The total number of respondents at the time of post-test was 238. Of those students, 55% were male and 45% were female. Interestingly, this sex ratio differs from the trend in the field of psychology more generally; numerous studies have found recently that the vast majority of psychology majors and graduate students are female (in connection with this, see summary data pertaining to our 2005 graduates in the “Graduating Senior’s Survey” section, below). Of course, as a General Education course offering, PSY100 would be expected to reflect characteristics of the student body, rather than the characteristics of psychology majors specifically.

Just 4% of this semester’s PSY100 students indicated that they are Psychology majors; 96% were not. A majority of the students were Freshmen (59%); although other classes were also represented (Sophomores: 26%; Juniors: 12%; Seniors: 3%).

Regarding prior exposure to coursework in Psychology, 34% of the students indicated having taken a previous Psychology course; 66% had not.

Assessment Results

Comparison between Pre-test and Post-test	Mean Raw Score (<i>n</i> = 200)	Score expressed as mean percent correct (<i>n</i> = 200)
Pre-test score (<i>SD</i>)	25.59 (5.90)	42.60%
Post-test score (<i>SD</i>)	33.32 (13.30)	55.58%

Pre-Test vs. Post-Test Results For 2004

In 2005 a paired-samples t-test was conducted in order to determine whether our post-test scores differed from the pre-test scores. Students’ performance on the post-test (raw score mean = 33.32, *SD* = 5.90) was compared to their performance on the pre-test (raw score mean = 25.59, *SD* = 13.30). Students scored significantly higher on the post-test than on the pre-test [*t* (199) = 13.302, *p* <.001].

Summary and Conclusions:

- The 2005 assessment of student outcomes in the Principles of Psychology course suggests that students taking this course achieve significant overall gains in knowledge related to the principles, procedures, and theories in the field.
- We were finally able to largely solve the technical difficulties that had plagued previous efforts to produce data that were representative of the total population of PSY100 students at Lindenwood. As this more thorough assessment yielded results that were consistent with our previous assessments (i.e., attesting to the fact that the PSY100 students do achieve significant increases in their course-related knowledge during the course), we will now shift our attention to different forms of assessment for the General Education component of our curriculum (discussed under Action Plan section).

Linking the Principles Of Psychology Assessment with Lindenwood's General Education Goals.

This assessment suggests that the Psychology component of the General Education Program is contributing meaningfully to the overall goals of Lindenwood's General Education Program. In particular, the data suggest that the Principles of Psychology course does effectively:

- broaden students' perspectives (General Education goal #2) by increasing their fund of knowledge about, and comprehension of, psychological processes, especially those relevant to human functioning; and
- enhance students' skills in evaluating, synthesizing, and integrating information (General Education goal #4), as evidenced by the improvements in performance demonstrated at the time of the post-test. While we were unable this year to selectively analyze results based on question type, it remains true that in the current version of the assessment measure, 45% of the test items tap "conceptual" processing, so overall improvements in scores at post-test relative to pre-test suggest at least indirectly that gains in conceptual functioning are being attained.

Psychology General Education Action Plan

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

Sociology

SOC 102 (BASIC CONCEPTS OF SOCIOLOGY)

As we indicated three years ago we were going to continue to implement an assessment technique for our Basic Concepts of Sociology course for 2002-03. We wanted to measure the competencies of our students through a pre-test and post-test. These competencies are a blend of Bloom's Taxonomy of Cognitive Processes combined with Gardner's Multiple Intelligences Expressive Modalities of Learning. Bloom's six cognitive operations---Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation and Gardner's Verbal-Linguistic expressive modality were used to develop our course goals and objectives. Again with the assistance of the Psychology program we developed a much more precise technique to assess our students based on paired t-tests which are used to compare between two scores usually taken

before and after “treatment” by the same individuals. In this case, the “treatment” is having taken the relevant course. We had the students add their name and student I.D. number to the pre-test and post-test exams, which were identical to one another. The pre-test exam was given on the first day of the class and the post-test was given to them as part of the final exam with identical questions.

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

In all cases, our post-scores exceeded pre-scores using this conventional criterion. So, we can 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 2004 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).

The goals and objectives for the course were the following:

Course 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.

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

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

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

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

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

Results

Course Notation		Mean Pre-score	(Sd Pretest):	Mean Post-Score	(Sd: Post-Test)
Fall 04	t(52) =	11.06,	p < .05	13.94,	p < .05
Spring 05	t(81) =	10.91,	p < .05	13.85,	p < .05

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

Action Plan For 2004-05

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. This next year we will become more precise and do a paired T test based on an item analysis of our questions. We hope to get a much more precise measurement of our test results on the questions that we have developed for our pre and post test for this next academic year. We did mention that last year we were going to develop a similar technique to assess our Race and Ethnicity course, an important Cross-Cultural course in our area for this year, 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 are trying to find ways to measure those tests in an accurate manner. We have this on our agenda for this next academic year.

- We will review the results of our assessment technique and the questions for our introductory course in sociology.
- We may modify some of the questions following our evaluation.
- We will again administer the pre-test and post-test for our Basic Concepts of Sociology.

SOC 240 Sociology of Gender Roles

As a component of the Social Sciences requirements of the General Education Program, Sociology of Gender Roles presents students with the impact of gender roles on everyday life across major social institutions. Gender constitutes a fundamental component of stratification systems and is a major determinant of personality, behavior, lifestyle, aspirations and achievement.

This course is structured to encourage students to:

- theoretically analyze gender influence in society
- recognize the importance of both nature and nurture in the acquisition of gender roles
- demonstrate knowledge of the historical development of the social movement of feminism in addition to contemporary gender perspectives that highlight gender similarities rather than differences
- evaluate the interplay of gender in social institutions such as the family, education, health and medicine, the media, politics and government, the military, religion and in social deviance.

Upon course completion, students will be able to:

- identify gender influence on society
- critically evaluate gender similarities and differences in terms of equity, opportunity and balance in society

To assess this course's effectiveness in achieving these objectives, a pre/post test assessment of students enrolled in the class was conducted. The test is a 20-question multiple-choice exam. The exam questions were assigned per Bloom's taxonomy of cognitive processes. Knowledge was assigned to 14 questions that required knowledge of facts, application to 4 questions and comprehension to 2 questions.

The pre-test was administered at the end of the first class session (n=41); the post-test was given during the last scheduled class (n=41). Multi-year comparisons of pre/post results yielded the following:

Pre/post Analysis per Bloom's Cognitive Processes Total Percent Correct

Competency	Application			Comprehension			Knowledge			GRAND MEAN		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Pre-test	52%	60%	52%	52%	66%	60%	63%	55%	59%	56%	60%	57%
Post-test	78%	90%	93%	79%	80%	72%	78%	84%	84%	78%	85%	83%
Differential	+26%	+30%	+41%	+27%	+14%	+12%	+15%	+29%	+25%	+22%	+25%	+26%

Outcome Measurement: Post-test scores (percentage of correct responses) will average (Grand Mean) an increase of at least 20%, with a 15% increase being deemed acceptable.

Data Analysis: Students clearly demonstrated an increase overall in application, comprehension and knowledge pertaining to Sociology of Gender Roles, with a

Outcome Evaluation: Exceeded. Students demonstrated a 26% increase in correct responses in post-test scores. Since 2002, students have averaged a 24% increase.

2004-05 Conclusions and Action Plans

This pre/post instrument appears to be a reliable instrument to assess this General Education course. Clear and consistent data as to the students' learning is reflected in these 3 years of results. In future assessments, an assessment of course objectives may be utilized to evaluate students' assessment of their own learning.

Praxis Results in the Social and Behavioral Sciences

The overall university results in the social and behavioral sciences are for the previous academic year (2003-04) and include seventeen students who took the test between September 2003 and August 2004. These results are of limited value as students working on Master of Arts in Teaching degrees are also included and may have had only limited contact with the various department faculty.

	Institution Average % correct	State-wide Average % correct	National Average % correct
US History	63	66	65
World History	63	64	63
Government	65	66	65
Geography	65	66	64
Economic	52	58	57
Behavioral Science	62	63	63

In all areas except economic Lindenwood students averages were within 3 percent of the statewide average and 2 percent of the national average.

The differences between majors and non-majors are slight, but may be significant in this test. Majors in the social sciences had the high score at 192 and a low of 150, while non-majors had a high score of 173 and a low of 136. The median score for majors was also 2 points higher at 162 as opposed to 160.

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

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

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

Out of 17 students	Top Two Quartiles of all students	Second Quartile of all students	First Quartiles of all students (lowest)
US History	8	7	2
World History	7	7	3
Government	6	10	1
Geography	5	9	3
Economic	3	11	3
Behavioral Science	9	3	5

Mathematics and Natural Sciences

Mathematics

Mission Statement

A variety of general mathematics courses ranging from Contemporary Math to Calculus I are offered to fulfill the needs of a varied student body. The Lindenwood mathematics faculty is committed to empowering students to

- Learn mathematics with understanding not memorization
- Build new skills based on their past experience and knowledge
- Incorporate appropriate modern technology to solve problems
- Relate mathematical concepts to real world applications
- Gain competencies that will apply to their chosen major fields.

- Recognize mathematics as a part of our culture

Goals and Objectives

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

Assessment Instruments Used

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

Each instructor will submit for the file

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

Mathematics Courses as Assessment Instruments

Fall 2004:

There were 30 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 – Barnidge, Bell, Griesenauer	MTH 151 College Algebra – Mathews
MTH 131 Quantitative Methods -Dey	MTH 152 Precalculus – Dey
MTH 134 Concepts of Math – Hauck, Golik	MTH 171 Calculus I – Golik
MTH 141 Basic Statistics – Haghighi,, Mathews, Soda, Van Dyke	MTH 172 Calculus II-Soda

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 2005 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.

FALL '04 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	73	39	41	30	52	0	79	78	126
MTH 131									
MTH 134	75	58	84	79	61	60	75	0	52
MTH 141	76	78	70	71	52	59	70	0	155
MTH 151	72	76	72	78	60	78	63	0	38
MTH 152									
MTH 170	84	62	83	88	36	54	0	0	24
MTH 171	80	72	75	72	66	60	0	0	24
MTH 172	66	72	55	77	39	0	59	0	17

Spring 2005

There were 24 sections taught by 10 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 sample epilog form is attached.) A comprehensive final examination is given in each class and a copy is on file in the department.

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

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

SPRING '05 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	75	79	0	0	70	77	77	75	80
MTH 131	56	70	71	66	67	32	29	48	73
MTH 134	81	75	70	77	0	0	0	0	60
MTH 141	82	74	69	68	74	41	54	26	117
MTH 151	69	53	67	68	66	68	73	0	67
MTH 152	65	65	76	68	0	0	0	0	22
MTH 170	76	58	76	89	65	0	0	0	18
MTH 171	73	69	68	72	59	69	48	61	24
MTH 172	70	72	44	59	87	41	0	0	11

Objectives for MTH 121 - Contemporary Mathematics

The student should be able to

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

Objectives for MTH 131 - Quantitative Methods

The student should be able to

1. perform basic algebraic operations.

2. identify and apply the following business terms: inventory, price/demand function, variable cost, fixed cost, cost function, revenue function, profit function, break-even analysis, and profit/loss analysis.
3. identify, graph, and solve linear functions and inequalities by hand and with a graphing calculator.
4. graph and solve exponential functions by hand and with a graphing calculator; identify and use various financial formulas such as those for simple and compound interest.
5. set up and solve systems of linear equations using algebraic methods by hand and also with a graphing calculator.
6. set up and solve systems of linear inequalities; identify the feasible regions and corner points.
7. develop linear regression equations using the least squares method and carry out regression analysis.
8. write mathematical models to solve real world business problems using any of the skills listed in items 1 through 7.

Objectives for MTH 134 - Concepts of Mathematics

The student should be able to

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

Objectives for MTH 141 - Basic Statistics

The student should be able to

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

Objectives for MTH 151 College Algebra (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 MTH 152 – Precalculus

The student should be able to

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

Objectives for MTH 170 – Survey Calculus

The student should be able to

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

Objectives for MTH 171 - Calculus I

The student should be able to

1. identify the graphs of linear, quadratic, exponential, trigonometric, and power functions, and to apply these basic functions to a variety of problems.
2. find limits 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 for MTH 172 Calculus II (Fall 2002)

The student should be able to:

1. successfully employ the first and second derivative to find the extrema of a function, draw the graph of a function, and solve applications of differential calculus.
2. determine the correct method of integration when solving problems in integral calculus, the use it to evaluate definite and indefinite integrals.

3. use limits to determine the convergence or divergence of improper integrals; use the p-test and sandwich theorem where appropriate to determine convergence and divergence.
4. apply the theory of integral calculus to solve applications in the areas of geometry, density and the center of mass, and physics.
5. explain the difference in the various estimation techniques used in class, namely: the Midpoint Rule, Trapezoid Rule and Simpson's Rule; use these methods by hand or with a calculator program.
6. find Taylor and Maclaurin expansions around given x values.
7. determine the value of a function by comparing it to a known Taylor Series expansion; identify a Geometric Series and find its sum; determine if a series converges or diverges.

Objectives MTH 172 Calculus II (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

We need to evaluate the objectives in Basic Statistics, more time is needed for probability, distribution functions, confidence intervals and hypothesis testing. One approach may be to reduce the number of descriptive statistics topics covered.

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 which will be given in class in the first week of the semester to quickly assess whether students have the appropriate preparation for the course. We will 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.

Biological Sciences

BIO 100/110 (Concepts/Principles In Biology)

Mission Statement

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. In this section, we will discuss our General Education program.

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.

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 100/110	Pre-Test	Aug & Jan	Faculty	Jan & June	None	Aug 05
BIO 100/110	Post-Test	Dec & May	Faculty	Jan & June	Modify test and/or Revise presentation of material	Dec 05

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 consists of 25 multiple choice questions. The questions were chosen to assess student understanding of five areas of information covered in the course: cell structure & function, genetics, evolution, ecology, and the scientific method. Questions were selected from the test bank that accompanied the textbook used for the course at the time that the test was developed in 2000 (*Life on Earth, 2nd edition*, Audesirk, Audesirk & Byers). The Pre/Post Test questions are not used by instructors on any other exams and the Pre/Post Tests are not returned to the students.

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	Cell Structure & Function	5/25
Conceptual Understanding	14/25	Genetics	6/25
Application	4/25	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 2005. Unlike past years, the improvement in test scores (Pre-Test vs. Post-Test) observed in 2004-05 was somewhat lower than in previous years (24% vs. 30-40%).

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

	<i>Pre-Test</i>	<i>Post Test</i>	<i>Change</i>	<i>% Improvement</i>
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
Cumulative	11.35/25	14.88/25	3.49	31

2004/05 Action Plan Results

- The action items for 2004/05 included orienting our new faculty to the GE biology courses, particularly BIO 100 & BIO 110, and re-evaluating the content and materials used in the courses. This year, two new faculty members and one new adjunct instructor taught 9 sections of BIO 100/110. Due to some miscommunication, there were some differences in topic selection by some instructors which may partially explain the lower Post Test scores, particularly in the Fall semester.
- In the late spring, the biology faculty met to consider adopting a new textbook for these courses. The text by Belk & Borden was the unanimous choice, however, the change will be delayed until Fall 06 when the new edition of the book will be available. Also during this meeting, the coverage of course content was discussed and clarified.

2005-06 Action Plan

Biology faculty will meet during Faculty Workshop week to review 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.

Evaluate potential for use of electronic classroom assessment tools (“clickers”). If it is deemed feasible for only one or two of the four instructors to implement this technology, a pilot program will be initiated. Results will be reviewed in late Spring 2006.

Earth Sciences

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
ESA100 Astronomy	Pre-Test Post-Test	None	Perantoni	23 May 05	None, course not taught	Fall 05
ESG305 Environmental Geology	None	None	Williams	23 May 05	Create test	Unknown
ESG100 Physical Geology	Pre-Test Post-Test	Fall 04 and Spring 05	Perantoni Williams	23 May 05	Change presentation	Fall 05
ESG 200 Intro to GIS	None	None	Perantoni	23 May 05	Create test	Fall 05
ESM100 Meteorology	Pre-Test Post-Test	Fall 04 and Spring 05	Perantoni	23 May 05	Load on WebCT	Fall 05
ESG120 Oceanography	Pre-Test Post-Test	None	Perantoni	23 May 05	None, course not taught	Unknown

Narrative(s) of results:

- Astronomy: Not taught this academic school year.
- Environmental Geology: The faculty member was part time. So she did not develop a Pre/Post Test.
- Historical Geology: This was the first time the course was taught and therefore an assessment tool has not been developed.
- Physical Geology: This academic school year, a pattern of low scores occurred on Objectives 5, 12, 15, and 16.
 - The scores on the last two objectives, 15 and 16, are a function of when the material is presented – at the end of the semester when things are rushed.
 - Objectives 5 and 12, which are weathering and mass wasting, need to be reevaluated in terms of method of presentation.
 - Objective 5 was a problem last academic year. More emphasis was to be placed on the visuals as an aid to overcoming the lack of understanding of the concept. Apparently it did not work. So a new approach will have to be taken such as a hands on exercise.
 - Objective 12, mass wasting, is new this year; it was not a problem last year. The information for this objective comes from a chapter in the text that from a lecture standpoint is a filler chapter, i.e., it is inserted where ever there is a break in the schedule. Consequently, it does not afforded the same quality time as other chapters in the text.

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

Results: Fall Semester 2004

Section	ESG100 Assessment						ESG105	
	ESG10011		ESG10012		ESG10013		ESG10510	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Test Average	43%	64%	38%	56%	38%	57%	38%	53%
Knowledge	41%	68%	37%	61%	39%	65%	41%	54%
Comprehension	43%	62%	38%	53%	39%	50%	33%	52%
Application	47%	58%	39%	56%	40%	58%	43%	57%

Results: Spring Semester 2005

Section	ESG100 Assessment				ESG 105	
	Section 11		Section 12		Section 11	
	Pre	Post	Pre	Post	Pre	Post
Total Average	43%	62%	42%	60%	38%	58%
Bloom						
Knowledge	43%	63%	40%	65%	39%	58%
Comprehension	41%	66%	38%	52%	35%	59%
Application	47%	59%	47%	60%	42%	63%

- Intro to GIS: A Pre/Post Test has not been developed. The course was not taught this academic year.
- Meteorology: After evaluating the Pre Test/Post Test data, the following information can be observed:

- ESM10011 Fall 2004: In all cases the Post Test scores were an improvement over the Pre Test scores. The Post Test scores for Objectives 11 and 13 were less than 50%. The Bloom Post test scores were all better than the Pre Test scores.
- ESM10012 Fall 2004: The Post Test scores for Objectives 8 and 13 were worse than the Pre Test scores. The Post Test scores for Objectives 1 and 13 were less than 50%. The Bloom Post test scores were all better than the Pre Test scores.
- ESM10011 Spring 2004: The Post Test scores for Objectives 1, 4, 6, 7, and 9 were worse than the Pre Test Scores. The Post Test scores for Objectives 1, 4, 6, 7, 11, and 13 were less than 50%. The Bloom Post test scores were all better than the Pre Test scores except for the Comprehension.
- ESM10012 Spring 2005: The Post Test score for Objective 6 was worse than the Pre Test score. The Post Test scores for Objectives 6, 11, and 13 were less than 50%. The Bloom Post test scores were all better than the Pre Test scores.
- ESM10031 Spring 2005: A Pre Test was administered, but a Post Test was not, so no analysis is available.

See table below for statistics.

	2004 Fall				2005 Spring				r 2005	
	ESG10011		ESG10012		ESG10011		ESG10012		Winter Quarter	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Average	41%	60%	40%	58%	45%	50%	39%	55%	46%	0%
Bloom										
Knowledge	32%	58%	29%	60%	37%	43%	32%	45%	38%	0%
Comprehension	46%	58%	47%	58%	53%	52%	45%	62%	49%	0%
Application	52%	76%	54%	71%	53%	69%	51%	74%	58%	0%

- Oceanography: A Pre/Post Test has been developed but the course was not taught this academic year.

Action plan for next cycle of assessment

- Astronomy: no changes other than to be sure to do complete cycle of testing.
- Environmental Geology: develop Pre/Post Test for Spring 06.
- Physical Geology: include a hands on exercise for objectives 5. For objective 12, we will evaluate the method of presentation of the material and then reevaluate. A new faculty member has been hired for the Earth Sciences department. So she will need to be educated on the use of the assessment process.
- Intro to GIS: develop Pre/Post Test for Fall 05.
- Meteorology: change the method of presentation and evaluate the class schedule to make sure adequate time is allotted for the material.
- Oceanography: no change other than to be sure to do a complete cycle of testing if course is offered.

Physical Sciences

Chemistry

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.

Assessment Techniques

Concepts of Chemistry: 95 students completed the one-semester Concepts of Chemistry course at Lindenwood taking both the pre-test and post-test. The exam includes 28 short-answer & multiple-choice questions and is completed within an hour. Students were allowed to use a calculator and periodic table.

The Fall 2005 class was given the pre & post to complete as a laboratory assignment. Completion earned each student their 20 lab points for the week. I realized quickly, however, that asking the students to complete the exam was not motivating enough to get many of them to put a significant effort into their answers. So, in Spring 2005, the pre-test was given in this fashion, but the post-test was given with the following incentive: students earned one extra credit point for every additional question they answered correctly, versus their pre-test response. I found this method to be extremely useful. Some students studied for the exam, but all put much more effort into the exam.

Because of these variances, the results have been sorted by semester. For both semesters, I am happy to report a significant correlation between final grade and exam improvement. Additionally, an exceptional increase in class average on the post- versus pre-test was determined within the Spring 2005 semester (34%).

Semester	# of students	Pre-test Average	Post-test Average	Average change in score (post – pre)	Correlation Coefficient (grade & improvement on exam) df = 93, p > 0.05
Fall 2004	48	23%	39%	16%	0.223
Spring 2005	47	16%	50%	34%	0.615
Fall & Spring	95	20%	45%	25%	0.328

I am satisfied with this exam and plan to use it again in the Fall 2005.

General Education Action Plan for 2004-05 Academic Year:

There will be three sections of CHM 100 offered in the Fall 2005 and Spring 2006 academic year. The program will be running the same assessment exams but will add:

- 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.
- 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 <i>Lindenwood</i>	80%	86%	80%	81%	74%
State	85%	91%	83%	82%	81%
2002-03 <i>Lindenwood</i>	79%	85%	80%	79%	74%
State	84%	89%	80%	79%	78%
2003-04 <i>Lindenwood</i>	79%	85%	81%	80%	74%
State	85%	90%	80%	81%	79%
2004-05 <i>Lindenwood</i>	79%	85%	81%	79%	73%
State	84%	90%	83%	80%	78%

*We will continue compare the C-Base results for the last 4 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 <i>Lindenwood</i>	52%	72%	65%	62%	52%
State	53%	64%	46%	49%	56%
2002-03 <i>Lindenwood</i>	55%	74%	65%	63%	51%
State	53%	64%	47%	49%	55%
2003-04 <i>Lindenwood</i>	54%	73%	67%	63%	52%
State	54%	65%	48%	48%	54%
2004-05 <i>Lindenwood</i>	54%	73%	66%	63%	52%
State	54%	65%	48%	48%	54%

*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 with the composite score shifting up one point. Science and math are still strong when compared t the composite score while the writing score has moved to equaling the composite.

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

April 2004 to April 2005 Institutional Results

	English	Writing	Math	Science	Social Studies
2003-04 <i>Lindenwood</i>	263	267	275	288	260
Difference from Composite (272)	-9	-5	+3	+16	-12
2004-05 <i>Lindenwood</i>	261	271	281	285	255
Difference from Composite (271)	-10	0	+10	+14	-16

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 2002-03 48 general education courses were assessed; this total increased to 50 for the year 2003-04.

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 from 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 (2002-03) 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. During the 2004-05 academic year the improvement was lower than last year returning to an average of 1%.; both the instrument and methods of instruction will continue to be evaluated. Goals for competencies are being devised.

Expressive Modalities(s):

Linguistic

ENG 150 (Composition I): A locally generated (2003-03) 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, although improvement was consistent with last year. An alternative instrument designed to measure student appreciation of their learning gave instructors in two sections indicated that students generally realistically assessed their own learning. 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. Results from pre and post tests, while where higher than last year moving from 10% overall to 16%., with one section seeing significant improvement moving from -1 to 17% 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 2004-05 academic year and will include revised assessment methods.

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

COM 110 (Oral Communications)

Course objectives were modified from last year. New assessment instruments measured student competencies and allowed for student self-assessment.

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 years 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 20 and 28%. 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 pared from 100 (2003) to 60 items. 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

SOC 240 (Sociology of Gender Roles) Student learning was assessed using a locally-generated, objective, pre-post test. Improvement has up slightly for the third straight year to 26%.

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): 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 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 learning 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. As well, CATs are used to measure student learning in particular classes. Instructional strategies are changed as experience warrants.

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): 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

PHL 102 (The Moral Life):. A new instrument to measure changes in levels of moral reasoning was administered. Results show improvement but students may not have taken the test seriously enough.

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): Pilots of locally generated Pre and Post-Tests for both classes continue to measure student learning. These tests are being revised to more accurately measure student learning of material presented in class.

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)

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:

- In spite revisions and changes being made to divisional assessment plans of the number of courses assessed has stayed reasonably consistent indicating a continuing strong faculty commitment to the process.
- Student improvement is a constant over the years of assessment– that is, students have gained demonstrated value from the courses.
- The number of students assessed each year has increased, as departments and divisions improve and expand the use of their existing assessment programs.
- The wide range of courses participating in General Education Assessment insures that almost all Lindenwood students have their learning assessed.
- 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.
- Lindenwood instructors are increasingly concerned to relate student learning to specific course objectives tied to General Education Objectives.

General Education Action Plan

1. Continue to endeavor to add at least two courses from the Fine and Performing Arts to general education assessment, to include Music 100.
2. 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.
3. Continue to publicized in various campus publications, the methods and purposes of assessment, including course syllabi.
4. Continuing: Academic programs will specify minimum achievement standards tied to course and program objectives where not already included.
5. Continuing: Programs that do not report action plans for pedagogical and assessment changes will be encouraged to do so.
6. Continuing: Faculty will be encouraged to review and, where necessary, revise course objectives to reflect appropriate general education objectives.
7. Student ability to communicate effectively and correctly in written English will be increasingly emphasized and assessed across all academic programs.
8. 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).

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 change in faculty. As a case in point, the objective exam has grown in stages from 70 to 100 items during the ‘04/’05 academic year. Thus, caution should be exercised in comparing year to year results. One should expect, for example, lower scores on this academic year’s exam, relative to last, as is in fact the case.

The objective exam, divided into 10 (formerly 11, the subject area of Interviewing having been eliminated) subject-matter areas, 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 a greater spread between Baseline and Comprehensive results, as has in fact been the case over the past academic year.

The following table comprises results by semester, stated as percent correct answers by subject matter area. A total of 90 students took the “Baseline” version of the exam, while 52 took the “Comprehensive” version during the 2004-05 Academic year.

Subject Matter Area	Fall 2004 Baseline % Correct (45)	Fall 2004 Comprehensive % Correct (31)	Subject Matter Area	Spring 2005 Baseline % Correct (55)	Spring 2005 Comprehensive % Correct (21)
Historical Literacy	41	52	Historical Literacy	39	59
Media Literacy	51	70	Media Literacy	43	75
Media Ethics	38	50	Media Ethics	38	47
Media Law	40	62	Media Law	38	56
Journalism/Writing	43	74	Journalism/Writing	48	77
Personal Com. Skill	56	61	Personal Com. Skills	55	58
Online/Comp. Skill	41	57	Online/Comp. Skills	43	54
Professionalism	66	83	Professionalism	61	80
Video/Tech. Skill	40	68	Video/Tech. Skills	37	66
Interviewing	55	00	Interviewing	00	00
Critical Thinking	47	60	Critical Thinking	25	51
Com. Theory	27	49	Com. Theory	15	55

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

The exam will be revised for the 2005-06 academic year, although not to the extent of last year’s modification. Specifically, 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.

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, has been evaluated in past years on a pass/fail basis. During the 2004-05 academic year, division faculty determined to assign numerical scores to the portfolios according to published standards. 51 students submitted portfolios, with the following results:

Fall Semester 2004 (31)		Spring Semester 2005 (20)	
Scores by Percent	Number of Portfolios	Scores by Percent	Number of Portfolios
< 90	11	< 90	6
< 80	14	< 80	6
< 70	4	< 70	5
< 60	1	< 60	2
> 60	1	> 60	1

Grading standards will continue to be refined in the future. 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.

Education Division

Goals and Objectives

The review and addressing of student assessment continues to be a priority within the Education Division. 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.

We believe teaching is both an art and a science. As a science, there are certain skills, techniques, and methods that can be learned and developed. 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 the skills and knowledge acquired to practice in a "real-life setting."

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

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

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

Undergraduate Teacher Education Objectives

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

- Standard 1: The 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 other (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 their 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 the 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 2004-05 academic year, 93% of all portfolios submitted received a passing score on their initial review using the attached scoring rubric. The following is the Portfolio Scoring Rubric used by the Education Division. Portfolios are graded and students must continue to make the necessary corrections until the portfolio is finally accepted.

Scoring Rubric For Professional Portfolios

Pre-service teachers must construct a professional portfolio that contains evidence of learning accomplishments related to State Board of Education adopted performance standards. These standards describe what every beginning teacher should know and be able to do. Pre-service teachers have attained levels of competence based on ten quality indicators. The levels of performance are defined as follows:

Standards:

- (0) Unacceptable – does not appear to understand the concept(s) underlying this standard. No description or justification in rationale. No artifacts or inappropriate artifacts.
- (1) Below Expectations – limited understanding of concept(s) underlying this standard. Some key components are missing in artifacts and essay. Vague description and/or justification in rationale.
- (2) Meets the Standard – demonstrates acceptable understanding of the concept(s) underlying this standard, supported by appropriate artifact(s). Artifacts provide evidence of emerging competence in this area. The essay contains satisfactory descriptions and demonstrates an ability to apply strategies in classroom practice.
- (3) Above Expectations – clearly demonstrates understanding of the concepts underlying this standard. Artifacts provide clear evidence of competence in this area. Detailed description and thoughtful justification are apparent in the essay.
- (4) Outstanding – demonstrates superior understanding of the concepts underlying this standard. Artifacts provide evidence of careful planning, creativity and insight into the teaching/learning process. The essay exhibits detailed descriptions and meaningful justification, which is value-based and assesses the effects of choices and actions undertaken in the teaching process.

Reflection Essays:

- (0) Unacceptable – extensive errors in the use of standard written English (mechanics, usage, grammar, spelling, syntax, etc.); unorganized; fails to appropriately address the assignment. Weak self-evaluation shows little or no learning.
- (1) Below Expectations – unacceptable errors in the use of standard written English; confusing organization. Weak self-evaluation demonstrates limited learning. Weak attempt to write explanation of self-improvement. Limited, minimal explanation is related.
- (2) Meets the Standard – minor errors in the use of standard written English; orderly development of ideas. Some explanations show what you could have done differently to improve. Explanations demonstrate some learning from the experiences.
- (3) Above Expectations – effective use of standard written English; MoSTEP standards are presented in an orderly fashion. Ideas are well developed. Supporting evidence offers descriptions and analyses that exhibit confidence in the topic and in writing ability
- (4) Outstanding – sophisticated use of standard written English. MoSTEP standards are presented in an orderly fashion. Ideas are fully developed. Supporting evidence offers descriptions and analyses that are compelling in nature, and exhibit confidence in the topic. Insightful, in-depth self-evaluation is related to higher levels of Bloom. Student has explained how the experience/artifact could have been improved. A logical, thorough explanation states how the student will apply what he/she learned from completing this portion of the portfolio. The essay is worthy of being used as an example for future students.

Student Self-Assessment For Professional Portfolio

Students also a self assessment of rating themselves using the 11 “Standards” guidelines of 0 – 4, in which 0 is Unacceptable and 4 refers to Outstanding. The must also give themselves an overall grade and write a brief statement to justifying their score.

For both the Faculty assessment and the Student self assessment forms see the Education Division office.

Additional Assessment Measures

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.

Field Experience

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. In some instances, students determine that teaching is not the appropriate vocational for them. Students in EDU 110 keep a log of their experiences discuss them with the university instructor, and 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 choose 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. 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.

DESE Certification

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 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.

Teaching Portfolios

All pre-service teacher educators 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. They 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-three (93) percent received a passing score on portfolios submitted during the 2004-05 academic year as compared to eighty-eight (88) percent in the 2003-04 academic year.

College Basic Academic Subjects Examination (C-Base) Summary of 2004-05 Results

The C-Base Clusters and Skills are as follows:

English

Reading and Literature

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

Writing

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

Mathematics

General Math Proficiency

- Use mathematical techniques in the solution of real-life problems
- Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision
- Use the techniques of statistical reasoning and recognize common misuses of statistics

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. The state averages on the C-Base are lower this year, possible causes as to why 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 2004-05 academic year.

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

PRAXIS II

Since September 1998, Lindenwood students have been required to take the PRAXIS II examination for certification. During the 2004-05 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 provided 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.

Recent Graduate Survey

A survey of first-year teachers who were 2003-04 graduates was conducted in the spring of 2005. 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 nineteen (219) surveys sent to our recent graduates, one hundred twenty three were returned. This year survey results did not reveal any perceived weaknesses in their preparation, and indicated student satisfaction with the preparation they received at Lindenwood. The survey data is used by the faculty to make improvements in our program.

<u>Items Rated As To Their Preparation: MoSTEP Standard</u>	<u>Mean</u>
• Standard 1 The pre-service teacher understands the central concepts tools of inquiry and structures of the disciplines	1.7
• Standard 2 The pre-service teacher understands how students learn and develop, and provides learning opportunities	1.5
• Standard 3 The pre-service teacher understands how students differ in approaches to learning and creates instructional opportunities.....	1.6
• Standard 4 The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops.....	1.7
• Standard 5 The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical.....	1.5
• Standard 6 The pre-service teacher uses an understanding of individual and group motivation and behavior.....	1.6
• Standard 7 The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry.....	1.7
• Standard 8 The pre-service teacher understands and uses formal and Informal assessment techniques to foster inquiry.....	1.7
• Standard 9 The pre-service teacher is a reflective practitioner who continually assess the effects of choices and actions on others.....	1.8
• Standard 10 The pre-service teacher fosters relationships with colleagues, parents, and educational partners.....	1.6
• Standard 11 The pre-service teacher understands theories and Applications of technology in educational settings.....	2.0
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. As of this date, 162 of 219 surveys have been returned. Analysis of responses revealed the following:

MoSTEP Standard Mean

Standard 1	1.9
Standard 2	1.9
Standard 3	1.9
Standard 4	1.6
Standard 5	2.0
Standard 6	1.9
Standard 7	2.1
Standard 8	2.0
Standard 9	2.0
Standard 10	1.2
Standard 11	2.0
Overall rating as compared to all first year teachers	1.5

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 are referenced in the syllabi of graduate course work.

Graduate Teacher Education Goals

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

1. to read critically in the areas of contemporary educational problems, curriculum, and educational research.
2. to analyze and discuss educational issues and write about them in accepted academic formats.
3. to analyze one's own teaching behavior and plan strategies for improvement using a variety of teaching models.
4. to demonstrate knowledge of human growth and development as it relates to the teaching-learning process.
5. to study curriculum theory and to design curricula pertinent to the needs of selected student populations.
6. to understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary educational professional.
7. to demonstrate the ability to do effective library research.
8. to be able to effectively prescribe educational experiences for learners with special needs.
9. to gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.
10. 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.
11. to be able to explore one or more areas of professional concern in some depth
12. 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 a regular questionnaire survey 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 with 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.

2004-05 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 2004 and the spring of 2005. 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 the data 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 that are contained in the Graduate Catalog of the Education Division.

Two hundred-fifty students completed the survey by checking their opinions as to meeting these graduate teacher education goals. The scale follows: *meets goal* - *does not meet goal* - *insufficient evidence*. This report contains each goal, the number of checkmarks for each ranking, and the percentage for each ranking.

The graduate student in education at Lindenwood University will have experiences that will enable her/him: (indicate with a checkmark on the scale).

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%)

An analysis of the above results and comparing these results with the previous year has shown that this group of students are much better prepared to do independent research. In addition, the skills of the graduate students and their ability to teach and explain about global and professional issues has 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.

Graduate Teacher Education Goals

The graduate student in education at Lindenwood University will have experiences that will enable her/him: (indicate with a CHECK on the opinion rating)

1. to read critically in the areas of contemporary education problems, curriculum and educational research.

Meets goal	245
does not meet goal	5
insufficient evidence	0
2. to analyze and discuss educational issues and write about them in accepted academic formats.

Meets goal	245
does not meet goal	5
insufficient evidence	0
3. to analyze one's own teaching behavior and plan strategies for improvement using a variety of teaching models.

Meets goal	250
does not meet goal	0
insufficient evidence	4
4. to demonstrate knowledge of human growth and development as it relates to the teaching-learning process.

Meets goal	245
does not meet goal	5
insufficient evidence	5
5. to study curriculum theory and to design curricula pertinent to the needs of selected student populations.

Meets goal	246
does not meet goal	4
insufficient evidence	0
6. to understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary education professional.

Meets goal	244
does not meet goal	6
insufficient evidence	0
7. to demonstrate the ability to do effective library research.

Meets goal	247
does not meet goal	3
insufficient evidence	0
8. to be able to effectively prescribe educational experiences for learners with special needs.

Meets goal	250
does not meet goal	0
insufficient evidence	0
9. to gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.

Meets goal	248
does not meet goal	0
insufficient evidence	2
10. to design independent studies, tutorial, or research projects in education or specific areas that will enable the practicing educator to meet her/his professional goals.

Meets goal	248
does not meet goal	2
insufficient evidence	0
11. to be able to explore one or more areas of professional concern in some depth.

Meets goal	248
does not meet goal	0
insufficient evidence	2
12. to be, at the end of her/his program evaluating her/himself and the educational process, and recognizing the value of continuing education.

Meets goal	250
does not meet goal	0
insufficient evidence	0

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. An analysis of the surveys also revealed a high level of satisfaction both from the students as related to their preparation and employers as to their 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.

Assessment of Online Advanced Educational Psychology class

The first online course in the Education Division was offered during both semester of the 2002-03 academic year. The course offered was *Advanced Educational Psychology*. Five students were enrolled during the fall and 20 students were enrolled during the spring. This was a graduate level (500 level) class and included students in the Master of Arts in Teaching (certification plus MA), Master of Arts in Education (most were practicing teachers), and Master of Arts in Educational Administration (most were either practicing teachers or administrators.)

During the 2004-05 academic year, 29 students were enrolled during the fall and 19 were enrolled during the spring. The decreased numbers in the spring were due to a cap being placed on the class. As will be observed in the data below, an online class can quickly become overwhelming for the students if too many students actively participate. In addition to MAT, MA, and MA in Educational Administration students, students seeking psychological examine endorsement and MA's in School Counseling were also enrolled.

Assessment of student learning was completed by each of the following means:

- Weekly written assignments: Students were required to complete a 1-2 page written application of course material each week. Scoring guides were provided at the time each assignment was issued.
- Midterm and Final Case Studies: students were given two case studies to which they were required to apply material discussed in class. A scoring guide was provided at the time that the assignment was issued.
- Weekly discussions: Students were required to visit the site on at least two different days each week and to respond to either professor-posted prompts or prompts offered by class participants. Each student was required to post at least two messages each time he/she logged on. A summary of discussions posted is included below.
- Group project: Students were required to participate in one group project. As a group, the student chose a topic related to educational psychology, located appropriate readings, created and posted prompts related to those readings, and responded to classmates' discussion prompts for that week.
- End of the semester comments: A summary of these comments is included below.

Weekly Discussions:

As stated above, one requirement of the course was that students log onto the WebCT site on at least two different days during the course of each week and to respond to professor or student prompts. At that time, they were to respond to threaded discussion prompts and comments. For the eleven weeks when discussion was required (other weeks were for midterm, review, and final), the minimum number of individual posts should be 44. A summary of those discussion prompts is included below:

		Fall 2004 (29 students)	Spring 2005 (19 students)
Individual Prompts by students:	Total	3251	2039
	Range	46-288	18-284
	Average	112	107
	Required	44	44

According to the data, all but two students met the requirement to log on at least twice each week and post at least 2 messages each time. It also shows that most students visited the site many more times than required and that students spent a large amount of times looking at materials posted on the site and reading items submitted either by the professor or student participants

At the end of each semester, students were asked to complete a course-specific evaluation. The purpose of the questions was to determine what course characteristics enticed students to enroll and what characteristics of the course proved effective or ineffective. Students were asked for comments on all questions. A summary of the data collected follows:

Ability of the Professor to communicate clearly through this medium

All student comments were positive. Average score: 5/5.

Among the comments were the following statements:

- Thoughts were communicated effectively.
- I feel I received more feedback from this class than any other class I have taken in my higher education career.
- I think she went above and beyond ensuring her students clearly understood assignments, expectations, and participation requirements.
- I felt comfortable asking questions.
- Professor Weitzel was willing to help.
- Very actively monitored the discussion, prompting and scaffolding when necessary.

Professor knowledge of the subject matter:

All student comments were positive. Average score 5/5.

Among the comments were the following statements:

- Through her experience she was able to relate the material to real-life situations.
- In this class I actually feel like I have learned something that I can use as a parent and as a teacher.
- Dr. Weitzel has exemplary knowledge of the content area and was able to draw from teaching experience.
- [She was] able to stimulate me to think deeper and out of the box.
- Dr. Weitzel's knowledge of this subject surpassed my standards for this course. I truly learned more than I thought I would.

Professor concern for students:

All comments were positive. Average score 5/5.

Among the comments were the following statements:

- She encouraged honest responses from the students, even if it was in disagreement with her opinions.
- Dr. Weitzel wanted her students to achieve as well as learn by working hard throughout this class.
- Also helpful in areas outside of subject content.
- She was always sending separate emails to her students in regards to their participation.
- I very much appreciated all of the comments posted with the grades on the assignment page.
- She was genuinely concerned when there were suggestions made to make things more convenient for her students.

Professor preparation for the course:

All comments were positive. Average score 5/5.

Among the comments were the following statements:

- Dr. Weitzel was always on top of the discussions offering other documents as sources for information.
- The course was very organized and the flow of material was just right.
- Professor was flexible.
- She graded assignments in a timely manner.
- Extensive preparation.

Overall rating for the professor: 1-5 (5 representing excellent): 5+

Reasons I chose to enroll in an online course:

- I believe I gained more knowledge with this type of course over a conventional in-class course because I was more intently reading all material.
- I thought it would be easier, but in all honestly, it was demanding but I learned more.
- It's a fun way to take a class.
- I could take part in the discussions in my jimmies.
- I could work at my own time and pace.
- I work full time.
- Convenience and flexibility
- I live too far away to drive.
- We actually communicated more in this class than in my other 3 classes that were in the classroom. I know more about these people and shared more ideas than the 3 others. Amazing!
- I didn't have to hire a sitter.
- Open discussion
- Anonymity- I felt much freer to be honest and to share my opinions and ideas even if I was wrong without the fear of everyone looking at or judging me.
- Knowledge- I felt I learned more in this course because I didn't have to worry about missing someone's point. I could read through the information at my rate and then respond.
- I think an on-line course makes you work harder to read and understand the experiences of your classmates.
- The sharing of experiences between pre-service and experienced teachers was great.

Top reason student would choose not to take another online course:

- I kind of like the "real life" people contact of a classroom setting.
- You don't get to personally get to know each other.
- Certain subjects might be more beneficial in a regular classroom setting.
- This takes a LOT of time (but that would not stop me from taking another.)

Would students recommend this course to others?

- All students stated that they would. Most stated they already had.

Main changes that need to be made to the course:

- This can get a little overwhelming. I think keeping the class [enrollment] down might help the situation.
- I think it would be a good bonding experience if all the students in the class as well as the teacher could meet after the final.

Discuss the quality and quantity of the assignments:

- Clear, concise assignments although I must admit that I worked late into the night on a few of them.
- They were not too long but involved a lot of thought and information.
- The assignments served as great role models for teachers - used a lot of higher order thinking skills.
- Good thought provoking assignments.
- [They] gave us a fair range of the type of tools we might use eventually in the classroom. I liked them.
- Challenging but not overwhelming.

Discuss the quality and quantity of the assessment instruments.

- Very good and clear expectations.
- Good and I liked the responses from the instructor.
- There were scoring rubrics for all major assignments. Details were spelled out. I like the rubrics and will use them in the future.
- No surprises. You know what is expected from you.
- Very helpful and all were useful.

Was there repetition of materials from previous classes?

- Yes, there was some repetition with other classes but I don't view that as a negative. In fact, the repetition just served to reconfirm and strengthen teaching concepts and methods.
- What was repeated was looked at in a totally different way.
- Any repetition simply created a better understanding.

Discuss the quality and quantity of work compared with other LU graduate courses.

- It seemed like an adequate amount; not too little, not too much.
- Possibly more assignments, but it was probably the best way to access our learning since it was online.
- I felt like this course required more of my attention.

Discuss the quality and quantity of discussion compared with other LU graduate courses.

1. I participated more in this class than I have in other LU classes.
2. Required more participation.
3. Excellent personal participation.
4. There was definitely more personal participation in this course than a lot of other grad courses I have taken.

Other comments?

- I enjoyed this course and wish there were more course available online.
- LU should have more online courses.

Fine and Performing Arts Division

Art

The Art Department is still working on an effective pre-post test for the studio disciplines. Our primary assessment objective is to have one in place for the 2005-06 year. The rubric is designed for the post-foundation portfolio review: details of implementation are yet to be solved.

For the 2004-05 academic year, we have initiated a quantitative rubric for assessing the BFA student's capstone requirement: the thesis exhibition. 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 a high marks (4-5) for their demonstrated abilities.

Drawing	58%
Quantity	50%
Technical Knowledge	66%
Presentation/Craftsmanship	50%
Color	58%
Composition	58%
Content	50%

Mission Statement

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.

Goals

Knowledge: The student who successfully completes the studio art major at Lindenwood University will understand and experience the practice of art and will understand the role of art as a force in human knowledge. The student will know:

1. The visual language of art and design.
2. Fundamental studio practice; techniques, procedures, and theory shared across studio disciplines.
3. Major achievements in the history of art, Western and non-Western.
4. Varied approaches to the role of art in human experience.

Skills and Reasoning Processes: The student who successfully completes the studio art major at Lindenwood University will understand the integration of technical proficiency and critical thinking. The student will be able to competently:

1. Manipulate art, craft, and design media, utilizing traditional and contemporary technologies.
2. Organize, analyze, and interpret visual phenomena using problem-solving skills.
3. Communicate clearly about art in oral and written form.
4. Evaluate one's own artmaking and that of one's peers through critical reasoning about the use of materials, formal elements, and content.
5. Create a body of work, which joins ideas and process-oriented learning.

Application: The studio art major who graduates from Lindenwood University will have acquired knowledge, skills and reasoning abilities which will enable him/her to apply this experience in a variety of ways. The student will be able to:

1. Synthesize knowledge from many fields into studio practice.
2. Engage in substantive self-directed artistic activity.
3. Direct these learned abilities to thoughtful practice in any arena.
4. Contribute to the cultural, intellectual, and educational life of the community.

Assessment Instruments

Portfolios (Direct): The portfolio is a selection of the student's work that charts his/her development from the first studio course enrolled at Lindenwood until graduation. The portfolio generally consists of at least a half dozen examples that demonstrate mastery of the specific learning outcomes of a particular course plus work completed outside of formal coursework that shows evidence of program objectives.

Portfolios can be scored on a rubric in areas such as drawing ability, quantity of work, technical experience, presentation, craftsmanship, understanding of principles of design, etc. (as yet undesigned).

Portfolios are evaluated at the end of each studio course by assigned faculty and at the completion of core requirements (24 prescribed credits) and full program by full studio faculty.

Capstone Course (Direct): The capstone course – Senior Seminar – is taken in the student's final year and ties together the key learning objectives of the major. Students provide evidence of meeting the objectives through a variety of means, such as examinations, research papers, oral presentations, group work and multimedia presentations/exhibitions. One faculty member is assigned to the course but all studio faculty participate in certain course activity.

BFA Exhibition and Thesis and BA Art History Thesis (Direct): The thesis and thesis exhibition are the embodiment of all five objectives listed as Skills and Reasoning Processes in the Goals Statement of this document. These, too, can be scored on a rubric like the Portfolios.

Critiques and Classroom Discussions (Direct): Critiques are a key tool for assessment in Studio Art. Students are directly evaluated for craftsmanship, presentation, growth, awareness of historical and aesthetic context, independent thinking, verbal and visual communication. The final critique is the primary assessment instrument for an individual studio course.

Sketchbooks (Direct): Although not pertinent to all studio disciplines, the sketchbook exists as an excellent record of the student's progress in techniques and development of a conceptual direction.

Course Evaluations (Indirect): As completed by the students at the end of the course, the university-wide evaluation form provides some relevant evaluation of the delivery of course material.

Alumni Surveys (Indirect): The assessment of students a year or more out of the program is to be pursued on a regular, though not necessarily yearly, basis.

Results and Action Plan for Next Cycle:

See Assessment Spring '05 Activity document.

Dance

Majors: Majors are assessed on a variety of kinesthetic, technical, and theoretical areas of knowledge delineated below. These areas are based on those of the National Association of Schools of Dance and the National Dance Education Organization.

Dance Program Averages, Graduating Senior Major Assessment Form

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-Comments: This score represents students includes students who came to us as beginners as well as those who were above average when they arrived. The faculty considers this score to be slightly above average in the area of technique given the demands of the dance field and the multiple focuses of dance education within a B. A. program. Students tend to progress at a consistent level overall, hence the similarity of scores. The difference between the 2004 and 2005 scores represent the variation in the talent of individual dancers in a given year. Overall, we continue to be pleased with the technical level of our dancers. Separating the intermediate from the advanced levels of modern and jazz technique in the 2004-05 academic year has given us an opportunity to better focus on individual student needs.

<u>Technique</u>	<u>Entry Year</u>	<u>Graduation Year</u>
Alignment	73	84.5
Footwork	73	83
Center	73	84.5
Weight Use	73	84.5
Phrasing	73	84.5
Musicality	73	84.5
Quality	73	84.5
Choreographic Concept	73	84.5
Stylistic Clarity	73	84.5
<u>Average Score</u>	73	83.9

Choreography-Comments:

The creative emphasis of the Lindenwood Dance Program is key to preparing students for success in the competitive world of dance. Most students enter with minimal choreographic experience, and have demonstrated considerable growth in choreographic skills. However, students who show real originality in choreographic class tend to be more conservative in what they put on stage. This is reflected again in the similarity of the scoring for each category. We are beginning to explore ways to encourage them to move beyond their comfort zone.

We have continued to allow high numbers of dances in our concerts. Our policy of inclusiveness is a key factor in the success of our program. It enables individual students to reach full potential. However, rehearsal time is still a problem (see 2003 and '04 reports)

<u>Choreography</u>	<u>Entry Year</u>	<u>Graduation Year</u>
Space/Shape	73.3	82.1
Quality	73.3	82.1
Movement Invention	73.3	82.1
Phrasing	73.3	82.1
Musicality	73.3	82.1
Concept	73.3	82.1
Compositional Form	73.3	82.1
Production Values	73.3	82.1
Average Score	73.3	73.3

Dance As Art/History

Comments:

The class average score improved from 70.6 to 82.3. The faculty continues to be very pleased with this score. Students showed strong development in written skills, using the specialized vocabulary of dance to formulate their own analyses of dance. The faculty will continue to emphasize written and verbal skills as a way to increase intellectual competencies. This group of 9 graduates, our largest yet, came with a wide variety of experience, including one absolute beginner.

<u>Dance As Art/History</u>	<u>Entry Year</u>	<u>Graduation Year</u>
Dance Vocabulary	72	81
Conceptual Vocabulary	66	82
Knowledge Of Functions	67	82
Key Figures	68	82
Use Of Vocabulary	70	82
Ability To Synthesize	81	85
Average	70.6	82.3

Outside Assessment

Outside assessment continues to validate the structure of our program. We again attended the American Dance College Festival Association regional festival and received excellent feedback about our performance. Lindenwood faculty were commissioned to create new choreography for the Mid America Dance Company, SIUE, and the Peace Out Project. Lindenwood dancers were invited to perform at the St Louis Dance Festival. Current students and graduates are performing in such venues as the St Lunatics and Sesame Street Live. A graduate has developed a high school dance program. Others are opening dance studios throughout the region.

The Mid America Dance Company continues to be a major asset for our program as Professional Company-in-Residence. Three of our graduates continue as company members, and students learn valuable professional performance and arts management skills as interns and apprentices.

Program Enhancement

The Dance Program has begun to attract dancers with higher technical skill levels. In addition, we now include young professionals who never attended college, and now find it important to their career goals. The decision to further delineate class levels, and offer more advanced technique classes will significantly aid in our development, as well as in our ability to attract and retain gifted students. We are also beginning to institute a guest artist program to further enhance our offerings.

Music

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 109 The Showcase Band
MUS 110 The University Chorus
MUS 113 The Lindenwood Chorale
MUS 114 Class Piano I
MUS 115 Class Piano II
MUS 140 Survey of Contemporary Music (GE Fine Arts)
MUS 150 Music In America (GE Fine Arts)
MUS 260 History of Jazz (GE)
MUS 356 History of Music II (GE Cross Cultural)
MUS 357 History of Music III (GE Cross Cultural)

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.

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 public, private or parochial elementary and secondary school systems. 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 in their fields.

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 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 used to monitor and evaluate the progress of the music major at Lindenwood University:

1. 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. (Please note: At the time of the following assessment a total of 29 students had auditioned for entrance to Lindenwood University as music majors of Fall Semester, 2005.

Musical Element Criteria for Evaluation	% of students who attained the corresponding level for each musical element		
	Never	Some of the time	Almost all of the time
<u>Sense of Pitch:</u> (Does the student play or sing in tune with the piano?)	0%	25%	75%
<u>Rhythm:</u> (Does the student keep a steady beat and play or sing rhythms accurately?)	0%	20%	80%
<u>Dynamics:</u> (Does the student play or Sing changes in dynamics that are audible and appropriate for the musical selection?)	0%	25%	75%
<u>Style:</u> (Does the student play or sing with a style appropriate for the historical context of the selection?)	0%	20%	80%
<u>Scales:</u> (Does the student play the correct notes in the scale requested?)	0%	40%	60%
<u>Teachability:</u> (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.

1. Write and explain the Circle of Major Fifths.
2. Notate all 12 Major and all 12 Minor Scales and Key Signatures.
3. Explain how to alter the natural minor scale to create both the harmonic and melodic minor versions of the scale.
4. 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: Fundamentals of Music, Class Piano I, Introduction to Music Literature, Class Piano II and two semesters of 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.

2004-05 Audition/Interview Results

85% of the students who have auditioned at this point have been accepted to the music program as music majors.

15% were advised to major in another area.

2. 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 severally threatened. So additional milestone assessment tools have been built in to the program to assure that quality standards are maintained in our graduates.

3. 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 from the 2003-04 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)	100% Pass	100% Pass	100% Pass	100% Pass
Any Major, Augmented, Minor or Diminished Arpeggio (2 from each type)	100% Pass	100% Pass	100% Pass	100% Pass
Any Major/Major, Major/Minor, Minor/Minor, Half Diminished or Fully Diminished Seventh Chord Arpeggio 2 from each type)	86% Pass 14% Fail	86% Pass 14% Fail	86% Pass 14%Fail	86% Pass Fail% Fail

Requested Materials

A Major Work with Piano accomp	5 pitch errors Per movement	Steady tempo even rhythms	Accurate pitch with piano	Accurate Style & dynamics	Ensemble
This item was specific for Each student	100% Pass	100% Pass	100% Pass	100% Pass	100% Pass

86% of the students who took a Sophomore Standing Jury during the Spring Semester, 2005 passed with unqualified results. 14% of the students failed part of the Jury and will be required to replay that portion during the first week of classes Fall Semester, 2005.

4. 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 pre-recital jury, publicize the event, and write and duplicate the recital program.

100% of all Music Education Majors who performed a recital during the 2004-05 academic year passed all of the required criteria for both the Pre Recital Jury Examination and the Recital Performance Evaluation. This represents a 12% improvement in performance skills when compared to the results of the 2003-04 Pre Recital Jury Examination and Recital Performance Evaluations.

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 rehearsal times, schedule the pre-recital jury, publicize the event, and write the duplicate the recital program.

100% of all students performing Junior Music Performance Degree Recitals during the 2004-05 academic year passed 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 pre-recital jury, publicize the event, and write and duplicate the recital program.

100% of all students performing Senior Music Performance Degree Recitals passed all of the required criteria for the performance.

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

5. Pre-recital Jury Examinations

Every student scheduled to perform a degree recital must also perform a Pre-recital Jury Examination 4 weeks before the recital date. The pre-recital jury will be performed exclusively for the student's evaluation committee which will be comprised of the student's private teacher and two additional faculty members. Every composition to be performed on the recital will be performed during this jury; therefore, each composition should 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 Pre-recital Jury Examinations during the 2004-05 academic year passed with unqualified results.

6. 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 re-administered 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.

Due to departmental restructuring the next Music History Exit Examination will be administered during Spring Semester, 2006.

7. Professional Experience Requirement

In order to more realistically assess the skills being taught to our Music Performance Majors a new development opportunity was initiated during the 2004-05 academic year. All Music Performance Majors are now required and Music Education Majors are strongly encouraged to either audition for or seek either employment as paid performing musicians or as members of professional quality performing organizations in the greater metropolitan area. This process has already been a valuable learning experience for those who have been actively involved in the pursuit of professional, musical involvement. About 75% of our current music majors have had successful, professional musical involvement outside the Lindenwood University community.

8. Action Plan For Next Cycle Of Assessment

The music faculty will implement the following new assessment tools during the 2004-05 assessment cycle.

1. Develop and administer a Music Theory Pre Test and Post Test. The Pre Test will be given on the first day of Music Theory I, and the Post Test will be given at the end of Music Theory IV.
2. Continue to monitor and track students who are seeking professional performing experience in the greater Metropolitan area in order to assess their level of success.
3. Administer the Music History Pre Test to all incoming transfer students who have completed a Music History sequence of courses at other colleges or universities.
4. Increase the focus on Musical Form and Analysis in both conducting and Music History and assess this area with pre and post test questions included on the Music History Pre and Post Tests.

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 2004-05 academic year.

Mission

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.

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	Course	Assessment Techniques
Directing	Script Analysis	<ul style="list-style-type: none"> • pre-test and post-test covering general knowledge, terminology, and theoretical application of process
	Directing	<ul style="list-style-type: none"> • instructor evaluations • tests covering dramatic action
	Adv. Directing	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • evaluation of thesis and production project by faculty committee (thesis includes: research component, script analysis, journal, self-evaluation) • interview with faculty committee
Acting	Script Analysis	<ul style="list-style-type: none"> • pre-test and post-test covering general knowledge, terminology, and theoretical application of process
	Acting I	<ul style="list-style-type: none"> • pre-test and post-test covering general knowledge and self-evaluation
	Acting II	<ul style="list-style-type: none"> • peer evaluations by student directors • instructor evaluations • review by instructor of character analyses • post-scene production critiques by instructor and peers
	Senior/Graduate Project	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • evaluation of thesis and production project by faculty committee (thesis includes: component, script or character analysis, journal, and self-evaluation. • interview with faculty committee
Technical/Design	Intro Tech Theatre I Intro Tech Theatre II	<ul style="list-style-type: none"> • pre-test covering general knowledge, terminology, theoretical application of techniques, process
	Script Analysis	<ul style="list-style-type: none"> • pre-test and post-test covering general knowledge, terminology, and theoretical application of process
	Production Projects	<ul style="list-style-type: none"> • depending upon the project (lighting/scenic/costume design and/or operation, stage management), assessment may include: <ul style="list-style-type: none"> ○ --instructor and/or director evaluation ○ --pre- and post-production interview
	Senior/Graduate Project	<ul style="list-style-type: none"> • director evaluation • instructor evaluation • portfolio review by instructor
	Thesis Project (MFA)	<ul style="list-style-type: none"> • evaluation of thesis and production project by faculty committee (thesis includes: research component, script or character analysis, journal, and 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 2002-03 Assessment Document for Theatre. For directing procedure, rationale,

results, and action please reference page 11 and 12 in 2002-03 Assessment Document for Theatre. For acting procedure, rationale, results, and action please reference pages 14 through 17 in 2002-03 Assessment Document for Theatre. For technical/design procedure, rationale, results, and action please reference pages 18 and 19 in 2002-03 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). Once again, 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

The primary basis of assessment for directing is focused on three levels: peer evaluation, critiques including faculty and peers, and faculty evaluation of script analysis. The only one of the three that actually factors into the grade is the script analysis.

TA 306 - Directing

There were 11 students enrolled in the course. In this class, student directors were assigned 2-5 student actors from the Acting II class to direct in two different realistic scenes. Traditionally, the curriculum of this course at Lindenwood University included the assignment of three scenes to direct; 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 scenes from three to two to concentrate more on an in depth investigation of the material. Peer evaluations were handled in an open forum/discussion in both the Acting II and Directing classes.

In addition, to better assess the students participation in the course and to attain their feedback regarding the organization and education they received the students were given an assessment form to complete regarding the number of students they directed as well as ways to help improve their educational experience.

The maximum score available for the three analyses was 100 points. The distribution was as follows:

1 student	95	1 student	82
2 students	93	1 student	79
2 students	90	1 student	75
1 student	85	1 student	0
1 student	84		

These scores were factored into the student’s grade. A course of action has been chosen that will give the student more time to prepare a more complete analysis and understanding of the directing process.

The number of scenes scheduled for in class production will be reduced from 3 to 2 to allow sufficient time for the instructor to teach and students to learn this critical process, which is necessary for directing. Based upon the directing surveys submitted to the students, we will investigate the use of fewer actors in the initial scenes the students will direct. The instructor teaching the companion acting class concurs with the reduction of scene work. The acting students need more time to allow for a more complete and thorough character analysis.

TA 406 -Advanced Directing

The members of the theatre department were able to validate that those students who do a complete, detailed and insightful script analysis generally produce a successful play. Of the 7 students enrolled in Advanced Directing over the year, 5 completed the course with a grade of A (A on analysis and A on production) and 2 students received a grade of a C. All the students who invested little time and energy on the requisite written pre-production work produced plays with bad-to-mediocre staging, character choices and a lack of clarity concerning "storytelling".

TA 499 - Senior Project (directing, acting, and design emphases)

This academic year's senior projects consisted of 4 directing projects, 3 acting projects, and 2 design projects. The directing students held 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 three actors performed a role in a Mainstage theatre department production and completed a thorough character analysis as well as rehearsal journal that documented their process. The two designers effectively completed theatrical designs in two separate disciplines – costume design and lighting design. They each effectively completed their designs and presented the requisite portfolio or physical product (e.g. costume). Each of the 7 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 students met with two members of the faculty who critiqued and discussed the production.

TA 304/510 - Script Analysis

This course is a major requirement in all areas of emphasis including acting, directing, and technical theatre.

Objectives and Goals:

The course is designed to teach the necessary analytical and critical approach to discovering and articulating the component parts of dramatic literature. This course explores how to read, interpret, and analyze dramatic texts as an essential basis for production work.

Students were expected to complete a script analysis on various texts throughout the semester. Refer to Worksheet for Play Analysis on page four of 2002-03 Assessment Document for Theatre for a detailed description of the script analyses they were expected to complete.

A pre-test and post-test were administered.

26 students took the pre-test

22 students took the post-test

The questions were as follows:

1. Breakdown the following section from Kenneth Lonergan's, *Lobby Hero*, into beats. Assign an action verb to each beat.

Jeff: Hey, William.

William: How's it going there, Jeff?

Jeff: Oh, just fine thanks.

William: Any problems tonight?

Jeff: No, none to speak of.

William: None "to speak of"?

Jeff: No problems.

William: You want to tell me what the police were doing here?

Jeff: Oh...

William: That was the police I just saw coming out of the building, wasn't it?

Jeff: Oh – yeah. But –

William: You want to tell me what they were doing here?

2. What is the antecedent event of this scene?
3. What is script analysis?
4. What is the event of a play?
5. On a scale of one to ten, describe your confidence in completing a thorough script analysis?
6. What are the skills necessary for completing a script analysis and how does a script analysis benefit actors, directors, and designers?

In addition to the above questions, the post- test consisted of the additional questions:

7. What aspect of this class was most helpful in attaining an understanding of acting?
 - A. Lectures/Discussions
 - B. Group presentations
 - C. The text: *Play Directing*
 - D. Doing the script analysis.
8. Why? or what would have been more helpful?

Pre-Test Results

Post Test Results

Question 1.

0 successfully completed 50% or greater
6 successfully completed 25% or greater
20 successfully completed 0-25%

15 successfully completed 80% or greater
3 successfully completed 70% or greater
4 successfully completed 50% or greater

Question 2:

1 answered correctly
25 answered incorrectly

19 answered correctly
3 answered incorrectly

Question 3:

5 answered correctly
21 answered incorrectly

21 answered correctly
1 answered incorrectly

Question 4:

0 answered correctly
26 answered incorrectly

16 answered correctly
6 answered incorrectly

Question 5:

1 gave themselves a rating of 6
2 gave themselves a rating of 5
13 gave themselves a rating of 2
5 gave themselves a rating of 1
5 gave themselves a rating of 0

6 gave themselves a rating of 8
11 gave themselves a rating of 7
3 gave themselves a rating of 6
2 gave themselves a rating of 1

Question 6:

3 answered correctly
23 answered incorrectly

20 answered correctly
1 answered incorrectly

The additional post-test results were as follows:

Question 7:

- 15 responded to lectures/discussions
- 1 responded to group presentations
- 6 responded to completing the script analysis

As a result of the assessment the instructor will work more with individual students on their actual analyses in demonstrating how the concepts set forth in the text and lectures directly applies to the specific text they are analyzing. The instructor will work more with small groups on their group presentations to make sure they thoroughly understand the concepts associated with the various aspects of script analysis.

Acting

Acting Studio

In this class, students study the written work of Constantin Stanislavsky for the first few weeks, then spend the remaining weeks doing scenework and attendant character analysis. The acting scenes are directed by undergraduate and directing students, many of whom are directing for the first time.

Students are required to present two scenes: each with a first and second showing. They are also required to present a complete and detailed analysis for each character they portray in each scene. A maximum of 100 points is available for each scene (50 points per showing) and 100 points per character analysis.

There were two sections of TA201. Following are the average scores for each scene and the average score for each character analysis.

Class 1	Scene 1	81.9
	Scene 2	84.3
	Character Analysis 1	88
	Character Analysis 2	90.6
Class 2	Scene 1	81.7
	Scene 2	92.78
	Character Analysis 1	81.1
	Character Analysis 2	83.52.

With regard to scene work, there was some improvement in Class 1 and more significant improvement in Class 2 from Scene 1 to Scene 2.

There was significant improvement in both classes with regard to the character analyses which is not necessarily reflected in the average scores. In both cases, students were allowed to read the instructor's comments on the documents, make revisions and resubmit the analyses. In Class 1, 87.5% of the students chose to make revisions on the first analysis. However, only 11% of the students chose to make revisions on the second analysis. This decision was reached in large part because the initial grade on the first submission was satisfactory (a grade of B or better). In Class 2, 100% of the students chose to make revisions on the first analysis and none elected this option for the second analysis.

A disturbing element, however, was the number of individuals who chose not to do the requisite written work, the character analyses. In Class 1, 3 students out of 25 did not submit Analysis 1 and 7 students did not submit Analysis 2. In Class 2, 6 students out of 21 did not submit Analysis 1 and the same number did not submit Analysis 2.

The ability to write a complete and detailed character analysis requires reading comprehension, critical thinking, problem solving, research and imagination. A specific history must be created for an individual based on a myriad of factors. The purpose of the activity is to give the actor the contextual tools to make appropriate action choices for the person he or she must create on the stage. Young actors are not always quick to understand and/or accept that these intellectual pursuits are essential to mastery of the craft.

This course is one in which feedback—teacher-to-student and student-to-student—is essential and regularly solicited. In the case of the TA201 and the parallel directing class, both instructors also discussed student feedback and how to improve the experience.

Student feedback included:

- Use 2-3 person rather than 4-5 person scenes;
- Make it more clear the importance of the analyses;
- Allow more time for the instructor to give corrections;
- Allow more in-class rehearsal time in the theatre space.

As a result, the instructors for the classes will make the following changes in the structure of the courses for next Spring:

- Directing students and acting students will spend more time with respective teachers before beginning scenework; during this time, the acting instructor will address the importance of character analysis;
- Only graduate students will be given 3-4 person scenes—undergraduate student directors will have 2-3 person scenes;
- The first scenes will be “workshopped” in front of the combined classes so that students can observe the teachers themselves making adjustments;
- The length of rehearsals in the theatre space will be extended for rehearsals of the second scene so that students can spend more time working in the presence of the instructors.

Technical/Design

TA 111 – Introduction to Technical Theatre I

Competency evidence to 12-09-04

	<u>pre-test</u>	<u>post-test</u>	<u>project work</u>
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: 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: 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.

TA 112 - Introduction to Technical Theatre II

Competency evidence to 5-20-05

	<u>pre-test</u>	<u>post-test</u>	<u>project work</u>
Knowledge	11 - 19 @ 67%	11 - 19 @ 89%	82%
Comprehension			82%
Application			82%
Analysis			82%
Synthesis			82%
Evaluation			82%
Analogous / Connective thought			82%

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: 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: 19 students took the pre-test. 11 – 19 gave 67%. 19 took the post-test. 11 - 19 gave 87%, 5-9 gave 83%. In lab and presentation work, 17 students out of the adjusted final count of 19 have shown superior-good work, and 1 student showed average work, 2 showed unauthorized withdrawals, 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.

TA 305/515 - Scenography

Competency evidence to 5-20-05

	<u>pre-test</u>	<u>post-test</u>	<u>project work</u>
Knowledge	13 - 14 @ 50%	11 @ 100%	85%
Comprehension		28 @ 100%	85%
Application			85%
Analysis	N/A	N/A	85%
Synthesis			85%
Evaluation			85%
Analogous / Connective thought			85%

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: 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.

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: 15 students took the pre-test. 13 - 14 gave 50%. 13 took the post-test. 11 gave 100%, 2 gave 99%. In project work, 11 students out of the adjusted final count of 13 have shown superior-good work, and 2 students showed average work, 0 showed below average, and 0 failed because of attendance or project work.

Productive Components: Physical stimulation of graphics accompanying lectures, rotation of approaches for visual projects.

Improvement Strategies: Adjust calendar on syllabus for more time for second project.

TA – 370/530 Theatre History
Competency evidence to 5-20-05

	<u>pre-test</u>	<u>post-test</u>	<u>project work</u>
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: 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.

TA 600 - Masters Thesis: 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.

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

Beginning in the Fall of 2005, all of the majors and minors in Theatre and Performance Art 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 it has been decided that the format of the mandatory graduate student seminars required of all graduate students will change 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.

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. The 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 2004-05 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.

- Youth Activities Director, West County YMCA (PNE)
- 3 Actors, HotCity Theatre productions (PAE)
- 3 Technicians, HotCity Theatre productions (PAE)
- 1 Actor, New Line Theatre (PNE)
- 1 Actor, St. Louis Shakespeare Company (PNE)
- Actor, local industrial film (PNE)
- 2 student actors, Night Shift professional improv troupe (PNE)
- 1 Master Electrician, Des Moines Light Opera (PAE)
- Actor, Repertory Theatre of St. Louis (PAE)
- Actor, Historyonics Theatre Company (PAE)
- Actor, New Jewish Theatre Company (PAE)
- Actor, Great Lakes Shakespeare Festival (PAE)
- Actor, Cincinnati Playhouse in the Park (PAE)
- 2 singers/dancers, The Muny Theatre (PAE)
- 1 Actor, Stages St. Louis (PAE)
- 2 actors, St. Louis Black Rep (PAE)
- 2 technicians, St. Louis Black Rep (PAE)
- Performer, Carnival Cruise Lines (PNE)
- 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)
- 2 Actors, Shakespeare Festival of St. Louis (PAE)
- Director, Black Theatre Workshop (SIUE)
- 2 Adjunct Instructors, SIUE and Fontbonne University
- Teacher, local high school speech/theatre (PNE)
- Actor, *Days of our Lives* grand prize winner of national search for potential soap opera actor

Human Services Division

Criminal Justice

In their Core courses in the Criminal Justice program, students will develop a broad knowledge of the different interpretations of deviant and criminal behavior, an understanding of the criminal justice system and its various operations from the Supreme Court to the local court and probationary system, and the role of the police in producing internal security. 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.

Mission Statement

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.

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 all of 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 Criminal Justice 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 2005, 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 CJ 440 class during the final week of the regular semester. This will provide a comprehensive assessment of the pretest scores from the introductory class CJ 210 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," 3rd Edition for 2006 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 has gained two new faculty members, a new program manager and new Division Dean in 2004-05. 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 (2001-04) that have been used for evaluation of the Criminal Justice program are sound but should not be used as bench marks for the 2005 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 CJ 210 beginning with the Fall semester 2005.
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 2006.
3. Administer the pre-test in August 2005 and the post-test in May 2006 then analyze and publish the results to establish a bench mark for the program by June 2006.
4. Design and generate a survey form to be distributed to Criminal Justice Capstone Classes and alumni starting with in December 2005.
5. Implement appropriate corrective changes based on the analysis of the surveys and pre/post tests in June 2006 or sooner if applicable.
6. Discuss with colleagues the likelihood of including the assessment (post-test) 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 2005.
7. Develop evaluation instrument for existing online (WebCt courses) by June 2006.

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next Assessment
CJ210	Pre-Test	Aug & Jan	Faculty	Jan & Jun	None	Aug 05
CJ210	Post-test	Dec & May	Faculty	Jan & Jun	Modify test and/or presentation material	Dec 05
CJ440	Exit Survey	May	Faculty	Jun	Revise Course Offerings	May 06
CJ440	Post-test	May	Faculty	Jun	Modify test and/or presentation material	May 06
Alumni Assessment	Survey	May	Faculty	Jun	Revise Course Offerings	May 06

Human Service Agency Management Program

Mission

The Human Service Agency Management (HSAM) program, both graduate and undergraduate at Lindenwood University, is designed to prepare current and future nonprofit professionals to work with youth and community service agencies. The program's focus is on leadership rather than on direct service. Graduates demonstrate a broad understanding and commitment to individuals served by human service agencies.

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 agencies.

Objective #1

Students will demonstrate professional development competencies required for nonprofit management.

Implementation:

- 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.
- Students will display direct knowledge of program planning from defining client needs to program design, implementation, maintenance and evaluation.
- Students will 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.
- Students will be familiar with nonprofit budgeting, including fundraising and ethical fiscal management.

Objective #2

Students will demonstrate the foundation competencies required for nonprofit management.

Implementation:

- Students will convey the theories and knowledge necessary to meet the needs of youth and adults and will be able to appropriately identify how nonprofit agencies can meet these needs.
- Students will demonstrate knowledge of the historical and philosophical foundation of nonprofit agencies.
- Students will display skills, both written and verbal, so as to effectively communicate with members of various constituent groups.
- Students will 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.

- Students will demonstrate the personal attributes necessary for successful leadership within nonprofit organizations including time management, initiative, commitment, honesty and integrity.

Review of Previous Assessment Procedure:

The assessment of the HSAM program for 2004-05 included the numbers of students involved in American Humanics, the number of majors in the program, and accomplishments and activities of these students.

The number of students seeking degree completion in HSAM has been increasing. By achieving the academic goals of the HSAM degree program, students will also be able to demonstrate the competencies required for AH certification and for leadership roles in the nonprofit sector.

Foundation Competencies include: Career Development and Exploration; Communications Skills, Employability Skills; Personal Attributes; Historical and Philosophical Foundations; Youth and Adult Development.

Professional Development Competencies include: Board/Committee Development; Fundraising Principles and Practices; Human Resources Development and Supervision; General Nonprofit Management; Nonprofit Accounting and Financial Management; Nonprofit Marketing; Nonprofit Program Planning; and Nonprofit Risk Management.

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

Pre/Post test instruments were initiated during the Fall Semester of 2004. New majors were administered a 20-question true/false exam covering content areas of defining nonprofit organizations, management and leadership and theory. A second exam utilizing potential difficult situations for nonprofit managers was also administered in order to assess higher learning cognitive processes, particularly competence in evaluation. The true/false exam was given during the first class of Introduction to Human Service Agency Management, and the second exam was administered during the capstone Senior Synthesis class.

The results of the pre/post exams are reflected in the following data:

Undergraduate Pre/Post Scores Analysis by Content Area (Percentage Correct)

Content Area		2003-04	2004-05
Defining Nonprofits	Pre-test Scores	57%	53%
	Post-test Scores	79%	90%
	Differential	+22%	+37%
Theory	Pre-test Scores	71%	80%
	Post-test Scores	74%	80%
	Differential	+3%	0
Management and Leadership	Pre-test Scores	81%	78%
	Post-test Scores	86%	90%
	Differential	+5%	+12%
Grand Mean	Pre-test	78%	75%
	Post-test	85%	88%
	Differential	+8%	+13%

Analysis

This is the fourth year of pre/post test administration, and figures show a steady increase in the validity of results. It is anticipated that they will continue to reflect an improvement in HSAM students' knowledge and competency in these significant content areas.

Undergraduate Pre/Post Scores Analysis Per Process/Intelligence (Percentage Correct)

Competence		2003-2004	2004-2005 Undergraduate
Evaluation	Pre-test Scores	33%	36%
	Post-test Scores	55%	52%
	Differential	+22%	+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 gain between the Pretest and Posttest indicates a growth in the HSAM students' ability to utilize the best practices of nonprofit leadership and management. The slight decrease in post-test scores in 2004-2005 is seen as an anomaly, and not indicative of the on-going positive growth trend. As with the previous instrument, continued use will allow for determination as to the effectiveness of this exam as an indicator of student learning.

American Humanics Certification: "To prepare and certify future nonprofit professionals to work with America's youth and families"

One indicator of student success in the HSAM undergraduate and graduate programs is attaining certification from American Humanics, Inc. All students in the program are strongly encouraged to participate in the coursework, service projects, internships, and conferences required to attain this recognized credential.

HSAM Baccalaureate and Masters Level Graduates Receiving Certification

	Undergrad. 2001-02	Undergrad. 2002-03	Undergrad. 2003-04	Undergrad. 2004-05	MA Graduates 2003-04	MA Graduates 2004-05
Number of graduates	13	17	20	25	13	9 *
Number certified	7	4	11	13	6	0 *
Percent certified	54%	24%	55%	52%	46%	0 *

* The decline in the number of MA Graduates between 2003-2004 and 2004-2005 is due to the fact that four faculty members completed the graduate program in 2003-2004 and were certified during that time. Certification is dependent upon students being able to attend at least one American Humanics Management Institute (AHMI) national conference in January. Due to the difficulty of most of our graduate students being able to get away from work to attend the conference, certification is often problematic.

Post-Graduate Plans

Post-graduate plans were surveyed for the 25 baccalaureate graduates. This is an indicator of how to orient curriculum for student satisfaction and to maximize student learning. Results are the following:

Plan	2001-02	2002-03	2003-04	2004-05
Employed human services	39%	0%	75%	20%
Seeking human service agency employment	31%	88%	0	56%
Military service	15%	0%	0	4%
Graduate school	15%	6%	25%	8%
Other	0%	6%	0	12%

Data Analysis

It appears that those completing the undergraduate HSAM program are decisively oriented toward employment in the nonprofit sector, and/or seeking employment in that sector.

Conclusions

1. Initial data from the pre/post measurement tools appear to assess the quality of educational attainment of majors in the program; however, continued multi-year data will be necessary to evaluate the effectiveness.
2. Compiling post-graduate plans are helpful to ensure that the employment focus of the program meets the needs of the HSAM students. Particular attention will be addressed toward advising and mentoring, maintaining hiring contacts in the community, and working with the Career Development Center to ensure the acquisition of jobs for program graduates.
3. Student talent transcripts documenting service involvement, internships and other pertinent data were collected as another measurement of student growth and development throughout tenure in the HSAM program.

Plans

1. We will meet our goal of maximizing the number of students achieving certification through mentoring and advising.
2. A more effective and systematic means of assessing the HSAM Graduate Program will continue during Summer Quarter of 2005, utilizing newly developed pre/post instruments.
3. Exploration into overcoming obstacles for graduate students to be certified through American Humanics Management Institute (AHMI) will be pursued.

Social Work

Mission

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.

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 analyses, 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 a knowledge of and a 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

Portfolios were not included in this year's assessment as other measurements were instituted for evaluation.

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

For pre-test data, at the beginning of entry into the social work curriculum (Introduction to Social Work), each major and minor completes a 25-question True/False examination covering:

- Content Areas: The History and Profession of Social Work, Social Welfare Programs and Policy, and Social Work Practice.
- Cognitive Processes: knowledge, comprehension, application, analysis and synthesis (per Benjamin Bloom)
- Intelligences: Verbal-linguistic, Interpersonal (per Howard Gardner)

The second test, based on the Practice Skills Measurement (PSM), Ragg & Mertlich, 1999, is given to social work majors and minors 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. Both tests are again 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 of Content, Verbal-linguistic and Interpersonal Intelligences.

Results of Social Work Assessment Procedures

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

Data Analysis:

A consistent percentage of students are expressing an interest in graduate programs in Social Work upon graduation. With this increase, social work curriculum has been amended to increase the focus on preparation and content consistent with graduate school expectations. Many graduates are looking toward full-time social work employment concurrently with part-time graduate education (many undergraduates are full-time education with part-time employment), so additional attention to stress and time management, life balance and setting priorities is addressed in Practicum Seminar.

Outcome Evaluation:

Exceeded. Data consistently affirms that at least 70% of Social Work graduates plan to enter the field of social work or continue the education in social work.

Graduate Survey

The Social Work Program has had 73 graduates since its inception in 1998. Attempts to reach all of these graduates were made via phone, email, and letter in an effort to assess the effectiveness of the program in preparing graduates for generalist practice and graduate education. Sixty-three (63) graduates responded (86%); ten did not respond (14%). When asked about employment in social work and graduate education since their baccalaureate graduation from Lindenwood, the following results were received:

Employment:

- 67% (42/63 respondents) have been employed in social work since graduation from LU
- Of those ever employed in social work, 86% (36/42) are currently employed in social work, with 7% (3/42) having left for family responsibilities and 7% (3/42) leaving social work for employment in a human services arena (school counseling, police work, etc.)

It is significant for the social work curriculum to determine which arena of generalist practice our graduates are entering so as to determine a meaningful curriculum. Per our 55 respondents who have ever been employed in social work, the field of practice is per the following:

Field of Social Work Practice	Percentage Employed
<i>Child Welfare</i>	43%
<i>Disabilities</i>	19%
<i>Probation and Parole</i>	9%
<i>Aging</i>	5%
<i>Domestic Violence</i>	5%
<i>Medical</i>	5%
<i>Mental Health</i>	5%
<i>Schools</i>	5%
<i>Refugee Services</i>	2%
<i>Substance Abuse</i>	2%

Graduate School:

- 16% (10/63 respondents) have been admitted to a Masters in Social Work (MSW) Program.
- 10% (6/63 respondents) have been conferred an MSW degree.
- 19% (12/63 respondents) have been admitted to graduate programs in other fields—most of which are in human services (professional counseling, gerontology, health management, etc.)

Pre/Post Testing Instruments

Pre/post test instruments yielded the following results:

Pre/Post Scores Analysis by Content Area—Multi-year Comparison: Total Percent Correct for Each Area Assessed by the Tests

Content Area		2001-02	2002-03	2003-04	2004-05
The History and Profession of Social Work	Pre-test Scores	78%	78%	85%	81%
	Post-test Scores	86%	94%	88%	88%
	Differential	+8%	+16%	+3%	+7%
Social Welfare Programs and Policy	Pre-test Scores	75%	77%	93%	79%
	Post-test Scores	100%	100%	97%	81%
	Differential	+25%	+23%	+4%	+2%
Social Work Practice	Pre-test Scores	68%	79%	80%	80%
	Post-test Scores	78%	98%	86%	82%
	Differential	+10%	+19%	+6%	+2%
<i>Grand Mean</i>	Pre-test	74%	78%	86%	80%
	Post-test	88%	97%	90%	84%

Data Analysis:

Students consistently improved in their knowledge, skills and abilities across the Social Work curriculum. When comparing grand mean differentials, in '01-'02: +14%; '02-'03: +19%; '03-'04: +4% '04-'05: +4% consistent increases in learning are demonstrated. This year's differential appears to be somewhat lower than in past years. It may be a result of an unusually high pre-knowledge of social work students that did not lend itself to substantial increases in the post-test grand mean. This will be tracked in subsequent years to determine if this is a pattern that may require an evaluation of the instrument used for this comparative data.

Pre/Post Scores Analysis per Process/Intelligence—Multi-year Comparison
Percent Correct for Verbal-Linguistic Intelligence

Competency		2001-02	2002-03	2003-04	2004-05
Knowledge	Pre-test Scores	89%	77%	88%	79%
	Post-test Scores	97%	96%	89%	85%
	Differential	+8%	+19%	+1%	+6%
Application	Pre-test Scores	75%	82%	76%	82%
	Post-test Scores	90%	93%	83%	84%
	Differential	+15%	+11%	+7%	+2%
Comprehension	Pre-test Scores	83%	78%	81%	83%
	Post-test Scores	90%	93%	94%	95%
	Differential	+14%	+22%	+13%	+12%
Synthesis	Pre-test Scores	56%	82%	94%	82%
	Post-test Scores	66%	95%	88%	67%
	Differential	+10%	+13%	-6%	-15%
Analysis	Pre-test Scores	89%	80%	80%	82%
	Post-test Scores	90%	95%	80%	71%
	Differential	+1%	+15%	0%	-9%
Grand Mean	Pre-test	79%	80%	84%	82%
	Post-test	80%	96%	87%	81%

Data Analysis:

Pre/post increases substantially declined (as seen in other instruments) and may be attributed to the higher pre-knowledge that this year's group of students presented. As stated previously, perhaps an evaluation of the instrument will be appropriate if this trend continues.

Pre/Post Scores Analysis per Process/Intelligence—Multi-year Comparison
Percent Correct for Interpersonal Intelligence

Competency		2001-02	2002-03	2003-04	2004-05
Application	Pre-test Scores	47%	56%	51%	56%
	Post-test Scores	61%	60%	62%	59%
	Differential	+14%	+4%	+11%	+3%

Data Analysis:

The Case Response Scenario Test challenges students to directly apply the knowledge, 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 ability, 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 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.

Outcome Evaluation:

Not Met: When data is compared across several years, the grand means of the test results are greater than the expected 5% per the following:

- '01-02: +10%
- '02-03: +9%
- '03-04: +6%.
- '04-'05: + 3%.

Assessment of Course Objectives:

This year, a student assessment of course objectives was introduced to have students measure their own learning. 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.

Four of the core curriculum courses obtained the following results:

Student Assessment of Course Objectives

Course	Pre-test overall mean	Post-test overall mean	Change overall mean
<i>Introduction to Social Work</i>	2.54	3.65	+1.11
<i>Human Behavior in the Social Environment</i>	2.53	3.67	+1.14
<i>Social Work Research Methods</i>	2.49	3.29	+ .80
<i>Social Welfare Policy and Services</i>	2.32	3.34	+1.02
GRAND MEAN	2.47	3.49	+1.02

Data Analysis:

In all courses measured, with two social work professors, students personally assessed a change in their learning for the positive.

Outcome Evaluation:

Exceeded. On overall change, the goal was exceeded by .02.

Conclusions and Action Plans

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

1. Action for learning enhancement: The Social Work Program will be redesigning the content area instruments for the 2005-06 program assessment. This is intended to ensure that all pre/post measurements are related to course objectives in all core social work programs.
2. Action for learning enhancement: As Lindenwood University seeks accreditation status from the Council on Social Work Education (CSWE), the curriculum has undergone substantial revision. A new assessment design will reflect more adequately the learning demonstrated as a result of this revamping of the program.
3. Advising students to complete the Social Work curriculum in sequence appears to result in greater gains in skill acquisition. A strong emphasis on sequential coursework will continue to be included in academic advisement.
4. These results continue to reflect the “beginner” status of social work practitioners. Without extensive experience in social work practice, application may not be as meaningful or as easy to retrieve for students. It appears that these skills may need to be enhanced outside of the classroom and in the field.
5. Action for learning enhancement: Further level of evaluation may need to be included in this assessment—one that assesses our graduates’ readiness for entry-level generalist social work practice. During the upcoming academic year, the Social Work Program will use the Advisory Board composed of Field Practicum Supervisors, representatives from agencies who are most likely to hire our graduates, and graduates of our program. The Advisory Board will be surveyed to assess if our graduates are within the expectations of entry-level social work supervisors. Based on those results and comparison data, the program will be revised accordingly.
6. Action for learning enhancement: The Social Work Program is seeking candidacy for accreditation from the Council on Social Work Education (CSWE). Part of this process is a comprehensive self-study that will enhance this program evaluation. The Social Work Program

Manager will utilize key elements from this accreditation process to further improve the quality of the Lindenwood program.

SW 240 Human Diversity & Social Justice

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.

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

Highest Rated Lowest Rated

The goal of an overall mean score of 3.50 was nearly met. It was met with regard to 4 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.

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:	Pre-Test	Post-Test	Change
Monochronic-Polychronic Scale:			
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.	3.85	3.43	+0.42
2. In trying to solve problems, I find it stimulating to think about several different problems at the same time.	2.23	2.86	+0.63

Ethnocentrism:

3. Visitors to America will naturally want to adopt our customs as soon as possible.	2.69	2.07	+0.62
4. The rapid flux of immigrants into the USA will eventually ruin our country.	2.31	2.00	+0.31
5. Americans tend to be smarter than the people from most countries.	1.64	1.71	+0.07
6. It would be better if English were spoken as a universal language.	2.08	2.29	+0.21

Intercultural Effectiveness

7. When conflict arises between myself and a friend, I try to avoid the conflict.	3.69	2.79	+0.90
8. I am very patient with people.	4.00	3.71	- 0.29
9. I usually resist change to my lifestyle.	2.38	2.50	- 0.12
10. I am quite comfortable around strangers	3.23	3.64	+0.41
11. I dislike it when someone doesn't provide straight answers or seems vague and unclear.	3.38	3.86	- 0.49
12. There is no real need to ever learn a foreign language	1.46	1.64	- 0.18

Dogmatism/Rigidity:

13. Most people just don't know what is good for them.	2.08	2.54	- 0.46
14. The main thing in life is for a person to want to do something important.	3.62	3.14	+0.48
15. My blood boils whenever a person stubbornly refuses to admit that s(he) is wrong.	2.92	3.29	- 0.37

Scale Scores:

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

The class initially tested slightly polychronic (3.04) with the final scale revealing somewhat more polychronicity (3.15). Mainstream U.S. culture is characterized as monochronic. All of the students in the class were largely mainstream, majority culture students although four were mothers, three with young children.

Ethnocentrism – Goal: Students will demonstrate less ethnocentrism.

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.

Intercultural Effectiveness – Goal: Students will demonstrate increased intercultural effectiveness

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).

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

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 may be due to an increase in assertiveness and willingness to engage in conflict among the students as a group.

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

Overall, students demonstrated a slight increase in overall scores related to ability to communicate interculturality (0.14 change).

Course Content Assessment

Students completed a 20 item True/False inventory based on content considered throughout the course. Pre-test scores lead to an overall student mean score of 57% correct (F). Post-test scores lead to an overall student mean score of 73% (C). This is an increase of 15% which is acceptable.

Content areas with the highest correct scores on the Post-test were:

- The relationship of perceptions to beliefs.
- The nature and origin of feelings of superiority.
- The history of legislation and court rulings with regard to discrimination.
- The history and importance of symbolism in the general area of human diversity.

Students demonstrated the most growth in knowledge of the following content areas:

- The history and importance of symbolism in the general area of human diversity.
- The history of legislation and court rulings with regard to discrimination.
- The nature and origin of feelings of superiority.
- Understanding of the concepts of race, prejudice and discrimination.

Areas of continuing confusion and/or misunderstanding include:

- The relationship of tolerance to ethnocentrism.
- The nature of Affirmative Action.
- The differences between heterosexism and homophobia.

Summary Analysis:

1. With regard to the objectives assessment, the goal of an overall mean score was nearly met (3.43). It was met with regard to 4 of the objectives 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 met with a slight increase in those abilities demonstrated between the Pre-test and Post-test (0.14 change).

The largest area of growth was a decline in tested ethnocentrism scores (0.30 change). Other significant changes included an increase in orientations toward polychronicity (0.11 change) and a slight increase in intercultural effectiveness (0.04 change). Students demonstrated an increase in tendencies toward tested dogmatism/rigidity (0.12 change) but still remained within the range of low dogmatism/rigidity (2.99). This change can perhaps be explained by the substantive discussions occurring during the last few weeks initiated by students regarding a statement in the Heuberger course text, "silence is acceptance." Students demonstrated through those discussions, and perhaps through the intercultural communication ability post-test an interest in, and likely willingness to, act directly on instances of discrimination, prejudice and oppression they encounter. These changes may serve to explain post-test changes in avoidance of conflicts with friends (0.90 change), patience with people (0.29 change), comfortability with strangers (0.41 change) and even, perhaps, dislike of vague and unclear statements ((0.49 change).

3. Students demonstrated an acceptable increase in mastery of course content as determined through an increase from Pre-test scores of 57% correct (F) to 73% correct (C). This corresponds with the final grades earned by students, a 2.00 average.

Action Plans:

1. A new reader to replace 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, that the students did not demonstrate. The new reader should improve test scores as well as perhaps make more comprehensible discrimination in the areas of employment and education, hence understanding of Affirmative Action.
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. The changes, noted above, with regard to "silence is acceptance" can be interpreted as an interest in assertive communication. Substantive changes in that dimension were not anticipated in the design of the course, hence they should be tested.
3. This is a new course offered for the first time in the Spring Term of 2005. It will be offered again during the second Summer Session with a different instructor. The course will be offered each term and will be thoroughly evaluated each term during the 2005-06 academic year.

Humanities Division

English

Mission:

The mission of the English Program is to prepare students to become

1. 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.
2. 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.
3. Oral communicators who can express themselves with precision, confidence, and skill.
4. Researchers with the ability to find and evaluate information from a variety of both traditional and evolving electronic resources.
5. Individuals with an understanding of and appreciation for both their own culture and other cultures as these are revealed in the various literary canons.
6. Creative thinkers who strive to develop their own artistic and creative abilities and who appreciate the artistic and creative expressions of others.

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.

Eng 110, 150, 170, 201, 202, 235, 236.

See General Education Program, English and Literature sections.

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:

Area (10 Students)	Average score by area
Clear, mature prose style	2.6
Mastery of grammar, usage, and mechanics	2.6
Factual knowledge	2.4
Critical acumen	2.3
Competence in a variety of forms	See Action Plan below.
Average score by student	2.5

Although not evident in the data reported above, scoring in most categories for each student tended to be very consistent among the 9 faculty members who read the portfolios; occasionally, of course, a rating was significantly higher or lower than the others.

In the table below, we compare 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. As is demonstrated in this year’s graduating class, about 60% of our English majors seek certification to teach. The maximum score possible is 200; the minimum score needed to pass the Praxis in English is 158.

Student →	Averages
GPA in English (10 Students)	3.4
Average Portfolio Score(10 Students)	2.5
Praxis Scores (6 students)	174

Obviously, it is difficult to draw firm conclusions from such a small sample, but generally the data may prove reassuring. For example, excluding 1 student, the remaining 5 Praxis scores are consistent with their corresponding GPA's, ranging from 186/3.9 to 163/2.4, which may suggest that the content of our English program is consistent with that of the Praxis exam. The one exception, was a strong test taker but a weak writer.

The portfolio scores are all lower than the corresponding GPAs, and the average portfolio score of 2.5 is nearly a full point lower than the average GPA of 3.4. The GPAs, of course, are in part derived from the grades awarded to the papers in the portfolios. The implication may be that our students generally are much better at taking tests and quizzes than they are at writing papers, in which case we may need to spend more time with writing. Or, perhaps, as a group we are more demanding when looking at the portfolios than when grading papers within the context of a class, in which case we may need to examine our standards. . We have made similar suggestions among ourselves about evaluating freshman essays and placement essays. These results are consistent with those from last year.

Action Plan:

- Confusion continued this year with the fifth category, evaluating writing “competence in a variety of forms.” We have decided to recast this category as “growth as a writer,” a criterion we can more easily measure by a comparative reading of the essays written early in the program with those written later on. Additionally, we will define “factual knowledge” more carefully to include writing a clear thesis and supporting it, accuracy of statements made in the essays, and an emphasis on development rather than summary. We have also decided to add accuracy in documentation to the category of “mastery of grammar usage and mechanics.”
- We are succeeding in gaining a full collection of essays in the students' folders with exception of the creative writing samples that are needed. We will work harder to acquire the creative-writing samples.
- From our years of reading English majors' folders, we continue to note a correspondence between, on the one hand, mature thought and analysis and, on the other hand, presentation, that is, appropriate mechanics and grammar. Consequently, we may use this experience to reinforce for our students that proofreading and editing are not merely afterthoughts but are an essential part of a successful product.

Additional Comment:

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.

Program Action Plan 2005-06

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.

- Course goals and objectives are consistent with those of the General Education Program (where applicable).

Assessment Calendar 2005-06

Course	Assessment type	Date of assessment	Faculty, student participation	Data review	Action	Date, type of next assessment
ENG 110	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty; student assistants	Depends on results	Fall, 2005; same type
ENG 150	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty; student assistants	Depends on results	Fall, 2005; same type
ENG 170	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall, 2005; same type
ENG 201	Pre/Post test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall, 2005; same type
ENG 202	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall, 2005; same type
ENG 235	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Tretter, Heyn	Faculty, student assistants	Depends on results	Fall, 2005; same type
ENG 236	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Tretter, Heyn	Faculty, student assistants	Depends on results	Fall, 2005; same type
Senior English Majors	Portfolio	Work assessed covers sophomore through senior years	Faculty	Faculty	Depends on results	Spring 2006

Christian Ministry Studies

CMS361 Pastoral Ministry

In the spring semester of 2005, students were given a pre-test, and at the end of the course, a post-test, for the purpose of measuring proficiency improvement. Following is a compilation of the data of five students that completed both the pre-test and post-test, indicating the percentage of improvement. One additional student was a senior and didn't complete a post-test, and another student was ill in the last two weeks of class and didn't complete a post-test. There are fifteen questions on the tests.

Of the five students who took the pre- and post test, 3 showed marked improvement ranging from 20-33%, one showed no improvement and the fifth dropped by 6% leaving an Average Student Improvement of 16%

Conclusions:

- Based on the high quality work submitted by both the students who cored on the low end of the results, the test didn't seem to be a proper measure of proficiency. The test may need revision.
- The test needs to include a larger set of 20 to 30 questions.
- The test needs to be subdivided into particular categories of knowledge and proficiency- "aspects of proficiency."
- The test results do not correlate perfectly with the resulting grade in every instance.
- Students are learning, although subjective conceptual learning is hard to quantify.
- CMS is still in a "pilot program" stage, as all required courses for each concentration have yet to be taught. This data reveals a good start.

Action Plan:

- CCMS course for fall, 2005 semester are:
 - CMS 115 Personal Evangelism

- CMS 221 Doctrine of Salvation
- CMS 120 Introduction to Christian Theology
- CMS101 Disciplines of the Christian Life
- CMS 308 Contemporary Worship Arts
- CMS10 Oral Communication in Ministry
- CMS351 Leadership Development
- Develop assessment questions that quantify subjective learning, personal response and internalizing of the subject. Use a rubric scale.
- Develop expectations and levels of competency for proficiency and personal growth of students over the entire CCMS program over the four-year cycle.
- Create a standardized portion of the assessment pre- and post- tests applicable to all CMS courses to track and measure student progress and success of the CCMS program.
- Evaluate each course in a conference of instructors at the end of each semester, with the intention of improvement for coming courses. Make improvements based on assessment conclusions.

History

Mission Statement:

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.

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 work, 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 the students at the end of the semester. This information is for use by the department to determine if areas of focus need to be added or strengthened. These tests are currently under review in order to revise the tool to match the department's current concerns. The process of creating assessments tools for the 200 and 300 levels courses is ongoing and should be completed with the next 3 years

3. Comprehensive Examination

All graduating History majors to 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, 2005-06

Course	Assessment Type	Date of Assessment	Faculty, student participation	Data review	Action	Date, type of next assessment
History 100	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty Student assistants	Test being revised, to reflect current concerns.	Fall, 2006
	CAT (Generated by individual faculty)	By representative sections	Kirksiek Griffin Others	Faculty	Depends on results	January, 2006
History 400	Essay (locally generated)	Fall and Spring semesters	History faculty grade.	Faculty	Recent revisions are being evaluated.	Fall, 2005
	Objective questions Transcript analysis	Spring semester	Exit interviews with students Faculty	Faculty		January, 2006
History 105	Pre/Post Test (locally generated, objective)	Fall	Whaley Smith Heidenreich	Faculty, student assistants	Test being revised, to reflect current concerns.	Fall, 2005
		Spring				January, 2006
History 106	Pre/Post Test (locally generated, objective)	Fall	Whaley Smith, K Smith, J	Faculty, student assistants	Test being revised, to reflect current concerns.	Fall, 2005
		Spring				January, 2006
History 200	Pre/Post test (Locally generated, objective)	Fall	Heidenreich	Faculty	Depends on results	Fall, 2005
	CAT	Fall				
History 301	Pre/Post Test (locally generated, objective)	Fall	Griffin	Faculty	Depends on results	Fall, 2005
Geography 201 (all sections)	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Griffin Smith	Faculty	Depends on results	Fall, 2005

Results

Ongoing Syllabus/Examination analysis indicates that: Course syllabi do reflect and carry into the classroom our goals and objectives. Examinations do reflect material specified as important in the various syllabi. History syllabi are matched to the program mission and objectives.

History 100, 105, 106 and 200.

See the General Education Assessment.

History 400 – (Examinations System Beginning Fall 2003 revised in 2005)

In the Fall of 2005 a new system was implemented for testing and evaluating History 400. There are 3 exams given every two weeks, and there are two readers for each exam. The categories covered are as follows:

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

The course also contains a research element that leads to the creation of a written project which serves to evaluate the progress of students in these important aspect of historical studies.

	Test 1	Test 2	Test 3	Average
Spring semester, 2004 Average Total Score	72.7	83.4	67.7	74.6/100
Fall semester, 2004 Average Total Score	78.1	77.2	73.25	76.1/100
Spring semester, 2005 Average Total Score	81.4	87.2	72.7	80.4/100

Comparison of Student Scores to GPA in History Classes

History class GPA range	Number of Students 2003-4	His 400 Score Average 2003-4	Number of Students 2004-5	His 400 Score Average 2004-05
4.0-3.5	2	82, 78	2	80, 77
3.49-3.00	4	79, 73, 77, 73, 72	5	91, 86, 83, 82, 81
2.99-2.50	1	58	3	79, 73, 64,
2.49-2.00			1	80
1.99-1.50			1	71

This comparison will be continued to see if any patterns emerge.

History 400 Actions Plan:

- The course will bring a rotation process among the senior professors in the department in order to widen the potential experiences of the students.
- The European question continues to have the lowest average score. The questions in this section required the students to look back at Europe and the impact of the world on its modern development.
 - Consideration will be given to methods to assist students transferring in with part of their European history requirement fulfilled to better prepare for this part of the test.
 - Consideration will be given over the next year as to how to assist student in doing this synthesis more effectively.

The Praxis Examination

It must be noted, that Social Studies Praxis examination deals with psychology, economics, etc, although history and geography make up the majority of questions.

During the 2004-5 academic year four (4) Lindenwood History majors took the Praxis examination. Of these: 4 passed on their average score being 167. (Possible score: 200 Score required by Missouri: 152)

All of these students have passed History 400, the in the last year with an average of 82% on the tests.

The Praxis results from this year are from too small a base to give any effective indication of trends for the history department. Past results indicate that our program can produce students whose competency is demonstrated by national examinations as well as local instruments.

Requirements for students to take the Praxis prior to their being processed for student teaching can lead to students taking the exam, before they have completed their history classes and may effect the results making it a less than adequate tool program assessment.

Overall Actions based on Comprehensive and outside data for 2004-05

- During the upcoming school year the department will implement the earlier reshuffle of required courses among the department's faculty it give the students a wider range of department members who they must take in order to graduate with a history degree. Thus, exposing them to more and different views of history and thus better preparing them for either the classroom or academia.
- The History department has again sent out a survey for our graduates working in secondary education to get their suggestions for improving our program.
- As detailed above, we have changed the Comprehensive course to better suit the needs of both those becoming certified at teachers and those going into other professions.
- Praxis results will be considered on a limited basis. As the history program serves two constituencies: those students in the certification program and those who are only history majors.
 - The Praxis will be used in considering how to make the program more effective for certification students while still giving the non-certifications students an effective history education.
- Efforts will continue to see that all history majors see an advisor on a regular basis and are kept on track to completion of their academic goals. History 400 comes at an appropriate time in their course of studies.
 - All history majors will continue to be provided with documents guiding them through the history and education majors along with a list of proposed course offerings for the next four years.

Foreign Language

Mission Statement

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.

Program Goals and Objectives

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.

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.

French

Course	Assessment types	Dates	Responsible faculty	Data review	Action to be taken	Dates and types of next assessment
FLF 101 Elem. French I	Grammar pre-test with items imbedded in 101 final	Pre-test: Aug. 2004 101 final: Dec. 2004	Durbin	May 2005	Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Aug. 2005 101 final: Dec. 2005
FLF 101	End of semester student evaluations of course	Dec. 2004	Durbin	May 2005	Suggest changes to evaluation form to include analysis of course—not just of instructor	Dec. 2005
FLF 101	Analysis of scores on comprehensive final exam	Dec. 2004	Durbin	May 2005	Revise final exam and instruction of some material	Dec. 2005
FLF 102 Elem. French II	Grammar pre-test with items imbedded in 102 final	Aug. 2004	Durbin	May 2005	Revise instruction of areas that proved weak through assessment process.	Pre-test: Jan. 2005 102 final: May 2005
FLF 102	End of semester student evaluations of course	May 2005	Durbin	Aug. 2005	N/A—evaluations not yet available	May 2005
FLF 102	Analysis of scores on comprehensive final exam	May 2005	Durbin	May 2005	Revise and definitely shorten final exam and revise instruction of some material	May 2005

FLF 201 Interm. French I	Grammar pre-test with items imbedded in 201 final	Aug. 2004	Durbin	May 2005	Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Aug. 2005 101 final: Dec. 2005
FLF 201	End of semester student evaluations of course	Dec. 2004	Durbin	May 2005	Suggest changes to evaluation form to include analysis of course—not just of instructor	Dec. 2005
FLF 201	Analysis of scores on comprehensive final exam	Dec. 2004	Durbin	May 2005	Revise final exam and instruction of some material	Dec. 2005
FLF 202 Interm. French II	Grammar pre-test with items imbedded in 202 final	Aug. 2004	Durbin	May 2005	Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Jan. 2005 102 final: May 2005
FLF 202	End of semester student evaluations of course	May 2005	Durbin	May 2005	N/A—evaluations not yet available	May 2005
FLF 202	Analysis of scores on comprehensive final exam	May 2005	Durbin	May 2005	Revise final exam and instruction of some material	May 2005
FLF 311 French Conversation and Composition	Grammar pre-test with items imbedded in 311 final	Pre-test : Aug. 2004 311 final: Dec. 2004	Cloutier-Davis	May 2005	Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Jan. 2006 311 final: May 2005
FLF 311	End of semester student evaluations of course	December 2004	Cloutier-Davis	May 2005	Suggest changes to evaluation form to include analysis of course—not just of instructor	May 2006
FLF 311	Analysis of scores on comprehensive final exam	December 2004	Cloutier-Davis	May 2005	Revise final exam and instruction of some material	May 2006
FLF 337 History of French Civilization	Pre-test questionnaire on knowledge and perceptions about material to be covered in course compared to an end-of-semester questionnaire	Pre-test: Aug. 2004 Post-test: Dec. 2005	Durbin	May 2005	Add periodic assessment measures throughout the semester	pre-test Aug. 2005 post-test Dec. 2005
FLF 337	Analysis of student evaluations of course	Dec. 2004	Durbin	May 2005	Suggest changes to evaluation form to include analysis of course—not just of instructor	Jan. 2006

FLF 350 French Literature Since 1800	Pre-test questionnaire on knowledge and perceptions about material to be covered in course compared to an end-of-semester questionnaire	Jan. 2005 and May 2005	Durbin	May 2005	Add periodic assessment measures throughout the semester	Pre-test questionnaire: Jan. 2005 Post-test: May 2005
FLF 370 17 th -c French Theatre	Pre-test questionnaire on knowledge and perceptions about material to be covered in course compared to an end-of-semester questionnaire	Aug. 2004 and Dec. 2004	Durbin	May 2005	Add periodic assessment measures throughout the semester	Depends on when course is next offered
FLF 370 20 th -c French Autobiography	Pre-test questionnaire on knowledge and perceptions about material to be covered in course compared to an end-of-semester questionnaire	Jan. 2005 and May 2005	Durbin	May 2005	Add periodic assessment measures throughout the semester	Depends on when course is next offered

FLF 101: Elementary French I

Assessment was based on 51 students taking the pre-test and post-test. The pre-test showed 2.3% correct answers to questions over grammar to be covered in the course. When compared to the same items imbedded in the final exam, the number of correct answers increased to 73%. This percentage is 11% higher than the final average from the preceding year—which one would hope was the result of better instruction.

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, articles, interrogation.

The exam will be shortened to focus on more important grammar points and verb conjugations.

FLF 102: Elementary French II

Assessment was based on 45 students having taken the pre- and post-test. The pre-test showed .005% 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 66%.

The average scores on the 102 final are consistently lower than those on the 101 final (by about 10 percentage points). Some 102 material might need to be moved into 101, which currently moves at a slower pace.

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 (the two will be separated next time), use of *passé composé* vs. *imparfait*, verb conjugations in *si* sentences, and, to a lesser degree, relative pronouns and personal pronouns. Clearly, verb conjugations stand out as the weakest in both the 101 and 102 exams and will be more strongly stressed in future. The final will be shortened, focusing on the more important grammar.

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

General Comments Pertaining to the 100 Level

As a result of these findings, the instructor will introduce periodic assessment of a more subjective nature throughout the semester to ascertain the aspects of the course that are more and less effective with the given group of students. Also to be included in future pre-tests and finals: a question as to the students' own perceptions as to their understanding of the materials.

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.

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.

FLF 201: Intermediate French I

Assessment was based on 19 students having taken the pre- and post-test. The pre-test showed 22% 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 82%. 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, rather than also critiquing the course itself.

FLF 202: Intermediate French II

Assessment was based on 17 students having taken the pre- and post-test. The pre-test showed 12% 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 88%. 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 200 Level

The high level of success in 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.

The course is being re-designed for next year, switching to a new text. It will be interesting to see if the rates of success remain as high as they have been in past years.

The instructor will include in future pre-tests and finals a question as to the students' own perceptions as to their understanding of the materials.

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 1½ hours every 2 weeks doing listening activities in the language lab. Lab manual exercises are submitted as proof of participation.

Oral proficiency is measured through oral examinations at mid-semester and at the end of each semester. Students are evaluated on the following points: fluency, pronunciation, knowledge of needed vocabulary, use of appropriate grammatical structures, and preparation. Oral proficiency is also monitored 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 (i.e., a modified Oral Proficiency Exam based on the ACTFL guidelines) is being considered.

Reading comprehension is monitored through homework assignments and on every chapter exam.

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

FLF 311: French Conversation and Composition

Each course had its own pre-test and final test covering items having to do with advanced vocabulary and grammar points studied during each semester.

FLF 311

Of the 9 students who took both the pre- and post-tests, none scored 60% or higher on the pre test (average of 18%) on the pre-test, while on the post-test 8 of them did successfully. The average score on the final was 84%. The one student who failed the final still managed to show improvement going from 2% on the pre-test to 50% on the final.

Of the 7 students who took both the pre and post tests, none scored 60% or higher on the pre test (average of 17.2%), while on the post-test all 7 students did successfully. The average score on the final was 84.5%.

General Comments Pertaining to FLF 311

Student's overall satisfaction with this 300-level course (offered in both Fall 2004 and Spring 2005) was overall fairly high. Based on students' own perception survey of their knowledge of this material, given at the beginning and at the end of the semester, the students feel that their overall understanding of French grammar and culture, and oral proficiency have improved. Some students mentioned that the oral presentations were very useful to their learning process. In addition, the end of semester course evaluations of 311 Fall (Spring not yet available) offered positive comments on the discussion and grammar review format of the course, the performance of the instructor and the grading—they seem to particularly appreciate that they get to rework their compositions. Some mentioned the heavy workload for the 311 course (workbook, the many compositions), but such comments were normally made by non-French majors

Listening comprehension is 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. Oral proficiency is also monitored through class participation. Students are evaluated on fluency, use of appropriate grammatical structures, proper vocabulary and pronunciation. Suggestions are given to students who have trouble progressing orally.

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

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

As a result of these findings, 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. In addition, during the next academic year, the instructor should require more daily oral group activities and additional oral presentations. For this purpose, a new textbook has been chosen. Students should also

participate more actively in the Conversation Partner Program in order to reinforce the listening, oral, and writing skills of the students. The instructor will adjust the assessment tools to help measure the response of students to these changes.

FLF 337: History of French Civilization

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	4.6	4.8
familiarity with the French Middle Ages	2.0	4.2
familiarity with the French Renaissance	2.4	4.3
familiarity with the French Enlightenment	2.1	4.0
familiarity with the French Revolution	3.4	4.8
familiarity with the Napoleonic period	3.1	4.7
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 5 th Republic	1.3	4.3
familiarity with the French educational system	2.1	3.8
familiarity with contemporary French society	2.8	4.3
familiarity with the mindset of the average French citizen	3.1	4.3
familiarity with French cuisine	3.3	4.3

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.

Students were also asked to rate their own perceived level of proficiency in various aspects of writing research papers. The following results show a satisfactory increase in perceived competencies, with 0= poor and 5=excellent:

proficiency at writing research papers in French	2.6	3.5
proficiency in using MLA style for writing research papers	4.1	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 also critiquing the course itself.

FLF 350: French Literature up to 1800

At the beginning of the semester 9 students were asked to indicate their familiarity with various movements in French literature from the Middle Ages to the end of the 18th century. When asked to list authors/works from the various periods, only 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
Medieval French literature and literary history	2.1	4.5
Renaissance French literature and literary history	1.8	4.1
17 th -century French literature and literary history	2.3	4.7
18 th -century French literature and literary history	2.1	4.6

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

FLF 370: 17th-Century French Theatre

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 works by the various authors, three of the six students could list a play by Corneille, but only one student had read one. Five students could list a play by Molière, but only two had read one. None could list plays by Racine. By the end of the semester, they were all able to list 3 to 5 plays that they had read by each author. The increase in general familiarity with each author is illustrated by the chart below, using a scale of 1 to 5, with 1=no familiarity and 5=very familiar:

Category	pre-test score	post-test score
familiarity with 17 th -century French theatre	2.5	3.8
familiarity with Corneille	3.3	4.0
familiarity with Molière	3.8	4.2
familiarity with Racine	2.3	3.8

Students were also asked to rate their own perceived level of proficiency in various aspects of writing research papers. The following results show a satisfactory increase in perceived competencies, with 0= poor and 5=excellent:

Category	pre-test score	post-test score
proficiency at writing research papers in French	3.3	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	3.7

Based on these results, the instructor spent more time in the spring literature seminar helping students familiarize themselves with library resources (online databases, using interlibrary loan, etc.) and MLA style. The resulting research papers were superior to those for this course.

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.

FLF 370: 20th-Century French Autobiography

At the beginning and end of the semester, students were given a questionnaire asking them to define Autobiography as a genre, and to discuss the problems inherent in the genre. All five students showed a very satisfactory improvement in their understanding of the genre, as illustrated by their insightful answers in the post-test. They were also asked to list autobiographies they had read. Three of the five students had read one or two American autobiographies or memoirs. By the end of the semester, they were all able to list not only the 5 autobiographies read for the course, but others with which they had become familiar as a result of the course.

Responses to the question as to their level of interest in French Autobiography showed an increase from an average of 4.2 to 4.8 on a scale of 5 where 1=no interest and 5=very interested.

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

Assessment of French 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

FLG 101/102: Elementary German

100 points total	Pre-test	Post-test
90% (90-100)	0%	0%
80% (80-89)	0%	0%
70% (70-79)	0%	40%
60% (60-69)	0%	20%
Below 60%	100%	40%

Although all of the students showed improvement on the post-test, verb declensions and noun cases continue to be problematic, suggesting the need for more attention to these two areas. Additionally, an increased emphasis upon the necessity of memorization in language learning would seem to be in order.

FLG 201/202 Intermediate German

100 points total	Pre-Test	Post-test
90% (90-100)	0%	33%
80% (80-89)	33%	66%
70% 70-79)	66%	0%
60% (60-69)	0%	0%
Below 60%	0%	0%

This stronger showing in Intermediate German suggests that the grammar review and additional work with German texts is improving the students' ability to work with the language. Again, however, verb declensions remained the major problem and suggest the necessity of additional attention to these forms.

Spanish

FLS 101/102: Elementary Spanish

132 points total	Pre-test	Post-test
90% (118-132)	0	0
80% (105-117)	0	8
70% (92-104)	0	4
60% (78.5-91)	0	13
Under 60% (78 and below)	67	42

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 (67) 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 about one-third of those taking both tests scored over the 60% minimum, and about half (12) of those 25 students scored 70% or

above, the percentage of those scoring higher than 60% still needs to increase. (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.)

- One problem is the make-up of the group used for comparison. A number of students enter the program at the beginning of the second semester, with FLS 102; for these students there had been no pre-test, so they could not be included in the study. A number of them, however, work intensively and achieve high scores, which are not reflected in the table above. To be able to include them in the final results and give a clearer, more complete picture of the end-of-course proficiency level, we have decided to require them to take the pre-test within the first two weeks of the 102 semester, providing us with a more comprehensive statement of results.

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 a number of new types of support material included 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

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

FLS 201/202: Intermediate Spanish

In previous years, one pre-test was given at the beginning of 201 and the post-test was given at the end of 202, leading to an average of only 35% of students having taking both. In order to better assess and improve the courses, new pre- and post-tests were designed to measure individually each semester courses: FLS201 in Fall, and FLS202 in Spring. Each pre-test focused on items having to do with the vocabulary and grammar points to be covered in the designated semester course (Of the 46 students in 201, 36 students took both the pre- and post-test for the Fall section, and of the 29 students in 202, 25 students took both the pre- and post-test for the Spring section).

FLS 201: On the pre-test none of the students scored 60% or higher (average of 16.1%), while on the post-test 32 students did. The average score on the final was 77% with 88.9% of the students scoring higher than 60% on the post-exam.

FLS 202: On the pre-test none of the students scored 60% or higher (average of 22.8%), while on the post-test 22 students did. The average score on the final was 69% with 88% of the students scoring higher than 60% on the post-exam. These statistics show good student retention from 201 to 202, and, even with the slightly lower 202 final average, a continuous increase in student success in both courses compared with the percentage of students who scored 60% or higher at the end of 2003-04, which was at 84%.

General Comments Pertaining to the 200 Level

Student's overall satisfaction with the two 200-level courses was very 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 Spanish grammar and culture, and their oral proficiency have improved thanks particularly to the welcoming “Spanish-only” environment and the class and small group discussions. Many students mentioned that they enjoyed the new 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.

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 newly selected 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 require one or two additional class oral presentations in both FLS 201 and FLS 202 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.

FLS 311/312: Advanced Spanish Conversation and Composition Each course had its own pre-test and final test covering items having to do with advanced vocabulary and grammar points studied during each semester. Of the 11 students in 311, 10 took both the pre- and post-test for the Fall section, and all 4 students in 312 took both the pre- and post-test for the Spring section).

FLS 311: On the pre-test none of the 11 students scored 60% or higher (average of 26.1%), while on the post-test, 9 of the 10 remaining students did very successfully. The average score on the final was 79.2%. One student failed but still managed to show some improvement with a 6% on the pre-test and a 33% on the final.

FLS 312: On the pre-test none of the 5 students scored 60% or higher (average of 23%), while 3 of the remaining 4 students did in the post-test. The average score on the final was 71%. One student failed but still managed to show some improvement with a 7% on the pre-test and a 52% on the final.

General Comments Pertaining to the 300-Level Language Courses

Student’s overall satisfaction with these two 300 level courses was very high. Based on a survey of the students’ 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. Some 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 new textbook, the constructive instructor's feedback, and the challenging course workload. Such comments were normally made by non-Spanish majors

Listening comprehension is 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 FLS 311 and FLS 312). Oral proficiency is also monitored through class participation. Students are evaluated on fluency, use of appropriate grammatical structures, proper vocabulary and pronunciation. Suggestions are given to students who have trouble progressing orally.

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

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

As a result of these findings, the instructor will revise and modify course materials to adapt to the needs of students. Specifically, in the 311 course, the instructor should spend more time on vocabulary, punctuation and accent usage through additional worksheets. For the 312 course, the instructor should spend less time on adjectives, and more time on the vocabulary, the gerunds and the relative pronouns. In addition, to reinforce the listening and oral skills of the students, the instructor will change the format of the Conversation Partner Program for FLS 311 and FLS 312 students by developing activities that will 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

Professor Heyder has continued 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: FLS 335: Peninsular Spanish Culture and Civilization (Fall 2004)
FLS 336: Latin American Culture and Civilization (Spring 2005)

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.

FLS 335: Of the 10 students in the class, 9 completed both the initial and the final questionnaires (one Latin American arrived too late for the beginning of the semester). There were five native speakers in the class, all of whom considered their language skills “excellent” (“5”), except for two who judged their writing proficiency as “4” (one of those actually had excellent writing skills). Some of the non-natives overestimated their skills, giving themselves a “5” at the beginning and revising that judgment downward one to two levels at the end, after experiencing the reality of using the language to study some other material rather than as an object in itself.

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; one student, however, expressed more interest in gaining practice in reading and speaking Spanish than in knowing more about the culture. The level of interest in Spanish culture and civilization 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). Two showed no change at level 5 (“very interested”).

FLS 336: There were originally 5 students; 2 withdrew, one because of erroneous placement, the other because studying the material in Spanish was too time-consuming. This left 3 native speakers, all of whom expressed beginning and continued high interest in the subject matter and great satisfaction with the course. One commented that he had “learned like never before and wouldn’t change anything.” All three began with some personal knowledge of their respective regions (each different); at the end their responses to the various questions were more wide-ranging, specific, and detailed.

Literary Masterpieces Courses: FLS 350: Masterpieces of Peninsular Spanish Literature (Fall 2004)
 FLS 351: Masterpieces of Spanish-American Literature (Spring 2005)

These are what are frequently referred to as “survey” courses, designed to provide the beginning literature student with a general overview and framework for the more narrowly focused, in-depth seminars that follow in the sequence of study.

FLS 350: At the beginning of the semester the students were asked to indicate their familiarity with various periods in Spanish literary history. Most listed a single name or two or three in error. At the end, some listed none (“too many”) or one to five as representative of many. 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 (7 Students took the exam)	1	2	3	4	5
Medieval / Renaissance	3 : 0	1 : 1	2 : 5	0 : 0	1 : 1
Enlightenment / Generation of 98	3 : 0	2 : 0	1 : 3	0 : 2	1 : 1
Civil War / Franco era	4 : 0	1 : 1	1 : 1	1 : 3	0 : 2
1975 (Franco’s death) to Present	5 : 0	2 : 0	0 : 2	0 : 4	0 : 1

Of the seven students in the class, six were native speakers (Spanish American) and one was non-native. The latter stated improving fluency in Spanish as her primary goal for the course; the others wanted to review and expand the knowledge 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. One commented that he had now learned about many people whose names had been “just streets in my city” before. The student desiring increased fluency was not satisfied; however, her lack of timely preparation frequently interfered with her ability to enter into class discussions of the works and their authors.

Overall perceived interest in Spanish literature and literary history remained the same.

FLS 351: There were six students in the class; however, one arrived late from Latin America. Four of the six students were native speakers of Spanish; two were not. The five students present at the beginning of the semester were asked to indicate their familiarity with various periods in Spanish-American literary history. Very few authors or works were named at the beginning (1 each for 2 periods; 3 for the contemporary; none for two periods); at the end they were able to furnish up to four or five examples for each of the 5 periods,

although one or two 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 (5 students took exam)	1	2	3	4	5
Pre-Conquest / Conquest	2 : 0	0 : 0	2 : 0	0 : 1	1 : 4
Colonial to Independence	2 : 0	0 : 0	2 : 0	1 : 3	0 : 2
Independence to "Posmodernismo"	2 : 0	0 : 0	3 : 1	0 : 1	0 : 3
"Posmodernismo" to "Boom"	2 : 0	0 : 0	3 : 1	0 : 1	0 : 3
"Boom" to Present	2 : 0	0 : 0	1 : 1	1 : 1	1 : 3

All the students expressed the goal of increasing their knowledge of Spanish-American literature in general and, in one case, as a requirement for teacher certification. One also wished to improve her abilities in comprehension and speaking. All felt the course had helped them achieve their goals and all maintained the levels of interest ("4" and "5") expressed at the beginning, except one, who chose "3," instead.

Literary Seminars: FLS 370: The 20th-Century Spanish Novel (Fall 2004)
 FLS 370: The Spanish-American Short Story (Spring 2005)

FLS 370 (Fall 2004): There were six students in the course, five native-speakers and one non-native. Their goals for the course included learning more about Spanish literature and Spanish history through the eyes of the authors, about the Spanish Civil War, and about interpreting Spanish novels more deeply, all of which were accomplished by the end of the course.

In response to the prior knowledge questions in the initial questionnaire, only one could list any 20th-century Spanish novels already read or any that they had heard of; only one could name any major movement or trend that characterizes the 20th-century Spanish novel. By the end of the course all of them could name at least the five novels we had read in the course, as well as one to four others they had heard of. As to literary movements or trends, the listings varied from one to five, covering the topics mentioned in the course.

The level of interest in the subject matter showed an increase from the first of the semester.

There were three questions concerning the students' background in researching and writing papers. The perceived proficiency levels were varied, but showed a general tendency toward improvement by the end of the semester. More certainly needs to be done in this area.

FLS 370 (Spring 2005): There were six students in the class, three native speakers and three non-natives. Only five were here for the initial assessment. The goals ranged from fulfilling certification requirements to learning as much as possible about the Spanish-American short story, authors, and history. Some wished to gain greater skill in reading. One listed no expectations. At the end of the course, most students said that they liked the course and that it had helped "absolutely." Most suggested no changes; "more group discussion" was suggested in one case, but the student did not detail what kind of grouping they had in mind in such a small class.

In response to the three prior knowledge questions as the beginning of the semester, only one or two titles or authors were named correctly. By the end of the course, most listed a selection of three to eight stories read during the semester and added phrases like "and many more." Stories or authors heard of called forth one to seven names, and the major movements or trends question got answers with five to seven items.

Interest in the material rose slightly in the course of the semester as did research-paper proficiency. The latter still needs attention, however.

Assessment of Majors

As can be seen from the above discussions of the French and Spanish 300-level course, we have a relatively small number of students doing upper-division work. Nevertheless the number is growing, and the academic year has 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 studies in this field as soon as they recognize the time-consuming nature of such studies, as can already be surmised from the remarks concerning workloads in the language-oriented courses. In view of this continued apparent disinclination to invest the large quantities of time and effort required by the field, the imposition of additional requirements over and above those of the individual upper-division courses themselves still seems inadvisable. The assessment tools for individual tasks within the courses can serve as evidence of overall achievement, as, for example, part of a portfolio. As described above, beginning- and end-of-semester questionnaires 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. In the section on French above, Professor Durbin has described her use of the portfolio with regard to upper-division French courses, as well as the "knowledge" questionnaires.

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, in the course of every exercise, whether the focus is on some point of grammar or on the skill of reading itself. As can be seen from the above descriptions of the Spanish and French finals at all levels, reading assessment is already part of our procedures. It becomes especially pertinent at the end of the first Advanced Conversation and Composition courses (FLF 311 / FLS 311). These courses are, respectively, the pre-requisite for all upper-division literature courses, which require reading comprehension as a starting point from which to advance toward other goals, including text-analysis and interpretation.

The PRAXIS Exam

This year none of our Spanish or French majors took the PRAXIS exam.

Improvement Efforts for 2005-06

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 new semester in France. The J-Term travel program was strengthened again this year with trips to Costa Rica and Germany. A trip to Ecuador is being planned for January 2006. 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. Some of the upper-division courses in French and Spanish are also offered for Honors, for students who would like to add depth to various aspects of their literature and cultural studies in this manner.

Impossible to measure, but very much in evidence (especially at the elementary level), is the unwillingness of too many students to practice intensively on a daily basis, something absolutely essential to establishing the reliable foundation that is the goal of the course requirements at both the elementary and intermediate levels, without which there can be very little linguistic self-assurance and therefore no "fun." Encouraging students to take this work seriously and to strive for linguistic accuracy is an ongoing pedagogical challenge with no pat answers. Nevertheless, one tool that can be used to attract many students is the opportunity to work with technology and to practice with native speakers in a lab setting.

Recognizing this, we continue to strengthen this part of our program, requiring regular laboratory practice as an essential component of the semester grade in the elementary and intermediate courses, as well as the Conversation Partners Program for specific courses beyond the elementary level. Efforts to encourage and help to arrange individual tutoring will continue, as well, in connection with the language lab as a center and by other means (i.e. peer volunteers). 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

Mission Statement:

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.”

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 2005, with the addition of a new instructor, this problem will hopefully be quickly overcome and a stable assessment procedure can be established. 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

Goal:

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

Objectives:

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

REL 100, 200 and 293/380

See General Education section, Humanities Division, Religion.

REL 202 Religion in America

One of the stated objectives of REL 202 is that students should be able to "explain the characteristic problem of the relations between church and state, religion and government, in the United States." A part of understanding this problem is knowing what the First Amendment to the U.S. Constitution says about religion. It says two things: that there shall be no establishment of religion, and that free exercise of religion is guaranteed. A pre-test was given to students in REL 202 in the spring of 2005 on the first day of class, before anything else had been done. One question on the pre-test asked what the first sentence of the First Amendment says. Thirty students took this pre-test. No student gave both parts of a complete answer (free exercise and no establishment). Only one student (3.3%) gave the "no establishment" answer. Ten students (33.3%) gave the "free exercise" answer, or some near equivalent such as "freedom of religion." Thus a total of 36.6% of the students got this question partly right on the pre-test, and none got it completely right.

A post-test was also administered, after the final exam. Twenty-seven students took the post-test. The same question about the First Amendment was asked. This time eleven students (40.7%) got it exactly right, giving both parts of the complete answer. One student (3.7%) answered only the "no establishment" part right. Eleven students (40.7%) got only the "free exercise" part right.

There is an obvious gain in knowledge here from taking REL 202. 85.1% knew something about the First Amendment's guarantees about freedom of religion at the end of the course, up from only 36.6% at the beginning. The gain seems to be modest, though not as small as when this same assessment question was used the last time the course was offered, in 2003. The increase may be due to increased effort to keep the "freedom of religion" theme (including its "no establishment" aspect) alive throughout the whole course, instead of emphasizing it only in the first half of the semester.

Another stated objective of REL 202 is that the students should be able to "give an account of the history of religion in the United States from the English colonial period till the present as a movement 'from diversity to pluralism.'" Other objectives concern knowing about the histories of "Puritans," Protestants, Catholics, and other religious groups in the United States. In order to test students' general knowledge of these matters, two other questions were asked on the pre-test and post-test. One asked what was the most numerous religious group in the country today. The looked-for answer was "Catholics," though admittedly the question is general and other answers (such as "Christians") would, in fairness, have to be accepted. The last question asked what was the dominant religious group in America in the colonial period. The looked-for answer here was "Protestants," though "Puritans" would have been an even better answer. Again, if a student answered "Christians" the answer could hardly be said to be wrong.

On the pre-test, twenty-three students (76.7%) gave answers to the question about the most numerous religious group in the U.S. today that could be called correct. 46.7% gave the preferred answer, "Catholic,"

and 30.0% said "Christian." On the post-test, twenty-three students (85.2%) gave a good answer to this question, with 70.4% saying "Catholic" and 14.8% saying "Christian."

To the final question, about the dominant religious group in the colonial period, on the pre-test twenty-four students (80.0 %) gave at least a minimally- acceptable answer, with eighteen (60.0%) giving a preferred answer ("Protestants," "Puritans," or "Calvinists") and another six (20.0%) saying "Christian." On the post-test twenty-five students (92.6%) gave at least a minimally-acceptable answer, with twenty-four (88.9%) this time giving one of the preferred answers and one student (3.7%) saying "Christian."

Again, there were modest gains in students' knowledge of the history of religious groups in America as a result of taking REL 202 this semester, as measured by these results. The pre-test results were surprisingly high, possibly indicating a need to make this part of the assessment tests more difficult next time around.

REL 210 (1) Old Testament

One of the stated objectives of the Old Testament course (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 2004 on the first day of class in which they were asked to provide this list. The same question was asked of the students on a post-test given immediately after the final examination at the end of the course. The question on both tests was scored on a basis of ten points. A perfect or near-perfect list of books got a ten; a slightly less perfect list got a nine; and so on.

REL 210 (1): Thirty-one students took the pre-test. The average score on this question on the pre-test was 1.8 out of a possible 10. Twenty-two students took the post-test. The average score on the question on this post-test was 5.1. This means that the average student's ability to name the Old Testament books in order had almost tripled during the semester. Also, on the pre-test 13 students, or 41.9%, could list none of the books, while on the post-test only one student, or 4.5%, listed none of the books. This indicates a significant increase in familiarity with the contents of the Old Testament.

The same pre-test question was asked in last year's REL 210 course. However, the "books of the Old Testament" question was not asked on the post-test at the end of the semester last time, but only on the midterm test. *Results were better last year*, as measured by the observation on last year's assessment report that 69.2% of the students had demonstrated excellent knowledge of the Old Testament books by receiving a score of nine or ten on the question on the midterm, whereas only 13.6% of students this year scored a nine or a ten on the post-test. The obvious explanation for this decline is that the list of books was learned by many students for the mid-term test, and then largely forgotten during the second half of the semester. The same problem occurs in the New Testament course. Ways must be found to encourage students to keep this valuable Bible-study skill sharp after the mid-term.

REL 210 (2): Twenty-eight students took the pre-test. The average score on this question on the pre-test was 2.4 out of a possible 10. Twenty-five students took the post-test. The average score on the question on this post-test was 5.1 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 6 students, or 21.4%, 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, no student scored a 7 or above on the book list question. On the post-test, 7 students (28.0%) scored 7 or above.

Students were also asked on the pre-test 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.

REL 210 (1): 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, none of the thirty-one students (0.0%) could tell anything

about the Documentary Hypothesis. On the post-test, fifteen out of twenty-two, or 68.2%, gave at least a minimally acceptable account of it. This result indicates a slight improvement over last year's results.

REL 210 (2) 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 twenty-eight students (3.6%) could tell anything about the Documentary Hypothesis. On the post-test, sixteen out of twenty-five, or 64.0%, 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 (68.0%) knew the old theory about the Pentateuch that it was written by Moses, than knew the new one! This figure is up from 28.6% 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 this was especially true this semester. We spent considerable time discussing the Documentary Hypothesis, and yet fewer than two-thirds of the students showed familiarity with it.

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.

REL 210 (1): On the pre-test, 29.0% of the students could name a prophet, and 9.7% could tell at least something about that prophet's message. On the post-test, 68.2% could name a prophet, and 63.6% could tell something about that prophet's message. The post-test numbers were higher last year, but the pre-test numbers were higher, also, indicating that last year's students simply knew more about this question to begin with. Last year's percentages doubled and quadrupled during the semester, while this year's percentages more than doubled and more than quintupled. Thus, this year's results still indicate that significant learning about the prophets took place during the semester.

REL 210 (2): On the pre-test, 53.6% of the students could name a prophet, and 3.6% could tell at least something about that prophet's message. On the post-test, 88.0% could name a prophet, and 76.0% 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.

It appears, then, that these three objectives of REL 210 were achieved in the fall semester, 2004. 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 the 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. Ways must be found 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.

REL 211 (1) New Testament

One of the stated objectives of the New Testament course at Lindenwood (REL 211) 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, 2005 on the first day of class. One question on the pre-test asked students to list the New

Testament books. A post-test was also given after the final exam in both sections. A perfect or near-perfect list of books got a score of ten; a slightly less perfect list got a nine; and so on.

REL 211 (1) Thirty-seven students took the pre-test. Five students scored either nine or a ten. This means that at the beginning of the course 13.5% of the students in REL 211 possessed to a high degree this requisite skill for looking up passages in the New Testament as measured by getting a nine or a ten on this question. Thirty-nine students took the post-test. Thirteen scored either a nine or a ten. That is, by the end of the course 33.3% of the students possessed this skill to this degree. On the pre-test, thirteen students (35.1%) could not name even one book of the New Testament. On the post-test every student could name at least some of the books of the New Testament. On the pre-test, the average score on this question was 3.24. On the post-test, the average score was 6.69, more than double the pre-test average.

REL 211 (2) Sixty-three students took the pre-test. Eleven students scored seven or higher. This means that at the beginning of the course 17.5% of the students in REL 211 possessed to a fairly high degree this requisite skill for looking up passages in the New Testament. Fifty-two students took the post-test. Thirty-one scored seven or above. That is, by the end of the course 59.6% of the students possessed this skill to this degree. The percentage had more than tripled. On the pre-test, twenty-three students (36.5%) could not name even one book of the New Testament. On the post-test only two students (3.8%) were unable to list any books. On the pre-test, the average score on this question was 2.92. On the post-test, the average score was 6.94, more than double the pre-test average.

The pre-test and post-test also asked students to explain what "Q" is, in the context of modern New Testament studies. "Q" is the name given to a hypothetical source document that is thought to stand behind the Gospels of Matthew and Luke. Thus, this question tests the degree to which students can meet the stated course objective of being able to explain some of the current scholarly theories concerning the sources of the New Testament Gospels.

REL 211 (1) On the pre-test, no students (0%) had any idea what "Q" was. On the post-test, twenty-six students (66.7%) could say to a fair degree of accuracy what "Q" was.

REL 211 (2) On the pre-test, only three students (4.8%) had even a distant idea what "Q" was. On the post-test, forty-eight students (92.3%) had at least some idea what "Q" was -- a dramatic increase.

A third question on the pre-test and post-test asked students to identify the central idea in the thought of Paul the apostle, in line with another stated objective of REL 211.

REL 211 (1) On the pre-test, one student (2.7%) could do this. On the post-test, twenty-one students (53.8%) could do it.

REL 211 (2) On the pre-test, seven students (11.1%) could do this to at least some degree. On the post-test, twenty-nine students (55.8%) could do it. The percentage had increased by a factor of more than five.

These results indicate that these three objectives of REL 211 were met to an impressive degree in the Spring Semester, 2005. The problem continues, however, of finding ways to keep students sharp on points that are emphasized mostly early in the semester. The effort to do this is ongoing.

These results indicate that these three objectives of REL 211 were met to some degree in the Spring Semester, 2004. The percentages are comparable to last year's, when the assessment report observed that ways had to be found to keep students sharp on points that are emphasized mostly early in the semester. The effort to do this is ongoing.

REL 300 - Religion, Science, and Faith/ REL 305 - Psychology of Religion

These upper level courses provide the student with further opportunities in the academic study of religion and religious issues. These courses are designed to introduce students to specific aspects of religious study and equip them to pursue a major in religious studies or to augment other areas of study with the examination of the religious implications involved.

Papers and assignments are included in each class that are designed to measure the student's ability to do rational, critical thinking and analysis in studying various and diverse traditions and viewpoints. Work at this level is specifically designed to stretch and enhance the student's abilities to apply information to the solution of problems, (Competency #6, Application), to discover assumptions and fallacies in arguments, (Competency #4, Analysis), to construct new theories by integration, (Competency #5, Synthesis), and to place value judgments on ideas or theories, (Competency #6, Evaluation), based on Bloom's General Model of Human Competencies.

As in past years, approximately eighty percent of the students who enroll for these classes (13 of 17 in REL 305 and 10 of 14 in REL 300) have already developed at least a moderate appreciation of the diversity of world views, moral systems, and religious beliefs extant in the world. Those who have not are faced with having to expand their thought horizons or face a difficult semester. These students, even with the encouragement and support of the instructor often drop the course in the first few weeks (3 of 17 in REL 305 and 4 of 14 in REL 300 did not complete the course.)

Sections of original text are assigned in each course and class discussions and written assignments are used to determine the amount of understanding students have of original literature and important historic texts that have influenced the cultures and civilizations of the world. Results of testing indicate that the students are able to read, discuss, critically analyze, and evaluate the meaning and importance of most of the texts used (5 "high" and eight "moderate" in REL 305 and 3 "high" and 4 "moderate" in REL 300.)

Since the designation of a "high" or "moderate" ability to critically analyze or evaluate meaning or importance is a subjective evaluation by the instructor, more study is needed to define ways to measure this objectively.

One further note on REL 300: Over the course of the past several years, this class has presented a particularly difficult challenge for assessment. In the period mentioned, the instructor has reviewed over three dozen text books and has used fourteen different texts in this course. The problem is that texts suitable for this subject matter seem to have a very short publication life. Of the thirty or more texts reviewed, many were out of print before they could be used in the course and most were out of print before they could be used a second time.

This causes the course to be almost entirely new each time it is offered, even though much of the core material is the same. Comparisons and evaluations from semester to semester are almost impossible. One of the goals for the coming academic year is to identify texts that will be available on a continuing basis so that some form of comparison and stability is possible.

REL 325 (1) Philosophy of Religion

The stated objectives of REL 325 include the students' being able to explain the major traditional arguments (ontological, cosmological, teleological, moral) for the existence of God, as well as other reasons for believing, and not believing, in God. The analysis of this year's assessment test results, in an attempt to remedy a perceived deficiency in last year's, will be broader in its interpretation of student responses. That is, the report will look not only at the four traditional arguments, but at anything students said on the pre- and post-tests that expresses familiarity with any of the grounds for belief or disbelief that we study in the course.

REL 325 (1) On the pre-test, the six students who took the test were able to express at least vaguely four reasons for belief or disbelief which we study in REL 325. These reasons, and the number of students presenting them, were: Design of the universe (3); religious experience (4); miracles (1); lack of evidence (4). That is, the students who took the pre-test were able to come up with fewer than

one reason apiece. Every student who took the test could come up with something, but the range of replies was small.

Only three students took the post-test, but those three provided no fewer than eleven different reasons for belief or disbelief which are studied in the course, including: Design of the universe (1); religious experience (1); miracles (3); lack of evidence (3); the Cosmological Argument (2); the problem of evil (2); the Ontological Argument (1); the multiplicity of religions (2); Pascal's Wager (1); and the "projection" or "reductionist" arguments of Freud, Marx, et al. (1). That is, the students who took the post-test were able to come up with more than three reasons apiece. Again, every student who took the test could come up with something, and two of the three students each came up with six or more reasons.

About half the students who enrolled in REL 325.21 this year eventually dropped the course, all but one of whom also left Lindenwood altogether. Thus the sample on which to base this report is small. Yet, it seems that the few students who finished the course did accomplish the objectives referred to above.

REL 325 (2) On the pre-test, the seventeen students who took the test were able to express at least vaguely twelve different reasons for belief or disbelief which we study in REL 325. The average number of reasons presented per student was 2.53.

On the post-test, the nineteen students who took it provided twenty-four different reasons for belief or disbelief which are studied in the course. The average number of reasons presented per student was 4.95, almost twice the average on the pre-test. Also, the clarity and precision of the students' answers was noticeably better. Thus the students as a class had improved the breadth of their knowledge, since they provided a greater variety of reasons, and each student, on the average, showed familiarity with a greater number of arguments. They had also improved their ability to state the arguments. This major objective of REL 325 has been met.

The method of post-testing needs to be improved. Several students commented in writing on the post-test that their hands were too tired, after an all-essay final exam, to write as much as they wanted to on the post-test! They simply alluded to some arguments, rather than spelling them out in detail, and thus did not receive credit for those too-sketchy summaries. Given enough time and energy, they might have done an even more creditable job on the post-test. The same students who made the above complaint about tired hands usually also expressed on the post-test appreciation for the great amount they had learned in the course.

Assessment Calendar

REL 100:

- Fall semester of 2004 and Spring semester of 2005, assessment tools researched, developed, and implemented to measure the success of the course in meeting its stated goals and objectives.

REL 200

- Same, or a similar, pre-test and post-test for First Measurement (content/knowledge) study. Discussion on specific content emphasis as well as attention to any need to change the details of the way the course is taught.
- Further thought on Second Measurement for Fall 2004. Revise the charts and emphasize the importance of the relationship.
- During the 2004-05 school year, a new "pre-measurement" researched, developed, and implemented to measure objective four; sense of openness and acceptance (Third Measurement).
- A pre-test and post-test developed and implemented in the spring of 2004 to measure objective six; exposure to original literature and historic texts.

REL 202

- During the Fall of 2004, attention will be given to these matters:
 - a. Content of the First Amendment will be emphasized more strongly, and throughout the course.

- b. Vagueness of assessment questions about numerous or dominant religious groups; questions will be re-worked to be more specific. Forced choice or directed questions will be considered.
- c. The topic of the growth of Catholicism in America more adequately emphasized.

REL 210

- For the Fall semester 2005 emphasis will be placed on student understanding of important theories about the Bible developed by modern critical scholars. This will address Bloom's *General Model of Human Competencies*, numbers Four and Six, Analysis and Evaluation.
- The objectives of were achieved in the fall semester, 2002. For fall 2003, continue monitoring and develop further measurements.

REL 211

- Before this course is taught again thought will be given to ways to keep students sharp on the central points of the course.

REL 305/300

- Since the designation of a "high" or "moderate" ability to critically analyze or evaluate meaning or importance is a subjective evaluation by the instructor, more study is needed to define ways to measure this objectively.
- Standardize texts and subject matter in REL 300 for the Spring of 2005.

REL 325

- Before the course is offered again, improve the pre-test to more clearly reflect the learning that occurs with the classical arguments of theology.

REL 293/380

- Develop a course number that realistically reflects difficulty and level of participation.

Management Division

It is important to look upon our division outcome assessment process as evolutionary: when we started to discuss the development of a coherent assessment plan covering a variety of majors such as Accounting, Finance, Management Information Systems, Political Science, and Public Management, it was with the understanding that we would make changes along the way. Changes to assessment seems inevitable since feedback from initial assessment reports began to show what individual division faculty members could and could not use.

We started with a pre-test/ post-test format with each test containing 45-questions broken down into three categories—this structure for assessment testing spanned all division majors. The categories are as follows:

1. Basic Knowledge, which refers to knowledge that students bring into a course. For example, it might be assumed that students entering a basic accounting course understand that a balance sheet exists, or that students entering an introductory American government course are aware that Congress consists of two houses (the Senate and the House of Representatives).
2. Basic Course Knowledge, which refers to knowledge that students possess about a particular course. For example, it might be assumed that students in a basic economic course have some general understanding of the terms "inflation," "interest rates" or "Federal Reserve Board."
3. Course-Specific Knowledge, which refers to knowledge that students learn from a particular course. For example, students completing a basic marketing course would leave that course with an understanding of the term "marketing mix" (product, place, price, promotion).

These three categories were covered in all division courses administering a pre-test/post-test. Obviously, division members wanted to have an understanding of what students knew upon entering a course and learned upon exiting.

When this format was established and implemented across the diversity of Management Division majors, the questions which we raised among ourselves when we started to put together this assessment procedure was now confronting us: What do we do with this knowledge about our students now that we have it? Are there changes that can be made to our assessment process that would make it more relevant to faculty uses?

To some extent there appears to be a movement among division members regarding how faithfully they stick to the original assessment procedure as outlined above. For example, in the case of the pre-test/post-test format administered in the Principles of Microeconomics course, the original format was faithfully applied. The assessment that was conducted on this course looked at the pre-test versus post-test results for each of the three categories covered in the 45-question format. However, in addition, or in this case a modification, to the assessment procedure was applied which was not part of the original assessment format: a "Minute Paper" was added. In this paper students were asked to quickly (in other words in one minute) write an economic commentary. As the faculty member commented in their assessment reported, "This new assessment method was tried as a quick, easy way to get qualitative feedback of learning outcomes." In other words the quantitative results from the three-category 45-question format was viewed as insufficient and required modification.

In another course in which the pre-test/post-test was applied, Retail Merchandizing, the faculty member realized that the original 45-question format had worked rather well. This particular faculty member noticed that there was a distinct improvement in the course knowledge learned—but how was this measured and how was this improvement accomplished? This faculty member looked at the pre-test/post-test results from two years ago and measured the pre-test against the post-test results—there was improvement but not in a significant way. As a result of those meager improvements in test results, the faculty member made changes to the syllabus and to her method of teaching that particular course. In administering the pre-test/ post-test format this past Spring Semester, what she could quantitatively measure was that the degree of test improvement between the pre and post test was measurably better than two years ago. In other words, over time it is possible to not only measure test results within a particular academic year, but because test results now have a history of several years, data can be compared between different academic years.

If we look at what was done in the Microeconomics course and in the Retail Merchandizing course, two methods of assessment modification were applied: in the case of the Microeconomics course, a writing (qualitative) aspect was added, and in the case of the Retail Merchandizing course, a method of assessment was applied that was only possible because of several years of available data.

Changes in assessment were also made to the Principles of Finance course. While the pre-test/post-test format with 45-questions was used, there was a fundamental shift in how to look at the content of the test. The original three categories, more or less, assumed that the test was a survey test, covering a variety of topics or categories that a particular course mandated. The change was that this particular faculty member felt that a focused test was more useful, therefore instead of designing a test with a survey theme in mind, the test was changed to be focused on a particular section of the course (Capital Budgeting) and the questions were more in-depth. This particular faculty member expects that next year when the pre-test/post-test format with 45-questions is again applied to this particular course, that the focused theme rather than the survey theme will again be applied—but this time there will be a shift to a different section of the course away from Capital Budgeting.

In the case of Accounting, the pre-test/post-test format with 45-questions was applied to BA 404 (Advanced Accounting). The reason for the shift away from the introductory accounting courses was that the accounting faculty was concerned about students and their preparation to take the CPA exam. The pre-test/post-test format administered in the Advanced Accounting course, incorporated questions covering three courses (BA 300, Financial Accounting and Reporting I; BA 301, Financial Accounting and Reporting II, and; BA 404). Together these three courses are important related to the necessary solid foundation needed to do well on the CPA exam. What was learned from this assessment procedure led to changes being made in the BA 427, Financial Statement Analysis, the capstone course in the Accounting major.

Notice that in the case of Finance and Accounting, changes were made that more or less significantly diverged from the original pre-test/post-test format with its three defined categories and yet it is possible to see that what was done in Finance and Accounting was in many ways a natural outgrowth, an evolution, from the original assessment format.

In the case of Political Science, the original pre-test/post-test format with the original three categories for the 45-questions has remained the same for the American Government: The Nation course—the faculty member has always found it useful to see what students know coming into that particular course. The change that was made is not related to the American Government: The Nation course, but to the capstone course in both the Political Science and Public Management majors, PS 370, Governmental Research. Over the course of the last several years, the Governmental Research course has become more of an applied statistics course and it has become necessary to know the level of statistical knowledge students have entering the course. As a result, administering a pre-test/post-test with statistical terminology in particular has become important as a way of helping the faculty member determine what amount of basic statistic knowledge needs to be covered in lectures as preparation for students to write the essays. In essence, the post-test part of the assessment process, while administered, is less important than the pre-test. In this case, expanding the assessment process to other courses in Political Science/Public Management led to a change in what was being sought about student knowledge.

This Management Division report on Outcomes Assessment is not a comprehensive survey of all courses or majors in the Management Division and what is done regarding assessment. It is felt that a brief description of the assessment changes that have and are continuing to take place are more important to understand regarding where we are headed. Notice that this is a change in emphasis from previous reports on the Management Division assessment process focused on what was procedural accomplished; this report focuses more on where changes are taking us. For example, in the Marketing major, the hope--possibly to show itself in the next assessment cycle--is to begin to incorporate cross-functional questions. In other words what we all realize, but students often have a tremendous difficulty grasping, is that knowledge is inter-disciplinary. In the case of Marketing, knowledge of Psychology is important and the same inter-disciplinary thinking can be considered for all Management Division majors.

Sciences Division

Biology

Mission Statement

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; 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.

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:

Students will

1. 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. initiate and complete laboratory experiments using scientific methodologies.
3. do historical reviews and complementary searches of biological journals.
4. learn to present results and conclusions of research, experimentation and scientific thinking.
5. pursue some topics in more detail than is presented in general or introductory courses.
6. be introduced to ethical issues generated by advances in genetics, biotechnology, environmental science and other areas of biological research.

Assessment

Assessment of the Biology Majors 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 2004-05 assessments in these areas are described below:

BIO 151/152 General Biology I & II is a two-semester introductory sequence for Biology majors. BIO 151 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 152 continues with a brief review of evolution and the bulk of the course material is focused on animal structure and function.

Pre/Post Tests have been developed for both BIO 151 and BIO 152. 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 151	Pre-Test	Aug/Jan	Faculty	June	None	Aug 05
BIO 151	Post-Test	Dec/May	Faculty	June	Modify Test and/or Revise presentation of material	Dec 05
BIO 152	Pre-Test	Jan	Faculty	June	None	Jan 05
BIO 152	Post-Test	May	Faculty	June	Modify Test and/or Revise presentation of material	May 05
Graduating Students	Post-Test	May	Faculty	June	Data Evaluation	May 06
Graduating Students	Exit Interview	May	Faculty Students	June	Data Evaluation	May 06
Graduates	3-9 month Survey	March	Faculty Graduates	June	Data Evaluation	March 06
Graduates	3 year Survey	March	Faculty Graduates	June	Data Evaluation	March 08
Graduates	5 year Survey	March	Faculty Graduates	June	Data Evaluation	March 09

The BIO 151 & 152 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. The test items are distributed as follows:

BIO 151 Pre/Post Test Items:		BIO 152 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		

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

	Pre Test	Post Test	Change	% Improvement
BIO 151 2004-05	8.11	11.35	3.44	42%
BIO 151 Avg To Date	7.51	11.25	3.73	50%
BIO 152 Spring 05	7.43	19.40	9.97	134%
BIO 152 Avg to Date	8.10	18.00	9.90	122%

The results from BIO 151 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 152 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 152 as compared with BIO 151 was observed in all previous years. There are several possible explanations for this observation: the BIO 151 exam is more heavily weighted with questions that test conceptual understanding and application of learning rather than factual knowledge; the material in BIO 152 is focused only on two related topics rather than the four rather diverse topics covered in BIO 151; much of the material in BIO 151 depends on the student having attained a sufficient level of knowledge of chemistry. Students with insufficient chemistry backgrounds tend to perform relatively poorly in BIO 151. 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

BIO 401 Biology Review is a capstone course for all Biology majors (except those majoring in Environmental Biology) to be taken in the senior year. Each May, the Pre/Post Tests for BIO 151 & 152 are administered to the students enrolled in BIO 401, along with Environmental Biology students graduating in May or December. The material included in these two tests covers most of the important areas that our students have studied in the Biology Program at Lindenwood University, so we feel that it can serve well as an Exit Exam for the program. (One major exception is Ecology / Environmental Biology. This material is not covered in General Biology so it is absent from the Pre/Post Tests. Our plan to address this deficiency is discussed further below.)

Table III: Pre/Post Test Results of 2005 Graduating Seniors compared with those of General Biology Students

	Part I: Pre/Post Test for BIO 151	Part II: Pre/Post Test for BIO 152	Total
Graduating Students	13.08/25	13.00/25	26.08/50
Biology Majors	13.88/25	13.75/25	27.63/50
Env Biol Majors	11.50/25	11.50/25	23.00/50
General Biology Avg. ⁺	11.25/25	17.40/25	28.65/50

- [†]Values shown are the Grand Averages 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 Pre/Post Test was 16% higher than that of the General Biology students. It is to be expected that the graduating students should score higher on this test since most of these students have taken advanced courses that cover the material in much greater depth (i.e., Cell Biology, Genetics, Evolution, Microbiology, Biochemistry, etc.). However, the students majoring in Environmental Biology are required to take only one more course in this area. In most years, significant differences are observed between the Biology majors and the Environmental Biology majors.

In contrast to their performance on Part I of the Pre/Post Test, the graduating students scored 26% lower than the General Biology students on Part II of the Pre/Post Test. Since many students do not take any other courses (such as Comparative Anatomy & Physiology or Developmental Biology) that reinforce the animal structure / function material covered in BIO 152, they have not had recent opportunities to refresh their knowledge in this area, and therefore, perform relatively poorly on the Part II exam.

One major deficiency of our Pre/Post testing system is the lack of a testing instrument covering the areas of Environmental Biology and Ecology. In the Action Plan for 2002-03 we had intended to devise such an exam and administer it in the Spring 2003 semester. However, the faculty member chiefly responsible for these courses has decided to retire as of May 2004. Therefore, we will wait until new faculty members are in place before continuing with this action item. (One new faculty member joined us in July 2003 and another arrived in August 2004.) These new faculty have begun to modify our existing course content to reflect their own expertise. The new assessment instrument(s) will be constructed in parallel with these changes. We anticipate having a first draft Part III Pre/Post test available in 2005-06.

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 are maintained in a spreadsheet format and updated annually.

Ten Biology students graduated between December 2004 and June 2005. Four of these students majored in Environmental Biology and two of the four hope to obtain immediate employment in that field. One of the others will continue operating her own small business, while the other plans to attend graduate school. Of the four December Biology graduates, one has obtained employment in her desired field of pharmaceutical sales, two are working in internship positions while preparing applications for graduate school, and the fourth is employed in an unrelated field. The two May graduates are currently seeking employment. We will survey these students in spring 2006 to learn how they have progressed with their post-graduation plans.

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 grows, 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 March 06, we will survey the students via e-mail. This May we obtained email addresses from the 2005 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.

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; post graduation surveys.

Student evaluations of both BIO 151 & BIO 152 are generally positive. Students report feeling challenged by the instructors and by the material. In BIO 151, students with weak chemistry backgrounds report struggling in that portion of the course. In BIO 152 some students mention that the amount of material covered is somewhat overwhelming. However, the grade distributions in both courses are somewhat skewed toward "B" as the most frequent grade, indicating that the majority of the students are successful in these courses.

The Exit Interview of graduating students includes questions in which students are asked which Biology courses they believe will be most and least useful to them in their future careers, and they are asked for their opinion on the best feature(s) of the Biology program, along with areas for future improvement. Many different courses were identified as particularly useful, depending for the most part on the student's area of interest. Courses receiving the most mention were: Human Anatomy & Physiology, Cell Biology, Genetics, Biochemistry, Ecology, and Advanced Environmental Biology. The only course mentioned by several students as not being very useful was Plant Biology, probably because the majority of the graduating students are interested in human biology.

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.

2004-05 Action Plan Results

Little progress was made on the objective of developing an assessment instrument for the Environmental Biology area of the curriculum. This was due in part to the two key faculty members being busy with new course preparations, and in part to a faculty illness in the Spring semester that required all faculty to take on additional teaching responsibilities. We plan to address this objective during the Fall 2005 semester, and hope to have the test ready for use in May 2006.

The objective of conducting a comparative analysis of other biology programs was abandoned due to lack of time. We hope to reconsider this proposal in the near future.

The objective of seeking administrative approval to purchase new laboratory equipment has been initiated. A proposal for purchasing new microscopes is under consideration at this writing. These microscopes will augment our current equipment and permit us to fully equip our Microbiology and Cell Biology students.

2005-06 Action Plan Resulting From 2004/05 Assessment

- Biology faculty will devise an assessment instrument for biology majors to reflect the content of required courses that are not now included in the General Biology assessment test, such as ecology, environmental biology and plant biology.
- Continue modifying and executing plan to purchase additional equipment for upper division biology lab classes, particularly cell biology, genetics, microbiology and biochemistry.
- Devise survey to be sent by email to past biology graduates; send survey in March 06. Response will be reported in next year's assessment report.

Chemistry

Mission Statement

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.

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 100	Pretest and Post Test	Aug/Dec 2004, January/May 2005	Hansen	May 2005	Evaluate presentation of material	Fall 2005
CHM 151	Pretest	August 2004 and January 2005	Pavelec and Firestine	May 2005	Assess review material presented at start of course	Fall 2005
CHM 151	Post Test	December 2004 and May 2005	Pavelec and Firestine	May 2005	Modify Test – Evaluate presentation of material	Fall 2005
CHM 151	Mid semester Evaluation	October 2004	Pavelec - Student	Fall 2004	Modified Subsequent Lecture, Homework and Book Content	Fall 2005
CHM 152	Pre and Post Test	January 2005 and May 2005	Pavelec	May 2005	Evaluate presentation of material	Fall 2005
CHM 152	Mid semester Evaluation	March 2005	Pavelec – Student	March 2005	Modified Subsequent Lecture, Homework and Book Content	Fall 2005
CHM 361/362	Pre and Post Test	August/ December 2004 and January/May 2005	Hansen	May 2005	Evaluate Exam used for assessment	Fall 2005

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 and junior 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

CHM 151 General Chemistry I

CHM 151/152 is a two semester introductory comprehensive course designed for Chemistry, Biology and health science majors. 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 CHM 151 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 2004-05 academic year three sections during the fall semester and one section during the spring semester were used for assessment purposes. The fall 2004 CHM 151 sections was assessed using Pre/Post Tests as well as a mid semester evaluation that was given during week 5. 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 Spring 2005 section.

In the fall semester 2004, a total of 66 students took both the pre and the post test exams, those students that were missing either the pre or post test were thrown out of the averages. Overall the averages for the class are shown below. The overall change of +40.04 % improvement shown as a class average. A rough correlation of improvement with overall final grades in the course showed that there was little to no correlation with final grade and percent improvement on the assessment exam. In looking at this lack of correlation, it was clear that this was due to higher scores on the assessment pre-test for those students that received A's in the course presumably due to a stronger chemistry background in either high school or college. In order to further evaluate this observation we have modified the Fall 2005 assessment to look at grades with pretest assessment scores.

Course	Pre Test Class Average	Post Test Class Average	% Change
CHM 151	23.52 %	63.56%	+40.04 %

The mid semester evaluation was given to all three sections of CHM 151 in the Fall 2004 in order to evaluate lecture presentation, use of technology in lecture, ease of read for the textbook, use of homework material and overall student self-performance evaluation. There were 70 students that completed the survey. Results indicated that the students felt that the pace of the course was appropriate, with an equal number of students indicating that much of the material was review or that it was completely new. The students found many errors in the textbook that they found frustrating. The students found the homework to be useful to preparing for the exams. In addition, the students strongly indicated that the use of technology (i.e. PowerPoint lectures) did not assist them in learning new material and much preferred worked problems and technical analysis on the board. Dr Pavelec had attempted to incorporate PowerPoint material during the early part of the semester, but abandoned this to traditional lecture after the evaluation. The students also indicated that they preferred that the assignments be posted using WebCT and that email correspondence using WebCT was significantly preferred. Dr Pavelec attempted to post the remainder of the assignments on WebCT and evaluated the use of this technology more significantly for Spring 2005.

In the spring semester 2005, the ACS Standardized Chemistry test was administered at the beginning and ends of the semester to CHM 151 students. Of the 23 students that completed the class and were issued letter grades (including UW) a total of 15 students took both pre and post test, 5 took the pre but not the post, 2 took the post and not the pre, and 1 student took neither. The following is data for students who took both tests

Student	Pre-test score (%)	Post-test Score (%)	Improved by (%)	Final Exam Score (%)
Average	24.5	39.2	14.7	60.3

The instructors (Dr Pavelec for Fall 2004 and Dr Firestone for Spring 2005) both felt that the pre and post test use of the ACS standardized test was not particularly effective because of the test format and wording. The overall impression was that the length of the exam (70 multiple choice question) was too long and that the exam covered topics that were not necessarily stressed during lectures. For this reason a new pre and post test will be developed during the summer 2005 by all chemistry instructors in the department that will be evaluated question by question for competencies. Evaluation of the pre and post tests based upon data from the previous year was difficult due to inconsistencies in assessment techniques from previous years, but has been added to our goals for incorporating into future years once the pre and post test have been redesigned

CHM 152 (General Chemistry II)

A total of 53 students completed the pre and post tests for CHM 152 in the Spring of 2005. The post-test was given with no precursory announcement to the students in the laboratory with no credit given for the exam. In evaluating the exams, Dr Pavelec noted that a significant percentage of the students failed to answer more than 50% of the questions on the post-test. Many students expressed that they had not brought their calculators and that the exam was too long (70 short answer questions). The data showed an overall improvement of 14% for the class average on the exam. Overall the instructor is completely dissatisfied with this data as a tool for evaluating the course. The exam was too long, the students did not take the exam seriously, and the students need appropriate notice to answer the questions, many of which required a calculator and equations to answer. The instructor is rewriting the pre and post exam and discussing how to incorporate the post test as a graded assignment without compromising the nature of the exam.

In addition, a mid semester evaluation was given in CHM 152 after Exam I during week 5 of the semester. The evaluation was used by the instructor after the average on Exam I was 54%, a score significantly lower than the usual 70% in previous semesters. The evaluation covered lecture presentation, effectiveness of the textbook as a resource tool, the use of homework and timeline of homework and self performance evaluation by the students. A total of 62 students turned in the evaluations. The students expressed dramatic honesty in saying that they had not studied hard enough for the exam, they commented that many of them had not been consistently doing their homework. In addition, more than 50% of the evaluations asked that homework be changed from being due 3x a semester to once per week. The students that had completed the homework cited that the homework from the book was not effective as a study tool as the wording of the questions in the text was unusual or confusing. As a response, Dr Pavelec orally diagrammed the responses to each lecture course and changed the homework format. She made homework worksheets that were due weekly rather than using textbook problems. In addition, she added office hours after lecture. Averages on the subsequent exams were 71% and 77 %. These averages were slightly higher than previous years at 69% and 73%. As a result the instructor will continue the changes for use in Fall 2005.

Organic Chemistry

Twenty-five students completed the 2-semester sequence and both the pre-test (Fall 2004) and post-test (Spring 2005). The American Chemical Society's Examinations Institute's Organic Chemistry Exam for a 2-semester course (Form 2004). The exam includes 70 multiple-choice questions and is completed within an hour.

I was a bit concerned, as the instructor, when I noted the students were simply marking the scantron sheet in a random pattern, or selecting a single letter for all 70 questions for their pre-test responses. With this type of

estimating, the statistical likelihood of students earning a 24% on the exam was calculated. The questions were such that without prior experience in an Organic course, answers were simply guesses.

I also assessed the difficulty of the exam based on the material covered in the course and realized this was assessing information beyond what was covered. It also included questions about laboratory data from instruments we do not have at Lindenwood. Therefore, I presented the post-test to the students in an open-book format. Students were allowed to use their textbook and given 2 hours to complete. The rationale behind this was that I wanted the students to use the post-test as a learning tool.

Additionally, this test score was not included in their final grade, yet I wanted each student to put effort into their responses. Therefore, I offered the students extra credit for their individual improvement in post minus pre scores. With such an offering, I noted a vast improvement in each student's effort, especially as compared with the pre-course assessment. However, even with the use of their texts and an improvement in effort, the post-course average was only 34%. A mere 10% increase.

Since students' scores were not higher than I had hoped, even with the use of their texts, I was concerned about the usefulness of this exam. I further completed a Pearson Correlation study (evaluation of final course grades against change in score) and found the results to be statistically insignificant. Nor was there a statistically significant relationship between the students' final grades in the course and their post-course score either. Therefore, I deem this particular test of no value for assessment purposes. I will be spending the summer evaluating other exams and hope to find a more useful tool to use in the 2005-06 school year.

	Pre-Course (Fall 2004)	Post-Course (Spring 2005)	Improvement (Post – Pre)
AVERAGE	24.2%	34.2%	+10.0%

Pearson $r(23) = 0.0509$, $p > 0.10$ for improvement on exam and final grade

Pearson $r(23) = 0.0999$, $p > 0.10$ for final grade and post-assessment score.

Program Action Plan:

The 2005-06 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 up 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 371 and 372, Physical Chemistry, CHM 351 and 352, Analytical and Instrumental Chemistry. As part of this expansion, the program has set the following goals for the 2005-06 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 continue to 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 continue to evaluate various options for assessment of chemistry majors through the restructuring of CHM 388 Chemistry seminar course.

Earth Sciences

See General Education Assessment

Mathematics

Mission

The Mathematics Department mission is to

1. Provide all Lindenwood students an opportunity to appreciate and understand mathematics and its role in our culture
2. Prepare mathematics students for careers secondary education, science, computer science, engineering
3. Prepare students interested in mathematics for graduate study
4. Serve the mathematical Science discipline by encouraging faculty and students to understand, apply, and develop mathematics independently.

Offerings (Upper-Level)

In order to achieve this mission the mathematics department offers upper-level courses in the following content areas: Algebra, Analysis, Discrete Mathematics, Geometry, History, Numerical Methods, and Probability & Mathematical Statistics.

Mathematical content Areas	Relevant LU Courses
Algebra	MTH 200, MTH 315, MTH 320
Analysis	MTH 171, MTH 172, MTH 303, MTH 311
Discrete Mathematics	MTH 200, MTH 321
Geometry	MTH 303, MTH 315, MTH 330
Numerical Methods	MTH 171, MTH 172, MTH 311, MTH 351
Probability & Mathematical Statistics	MTH 341, MTH 342

Objectives:

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

Assessment

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. The epilog is a narrative, which enumerates accomplishments, recommends improvements.

Procedure and Rationale

General Education Mathematics Assessment: This information may be found under the General Education Program

Between four and eight objectives were written for each of the mathematics courses. In addition we have tables relating each course objective to the appropriate program objective. For each course appropriate data was collected from each student who finished the course. This data was averaged for each objective. If there were multiple sections with different instructors, the data was pooled. In most cases, test scores, problem scores, or assignment scores throughout the semester from each of the units where the particular objectives were covered were used to provide the data.

Results

Fall 2004

There were 6 sections taught by 3 instructors.

FALL	2004	OBJECTIVES								
Course	SECTIONS	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	NUMBER
MTH 171	1	80	72	75	72	66	60	0	0	24
MTH 172	1	66	72	55	77	39	0	59	0	17
MTH 200	1									
MTH 303	1	75	81	74	72	80	55	55	0	14
MTH 320	1	31	78	60	0	0	0	0	0	16
MTH 321	1									

Relation of Course Objectives to Program Objectives:

The following tables show the average scores, a list of course objectives for each course and a list of related program objectives associated with each. An "X" in the body of the table means that "the course objective associated with the row contributes to the program objectives of the marked column".

Objectives for MTH 171 - Calculus I: Fall 2004

OBJ/ Score	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 80	Identify the graphs of linear, quadratic, exponential, trigonometric, and power functions, and to apply these basic functions to a variety of problems.	X						
OBJ2 72	Find limits both graphically and algebraically.	X	X	X				
OBJ3 75	Given the graph of a function, estimate the derivative at a point using slope, and to graph the derivative of a function.	X	X	X				
OBJ4 72	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.	X	X	X		X		
OBJ5 66	Approximate the definite integral using limits.	X	X	X				
OBJ6 60	Apply the Fundamental Theorem of Calculus and the definite integral to a variety of applications and disciplines.	X			X	X		
OBJ7 0	Verify elementary proofs.			X				

Objectives MTH 172 Calculus II Fall 2004

OBJ/ Score	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 66	Evaluate definite and indefinite integrals in closed form.	X	X					
OBJ2 72	Approximate the value of definite integrals and estimate the accuracy of these approximations.	X	X	X				
OBJ3 55	Determine the convergence or divergence of improper integrals;	X	X	X			X	
OBJ4 77	Apply the concept of integration in areas such as geometry, probability, and physics.				X	X		
OBJ5 39	Understand and determine the convergence and divergence of sequences and series.	X	X	X	X		X	
OBJ6 0	Determine the Taylor approximation of a function.	X	X	X			X	
OBJ7 59	Solve basic differential equations.	X	X			X	X	
OBJ8 0	Develop models using differential equations	X	X		X	X	X	

Objectives MTH 200 Introduction to Advanced Mathematics Fall 2004

OBJ/ Score	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Use the basic technical language of contemporary mathematics, including statement calculus, first order predicate calculus, set theory, relations, and functions.	X	X	X	X		X	
OBJ2	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proof.	X	X	X	X		X	
OBJ3	Use the basic elements and algorithms of number theory.	X	X		X		X	
OBJ4	Use mathematical induction	X	X	X				
OBJ5	Use recursion in definitions, algorithms and proofs.	X	X	X			X	

Objectives MTH 303 Calculus III Fall 2004

OBJ/ Score	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 75	Use vectors to study and describe geometrical objects.	X	X					
OBJ2 81	Use the derivative and integral to analyze and use functions of one and several variables.	X	X				X	
OBJ3 74	Solve unconstrained and constrained optimization problems	X	X			X	X	
OBJ4 72	Use integrals in Cartesian, polar, spherical, and cylindrical coordinates	X	X			X		
OBJ5 80	.Model motion in space using parametric functions	X	X					
OBJ6 55	Apply vector fields to model flows and fluxes	X			X	X		
OBJ7 55	Use the three fundamental theorems of multivariate calculus in computations	X	X			X	X	

Objectives MTH 320 Algebraic Structures Fall 2004

OBJ/ Score	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Extend and develop the basic arithmetic of the natural integers learned in elementary school, including divisibility properties, algorithms for the finding the greatest common divisor, and algorithms for solving linear diophantine equations and linear congruencies.	X	X	X	X			
OBJ2	Use the well ordering principle and mathematical induction as logical basis for the arithmetic of the natural integers.			X	X			
OBJ3	Study the basic elements of the structures of groups, rings and fields as abstractions of the arithmetic of the natural integers			X	X			
OBJ4	Use these structures to study polynomial arithmetic.			X	X			
OBJ5	Use these structures to trace the historical development of the concept of number				X			
OBJ6	Apply these structures and techniques to the theory of equations and to geometry			X	X		X	

Objectives MTH 321 Discrete Mathematics Fall 2004

OBJ/ Score	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1	Use mathematical reasoning.	X	X	X				
OBJ2	Specify, verify and analyze algorithms.					X	X	
OBJ3	Specify the order of growth of complex functions in terms of simpler functions.		X		X			
OBJ4	Encode and decode messages using RSA encryption as an application of number theory					X		
OBJ5	Enumerate abstract objects.		X			X	X	
OBJ6	Examine and use discrete structures such as sets, permutations, relations, graphs, trees and finite state machines	X	X					

Spring 2005

There were 8 courses taught by 5 instructors. All instructors wrote an epilog for each of their classes

Course	SECTIONS	OBJECTIVES								NUMBER
		OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	
MTH 171	1	73	69	68	72	59	69	48	61	24
MTH 172	1	70	72	44	59	87	41	0	0	11
MTH 200	1	21	0	59	47	53	0	0	0	8
MTH 311	1	73	0	83	77	66	0	69	75	13
MTH 315	1	70	75	85	72	0	0	0	0	14
MTH 321	1									8
MTH 341	1	76	81	73	40	0	0	0	0	9
MTH 361	1	0	87	85	83	83				4

Objectives for MTH 171 - Calculus I Spring 2005

OBJ/ Score	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 73	Identify the graphs of linear, quadratic, exponential, trigonometric, and power functions, and to apply these basic functions to a variety of problems.	X	X					
OBJ2 69	Find limits both graphically and algebraically.	X	X	X				
OBJ3 68	Given the graph of a function, estimate the derivative at a point using slope, and to graph the derivative of a function.	X	X	X				
OBJ4 72	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.	X	X	X		X		
OBJ5 59	Approximate the definite integral using limits.	X	X	X				
OBJ6 69	Apply the Fundamental Theorem of Calculus and the definite integral to a variety of applications and disciplines.	X			X	X		
OBJ7 0	Verify elementary proofs.			X				

Objectives MTH 172 Calculus II Spring 2005

OBJ/ Score	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 70	Evaluate definite and indefinite integrals in closed form.	X	X					
OBJ2 72	Approximate the value of definite integrals and estimate the accuracy of these approximations.	X	X					
OBJ3 72	Determine the convergence or divergence of improper integrals;	X	X					
OBJ4 44	Understand and determine the convergence and divergence of sequences and series	X		X	X			
OBJ5 59	Apply the concept of integration in areas such as geometry, probability, and physics.					X		
OBJ6 87	Determine the Taylor approximation of a function.	X	X	X				
OBJ7 41	Solve basic differential equations					X	X	
OBJ8 0	Develop models using differential equations					X	X	

Objectives MTH 200 Introduction to Advanced Mathematics Spring 2005

OBJ/ Score	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 21	Use the basic technical language of contemporary mathematics, including statement calculus, first order predicate calculus, set theory, relations, and functions.	X	X	X	X		X	
OBJ2 0	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proof.	X	X	X	X		X	
OBJ3 59	Use the basic elements and algorithms of number theory.	X	X		X		X	
OBJ4 47	Use mathematical induction	X	X	X				
OBJ5 53	Use recursion in definitions, algorithms and proofs.	X	X	X			X	

Objectives MTH 311 Differential Equations Spring 2005

OBJ/ Score	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 73	Solve and apply differential equations (DEs) of order one.	X	X					
OBJ2 0	Apply numerical methods to obtain approximate solutions to DEs	X	X				X	
OBJ3 83	Solve linear DEs with constant coefficients of order 2.	X	X			X	X	
OBJ4 77	Apply linear DEs of order 2 to vibration problems.	X	X			X		
OBJ5 66	Solve systems of linear DEs	X	X					
OBJ6 0	Apply systems of linear DEs to electric circuits and to networks.	X			X	X		
OBJ7 69	Compute Laplace transforms and their inverses.	X	X		X	X	X	
OBJ8 75	Apply the Laplace transform method to solve DEs.	X	X		X	X	X	

Objectives MTH 315 Linear Algebra Spring 2005

OBJ/ Score	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 70	Support mathematical statements with proofs	X	X					
OBJ2 75	Use the axioms of a vector space as a basis for these proofs	X	X				X	
OBJ3 85	Perform vector operations	X	X			X	X	
OBJ4 72	Perform matrix operations	X	X			X		
OBJ5 0	Solve linear systems of equations by several methods	X	X					
OBJ6 0	Calculate eigenvalues of linear transformations and matrices	X	X		X	X	X	
OBJ7 0	Use eigenvalues to interpret transformations geometrically		X				X	

Objectives MTH 341 Probability & Mathematical Statistics I Spring 2005

OBJ/ Score	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 76	Summarize and display data, calculate measures of central tendency, variation, and position	X	X					
OBJ2 81	use set theory and enumeration techniques to compute probability of events, including those for dependent and independent events, and use Bayes Theorem	X	X	X	X	X	X	
OBJ3 73	Develop theory for mathematical models to describe random experiments for discrete random variables	X	X	X		X	X	
OBJ4 40	Develop theory for mathematical models to describe random experiments for continuous random variables	X	X	X		X	X	
OBJ5 0	Use mathematical models to compute the probability of events	X	X			X	X	

Objectives MTH 361 Engineering Mathematics

MTH 341	1	76	81	73	40	0	0	0	0	9
MTH 361	1	0	87	85	83	83				4

Spring 2005

OBJ/ Score	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 0	Mathematically model problems in Physics				X	X	X	
OBJ2 87	Solve problems via eigenfunctions.	X	X					
OBJ3 85	Solve problems via integral transforms		X					
OBJ4 83	Solve problems via finite difference methods		X					
OBJ5 83	Extract pertinent information about physical systems from solutions		X			X	X	

Actions

This is the fourth year that we have this form of assessment. We continue to refine and develop our objectives and their evaluation. The epilogues have been effective tools. The same instructor teaches most of our courses in this group at least twice in succession. This allows us to make adjustments rapidly. Numerical values below 70 are reviewed and very low values are addressed immediately. Each of these will now be addressed in turn.

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 which will be given in class in the first week of the semester to quickly assess whether students have the appropriate preparation for the course. We will 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.

A review of the results for Introduction to Advanced Mathematics (MTH/CSC 200) reveals that this course remains very difficult for most students.

The Algebraic Structures course (MTH 320) will be completely revised using a groups first approach and emphasizing more applications of the concepts throughout the course. The objectives of this course need revision. This will be completed by Fall 2006.

There remains a need for a new Statistics course for science majors and mathematics majors. This would have a prerequisite of Survey Calculus or Calculus I and be a prerequisite of Probability and Mathematical Statistics.

The departmental objective “read and communicate mathematics independently” (SEM) continues to be a problem. The process of revising our course objectives has not yet lead to improvement. This will have to be addressed directly next year.

Plans for the next cycle assessment

Review the course objectives where needed. This is done each time the course is offered.

Integrate projects and presentations in our upper level courses to achieve the departmental objective “ read and communicate mathematics independently” (SEM). Fall and Spring Semester 2004-05.

Design and introduce Intermediate Statistics by Fall 2006.

Psychology

Culture of Assessment

Beyond our formal assessment of student outcomes in PSY 100, we have undertaken various other activities in the interest of cultivating a *culture of assessment* in the Psychology program. Ideally, assessment will be conducted in various ongoing ways, informally as well as formally; day-to-day as well as annually. Student involvement also contributes to our assessment process.

In addition to the *general education* assessment process, the Psychology program has taken further steps to establish and maintain a *culture of assessment*, and has expanded the scope of its assessment program. For example, in 2005 course-based assessments were conducted for PSY 300 (*Research Methods*) and PSY 432 (*Advanced General Psychology*). Results of these assessments are presented below, after the re-cap of last years action plan.

Re-Cap of Action Plan For 2004 - 05 – Abnormal Psychology

1. Keep basic course structure intact, as each of the specified course components appears to be contributing value to student learning, as indicated by student feedback.
 - General course format remained similar to previous years

2. Experiment with a shift in emphasis, diminishing the use of “educational video clips” of disorders, and possibly expanding the use of cinematic portrayals of mental disorders.
3. Experiment with a shift in emphasis, re-allocating a portion of the time currently devoted to lectures to case-focused discussions.
 - In response to student feedback, the frequency with which case example video clips was used was decreased, and discussions of cases from the case readings book was proportionally increased. In this way, action plans #2 and #3 were addressed simultaneously.

PSY300 Research Methods

New Assessment: This course is a four-credit course that meets three hours a week and is currently one of the required courses for the psychology major. A more basic-level course on experimental design (PSY 202: Experimental Psychology) and statistics (SS3 10: Social Science Statistics) are direct prerequisites for the course. Because both PSY 202 and SS 310 have their own prerequisites, students who take PSY 300 are usually junior or senior level psychology majors.

The students are introduced to topics ranging from fundamental concepts in experimental design to the analysis of complex research designs. Discussion of ethical principles in human subject research as well as instruction on using a statistical software package, SPSS is also included. A large component of the course consists of students designing, implementing, analyzing, and presenting their original research project, including filling out an IRB application form, writing up a complete APA style research report that gets published in the class journal, serving as anonymous reviewer for fellow-classmates' papers, and orally presenting the results of their projects in class. Prior knowledge of APA style writing, how to conduct library research, and basic principles of statistics are expected of all students.

A simple seven-item quiz was given to the students on the first day of classes before any instruction was given on the course content (pre-test) and then again on the last day (post-test) to unsuspecting students in the course. Of the total of 28 students who completed the course, data from three students had to be omitted because they were not present at the time of the pre-test.

After the data was obtained, the course tutor graded the answers on both the pre- and post-tests based on an answer key prepared by the instructor. The course tutor was unaware of the purpose of the quiz and did not know that half of the quizzes resulted from the pretest and the other from the posttest session. The tutor was asked to give a score of 0 for incorrect responses, .5 for partially correct responses, and 1 for correct responses based on the answer key. The tutor was asked to use her own discretion when assigning partial grades.

Once the quizzes were scored, the instructor went over the items assigned partial grades to re-evaluate the scoring. The only item that was recoded consistently based on this second run-through was for the question, “What is an independent variable?” where the partially credited response of “the variable being manipulated in an experiment” was given full credit.

A paired t-test was conducted in order to determine whether the mean posttest score exceeded the mean pretest score for this group of students. The results revealed that indeed, their mean posttest score (5.46 points, S.D. = 1.241) was significantly higher than their mean pretest score (4.54 points, S.D. = 1.802), $t(24) = 3.347$, $p = .003$.

An Item-By-Item Analysis Of The Seven Questions On The Quiz
(the number in parentheses indicates the standard deviations)

Item	Mean % correct at Pretest	Mean % correct at Posttest
What is the Institutional Review Board?	.86 (.339)	1.00 (.000)
What is the Human Subject Pool?	.80 (.323)	.96 (.138)
What is an independent variable?	.70 (.456)	.88(.332)
What is a dependent variable?	.70 (.456)	.88 (.299)
In hypothesis testing, what hypothesis are you testing?	.80 (.408)	.80 (.408)
In hypothesis testing, what does it mean to find statistical significance?	.28 (.384)	.42 (.312)
In statistics, what is a critical value?	.40 (.479)	.52 (.489)

It is clear from viewing these scores that there are clear strengths and weaknesses. By the end of the semester, the students seem to have a very good understanding of the IRB and the Human Subject Pool as well as a reasonably good understanding of the fundamental concepts of independent and dependent variables but a relatively poor understanding about statistics.

It is important to note that all of the questions on this simple quiz are directly addressed in one of the prerequisite courses for this class, PSY 202: Experimental Psychology. This explains the relatively high mean scores on the pretest for the majority of the questions. Because students are expected to have taken two statistics courses prior to enrolling in this class (MTH 141: Basic Statistics and SS 310: Social Science Statistics), statistics is covered only minimally in the current course. However, the relatively poor scores obtained by the students on the post-test on these items may indicate that more emphasis should be placed on these concepts than it has been in the past. It may also point to the possibility that students are not making the connection between research design (which is the primary focus of this course) and statistics (the focus of MTH 141 and SS 310).

Finally, the correlation between a student's final course grade and his/her post-test score was found to be much greater in magnitude ($r = .789$, $R^2 = .622$) than the correlation between a student's final course grade and his/her pretest score ($r = .613$, $R^2 = .376$), which suggests that the items chosen for this simple quiz may have been representative of the kind of information emphasized in this course.

PSY 432 Advanced General Psychology

New Assessment: Students in PSY432 were given a comprehensive survey intended to generate demographic information that will help us better understand some of our graduates' characteristics (PSY 432 is one of the last courses taken by our majors prior to graduation), their academic track (i.e., BA or BS degree; specialized emphasis within the major, etc.), as well as their perspectives on the Psychology curriculum.

Demographic Information about Our 2004-05 Graduating Seniors

Within psychology, students may elect to emphasize one of four tracks: applied, developmental, experimental, or pre-clinical/counseling, depending on their academic and/or career interests. A different set of courses are required depending on the track chosen. Psychology majors may graduate without having an emphasis.

- Thirty-four students graduated with either a B.A. ($n = 19$, 56%) or a B.S. ($n = 15$, 44%) degree in psychology in the 2004-05 academic year.
- Six of the graduates were men (17.6%) and 28 (82.4%) were women.
- The majority of the students ($n = 31$, 91.2%) finished their degrees at the end of the spring 2005 semester; only three (8.8%) completed their degrees at the end of the fall 2004 semester.
- One graduate had double majored in Psychology and Criminal Justice, another in Psychology and Math, and a third in Psychology and Sociology.
- Exactly half of our graduates had pursued an emphasis in pre-clinical/counseling (50%), two students pursued an emphasis in applied psychology (5.9%), another two in experimental psychology (5.9%), and three in developmental psychology (8.8%). One graduate reported fulfilling requirements for pursuing

both an emphasis in developmental psychology and experimental psychology. Nine students did not pursue any particular emphasis in their training (26.5%).

Graduates' Career Plans

We have data for 26 of the 34 graduates regarding their career plans; 8 students either could not be reached (e.g., because they graduated in December and were no longer on campus) or did not respond to the survey.

- Fifteen of the 34 graduates (57.7%) indicated that they were planning to go on to further schooling in psychology or a related area such as counseling, speech pathology and social work whereas only three (11.5%) planned to find employment. At the time of this report, at least three such students have been accepted into graduate programs.
- This year's data serves as a starting point for inquiry; in the future, we hope to track actual graduate school acceptances and gather information about what specific programs our graduates end up attending. This is addressed in our Action Plan, below.

PSY432: Student Perspectives and Feedback

- Of the 37 respondents, 35 had taken the PSY432 in the Spring of 2005 and two had taken it in the Spring of 2004.
- Because of the large number of students who were enrolled in the course this semester (n = 36), the instructor had to alter her original idea of structuring the course around reading and discussing original and significant articles in psychology to taking on a more lecture-based format, adopting the old model of covering an advanced-level introductory textbook in some detail, but most of all, in accelerated speed.
- One change made this semester was to spend the first quarter to a third of the semester orienting students toward their career options. Data gathered indicated that the majority of the students in the class were largely unaware of what they needed to do in order to achieve their career goals (if indeed they had formulated career goals).
- Most students commented on how the section on career-orientation was most helpful. As part of their course requirement, students had to produce a portfolio of their academic, career, and extracurricular achievements as well as a complete multiple assignments that required them to produce practical documents such as a curriculum vita, personal statement that one might submit when applying to graduate school, cover letters and thank you letters that one might use for employment as well as graduate school applications. Students generally found these activities most helpful.
- Many students remarked both formally through the survey as well as informally through personal communication that they would like to "be made aware of" the various steps they need to take in order to be prepared for the graduate school application process and/or finding employment earlier on in their schooling. Even those who found the career part of the course helpful commented on how they would have liked to learn about it in their sophomore or junior year.
- Many students wanted to see more discussion and interaction in class. Some felt that the class was rushed, having to cover so much detail in so short a time. The majority of the students would like to see a smaller class size to allow for more discussion. The students' opinions varied greatly with respect to what they believed should be covered in a capstone course, ranging from review of everything they had learned to covering new and more advanced material in psychology and career training.

Assessment Calendar -- Psychology Program/Majors – PSY 432 And PSY 300

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.
- 2) Explore the feasibility of re-structuring PSY 432, in accordance with student feedback, to allow for a greater emphasis on discussion and a more integrative study of the field of Psychology.

Fall, 2005

- 1) Pending administrative approval, develop a course consistent with goal #1, above.
- 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.
- 3) Develop procedure for tracking our graduates' post-graduation outcomes, and gather data over several years regarding employment outcomes, graduate school destinations, etc.
- 4) Pending administrative approval, implement a re-structured PSY 432, and pursue re-naming it as "Senior Seminar," consistent with goal #2, above.

Sociology/Anthropology

Portfolio Assessment

We have maintained portfolio files for the students who major in Sociology and Anthropology. We implemented our portfolio evaluations for graduating students this year 2004-05. We found that all of our graduating students had excellent portfolios this year. We had an outstanding group of three. When we scored the portfolio essays we were trying to determine whether our students are synthesizing and integrating the materials as well as we expected. We found that this particular group did excellent on their writing and evaluation skills. All of the students demonstrated intellectual growth and improvement in their writing skills over their time period in our program. We do not expect our program to grow substantially. This is in line with national trends in these fields.

Graduates and Career Plans

This academic year 2004-05 we had four students graduate from our Sociology and Anthropology programs. Three of the students did contract majors in anthropology. One student did a dual degree in sociology and anthropology. The other student was a sociology major and graduated in December, 2004.

One of the anthropology majors has decided to go into the field of forensic anthropology and she will have to take many courses in biology and chemistry in order to get into graduate school in that area. Normally, if a student chooses that track, they would have to take more biology and chemistry here at LU, however, she did not decide on this direction until her senior year. One other anthropology major has decided to go to graduate school in counseling psychology, but is going to work for some time prior to graduate school. Our dual sociology and anthropology major, an international student from Argentina, has decided to go into international business and marketing and will apply for graduate school here at LU. The other sociology major who graduated in December is thinking about coming back to graduate school here at LU, but has not decided on what field to pursue. We advised her to continue some courses here (and she has one more year of eligibility on the Women's volley ball team) to help her decide the direction of her career.

Action Plan

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 2006	Review portfolios according to standardized criteria: Scoring portfolio	Fall 2005 Department meets to evaluate methods of assessment
ANT Major	Portfolio	May 2006	Collect portfolio of major essays	May 2006	Review portfolios according to standardized criteria: Scoring portfolios	Fall 2005 Department meets to evaluate methods of assessment

Future Plans

Again, as we mentioned last year, we need to continue to perfect our collection of papers for incorporation into the portfolios. Last year we mentioned that we did not remember to retain some of the essays that the students had written. We were more conscientious about doing so this year. It took some time to actually gather these materials together. We will still remind students of how important these portfolios are and they need to be more aware of how these portfolios will be assessed. One way in which we will do this is to inform them that these portfolios will be used as a means of writing recommendation letters for them for their future careers.

Weaknesses And Challenges

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 developed 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.

Lindenwood College for Individualized Education (LCIE)

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.

Goals

LCIE offers various majors at the undergraduate and graduate levels. There are goals and objectives which are common to all majors, and there are some goals and objectives which are specific to individual majors. The common goals and objectives of LCIE are the following:

Goal: 1. Develop an awareness of the relationships among traditional disciplines.

Objectives: The students will

- a. learn in integrated clusters of related disciplines
- b. participate in at least one colloquium per term
- c. meet with their faculty advisors each term for integrative discussion of studies.

Goal: 2. Develop written and oral communication skills.

Objectives: In each cluster the students will

- a. write at least 30 pages (40 pages for graduate students) of case study analyses, expository prose, and/or research projects
- b. participate in and lead seminar discussions
- c. meet with their faculty advisors to monitor progress.

Goal: 3. Develop research skills.

Objectives: The students will

- a. assimilate a range of information from a variety of sources into a thesis driven discussion.
- b. demonstrate competence in the use of accurate and appropriate documentation.
- c. complete a culminating project under the supervision of their faculty advisors or complete a capstone course.

Goal: 4. Develop an awareness of community resources to foster lifelong learning.

Objectives: The students

- a. may participate in experiential learning opportunities including practica, internships, and other field experiences.
- b. participate in learning experiences outside of the classroom.

Goal: 5. Develop a mastery of the body of knowledge and skills within a field of study.

Current LCIE Assessment

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 an LCIE undergraduate degree program, the student must submit and have approved a culminating project. Graduate students have an option of completing a culminating project or doing additional coursework, including a capstone course. 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. Graduate 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,
- relation to the major.

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).

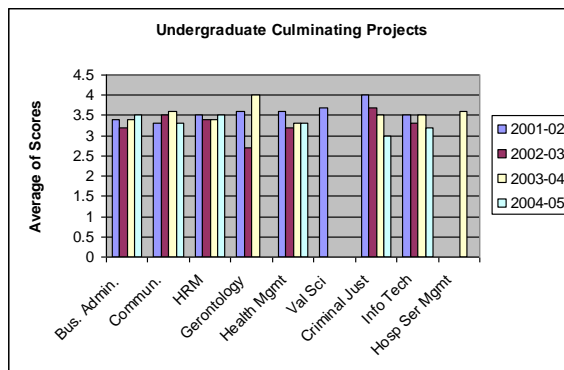
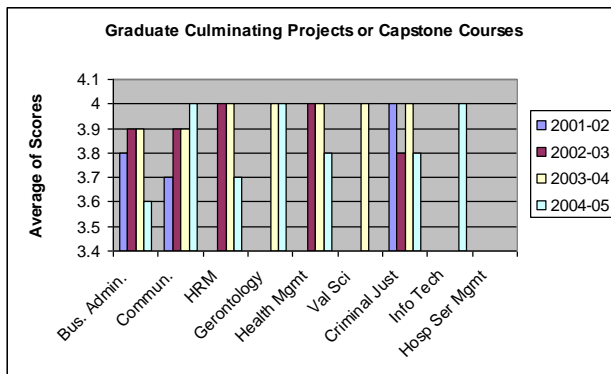
Assessment of the majors based on a sample of 117 undergraduate and 125 graduate students:

Year: June 2004 to May 2005

Major	Undergraduate Culminating Projects		Graduate Culminating Projects or Capstone Courses	
	No. of Students	Average	No. of Students	Average
Business Administration	55	3.5	92	3.6
Communications	9	3.3	2	4.0
Human Resource Management	7	3.5	16	3.7
Gerontology			3	4.0
Health Management	8	3.3	6	3.8
Valuation Sciences				
Criminal Justice	12	3.0	5	3.8
Information Technology	26	3.2	1	4.0
Hospitality Service Management				

Comparison of 2001-02, 2002-03, 2003-04, and 2004-05:

Major	Undergraduate Culminating Projects				Graduate Culminating Projects or Capstone Courses			
	2001-02	02-03	03-04	04-05	2001-02	02-03	03-04	04-05
Year								
Number of Students Assessed:	131	172	168	117	157	206	179	125
Business Administration	3.4	3.2	3.4	3.5	3.8	3.9	3.9	3.6
Communications	3.3	3.5	3.6	3.3	3.7	3.9	3.9	4.0
Human Resource Management	3.5	3.4	3.4	3.5		4.0	4.0	3.7
Gerontology	3.6	2.7	4.0				4.0	4.0
Health Management	3.6	3.2	3.3	3.3		4.0	4.0	3.8
Valuation Sciences	3.7						4.0	
Criminal Justice	4.0	3.7	3.5	3.0	4.0	3.8	4.0	3.8
Information Technology	3.5	3.3	3.5	3.2				4.0
Hospitality Service Management			3.6					



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 2002-03 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 2001-02 academic year in the communications cluster. The only difference between the objectives from 2001-02 to 2002-03 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 61 clusters, allowing instructors and program directors to determine strengths and weaknesses of the programs.

- 52 students in the introductory communications cluster were assessed through March 2002.
- 245 students in the introductory communications cluster were assessed from April 2002 through March 2003.
- 171 students in the introductory communications cluster were assessed from April 2003 through March 2004.
- 378 students in the introductory communications cluster were assessed from April 2004 through March 2005.

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

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 .22 for objective 7.

Comparison of Competencies and Objectives in the Communications Cluster

Competencies

- A. Basic Knowledge (accuracy and completeness of content)
- B. Comprehension (abstractness of expression)
- C. Analysis (thoughtfulness, reasoning)
- D. Synthesis (organization and clarity of expression)
- E. Evaluation (critical thinking)

(An x indicates which objectives measure which competencies. The degree to which the competency is measured is stated in the tables and chart above.)

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7	Obj 8	Obj 9	Obj 10	Obj 11
A	x	x	x	x	x	x	x	x	x	x	x
B	x				x		x			x	x
C							x			x	x
D										x	x
E											

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 in each of the courses.

The skills assessment inventory (SAI) was added to the list of assessment tools in the 2002-03 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 academic years 2002-03, 2003-04 and 2004-05. 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.

Cluster	2002-03			2003-04			2004-05		
	Students	Eval	SAI	Students	Eval	SAI	Students	Eval	SAI
General Education	Number	Eval %	SAI %	Number	Eval %	SAI %	Number	Eval %	SAI %
Communications	245	85	79	226	91	82	378	87	78
Humanities	112	91	87	191	93	80	297	86	86
Social Sciences	87	83	87	105	84	85	133	82	85
Mathematics	127	70	83	105	87	75	271	87	86
Computer									
Mathematics	22	87	87	24	75	71			
Natural Sciences	103	88	86	111	89	81	254	88	89
CC Africa	45	90	89	46	91	91	43	87	87
CC Russia	45	95	91	19	95	88	126	92	91
CC Native Americans	46	98	95	77	99	93	20	98	89
CC Japan	24	78		26	81		12	85	
CC Latin America	6	88	78						
Business Administration	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Undergraduate									
Accounting	67	82	76	59	88	79	110	85	85
Management	99	87	91	90	87	87	110	87	90
Marketing	76	89	85	90	86	88	102	88	87
Economics	63	92	84	73	93	91	74	90	79
Business Law	75	91	88	77	79	95	117	86	
Small Business				16	83	85			
Graduate									
Accounting	71	91	77	86	89	81	117	91	82
Marketing	97	89	89	90	86	88	122	90	88
Management	135	93	91	59	88	79	197	94	86
Finance	36	93	84	51	92	80	87	89	86
Communications	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Historical Trends	22	85	82	11	89	85	61	94	88
Promotional Mix	48	96	80	17	93	98	13	92	85
Written Com. for Busi	6	100	100						
Adv Creative Writing	10	98	66				10	87	
Creative Writing							12	66	
Org. Com. Theory	46	96	86	92	98	91	96	95	88
Desktop Publishing	25	99	94	30	93	90	61	94	88
Public Relations	28	99	98	68	94	93	51	97	88
Digital Mgmt	12	100	97	12	100		14	100	100
Video Production				38	90	91			
Com Capstone	18	98	97						

Criminal Justice	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %
CJ Systems	12	99	99				12	90	100
CJ Administration	12	88	94						
Law Enforcement	13	98	99	23	98		23	98	100
CJ Communications	11	95	98	11	100	100	11	100	100
Criminal Procedure	11	95	95						
Critical Issues	12	87	91	13	92	92	22	99	99
Admin of Justice	12	99	99	10	100	99	10	95	96

Gerontology	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Resource Allocation	8	98	96				12	84	86
Mental Health Issues	8	90	83	10	96				
Research Methods				7	97		10	91	
Nursing Home				6	93	92	12	83	97
Aspects of Aging									
Legal and Economic							10	98	93

Health Management	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Ethical Issues	11	89	89	7	97	97	40	92	94
Health Care Finance	8	97	94	11	96	97	17	83	88
Strategies	11	88	83				12	93	93
Health Care Policy	7	99	99	25	90	92	26	96	90
Legal Issues	11	98	88	30	97	91	9	99	95
Mgmt in Health Care	6	98	90				13	90	90

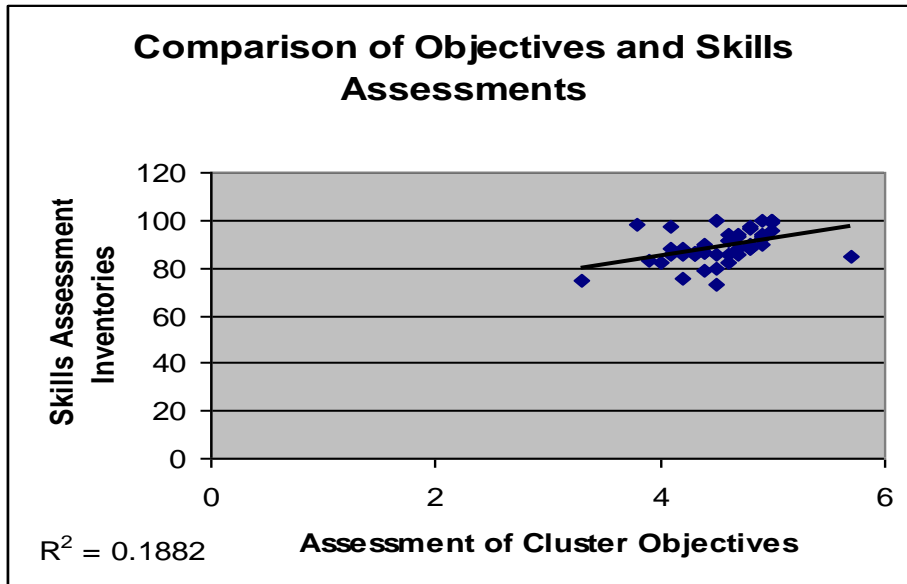
Human Res Mgmt	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Employee							111	90	73
Supervision	100	95	83	6	73	80			
Adult Learning	23	90	89	14	96		25	93	94
Group Dynamics	36	95	95	17	95		34	92	
Organizational							54	97	94
Assess	35	95	94	68	97	86			
Strategies for HRM	27	80	70	25	82	72	67	84	76

Information Tech	Number	Eval. %	SAI %	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Mgmt Info Systems	33	96	95	18	96		43	98	92
Networking Essentials	25	94	92						
Adv Networking				11	93				
Operating Systems	24	97	79	16	95	80			
Project Mgmt	17	95	88	12	98		40	95	88
Web Design	12	89	96	13	91	80	13	78	83
Adv. Web Design							10	66	75
Database Design	12	94	85	15	95	81	13	79	82

The table itself gives the managers of the programs valuable information. 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%. These scores need further investigation. In some areas the instructors are not evaluating every student every quarter. Program managers must make an effort to improve participation in the assessment process.

In the 2004-05 year 3595 student evaluations and 2947 skills assessments were reported. The following graph shows that there is an association between the assessment of cluster objectives and the scores on the

skills assessment inventories. The r-squared value is 0.1882 indicates that there are factors that are not assessed by the SAIs but that significantly impact the grades given in the clusters.



Action Plan

During the 2005-06 academic year:

1. Program managers will continue to work with the adjunct faculty to achieve consistency in the assessment process and in the development of syllabi.
2. Skills assessment inventories will be updated and refined.
3. Analyses of all clusters following the example of the introductory communications cluster will continue.
4. 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)
5. Capstone courses will be offered as alternatives to undergraduate culminating projects in some majors.
6. Pretests and posttests will be considered in appropriate areas.
7. Graduate students will assist in the data entry necessary for the completion of these actions.

Forms

To see copies of the "Culminating Project Assessment Report" and the "Lindenwood College For Individualized Education: Summary Evaluation Of The Student" contact the LCIE office

School and Professional Counseling

Forms of Assessment

- Assessment in Individual Courses:
 - Continued monitoring of syllabi, use of standardized assessment techniques, and use of Bloom's taxonomy matrices for each course.
- Program Assessment:
 - A variety of approaches have been adopted to assess student's competencies towards the end of the program curriculum and to evaluate if program objectives have been achieved. The following describes the types of assessment that have been utilized:

1. Exit Requirements:

As part of the exit requirements for the professional and school counseling programs students are required to complete either (a) a master's thesis or (b) comprehensive exams.

(a) Culminating Project/Thesis

Prior procedures developed for the Thesis requirement continue to be in place. In Fall 2003 trimester students were required to submit a detailed proposal to the Institutional Review Board for approval, prior to gathering data for research purposes. Also students electing to complete the thesis were required to take and pass IPC 542 Statistics, or demonstrate competence in this area. In Spring 2004, it was decided that IPC 542 would count as an elective for students completing a thesis. These changes were made in order to increase student's likelihood of successful data gathering and analysis, which would facilitate more timely completion of the thesis.

The numbers of students enrolled in IPC 599 for the 2004-05 academic year has ranged from 8 (Fall 2003) to 8 (Spring 2004) per trimester.

Objectives met through the process of completing a thesis project include: Ethics, Research Methods and Evaluation, and Assessment. Depending on the topic area addressed in the literature review, Theories & Techniques, Cultural Awareness, Human and Personality Development and Careers may also be addressed. All aspects of Bloom's taxonomy are addressed in the process from beginning to the end.

(b) Comprehensive Exams:

A nationally normed multiple choice test (CPCE)

Results of all administrations of the CPCE are attached. These results include data regarding national averages and standard deviations of this test. Trends from the 2004-05 academic year initially suggested a drop in scores from prior administrations; however by Spring '05, scores increased significantly. Low scores from Summer and Fall 2005 were still consistent with national norms. Examinations of subtest scores also show that students' performance in typically low-scoring areas such as Research and Appraisal is increasing from trimester to trimester.

Action taken

General:

1. Continued providing feedback to adjunct instructors to incorporate more testing (in particular, multiple-choice testing) across the curriculum. Subsequently, based on student evaluations, adjuncts

that failed to address a broad range of theoretical concepts and knowledge in their classes were not rehired.

2. Continued to encourage Adjunct instructors to use a stricter grading policy so as to provide students with a more accurate assessment of their academic abilities. In addition, with the assistance of the administration, monitoring of student's performance and stricter enforcement of academic probation and suspension policies allowed us to maintain more rigorous academic standards. As a result of the exit exam requirements and the shift to increased testing across the curriculum, we continue attracting a stronger caliber of student. Earlier feedback regarding academic performance has also allowed students to make adjustments as necessary to increase their own performance. It is hoped that the net outcome of these actions will lead to an overall increase in the quality of students that enter the program as well as increase their quality of their performance at the end of the program. The rise in scores at the end of the 2004-05 academic year lends support to this assertion.
3. Test preparation workshops were offered in Fall 2003 and Spring 2004 trimesters. These workshops were intended to ease students' anxiety about the CPCE exam and familiarize them with standardized testing methods. Based on initial student feedback, these sessions were useful in preparing students for the exam. These workshops will be continued in future trimesters.
4. In Fall 2004, students were only permitted 3 C's across the program (not including Counseling Skills Lab and Internship). Students with a C grade were required to retake those classes.
5. Textbooks will continue to be evaluated and monitored in Adjunct-taught classes. This feedback on the usefulness of current or proposed texts will allow the department to choose materials that are most consistent with the goals of the program and prepare students adequately for the CPCE.
6. In Spring 2005, a writing competency assessment was identified and piloted in Foundations classes. This assessment is intended to identify students who have deficiencies in their written English and may require remediation. The hope is that by identifying these students and providing assistance, these students will have greater ability to succeed in the program. This competency will continue to be piloted in Summer 2005, with the intent of implementing testing to all incoming Fall '05 students.

Specific courses:

1. Revamped the research methods class to incorporate a focus on program evaluation, which was a main area being assessed by the CPCE exam. Books and supplemental materials have also been streamlined to improve delivery of course concepts.
2. Appraisal concepts are being reviewed and utilized in advanced courses to enhance and aid in material application and retention.
3. Lifestyle and Career course has increased knowledge and use of computerized testing methods. Instructors have also been given recommendations to increase students' knowledge of current labor trends and practices.

2. Internship/Field Experience.

Professional Counseling students are required to complete 600 hours of field experience over at least two trimesters (IPC 590) while school counseling students complete 300 hours (IPC 591) at an agency and 300 hours of field placement in a school setting (IPC 592, 593, 594). For Spring 2004, 29 students completed field placement, scoring with a range of 4.4-60 and a mean of 5.13.

In Fall 2003, students began reporting a lack of consistency between internship sections. This inconsistency led to some confusion regarding Internship requirements and expectations. Also an inspection of the Site Evaluation suggested interns may have been given inflated scores as they were at times rated in areas they did not perform at the internship site. Thus some doubt was cast on the accuracy of previous assessment methods.

It was also observed that students who began their Internship without a 3.0 GPA experienced more difficulties completing the internship as well as the Exit Exam. Thus a decision was made to require a 3.0 GPA prior to starting internship, to be implemented with the start of the '04-'05 academic year.

Action Taken:

1. In Spring 2004, instructors began regular contact with Site Supervisors in order to receive verbal feedback regarding student performance. This feedback would aid in interpretation of Site Evaluation scores.
2. New assessment procedures were experimented with during Spring 2004. This resulted in development of new assessment procedures which included qualitative and quantitative measures to better gauge student performance and provide timely feedback to students. These measures were implemented Fall 2004.
3. In Fall 2004, a fitness-to-practice assessment was located for the purpose of assessing non-academic competencies related to student's ability for successful completion of internship. The intention was to identify earlier students who may need other forms of assistance not related to academic ability but interpersonal skill. This assessment is to be piloted in Summer 2005 and implemented Fall 2006.

(III) Survey Of Recent Graduates & Employers

No new data to report.

Action Plan For Next Cycle Of Assessment:

1. As stated in the previous action plan, an area that continues to be of concern is the lack of baseline data for the CPCE (from entry-level students) against which to evaluate students who are graduating. Exploration into methods used by other programs to gather this data has begun.
2. In order to obtain data on student progress through the curriculum, a counseling skills inventory has been selected. This would provide a standardized measure to be utilized at three points in the program: the beginning (IPC 510/511: Foundations), midpoint (IPC 552: Counseling Skills Lab; IPC 575: Family & School Consulting) and during field experiences (IPC 590, 591, 592, 593, 594). Inter-rater reliability testing is in progress.
3. Attempts to increase uniformity in site supervisor's ratings of our students have been discussed. Current action plans will be evaluated for their effectiveness. Training options for site supervisors are being explored to increase the quality of supervision our students are receiving.
4. The graduate surveys continue to provide very valuable outcome data that have helped us improve over the last few years. We intend to continue the surveying of graduates and their employers at least once in every three years.
5. Evaluation data from the CPCE exams and the essay exams continue to provide important program evaluation data that will be utilized to identify areas that could be further improved.
6. Use of fitness-to-practice and English competency assessments should aid us in identifying students who require immediate assistance. By addressing these students, we can either aid them in improving deficient areas or help identify other academic programs that might be a better fit for the student.

CPCE Results (Spring 2001- Spring 2004)

Mean Score For Each Of The 8 Sections Of The CPCE:

	Human Grwth (Obj 1)	Cultural Fds (Obj 2)	Helping Rel (Obj 5)	Group work (Obj 5)	Career (Obj 4)	Appr (Obj 3)	Resrch & Eval (Obj 6)	Prof & Ethics (Obj 7&8)
Max possible	17	17	17	17	17	17	17	17
National Norms-Mean	12.21	10.26	13.17	13.29	11.13	10.94	9.98	11.39
Std Deviation	2.28	2.18	2.36	2.29	2.27	2.23	2.35	2.13
Spring 2001 (n=34)	12.21 2.58	11.26 1.73	13.35 2.21	13.03 2.21	9.38 1.99	11.65 1.97	10.15 2.34	12.62 1.99
Summer 2001(n=27)	11.3 2.49	9.74 2.09	12.74 2.52	11.89 2.17	9.78 1.65	10.3 2.33	8.81 2.68	10.41 2.52

Fall 2001(n=27)	10.19 2.34	10.33 1.24	10.44 2.36	11.63 2.24	9.44 1.87	10.04 1.99	8.52 1.78	10.93 2.16
Spring 2002 (n=39)	11.28 2.35	9.33 2.32	12.26 2.67	12.77 2.5	10.41 2.09	10 2.19	8.85 1.89	11.03 1.69
National Norms-Mean Std Deviation	11.24 2.42	10.28 1.92	11.32 2.25	12.7 2.46	10.95 2.26	10.81 2.39	9.82 2.37	11.58 2.31
Summer 2002 (n=29)	10.62 2.62	11.21 2.3	10.41 2.24	11.93 2.58	8.55 2.44	9.28 1.81	9.69 2.55	11.48 1.7
Fall 2002 (n=32)	11.25 2.24	11.19 2.33	9.84 2.58	12.09 2.63	9.03 2.53	9.19 2.13	9.63 2.46	11.69 1.91
Spring 2003 (n=23)	11.7 1.89	10.22 2.07	11.87 2.28	13.43 1.83	10.65 1.99	10.91 1.88	10.04 2.51	11.52 2.17
Summer 2003 (n=12)	11.33 2.46	10.42 1.93	11.5 1.51	12.25 3.33	10.92 1.73	10.58 1.73	9.67 1.92	11.17 1.75
Fall 2003 (n=33)	10.90 2.29	9.78 1.63	11.30 2.85	11.87 2.53	10.51 1.39	10.39 2.12	9.03 2.37	9.96 2.12
National Norms – Mean Std. Deviation	11.29 2.35	10.37 2.02	10.99 2.12	11.18 2.45	9.20 2.16	9.33 2.17	10.59 2.48	11.85 2.32
Spring 2004 (n = 38)	10.95 2.23	10.61 2.05	10.47 2.13	11.26 2.05	9.45 2.30	9.13 2.02	9.97 2.28	11.16 2.05
Summer 2004 (n=32)	10.47 2.74	10.00 2.00	11.22 2.34	10.75 2.33	9.09 2.12	10.22 1.79	8.25 2.13	11.97 2.55
National Norms - Mean Std. Dev	12.29 2.19	11.90 2.46	12.47 2.48	12.79 2.66	9.31 2.32	10.03 2.55	9.81 3.00	12.74 2.61
Fall 2004 (n = 28)	10.71 2.97	9.00 2.41	10.68 2.47	11.00 2.49	9.36 2.34	9.00 2.05	8.86 2.26	11.75 2.49
Spring 2005 (N = 36)	12.92 2.22	11.78 2.11	12.22 2.00	13.44 2.09	9.78 2.21	10.22 1.82	9.61 2.97	13.08 1.64

(II) Mean Total Cpce Score

<u>TRIMESTER</u>	<u>Total</u>	<u>Passrate</u>	<u>>100</u>	<u>90<x<99</u>	<u>80<x<89</u>	<u><80(fail)</u>
<u>Max possible</u>	136					
<u>National Norms</u> (Std Deviation)	92.37 12.30					
Spring 2001	93.65 11.61	88%	29%	38%	21%	12%
Summer 2001	84.96 12.94	59%	7%	30%	22%	41%

Fall 2001	81.52 8.46	63%	0%	15%	48%	37%
Spring 2002	85.92	69%	13%	33%	23%	31%
<u>National Norms</u> (Std Deviation)	88.71 12.52					
Summer 2002	83.17 18.26	62%	10%	21%	31%	38%
Fall 2002	83.91	66%	6.0%	41.00%	19%	34%
Spring 2003	90.35 11.31	86.96%	13.04%	43.48%	30.43%	13.04%
Summer 2003	87.83	83.33%	8.33%	33.33%	41.67%	16.67%
Fall 2003	83.78 11.83	66.67%	3.03%	39.39%	24.24%	33.33%
<u>National Norms</u> Std Deviation	84.90 12.17					
Spring 2004	83.00 11.48	57.89%	5.26%	21.05%	28.95%	42.10%
Summer 2004	81.97 12.41	62.5%	6.2%	21.7%	33.4%	37.5%
<u>National Norms</u>	91.32 15.38					
Fall 2004	80.36 15.13	53.6%	10.8%	14.4%	28.6%	46.4%
Spring 2005	93.01 11.29	88.9%	25.2%	23.1%	22.4%	11.1%

Retention Efforts At Lindenwood University

During 2004 Lindenwood University received a full ten-year accreditation from the Higher Learning Commission of the North Central Association. However, the Higher Learning Commission accreditation team noted that our retention levels for freshman students were somewhat low. This section of the CSAP represents some of the initial efforts of LU's retention Committee to gather data on student attitudes regarding their experience here. Improvement of freshman retention will be an important campus focus as results from the following surveys are evaluated by the administration, faculty, and staff

Institutional Proficiency Survey Results May 2005
Administered in May 2005 to students graduating from the University
Total Responses: 176

Section 1:

Gender:

Female	141
Male	35

Class Level:

Senior	101
Graduate Student	71
No Response	4

Permanent Residence:

St. Louis Area	142
In State	15
Out of State	11
International	6
No Response	2

College Residence:

Residence Hall	27
Fraternity/Sorority Housing	2
Married Student Housing	3
Single Parent Housing	0
University Owned Housing or Lindenwood Village	19
Off Campus Apartment or House	66
Parents' or Relatives' Home	26
Other	16
No Response	17

Native Language:

English	169
Spanish	1
Norwegian	0
Nepalese	0
Bosnian	0
Chinese	0
French	2
German	0
Greek	0
Turkish	0
No Response	4

Institutional Proficiency Survey
 Section II: Graduating Senior Survey

	2003		2004		2005	
	Total Answered = 312		Total Answered = 294		Total Answered = 176	
	Part A <u>Yes</u>	Part B <u>Average</u>	Part A: <u>Yes</u>	Part B: <u>Average</u>	Part A: <u>Yes</u>	Part B: <u>Average</u>
1 Academic Advising	226	4.04	231	3.8	137	3.87
2 University-sponsored Tutorial Services	27	3.41	34	3.39	15	3.37
3 Career Development	61	3.98	83	3.61	15	3.72
4 Work and Learn	113	3.52	163	3.38	15	3.5
5 Residence Hall Services/Facilities	104	3	163	3.29	15	3.36
6 University Sponsored Social Activities	69	3.32	79	3.34	46	3.34
7 University Organizations/Clubs	106	3.81	114	3.73	46	3.47
8 Computer Services/Facilities	194	3.77	213	4.21	45	3.81
9 Switchboard/Mail Services	125	3.3	145	3.63	46	3.47
10 Financial Aid Services	236	3.83	207	3.81	46	3.85
11 Business Office Services	267	3.45	236	3.44	45	3.68
12 Registration/Transcript Services	279	3.74	238	3.67	46	3.75
13 Dining Hall Services	128	3.2	173	3.14	66	3.09
14 Athletic Programs/Facilities	82	3.79	121	3.46	66	3.88
15 Parking Services/Facilities	248	2.49	218	2.55	66	2.85
16 Library Services/Facilities	22	3.04	199	3.28	115	3.58
17 Maintenance/Grounds Service	100	3.2	123	3.58	54	3.52
18 International Student Services	18	3.06	40	3.65	24	3.42
19 Lindenwood Bookstore	302	3.77	257	3.55	152	3.48
20 Classroom Facilities	286	3.5	249	3.6	140	3.62
21 Boone Campus	29	3.97	34	3.68	14	3.56
22 Mentoring Services	9	3.67	13	4.12	5	3.17
23 Tutoring Services	20	3.3	22	3.84	12	3.13

Section III: Graduating Senior Survey	2003 <u>Average</u>	2004 <u>Average</u>	2005 <u>Average</u>
1 Course Content	4.21	3.93	3.27
2 Availability of courses when you need them	3.88	3.78	3.77
3 Availability of instructors outside of class	4.32	4.06	4.12
4 General quality of instruction at LU	4.18	3.94	4.05
5 Instruction in your major field	4.31	4.14	4.18
6 Attitude of instructors toward students	4.42	4.25	4.24
7 Class size	4.5	4.23	4.15
8 Variety of courses offered at LU	3.99	3.91	3.91
9 Availability of your advisor	4.28	3.92	3.96
10 Preparation for world of work/future career	3.86	3.71	3.68
11 Admissions policies/procedures	3.89	3.56	3.68
12 Access to financial aid/information prior to enrolling	4.04	3.63	3.72
13 Correctness of information supplied prior to enrolling	3.83	3.56	3.64
14 Policies regarding student conduct	3.89	3.33	3.45
15 Activity course offerings	4.13	3.56	3.41
16 Greek Life	4.43	2.78	3.05
17 Opportunities for involvement in social activities	4.14	3.3	3.09
18 Student Government	4.46	3.15	3.06
19 Student employment opportunities	4.22	3.22	3.14
20 Academic probation/suspension policies	4.23	3.04	3.11
21 Personal safety/Security on Lindenwood Campus	3.53	3.32	3.54
22 Attitude of staff toward students	3.99	3.76	3.94
23 Concern for you as an individual	3.81	3.34	3.78
24 Self-actualization while at LU	3.89	3.78	4.04
25 Spiritual growth while at LU	3.97	3.44	3.94
26 Development of personal values while at LU	4	3.75	3.78
27 Development of a desire for lifelong learning	4.1	3.9	3.94
28 Development of strong work ethic	4.12	3.92	4.01
29 Development of a desire to serve my community	4	3.76	3.82
30 Discovery path for my life	4.04	3.78	3.92

This survey was given to freshman in the College Community Living classes during 2004-5 academic year.

Institutional Proficiency Survey Given to Fall Freshman in the College Community Living

Section II: Freshman in the College Community Living	Fall 2004		Fall 2003	
	Total Answered = 404		Total Answered = 369	
	Part A: <u>Yes</u>	Part B: <u>Average</u>	Part A: <u>Yes</u>	Part B: <u>Average</u>
Services/Facilities				
1 Academic Advising	230	4.1	169	4.13
2 University-sponsored Tutorial Services	28	3.78	32	3.96
3 Career Development	25	3.8	34	3.91
4 Work and Learn	333	3.61	309	3.64
5 Residence Hall Services/Facilities	318	3.17	284	3.58
6 University Sponsored Social Activities	249	2.56	202	3.79
7 University Organizations/Clubs	160	3.96	126	4.26
8 Computer Services/Facilities	330	4.16	231	4.08
9 Switchboard/Mail Services	299	3.52	184	3.73
10 Financial Aid Services	306	4.68	295	4.1
11 Business Office Services	295	3.77	231	3.86
12 Registration/Transcript Services	368	3.63	267	3.78
13 Dining Hall Services	267	3.5	339	3.84
14 Athletic Programs/Facilities	313	4.01	268	4.36
15 Parking Services/Facilities	225	3	287	2.49
16 Library Services/Facilities	126	3.78	259	4.03
17 Maintenance/Grounds Service	126	3.67	140	3.52
18 International Student Services	49	3.8	43	4.27
19 Lindenwood Bookstore	364	4.06	359	4.19
20 Classroom Facilities	359	3.87	335	3.83
21 Boone Campus	31	3.72	23	4.43
22 Mentoring Services	14	3.5	15	4.2
23 Tutoring Services	29	3.52	26	4.07

	Fall 2004	Fall 2003
Section III: Freshman in the College Community Living	<u>Average</u>	<u>Average</u>
1 Course Content	3.88	4.16
2 Availability of courses when you need them	3.64	3.99
3 Availability of instructors outside of class	3.89	4.04
4 General quality of instruction at LU	3.96	4.05
5 Instruction in your major field	3.89	4.15
6 Attitude of instructors toward students	4.23	4.22
7 Class size	4.27	4.39
8 Variety of courses offered at LU	4.01	4.02
9 Availability of your advisor	3.68	4.07
10 Preparation for world of work/future career	3.65	3.9
11 Admissions policies/procedures	3.6	3.63
12 Access to financial aid/information prior to enrolling	3.67	3.5
13 Correctness of information supplied prior to enrolling	3.54	3.5
14 Policies regarding student conduct	3.19	3.17
15 Activity course offerings	3.67	3.84
16 Greek Life	3.05	4.06
17 Opportunities for involvement in social activities	3.53	3.91
18 Student Government	3.46	3.93
19 Student employment opportunities	3.37	3.93
20 Academic probation/suspension policies	3.25	3.8
21 Personal safety/Security on Lindenwood Campus	3.67	3.82
22 Attitude of staff toward students	3.91	4.04
23 Concern for you as an individual	3.73	3.85
24 Self-actualization while at LU	3.62	3.87
25 Spiritual growth while at LU	3.35	3.75
26 Development of personal values while at LU	3.52	4.76
27 Development of a desire for lifelong learning	3.6	3.89
28 Development of strong work ethic	3.72	3.93
29 Development of a desire to serve my community	3.49	3.77
30 Discovery path for my life	3.57	4.05

Institutional Review Board

Accomplishments Across the Past Academic Year

- Received 43 proposals; 41 were reviewed by the committee; 2 were voluntarily withdrawn
- Provided 2 trainings to psychology classes on research ethics, the IRB and submission of proposals at LU; presented at one faculty meeting to review the process
- Updated policies, particularly clarifying the protection of data and the use of social security numbers
- Conducted a self-evaluation of the process—concluded email system is efficient and effective

Comments:

IRB rotates membership every year so that one-half of the committee stays on; one-half rotates off. Each division is to have one representative. Rebecca Helton, John Troy, Marilyn Paterson and Carla Mueller

have served for two years. Human Services, Fine Arts and Sciences will need to appoint new representatives for the next academic year.

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 2003-04'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. 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.

General Education:

Continuing:

- The academic year 2004-05 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. 51 courses were assessed for general education, compared to 50 during the 2003-04 assessment cycle. (These include introductory foreign language courses)
- The Junior Writing Proficiency test will be 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.
- 2004-05 will see continued development of the Course profile Concept in which programs specifically address the Bloom competencies and the Gardner expressive modalities.
- Divisions and programs will be encouraged to evaluate student competence in General Education objectives, such as writing ability, in upper division classes. For example, History does this in the exit examination and Computer Science has developed a communication objective for their program.
- Programs will be encouraged to involve students in both the planning and the implementation of assessment, especially in general education. Two students sit on the Assessment Committee;

programs will be asked to expand efforts to include students on program assessment committees, to make expanded use of surveys of student opinion and of graduate's opinions.

For the next academic year's document the Assessment Committee will work to:

- Encourage divisions and programs to look for methods to create more efficient Assessment reports by reducing extraneous data and increasing analysis.
- Encourage divisions and programs to look to use both objective and subjective measures in their analysis and written reports.
- Division/programs assessment reports will be encouraged to divided into General Education and Major reports or sections.
- Consider a new format for Division/programs assessment reports based on a series of areas (1 and 2 need not be included in General Education section of the report):
 1. Mission
 2. Goals
 3. Objectives
 4. Classes assessed
 5. Methods of assessment
 - Objective
 - Subjective
 - Student attitude/response
 6. Results
 - Include a comparison with previous years when possible.
 - Lessons learned
 7. Action Plan for next year
- Assist and encourage programs to develop more focused assessment plans that will allow them to concentrate their efforts on specific areas of concern. The aim is to lighten the burden of assessment (where possible) while focusing efforts on using assessment to improve instruction in specific ways.
- Encourage programs to emphasize the importance of basic competence in the writing of English.
- Encourage faculty to establish minimum standards of achievement for enumerated competencies.

Continuing:

- 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.
- Increase standardization and quantification (where appropriate) of assessment results from the various divisions.
- Further increase correlation between syllabi and both General Education and program objectives.

Assessment for Improvement

This assessment document defines institutional effectiveness as an ongoing process that includes strategic planning, mission, goals, assessment, evaluation and revision. The framework of the assessment process rests on a clearly defined purpose, educational goals consistent with the institution's purpose, its development and implementation of procedures for evaluating these goals and its use of the evaluation to improve educational goals

General assumptions have been made concerning the student population and the academic programs of the future. Lindenwood University will continue to diversify its academic programs to meet the needs of our learning community. In this new, rapidly 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. We are attempting to determine from this data what we are doing right and what needs to be improved.

The action plans for each of the areas of assessment are published in a single document so that the entire University can see results from the assessment effort and plans for improvement. The action plans include not only the efforts that are projected to improve performance in an area but also any necessary additional assessment methods needed to test whether the improvement has taken place. In many cases the assessment plan will not need to change but it is possible some new measurements will need to be made.

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 I: 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*
A	53%	55%	55%	54%	35%	38%	44%	41%
B	20%	20%	19%	20%	23%	23%	21%	22%
Subtotal A and B	73%	75%	74%	74%	58%	61%	65%	63%
C	11%	10%	10%	10%	18%	17%	14%	16%
Total A, B and C	84%	85%	84%	84%	76%	78%	79%	79%
D, F, Etc.#	16%	15%	16%	16%	24%	22%	21%	21%

* *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.)

	A	B	C		A	B	C
	Anthropology				Business Administration		
2001/ 2002	46%	21%	15%	2001/2002	25%	29%	22%
Fall 2002	28%	29%	24%	Fall 2002	33%	29%	23%
Spring 2003	26%	32%	28%	Spring 2003	32%	30%	22%
Fall 2003	24%	20%	25%	Fall 2003	30%	30%	20%
Spring 2004	29%	30%	23%	Spring 2004	29%	28%	21%
Fall 2004	28%	23%	29%	Fall 2004	27%	30%	21%
Spring 2005	33%	19%	19%	Spring 2005	28%	30%	21%
	Art						
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%				

	Biology				Dance		
2001/2002	22%	29%	26%	2001/2002	70%	8%	5%
Fall 2002	25%	32%	25%	Fall 2002	77%	17%	1%
Spring 2003	26%	24%	31%	Spring 2003	80%	7%	6%
Fall 2003	19%	27%	26%	Fall 2003	76%	10%	4%
Spring 2004	21%	26%	24%	Spring 2004	77%	9%	4%
Fall 2004	24%	25%	21%	Fall 2004	71%	11%	3%
Spring 2005	24%	26%	22%	Spring 2005	74%	10%	5%
	Chemistry				Education		
2001/2002	26%	25%	18%	2001/2002	70%	5%	2%
Fall 2002	44%	20%	15%	Fall 2002	89%	6%	2%
Spring 2003	36%	20%	18%	Spring 2003	87%	7%	2%
Fall 2003	25%	23%	17%	Fall 2003	77%	9%	3%
Spring 2004	33%	23%	19%	Spring 2004	73%	10%	5%
Fall 2004	51%	23%	11%	Fall 2004	78%	10%	3%
Spring 2005	43%	17%	13%	Spring 2005	72%	12%	5%
	Criminal Justice				English		
2001/2002	36%	32%	16%	2001/2002	26%	28%	18%
Fall 2002	25%	41%	20%	Fall 2002	24%	35%	21%
Spring 2003	27%	39%	20%	Spring 2003	27%	31%	21%
Fall 2003	28%	29%	18%	Fall 2003	21%	29%	20%
Spring 2004	49%	28%	15%	Spring 2004	20%	29%	20%
Fall 2004	52%	27%	7%	Fall 2004	24%	27%	19%
Spring 2005	51%	29%	11%	Spring 2005	20%	25%	22%
	Communications				Geology		
2001/2002	40%	27%	13%	2001/2002	23%	30%	22%
Fall 2002	45%	27%	16%	Fall 2002	35%	29%	22%
Spring 2003	45%	27%	14%	Spring 2003	25%	34%	10%
Fall 2003	43%	25%	12%	Fall 2003	26%	26%	23%
Spring 2004	43%	22%	15%	Spring 2004	25%	25%	27%
Fall 2004	47%	24%	12%	Fall 2004	29%	35%	23%
Spring 2005	44%	22%	14%	Spring 2005	29%	35%	17%
	Computer Science				French		
2001/2002	18.50%	25%	19%	2001/2002	44%	21%	13%
Fall 2002	20%	23%	25%	Fall 2002	46%	17%	17%
Spring 2003	30%	17%	20%	Spring 2003	43%	18%	25%
Fall 2003	13%	21%	29%	Fall 2003	35%	20%	11%
Spring 2004	22%	27%	21%	Spring 2004	47%	20%	14%
Fall 2004	15%	28%	23%	Fall 2004	43%	19%	11%
Spring 2005	19%	24%	23%	Spring 2005	39%	15%	11%

	Spanish				Music		
2001/2002	17%	26%	20%	2001/2002	58%	14%	8%
Fall 2002	28%	43%	18%	Fall 2002	60%	15%	10%
Spring 2003	22%	31%	27%	Spring 2003	66%	14%	8%
Fall 2003	29%	23%	21%	Fall 2003	62%	13%	6%
Spring 2004	18%	31%	18%	Spring 2004	71%	11%	5%
Fall 2004	29%	30%	12%	Fall 2004	62%	14%	5%
Spring 2005	25%	25%	19%	Spring 2005	70%	11%	9%

	Geography				Physical Education		
2001/2002	18%	32%	31%	2001/2002	74%	8%	3%
Fall 2002	13%	39%	28%	Fall 2002	86%	8%	2%
Spring 2003	16%	36%	24%	Spring 2003	76%	13%	5%
Fall 2003	12%	32%	34%	Fall 2003	71%	15%	4%
Spring 2004	17%	21%	32%	Spring 2004	72%	13%	5%
Fall 2004	23%	27%	22%	Fall 2004	76%	11%	4%
Spring 2005	17%	23%	27%	Spring 2005	74%	14%	5%

	History				Philosophy		
2001/2002	15%	26%	25%	2001/2002	23%	27%	22%
Fall 2002	18%	29%	26%	Fall 2002	27%	27%	27%
Spring 2003	22%	27%	21%	Spring 2003	23%	26%	28%
Fall 2003	18%	25%	21%	Fall 2003	25%	25%	24%
Spring 2004	19%	23%	22%	Spring 2004	31%	29%	14%
Fall 2004	27%	25%	20%	Fall 2004	25%	27%	20%
Spring 2005	28%	22%	23%	Spring 2005	23%	28%	22%

	Human Service Agency Mgt				Political Science		
2001/2002	62%	13%	7%	2001/2002	40%	26%	10%
Fall 2002	65%	16%	10%	Fall 2002	49%	31%	9%
Spring 2003	62%	16%	13%	Spring 2003	55%	15%	12%
Fall 2003	46%	21%	17%	Fall 2003	47%	28%	8%
Spring 2004	49%	21%	22%	Spring 2004	58%	19%	8%
Fall 2004	51%	17%	13%	Fall 2004	44%	28%	8%
Spring 2005	43%	10%	19%	Spring 2005	49%	29%	9%

	Mathematics				Psychology		
2001/2002	23%	22%	23%	2001/2002	20%	26%	23%
Fall 2002	28%	27%	21%	Fall 2002	15%	26%	30%
Spring 2003	26%	28%	22%	Spring 2003	14%	24%	31%
Fall 2003	19%	24%	21%	Fall 2003	15%	23%	26%
Spring 2004	22%	21%	22%	Spring 2004	22%	25%	26%
Fall 2004	23%	23%	20%	Fall 2004	20%	24%	26%
Spring 2005	19%	26%	19%	Spring 2005	22%	27%	25%

	Religion		
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%

	Sociology		
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%

	Theatre Arts		
2001/2002	57%	15%	9%
Fall 2002	59%	23%	9%
Spring 2003	61%	17%	12%
Fall 2003	48%	27%	8%
Spring 2004	53%	22%	7%
Fall 2004	49%	16%	13%
Spring 2005	43%	25%	17%