

Lindenwood University

Digital Commons@Lindenwood University

Reports & Self-Studies

Lindenwood Documents, Booklets,
Miscellaneous

Spring 2004

Comprehensive Student Assessment Program: 2003-2004

Lindenwood University

Follow this and additional works at: <https://digitalcommons.lindenwood.edu/self-studies>



Part of the [Education Commons](#)

COMPREHENSIVE STUDENT
ASSESSMENT PROGRAM

2003-2004

LINDENWOOD UNIVERSITY
ST. CHARLES, MISSOURI

Table of Contents

Introduction	4
Executive Summary	7
General Education Program	9
English Composition	12
Communication	21
Humanities	24
Fine Arts	28
Civilization	31
Social Sciences	36
Mathematics and Natural Science	52
C-Base and Praxis	65
Summary	67
Action Plan	72
Education Division	73
Undergraduate Teacher Education	73
Graduate Education	86
Fine and Performing Arts and Communication Division	94
Art	94
Dance	97
Music	99
Theatre	104
Communication	118
Multimedia	119
Human Services Division	121
Criminal Justice	121
Human Service Agency Management	127
Social Work	131
Humanities Division	137
English	137
Christian Ministry Studies	144
History	145
Foreign Language	149
Philosophy	161
Religion	163

Management Division	168
Sciences Division	171
Biology	171
Chemistry	176
Computer Science	179
Earth Science	183
Mathematics	184
Psychology	195
Sociology/Anthropology	198
Lindenwood College for Individualized Education	203
Professional and School Counseling Program	212
Retention	217
Campus Life Program	226
Assessing the Assessment Program	227
Appendix I: Grade Distribution	229

Introduction

Assessing Lindenwood University's Culture of Learning

Programs and activities at Lindenwood University, including the Comprehensive Student Assessment Plan (CSAP), 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 CSAP 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 program 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 CSAP 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.

A Note on the Undergraduate Student Body

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

At the beginning of the 2003-2004 academic year in the Fall of 2003, Lindenwood enrolled 4359 full-time undergraduates, an increase of 570 (15%) from last 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 4359 full-time undergraduates enrolled in Fall Semester 2003, 781 (17.9%) 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 freshmen and the other first-year students are combined, they number 1371, which is 31.4% of the total full-time undergraduate student body for the fall semester. This compares to 33% last year.

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

779 (17.8%) who are second year (17.5%,2002-03)

929 (21.3%) who are third year (20.4%, 2002-03)

1280 (29.3%) who are fourth year. (28.5% 2002-03)

Of this total number 22% are from minorities tabulated in the IPEDS report, 1% more than last year.

Some 1693 (44.6%) were men (42.8% last year), and 2096 (55.3%) were women (57.1% last year). For many years Lindenwood had an approximate 60/40 women/men ratio; recent trends suggest that ratio is moving towards 55/45.

International Students

Current international representation has increased as follows:

	Number of students	Number of Countries
1999-2000	288	49
2000-2001	369	53
2001-2002	428	63
2002-2003	491	60
2003-2004	501	65

A Note on the Graduate Student Body

The Fall 2003 IPEDs report data indicate that in the Fall semester, 2003 graduate students comprised;

892 Full Time students of whom 335 (37.5%) were male and 545 (63.7%) female

2035 Part Time students of whom 557 (27.5%) were male and 1478 (72.5%) female.

Of these 67% came from Missouri (27% of these had been Lindenwood undergraduates), 30% from other states, and 3% came from foreign countries.

A Note on Grade Distribution

Statistics denoting Lindenwood's historical patterns of grade distribution may be found in Appendix I.

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 Student 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 a 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 2004-2005 academic year the faculty Task Force on Campus Culture will explore 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 tenth 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 2003-2004. 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 PROGRAM

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) 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 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.

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.

General Education Assessment

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 2000-2001 (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 (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, 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

Comprehensive Student Assessment Program – 2003-2004

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 rising 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 1999-2000. 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. Their results and methodologies are shared across disciplines with the aims of broadening General Education Assessment and developing techniques for the further quantification of results.

An important initiative beginning in 2000-2001 is the use of a Course Profile Concept, a competencies-oriented assessment device built upon a combination of the six cognitive operations (competencies) devised by B. S. Bloom (1956) and of eight expressive modalities (multiple intelligences) identified by Howard Gardner (1993). Arranged in a matrix as follows, these will provide a profile of particular courses:

Sample Competencies Matrix

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

GENERAL EDUCATION ASSESSMENT BY 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 2003-2004 some 50 courses fulfilling general education requirements were assessed in some way; last year some 48 courses were assessed. Participating divisions and programs are as follows (* denotes first year participation):

Fine and Performing Arts and Communications Division

- Communications (COM 105, 110)
- Dance (DAN 101, 110*, 371)
- 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

- Economics (BA 211)
- 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)

**ASSESSMENT OF THE ENGLISH COMPOSITION
REQUIREMENT OF THE GENERAL EDUCATION CORE
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:

1. Students should be able to develop paragraphs using topic sentences and supporting details, and they should be able to identify these elements in writing samples.
2. Students should be able to apply basic principles for organizing paragraphs, and they should be able to identify how paragraphs are organized in writing samples.
3. Students should be able 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.

Results:

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.

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	75	93	18
2	32	56	24
3	87	91	4
4	27	49	22
5	80	93	13
Section I Average	60	76	16

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.

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	71	84	13
2	15	22	7
3	18	31	13
4	15	24	9
5	22	9	-13
6	6	42	36
7	29	13	-16
Section II Average	25	32	7

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

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	71	87	16
2	58	71	13

3	71	80	9
4	69	80	11
5	78	91	13
6	24	62	38
7	49	62	13
8	82	93	11
9	82	80	-2
10	44	60	16
11	58	80	22
12	69	89	20
13	78	87	9
Section III Average	64	79	15
Overall Average	55	70	15

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

Action Plan:

We will examine those specific questions that posed the most difficulty for students and attempt to determine whether the questions or the method of instruction should be changed.

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:

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 table below reports the results by area:

Fall 2003	Pretest % Correct	Posttest % Correct	% Improvement
Sentence Structure	59.2	72.2	13.0
Parallelism	65.6	74.5	8.9
Misplaced Modifiers	62.4	71.6	9.2
Agreement/Pronoun Usage	50.6	60.3	9.7
Spelling/Usage	77.7	78.5	0.8
Total	63.2	68.5	5.3

Spring 2004	Pretest % Correct	Posttest % Correct	% Improvement
Sentence Structure	54.4	70.4	16
Parallelism	56.6	67.6	11
Misplaced Modifiers	62.7	66.2	3.5
Agreement/Pronoun Usage	49.7	66.5	16.8
Spelling/Usage	71.6	78.4	6.8
Total	59.1	70.8	11.7

Overall, scores improved 5.3% during the fall and an 11.7% during the spring. The two areas that showed the biggest improvement in scores, both fall and spring semesters, were "Sentence Structure" and "Agreement/Pronoun Usage." These two areas are the ones faculty members often emphasize in their classes. Test results indicate that instructors have succeeded in helping their students recognize and correct faulty sentences (comma splices, run-ons, fragments) and faulty verb and pronoun agreements.

In comparison to last year's results, one difference this year is that the percentage of students who answered questions correctly on the posttests was higher last year (75.3%) than this year (70.8%). One reason for this difference may be that in 2002-2003 students had to pass the posttest to pass the course. Obviously, passing the test was an incentive for students to do well. This year, however, the department decided that individual instructors would determine how much weight these posttests have in determining students' course grades; thus, for many students this year, the incentive to do well on the posttest may have decreased.

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.

Fall 2003	% Correct Pretest	% Correct Posttest	% Improvement
Questions 1-17	57.8	65.8	8.0
Spring 2004	% Correct Pretest	% Correct Posttest	% Improvement
Questions 1-17	44.1	53.4	9.3

The increases of 8% and 9.3% are lower than the 11% average increase recorded last year.

Overall, students showed improvement in each of the areas tested; faculty members appear to be effectively addressing the content of the assessment exam. It should be noted, however, that the focus of the course is essay writing, not multiple-choice questions on the various components of writing.

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 2003-2004 academic year, an alternative assessment was conducted in four sections of Eng 150: Composition I. At the beginning of the semester, students stated their primary goal for Composition I. They also ranked 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. They 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. Finally, students were asked to offer an explanation for any change in the scale rankings. The chart below includes the data from the 74 students who completed both the pre and post assessment.

Average Perceived Initial Level of Understanding	Average Perceived Exit Level of Understanding	Average Increase
3.49	3.87	0.38
Average Perceived Initial Interest in Writing and Literature	Average Perceived Exit Interest in Writing and Literature	Average Increase
3.26	3.97	0.71

Discussion: This was a useful instrument for Composition I instructors. As a pre-class assessment, it 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.

Interestingly, the majority of students were able to accurately assess their knowledge of the material covered in the class at the end of the semester. Only four students ranked themselves as a 5 on knowledge, but of those four, two earned A's and one earned a B. Forty-five students ranked their end-of-the-semester knowledge of Composition I content between 4.0 and 4.9, and of those 45 students, 17 earned A's, 17 earned B's, and eight earned C's. Twenty-two students ranked their exit knowledge between 3.0 and 3.9, and of those 22 students, 15 earned either B's or C's. Six students underestimated their knowledge, however, by ranking themselves as a 3 but actually earning A's. Three students gave themselves exit knowledge ratings of 2, and two actually earned C's but one underestimated his knowledge as he earned an A for the semester. In total, 5 of the 74 students overestimated their exit knowledge level: one student gave himself a 5 but earned a D; three students gave themselves 4's and two earned D's and one failed the course; and 1 student gave himself a 3 but failed the course.

Of the 74 students who responded to the question "Did you accomplish your goal for the semester in Comp 1", 93% stated that they increased their knowledge in the class. Of the students who believed they increased their knowledge, 20% believed they increased by two points or greater and the remaining 80% believed their knowledge increased by at least one point.

Of the 74 students surveyed, 72 (97%) students stated that their interest in writing and literature increased from the beginning of the semester to the end.

When asked to explain the change in their knowledge or attitude toward writing and literature changes, the students' responses centered on the following main themes:

- Practice writing both in and out of class; use of individual appointments to discuss student writing
- Availability of instructor to answer questions before, during and after class
- Study of the rules of grammar and sentence structure; numerous examples used in class
- The use of a variety of teaching techniques that helped make the information clear including the use of technology, group work, and individual help
- Teacher enthusiasm and openness
- Hard work on the part of the students
- Opportunity to rewrite essays and to write on topics of the students' choice
- Use of positive teaching strategies that built self-esteem and did not make students feel incompetent
- Use of short quizzes and study guides to prepare for tests

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. Both sections I and III measure the competencies of knowledge, comprehension, application, analysis, synthesis, and evaluation since students must recognize terminology, understand principles and theory, use previously learned material in new and concrete situations, evaluate and discriminate among options, and apply prior knowledge to produce a new and original whole.

Results:

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

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	70	64	-6
2	89	55	-34
3	40	76	36
4	79	61	-18
5	41	61	20
6	81	57	-24
7	82	61	-21
8	38	78	40
Section I Average	65	64	-1

Section II asks students to define terminology.

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	66	57	-9
2	18	68	50
3	38	82	44
4	12	94	82
5	12	88	76
6	63	59	-4
7	15	76	61
Section II Average	32	75	43

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

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	64	71	7
2	73	67	-6
3	68	67	-1
4	67	64	-3
5	67	78	11
Section III Average	68	70	2

Section IV asks students to read and answer questions about a written passage.

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	40	78	38
2	82	61	-21
3	40	69	29
4	27	66	39
5	59	65	6
6	48	71	23

7	63	76	13
8a	85	51	-34
8b	58	75	17
8c	62	76	14
Section IV Average	56	69	13
Overall Average	59	69	10

Results are based on a sample of 20% of the tests for which there were both pre- and post-tests. The overall increase of 10% in the post-test results over the pre-test represents a drop of 2% compared to last year's 12% increase. Students had the most difficulty with questions about paraphrases, summaries, documentation, and logical fallacies.

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 logical fallacies.

Pilot Study: Junior Writing Assessment

Introduction:

It is the goal of Lindenwood University that students who graduate will have quality writing skills and will be prepared to enter the job market. In an effort to assess the writing ability of upper level students, a Junior Writing Assessment program was designed under the direction of Dr. Curt Billhymer and with the cooperation of the English department.

Pilot Study:

At the end of the spring 2004 academic year, students in all sections of World Literature II participated in a pilot study consisting of two sections: (1) a set of objective grammar questions and (2) a writing sample.

Dr. Kyle Glover directed the tabulation of the objective grammar questions, the results of which are noted in the chart below:

	Freshmen (16)	Sophomores (102)	Juniors (138)	Seniors (48)
Mean	64.1	63.8	60.8	59.5
Median	67	61	61	61
Mode	72	61	61	56

Discussion of Data:

Because the World Literature courses include students from all levels, freshmen through seniors participated in the pilot study. The numbers that follow the level designations indicate the number of students at each level who took the exam. The mean, median, and mode are also indicated for each level.

All students at Lindenwood University are required to take two composition courses before taking literature course. In the first composition course, students study the mechanics of written discourse, sentence structure, paragraph development, and essay organization. In the second composition course, students study methods by which to develop a mature style of writing and methods of researching, developing, and writing an essay. The questions in the objective grammar portion of the Junior Writing exam are typically addressed in the two composition courses, both of which are typically completed either before entering college as a part of an Early College Start program or by the end of the freshmen year. In addition, a writing sample grading rubric was designed to assess the skills taught during Composition I and II.

The data appear to suggest that as students move through their college years and away from the beginning composition courses, their ability to apply the skills discussed and emphasized begin to decrease. At the end of the freshmen year, for instance, the most common score (mode) was 72 and the average score was 64. By the time students are seniors, the mode is 56 and the average is 59.5.

At the present time, the essay portion of the Junior Writing Assessment is being read and the results are being tabulated.

Passing Score:

The Provost recommended that 60% be the score required to pass the objective portion of the Junior Writing Assessment exam. Discussion concerning a passing score on the essay portion is still under consideration.

Plan of Action:

Based on this information, it can be surmised that the skills developed during the freshmen year are not being reinforced in subsequent coursework across the later three years of study. Based on this preliminary data, it is therefore suggested that a Writing Across the Curriculum program be developed and implemented. This will require that professors in all areas of study emphasize and require professional writing skills in each class. A series of discussions will need to be held with each division in order to offer suggestions by which writing assignments can be developed and utilized. Suggestions for handling the paper load and for grading these written assignments will be offered.

At the present time, three members of the English department are working to revise the exam in order to reflect current writing theory. The revised exam will be administered in a follow-up pilot study during the fall and spring 2004-2005 semesters and the data will be analyzed.

It is proposed that freshmen who enter college during or after the fall 2005 semester will be the first class held responsible for passing the Junior Writing Assessment as a prerequisite for graduation. Those who do not earn a passing score on the exam will have one additional opportunity to take and pass the exam prior to being required to take a refresher course. Those students who either choose not to take the exam again immediately or who fail the exam a second time will be required to take a refresher course designed to review and re-teach the skills necessary to the development of a professional writing style prior to graduation from Lindenwood University.

ASSESSMENT OF THE COMMUNICATIONS REQUIREMENT OF THE GENERAL EDUCATION CORE

Com 105 (Group Dynamics and Effective Speaking)

Group Dynamics and Effective Speaking is a course to teach students interpersonal, small group, and large group communication skills. Also included in the course are effective use of nonverbal communicators and the voice. The basics of getting to know others, understanding others, speech development and organization, speaking distinctly, and becoming confident in numerous types of situations are part of the course.

Course Objectives:

1. Students should understand the basic theories, principles, and skills of intrapersonal and interpersonal communication.
2. Students should be able to identify and execute listening skills applicable to verbal and nonverbal communication.
3. Students should be able to select a topic, establish a speech purpose, research, develop, organize, and deliver a speech.
4. Students should be able to adapt to various speaking situations and groups.

Procedure and Rationale:

Students were given a pre-test at the beginning of the semester and a post-test during the final testing period in order to measure the students' proficiencies in the course. This test was comprised of 25 short answer (26%), 42 true/false (44%), and 29 multiple choice (30%) questions covering the definition of oral communication, speech parts, functions, and organization, intrapersonal communication, interpersonal communication, small group and public communication, verbal and nonverbal communication, relationships, and the motivated sequence for persuasion.

Results:

Fall 2003

Pre-test:

	Total students	Total Missed	Average Missed	Percentage Missed	Number Correct
Class 1	26	1,270	49	51%	47
Post-test		1,251	48	51%	48
Class 2	24	1,259	44	54%	52
Post-test:		777	32	34%	64

Spring 2004

Pre-test:

Class 1	17	915	54	56%	42
Post-test:		588	35	36%	61
Class 2	19	904	48	50%	48
Post-test:		497	26	27%	70

In another class of Group Dynamics and Effective Speaking, the pre-test and post-test was administered in the spring of 2004. This test consisted of 24 fill in the blank.

Results:

Class 1	13	217	17	70%	7
		155	12	49%	12

Data Analysis:

In the fall, the growth was minimal in Class #1 and a 20% increase in the test scores in Class #2. The spring classes demonstrated a greater growth. Perhaps, this can be attributed to a difference in teaching methods. The fall class was activity oriented, whereas, the spring was more lecture and group discussion based.

Action:

This class is going to be revised for fall of 2004. Therefore, a new assessment tool will be in place.

Com 110 (Oral Communication)

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:

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

Procedure and Rationale:

Three different methods were used in assessing the students. The first test contained twenty four short answer questions that appraised nervousness when speaking before people, visual aids, and speech organization. The pre-test and post-test was given in the spring of 2004 at the beginning of the semester and during finals.

Test A

Pre-test:

	Total students	Total Missed	Percentage Missed	Average Missed	Number Correct
Class 1	27	364	56%	13	11
Post-test:		141	22%	5	19

Pre-test:

Class 2	22	335	63%	15	9
Post-test:		95	18%	4	20

Test B

In addition to this testing, one class was given the opportunity to assess them selves. This Oral Communications class was given an assessment test at the beginning and at the end of the semester. On this test, there was a scale that asked the student to mark how nervous they were about speaking in front of an audience or a group of people. 1= extremely nervous. 2= very nervous. 3=kind of nervous. 4=not very nervous. 5=not nervous at all.

SCALE

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

At the beginning of the semester:

- 2 students marked 1
- 3 students marked 2

11 students marked 3
 6 students marked 4
 1 student marked 5

At the end of the semester:

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

There were two presentations given in the class. The first presentation the students averaged 83.4% and on the second presentation they averaged 90.9%. The evaluation given for these presentations is documented in the original Oral Communications assessment.

Test C

The third method of testing was a pre-test and post-test comprised of twenty four short answer questions (33%), twenty one true/false questions (29%), and twenty eight multiple choice questions (38%). These questions dealt with speech parts, functions, and organization, motivated sequence for persuasion, research, topics citing, plagiarism, organizational patterns, types of speeches and delivery. This test was administered the second-class period and during finals in the fall semester and in the spring semester.

Fall 2003

Pre-test:

	Total Students	Total Missed	Percentage Missed	Average Missed	Number Correct
Class 1	18	683	53%	38	34
Post-test:		165	13%	9	63

Pre-test:

Class 2	22	804	51%	37	35
Post-test:		282	18%	13	59

Pre-test:

Class 3	19	740	54%	39	33
Post-test:		184	13%	10	62

Spring 2004

Pre-test:

Class 1	23	853	51%	37	35
Post-test:		596	35%	26	46

Data Analysis:

In test A, the limited test of short answer, a marked improvement can be seen. Test B is a student self-assessment of the progress they felt they had accomplished. All students felt they had conquered fear to various degrees. While in test C, a more comprehensive test, a marked improvement occurred in the fall classes which was equal to the classes taking test A. The spring class did not measure up to the previous classes. The variable may be attributed to more international students taking a first time Oral Communication class.

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. As a result of this, the assessment test will be standardized with equal numbers of short answers, true/false, and multiple choice. This will result in a more measurable tool for assessment.

ASSESSMENT OF THE HUMANITIES REQUIREMENT OF THE GENERAL EDUCATION CORE

LITERATURE COURSES

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:

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	52	67	15
2	35	69	34
3	22	66	41
4	52	73	21
5	57	72	15
6	30	56	26
7	50	61	11
8	56	55	-1
9	38	57	19
10	16	37	21
11	44	61	17
12	35	86	51
13	46	53	7
14	48	54	6
15	29	56	27

Average

40.6

61.5

20.6

Scores showed an average gain of 20.6% on the post-tests compared to the pre-tests, and the average post-test score was 61.5%. Although the average score on the post-tests differs only minimally from last year's average score of 60%, we are pleased with the increase in improvement from an average of 14% last year (2002-2003) to 20.6% this year (2003-2004). Although the 61.5% post-test average seems low to us (barely passing) if we consider it an absolute measurement of what students have learned in the course, the 20.6% improvement is a good outcome given that the course covers approximately 3500 years of literature, much of which is difficult for many of our students to read even in the most recent translations.

Action Plan:

We will continue to use a multiple-choice pre- and post-test; however, we have used this particular exam for 3 full years, so we will revise at least some of the questions. We will continue to place more emphasis on important literary terms and techniques, and we will review the syllabi to assure that all sections meet the course objectives.

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 second 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 25 questions: 23 are multiple choice and 3 are true/false (5, 19, 24). Seven questions (6, 7, 8, 21, 23-25) incorporate passages of various lengths from the literature.

Results:

These results are compiled from a total of 144 students who took both the pre- and the post-tests in a total of 7 sections.

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	40	47	7
2	60	85	25
3	47	52	5
4	61	78	17

5	78	76	-2
6	62	71	9
7	26	49	23
8	58	61	3
9	47	59	12
10	63	52	-11
11	51	64	13
12	79	76	-3
13	33	39	6
14	28	33	5
15	14	34	20
16	30	42	12
17	54	62	8
18	29	38	9
19	71	73	2
20	74	69	-5
21	42	49	7
22	44	52	8
23	40	38	-2
24	73	60	-13
25	26	31	5
Average	49	56	7

The average improvement for all questions was 7%. The highest percentage of student improvement, two in the 20-area percentiles (questions 2 and 7) along with one of the improved questions in a teen-percentile (no. 4), came in three content questions about King Lear, read in all sections. The next highest percentage of improvement, in the teen percentiles, came in questions about genre and literary history (questions 9, 11, 15, and 16).

Among the lowest percentages of change, all in the negative range (questions 5, 10, 12, 20, 23, and 24), only two of these were the same as the lowest percentages from last year (questions 23 and 24). These two are among the questions identified last year as probably too specific or esoteric for this assessment, likely not to have been covered in all sections. These questions are in the process of being changed. One of these low-percentage questions (question 5) last year showed a high percentage of improvement, while two of the others (questions 12 and 20) are a surprise to show up among the low scores, being fairly basic questions about the Enlightenment and about free verse. This warrants discussion among the 202 teachers, to see if we are omitting emphasis on this basic material in class.

A comparison of results from last year and this year in the Eng. 202 assessment shows that the variation of percentage-change between the pre- and post-assessments is great; the two tests are probably too small a sampling to allow for a useful comparison.

Action Plan:

Last year's and this year's results suggest that some questions are too specific to expect that the material will be covered in all sections (13, 14, 15, 23, 24). These sections are being revised; Hollis Heyn has circulated her suggestions for change among the English faculty. Hopefully, the assessment questions will be revised for the Fall '04 semester, but definitely for the Spring '05 semester. This revision omits the present questions 13, 14, 23, 24, and 25. The test will be changed to accommodate our switch from King Lear to Hamlet in all the Eng. 202 sections.

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

ENG 235-236 (AMERICAN LITERATURE I & II)

Assessment of these courses may be found under Humanities, English Program

RELIGION AND PHILOSOPHY COURSES

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 not be 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. A review of this aspect of assessment will be reviewed prior to the fall semester 2004 and an instrument will be developed and tested in that term.

PHL 102 (The Moral life: A Study in Ethics)

Assessment for this course may be found under Humanities, Philosophy Program.

**ASSESSMENT OF THE FINE ARTS
REQUIREMENT OF THE GENERAL EDUCATION CORE**

Students may fulfill this requirement by taking one of a wide variety of courses from the Art, Dance, Music, or Theatre programs. Assessment of general education courses from Art and Music will be undertaken during the 2004-2005 assessment cycle.

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 two scores are then compared to measure progress. Only visual evaluation is used because most beginning dance students are very self-conscious. To video 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.

<u>TECHNIQUE</u>	<u>WEEK 1</u>	<u>FINAL DANCE</u>
ALIGNMENT	74	80
FOOTWORK	74	80
CENTER	74	80
WEIGHT USE	74	81
MUSICALITY	75	80
QUALITY	75	81
VISUAL MEMORY	74	80
SPATIAL AWARENESS	74	81
<u>AVERAGE SCORE</u>	74	80

<u>CHOREOGRAPHY</u>	<u>WEEK 1 (NA)</u>	<u>FINAL DANCE</u>
USE OF SPACE		83
COMPOSITIONAL CONCEPT		83
MOVEMENT INVENTION		83
CLARITY OF FORM		83
MUSICALITY		83
<u>AVERAGE SCORE</u>		83

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.

DAN 110 (DANCE AS ART); 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. My 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 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 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, assymetrical, 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; DAN 371, DANCE IN THE 20TH CENTURY SEMESTER Fall, 03-Spring, 04

GENERAL EDUCATION

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.**

	Essay 1	Final essay
DANCE VOCABULARY	6	7
CONCEPTUAL VOCABULARY	7	8
KNOWLEDGE OF FUNCTIONS	7	8
KEY FIGURES	6	8
USE OF VOCABULARY	6	8
ABILITY TO SYNTHESIZE	7	8
AVERAGE	6.5	8

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.

THEATRE ARTS 101 (Acting I)

competency evidence to 5-18-04

	pre-test	post-test	project work
Knowledge	10 (40%), 5 (20%), 79 (0%)	68 (100%), 5 (80%) 6(60%), 2 (20%)	92%
Comprehension			92%
Application	N / A	N / A	92%
Analysis			92%
Synthesis			92%
Evaluation			92%
Analogous / Connective thought			92%

PRE-TEST: Designed to allow students to respond to (define, explain or comment on) the *entire range (in terms)* of topics covered in the course.

POST-TEST: Allows students to elaborate on previous results having been exposed to readings, section lecture / discussions and 2 acting projects.

PROJECT WORK: Students complete 2 comprehensive projects designed to teach basic skills to the beginning actor. The projects explored the techniques of concentration, relaxation, non-verbal communication, improvisation, and working with scripted material

SUMMARY: 94 students took the pre-test. 10 responded correctly to 40% of the questions, 5 responded correctly to 20% of the questions. 79 responded correctly to 0% of the questions. 81 took the post-test. 68 responded correctly to 100% of the questions. 5 students responded correctly to 80% of the questions. 6 responded correctly to 60% of the questions. 2 responded correctly to 20% of the questions.

PRODUCTIVE COMPONENTS: Articulate his or her understanding of acting as an art. Demonstrate critical skills through group evaluation. Develop communication skills to deliver and receive constructive criticism. Develop an appreciation for creative exploration engaging and utilizing the individual imagination.

IMPROVEMENT STRATEGIES: Continued emphasis on group projects.

**ASSESSMENT OF THE CIVILIZATION
REQUIREMENT OF THE GENERAL EDUCATION CORE**

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 have 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.

ASSESSMENT IN WORLD HISTORY, 2003-04

For the second consecutive year the history faculty has used a 30 question assessment instrument which was administered during the Fall semester 2003 and the Spring of 2004.

Analysis reveals the following information:

Fall 2003

Average student score on pre-test 43.2%
Average student score on post-test 56.7%
Average student improvement from pre to post-test -- 12.5%

Area	Pre-test	Post -Test	Improvement
Chronology	51%	68%	18%
Imperialism	40%	53%	13%
1500-1700	37%	47%	10%
1700-1900	28%	37%	9%
1900-Present	50%	58%	8%
Cold War	55%	66%	10%
Non-Western	48%	57%	10%
Philosophies	48%	63%	14%
1900-1945	43%	57%	14%
World Wars and Impact	46%	54%	8%
Islam and the mid-east	38%	50%	12%

Spring 2004

Average student score on pre-test 43%
Average student score on post-test 54%
Average student improvement from pre to post-test -- 11.65%

Area	Pre-test	Post -Test	Improvement
Chronology	45%	69%	24%
Imperialism	42%	56%	13%
1500-1700	40%	45%	5%
1700-1900	30%	35%	5%
1900-Present	51%	57%	6%
Cold War	58%	66%	8%

Non-Western	46%	56%	10%
Philosophies	49%	60%	11%
1900-1945	45%	60%	15%
World Wars and Impact	46%	54%	8%
Islam and the mid-east	37%	52%	14%

Analysis

- The improvements 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 need additional focus, and ties to the issues of Imperialism.
- The impact of the 18th and 19th centuries is still not well grasped by students.
- Students were asked to evaluate their knowledge in several areas using a Likert scale. Problems in the collection of data made a coherent report impossible.

ACTION PLAN FOR 2004—05

- Tabulation and records maintenance are still being worked out. The system will continue to be adjusted over the next year to increase efficiency
 - The department will continue to work out a more efficient system for maintaining assessment data allowing for the information to be collected by the department assessment officer more accurately.
 - This system should be in place by the Fall of 2005.
- The Assessment officer for the Department is currently working on increasing the efficiency and effectiveness of the collection of assessment related information by working out the bugs for his efforts in the last 18 months.
- New additional reading will be tried by the department to attempt to give the students additional depth in significant social and/or political issues facing the world in the 21st century.

MODERN LANGUAGE COURSES

Assessment for introductory language courses in **French, German, and Spanish** may be found under Humanities Division, Foreign Languages

CROSS CULTURAL COURSES

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 2003-4 academic year the History faculty responsible for geography administered 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

The following are the areas based results of the pilot run of the test for 2003-4.

	Pre-test	Post-test	Improvement
Map-Locations	67.65%	91.65%	24.00%
Religious Geography	67.04%	77.36%	10.32%
Ethnic Geography	56.79%	74.84%	18.05%
Ecology	50.93%	47.17%	-3.76%
Economic Geography	46.69%	63.64%	16.94%
Physical	54.63%	60.38%	5.75%

The pre and post test administered during the 2003-4 academic year was the fourth version of an in house assessment tool, earlier versions have been found to be too weighted toward questions of a regional and physical nature. Thus, a new test was piloted during this last year and will be revised to account for problems of topic coverage.

Tendencies noted from this run:

- Map location identification showed a major improvement during the year.
- Physical Geography and ecology need to be more directly connected to the other subjects of the course by emphasizing the theory as the each region is discussed.

The results are currently under review but an initial assessment points to some problems with the test at this moment.

- While the balance among topics covered has continued to improve, it is still subject to improvement based more on the needs of the education majors.
 - The department will, after receiving comments by graduates, re-work the test to account more for the Praxis and CBase requirements.
- The weight of the questions still leans towards map and religious geography questions. Revisions will be considered for the next version of the test.

HIS 200 (Contemporary World History)

Fall Semester, 2003

The assessment instrument for History 200 is a 35 question multiple-choice test developed by the instructor. The test was administered to 34 students at the beginning of the semester and again at the end of the semester as part of the final examination to 27 students. Gross analysis by averages is as follows:

	Pretest	Posttest
Percentage correct	52%	72%
These results are similar to those from a 30 point test administered in the Fall of 2002.		
	50%	70%

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

	Pretest	Posttest
The Cold War (5 questions)	(2002) 60% correct	74% + 14%
	56%	85% + 29%

U.S. International Policies and Relations (6 questions)

Comprehensive Student Assessment Program – 2003-2004

Philosophy	(2002)	53%	64%	+11%
1900-1945		47%	73%	+26%
The International Economy (5 questions)(2002)		50%	78%	+28%
		59%	77%	+18
The Communist World (8 questions)	(2002)	29%	60%	+31%
		39%	68%	+28%
Decolonization (3 questions)	(2002)	42%	76%	+34%
		48%	78%	+30%
Third World Politics and Development (5 questions)	(2002)	44%	69%	+25%
		44%	69%	+25%
Islam and the World (2 questions 2002)		53%	75%	+22%
(7 questions 2003)		53%	67%	+14%
Important Individuals and Movements (5 questions)	(2002)	41%	88%	+47%
		57%	87%	+30%

Improvements in Cold War and US policies reflect increased attention paid in class.

Areas that will require more coverage include Third World Politics and Development, the Communist World, the International Economy, and Islam and the world.

Action plan:

Address above deficiencies in class lecture and discussion.

CROSS CULTURAL COURSES

The assessment instrument for History 200 is a 12 question multiple choice test administered during the fall semester. The test was administered to 24 students at the beginning of the semester and to 24 students at the end of the semester. The results of the test are shown in the table below. The test was administered to students in the History 200 course at the University of North Carolina at Charlotte. The test was administered to students in the History 200 course at the University of North Carolina at Charlotte. The test was administered to students in the History 200 course at the University of North Carolina at Charlotte.

During the 2003-2004 academic year, the test was administered to 24 students in the fall semester. The results of the test are shown in the table below. The test was administered to students in the History 200 course at the University of North Carolina at Charlotte. The test was administered to students in the History 200 course at the University of North Carolina at Charlotte.

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

Category	2002	2003	Change
1. Political	50%	60%	+10%
2. Economic	40%	50%	+10%
3. Cultural	30%	40%	+10%

**ASSESSMENT OF THE SOCIAL SCIENCES
REQUIREMENT OF THE GENERAL EDUCATION CORE**

AMERICAN HISTORY AND GOVERNMENT COURSES

HIS 105 (AMERICA: COLONY TO CIVIL WAR)

These assessment tests are in the pilot stage and the results are indeterminate. The His 105 assessment test is being reworked to account for a change of text and a change of end points, as this course will now end at the conclusion of the Civil War.

Fall 2003

Pre-test average	38%
Post-test Average	61%
Average Improvement	23%

By Time periods

	Pretest	Post test	Improvement
Pre 1600	31%	53%	23%
1600-1763	29%	58%	29%
1763-1789	47%	63%	15%
1789-1815	29%	55%	26%
1815-1850	37%	63%	26%
1850-1865	48%	67%	19%
Native Americans	28%	44%	17%
Slavery	39%	68%	29%
Civil War	46%	65%	20%
American Rev	49%	64%	15%

Spring 2003

Pretest average	41%
Post test Average	54%
Average Improvement	13%

By Time periods

	Pretest	Post test	Improvement
Pre 1600	36%	45%	9%
1600-1763	28%	42%	13%
1763-1789	52%	61%	9%
1789-1815	30%	39%	9%
1815-1850	40%	61%	21%
1850-1865	50%	65%	15%
Native Americans	31%	34%	3%
Slavery	39%	60%	21%
Civil War	50%	62%	12%
American Rev	53%	65%	11%

Analysis:

- This is the first year with this version of the His 105 test, additional data is necessary for effective analysis.
- In His 105 greater emphasis needs to be placed in the early national period from 1798 to 1815 and in the early colonial period.
- The professors for this course and history 106 change each semester thus making comparisons only effective over multiple years when allowing for the comparison of semesters when the same instructors are

teaching the course. While the Spring Semester scores are lower this may be an indication more of the timing of the test than of overall performance.

- The patterns of test performance for this year do not allow for any effective analysis of the areas of concern within instruction and may be more the result of this being the first year for this version of the test, and may indicate a need to revamp the test.

HIS 106 (AMERICA; CIVIL WAR TO WORLD POWER)

Fall 2003

Pretest average	41%
Post test Average	61%
Average Improvement	20%

By Time periods

	Pretest	Post test	Improvement
1860-1876 (4)	33%	75%	42%
1876-1900 (8)	41%	55%	14%
1900-1932 (6)	48%	68%	20%
1932-1945 (3)	42%	72%	30%
Post 1945 (5)	41%	62%	21%
Race	41%	74%	33%
Economic	53%	72%	19%
Civil War	35%	47%	12%
Cold War	25%	48%	23%
US and the World	37%	52%	16%

Spring 2004

Pretest average	35%
Post test Average	50%
Average Improvement	15%

By Time periods

	Pretest	Post test	Improvement
1860-1876 (4)	23%	75%	52%
1876-1900 (8)	35%	46%	12%
1900-1932 (6)	40%	56%	16%
1932-1945 (3)	37%	53%	16%
Post 1945 (5)	40%	59%	19%
Race	36%	61%	25%
Economic	44%	49%	6%
Civil War	22%	32%	10%
Cold War	31%	50%	19%
US and the World	32%	46%	14%

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.

Actions:

- While there is significant improvement in the areas of 1876-1900 and economics there needs to be additional focus put on these periods to strengthen student performance.
- While the Spring Semester scores are lower overall this may be an indication more of the timing of the test than the of overall performance.

PS 155 (AMERICAN GOVERNMENT: THE NATION)

The pre-test/post-test was administered in the two sections of the PS 155 American Government: The Nation course taught during the day in both the Fall and Spring Semesters. One of the things that will be added in the 2004-2005 academic year is that when adjuncts teach this course, they will administer the pre-test/post-test. As is the case with the Microeconomics course, a detailed statistical analysis is included in the Management Division file cabinet, therefore this is just a short summary of those results.

Regarding the First Category of the test addressing Basic Knowledge—it is surprising that we assumed that students would have a higher knowledge of what might be considered as Basic Knowledge. But then the issue is what exactly is Basic Knowledge. For example, in the Basic Knowledge category there a question addressing the term of office of members of the House of Representatives, while another question addresses the term of office of a United States Senator and as third question addresses the term of office of the President of the United States, students scored lower than expected on these questions. But, on the other hand, in asking them the name of the Vice President of the United States, the name of at least one of Missouri's two Senators and the name of the member of the House of Representatives for the Saint Charles area, they scored better than expected. What can we conclude? Well, terms of office infrequently appear on television or in newspapers, but names appear frequently. How will this help to improve the teaching of American Government: The Nation the next time? Maybe to emphasize to students what is missing from television and newspaper stories. Can it be that simple?

SOCIAL SCIENCES COURSES

ANT 112 (CULTURAL ANTHROPOLOGY)

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 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 2003 revealed a statistically significant difference in scores in the predicted direction, $t(67) = 10.34$, $p < .05$. In other words, the post-test scores (mean = 9.21, standard deviation = 2.74) exceeded the pre-test scores (mean = 13.24, standard deviation = 2.80).

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:PRETEST AND POST-TEST HAVE QUESTIONS THAT ATTEMPT TO MEASURE EACH OF THESE DIFFERENT OBJECTIVES AND COMPETENCIES ACQUIRED

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

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

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

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

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

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

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

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

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

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

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

RESULTS OF THE PRE AND POST TESTS FOR ANT 112 CULTURAL ANTHROPOLOGY for FALL 2003 AND SPRING 2004

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, FALL 2003 AND SPRING 2004 ARE SUMMARIZED IN THE FOLLOWING STASTICAL NOTATIONS BASED ON THE PAIRED T-TESTS WITH WHICH WE ADMINISTERED AND ANALYZED THE DATA.

Course semester notation mean pre-(sd pre-test); mean post-test(sd post-)

ANT 112 FALL 03 $t(67) = 10.34, p < .05$ 9.21(2.74); 13.24(2.80)

ANT 112 SPRING 04 $t(46) = 7.19, p < .05$ 8.89(3.04); 12.28(3.18)

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

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. 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 did not have the time to do this in a rigorous manner. We have this on our agenda for this next academic year.

CJ 200 (CRIMINOLOGY)

Mission Statement:

Introduce students to the field of criminology, its nature, area of study, methodologies, and historical development. 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 employs a pretest/posttest examination to assess the level of knowledge of students completing the Criminology class. The students take the Criminology 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 100 true/false questions and represents three major content areas. The three content areas are: Legal Concepts, Etiology of Crime, and Criminal Typologies. The assessment test represents some major modifications because of previous assessment results and student evaluations. Several questions have been rewritten or removed from the previous test, which consisted of 150 questions (2001). All of the above objectives are represented in the new assessment test questions.

The pretest was introduced the first day of class and the posttest was administered during the last week of classes. Pretest and posttest scores will be compared to identify any changes in course knowledge. Additionally, using Bloom's Taxonomy, the questions on the Pretest/Posttest assessment are listed into three basic categories of knowledge, comprehension, and application. Finally, the three major content areas (Legal Concepts, Etiology of Crime, and Criminal Typologies) will be analyzed. Each test question (100) will be analyzed to determine which questions posed the most problems for the students.

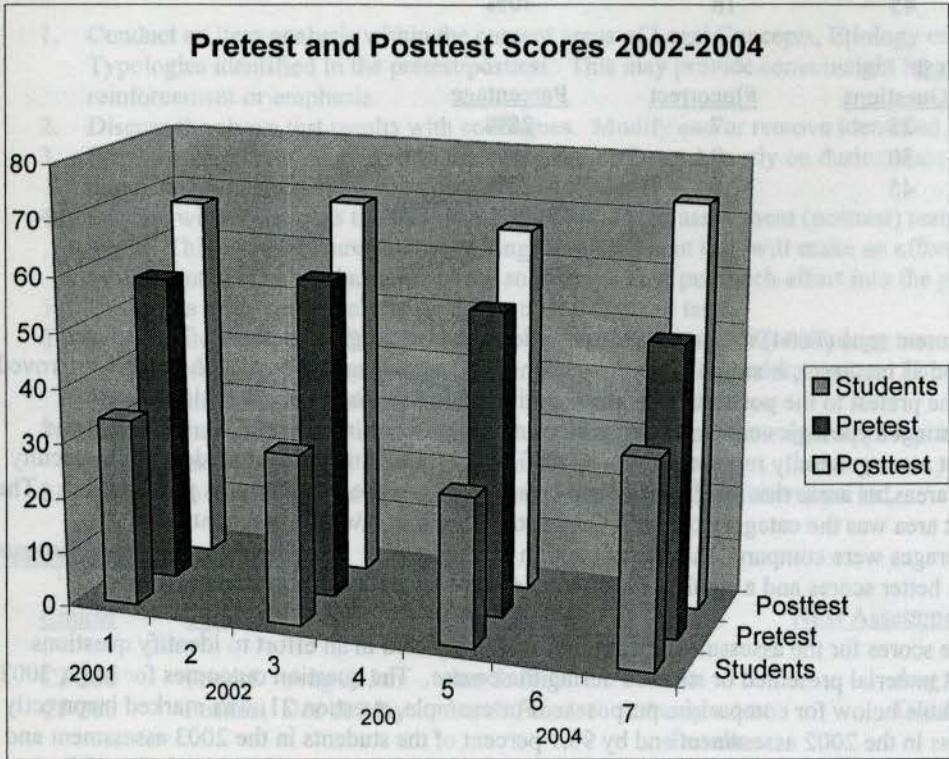
Using Bloom's Taxonomy, the questions on the Pretest/Posttest assessment were listed into three basic categories of knowledge, comprehension, and application.

<u>Intelligence</u>	<u>Number</u>	<u>Percent</u>
Knowledge	88	88%
Comprehension	8	8%
Application	4	4%

Results:

Pre and Posttest Scores for Criminology (2001,2002,2003 and 2004)

	<u>Students</u>	<u>Questions</u>	<u>Pretest</u>	<u>Posttest</u>	<u>Change</u>
2001	34	150	56.1	67.33	20.01%
2002	31	100	58.23	69.40	19.19%
2003	27	100	55.21	66.44	20.34%
2004	36	100	52.30	73.40	28.74%



Content Areas (2002) Pretest

	Questions	# Incorrect	Percentage
Legal Concepts	25	14	56%
Etiology of Crime	30	23	76%
Criminal Typologies	45	17	37%

Content Areas (2002) Posttest

	Questions	# Incorrect	Percentage
Legal Concepts	25	11.0	44.0%
Etiology of Crime	30	11.6	38.7%
Criminal Typologies	45	8.3	8.4%

Content Areas (2003) Pretest

	Questions	# Incorrect	Percentage
Legal Concepts	25	13	52%
Etiology of Crime	30	12	40%
Criminal Typologies	45	19	42.2%

Content Areas (2003) Posttest

	Questions	# Incorrect	Percentage
Legal Concepts	25	8	32%
Etiology of Crime	30	9	30%
Criminal Typologies	45	19	42.2%

Content Areas (2004) Pretest

	Questions	#Incorrect	Percentage
Legal Concepts	25	11	44%

Etiology of Crime	30	19	63%
Criminal Typologies	45	18	40%

Content Areas (2004) Posttest

	<u>Questions</u>	<u>#Incorrect</u>	<u>Percentage</u>
Legal Concepts	25	7	28%
Etiology of Crime	30	9	30%
Criminal Typologies	45	9	20%

Analysis:

The results from the assessment tests (2004) indicated that the students are learning the material. The reduced number of questions marked as incorrect, is substantially lower for the posttest scores. Overall, the scores improved approximately 28% from the pretest to the posttest. The most significant improvement was identified in the Etiology of Crime and Criminal Typologies content areas, which are composed primarily of Criminological and legal theory. These content areas generally represent the most difficult portion of the test for students. The faculty targeted these two content areas, as areas that needed additional resources and time in 2004 class presentations. The most disappointing content area was the category of Legal Concepts. This area saw improvement when the pretest and posttest averages were compared but was not as high as anticipated. Previous scores for this content area (2003) revealed much better scores and a significant difference between pretest and posttest scores.

An analysis of the outcome scores for the assessment instrument was completed in an effort to identify questions that may not validly reflect material presented or stressed during the course. The question outcomes for 2002, 2003 and 2004 are listed in the table below for comparison purposes. For example, question 21, was marked incorrectly by every student in the class in the 2002 assessment and by 96.9 percent of the students in the 2003 assessment and 86.4 percent in the 2004 scores. Also, questions 37, 20, 34 and 83 were missed by a significant majority of the students in 2002, 2003 and 2004. Approximately ten questions were missed by 90% of the students during the past three assessment years (2002, 2003 & 2004). The faculty will reevaluate the questions to determine if they are poorly written questions or simply not covered adequately in class. Only the 86th percentile and higher are represented in the table for the most recent assessment (2004). Five of the questions that were missed by a large majority of the classes are bolded to indicate a problem in all three assessment outcomes.

Rank and Percentile (75th) for assessment question outcomes (2002,2003 and 2004)

2002				2003				2004			
<u>Question</u>	<u>Incorrect</u>	<u>Ran</u>	<u>Percent</u>	<u>Question</u>	<u>Incorrec</u>	<u>Rank</u>	<u>Percent</u>	<u>Question</u>	<u>Incorrect</u>	<u>Rank</u>	<u>Percent</u>
21	29	1	0.978	13	26	1	0.969	37	34	1	0.918
37	28	2	0.959	21	26	1	0.969	20	33	2	0.891
49	28	2	0.959	34	26	1	0.969	83	33	2	0.891
67	28	2	0.959	37	26	1	0.969	34	32	4	0.864
83	28	2	0.959	19	25	5	0.948	66	32	4	0.864
8	26	6	0.909	20	25	5	0.948	21	32	4	0.864
20	26	6	0.909	15	24	7	0.928	3	32	4	0.864
34	26	6	0.909	83	24	7	0.928	41	30	8	0.81
65	26	6	0.909	16	23	9	0.908	60	30	8	0.81
68	26	6	0.909	99	23	9	0.908	49	30	8	0.81

Action Plan/Recommendations:

1. Conduct an item analysis within the content areas of Legal Concepts, Etiology of Crime, and Criminal Typologies identified in the pretest/posttest. This may provide some insight into which topical areas need reinforcement or emphasis.
2. Discuss the above test results with colleagues. Modify and/or remove identified assessment questions.
3. Emphasize the content areas that students have performed poorly on during class lectures, discussions, and home assignments.
4. Discuss with colleagues the likelihood of including the assessment (posttest) 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 posttest.
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 Legal Concepts, Etiology of Crime, and Criminal Typologies.
8. Encourage faculty to evaluate class performance during the midterm period.

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	Aug & Jan	Jan & June	none	Aug 04
CJ-200	Posttest	Dec & May	Jan & June	Analyze test Results	Dec 04

BA 211 (PRINCIPLES OF MICROECONOMICS)

The four sections of BA 211 Microeconomics were given the pre-test/post-test both during the Fall and Spring Semesters. There were some changes made to the test for the Spring Semester. The changes made to the questions reflected more attention focused on certain economic concepts.

The results that have been placed in our file cabinet present a detailed discussion of the 45-question test as well as a breakdown of the three categories discussed above (see Management division assessment report.). What the professor hoped to learn was which economic concepts students seemed to have a firmer grasp of and which economic concepts they seem to struggle with—this is important. Here is a situation where through this type of student response it is possible to re-budget time in class to economic concepts that seem to give students more difficulty in understanding. As expected this is an awareness that this is reflection after the fact, so this type of classroom understanding would apply to Microeconomic courses to be taught in the 2004-2005 academic year.

PSY 100 (PRINCIPLES OF PSYCHOLOGY)

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

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

- Acquire, retain, and demonstrate a basic understanding of the scientific method and how it is used to gather information relevant to questions about behavior. With this understanding, the student will be empowered

to critically evaluate the research and findings covered in the course, as well as in other places, such as the news media.

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

RE-CAP OF PSYCHOLOGY / General Education ACTION PLAN FOR 2003-2004

1. We plan to continue with our present modes of instruction (including the use of class assignments and activities which call upon students to apply their knowledge and to engage in critical, integrative, and synthetic forms of thinking). They appear to be achieving our desired results. Students in the Principles of Psychology course do show significant increases in knowledge, as well as significant increases in their capacity to apply that knowledge and to use it to solve problems that require higher-order thought processes.
 - i. This plan was implemented by all faculty teaching PSY 100 in both Fall 2003 and Spring 2004.
2. We plan to meet in Fall, 2003 to consider the results of the item analysis of the sub-test items, and implement revisions as needed. Items on the *Motivation & Emotion* sub-test will be revised; other sub-tests will also be reviewed, to determine whether there is a need for other revisions.
 - i. In light of our change to a new textbook and new test-bank, the assessment measure was completely re-vamped for the 2003-2004 assessment cycle. Over the summer of 2003 and in the fall semester, faculty collaborated on the development of a new measure taken from the new test bank.
3. In the content area of *Biopsychology*, we appear not be succeeding in fostering student mastery. We met to discuss how each instructor is presenting the material from this chapter, what *student feedback* has been in this content area (typically, "it's too dry/boring/hard to grasp"), and to brainstorm ideas for improving student performance in this area. Based on this discussion, we formulated a plan to increase our use of visual ancillaries in the presentation of this material. Video, CD-ROM, and graphic approaches to this material will (we hope) enliven the content.
 - i. This plan was implemented by all faculty teaching PSY 100 in both Fall 2003 and Spring 2004.
4. In light of the technological/administrative problems that impeded data collection for two of our class sections this year, we plan to change to a different textbook / test bank publisher for next year. Preliminary discussions have already begun between Psychology faculty and technical representatives for the new publishing company, which has committed to working with us to devise a computer-based assessment instrument that will be more reliable and efficient for our purposes. This publisher is also able to make available a broad range of multi-media ancillaries, which will support our efforts in Action Plan #3 (above) as well.
 - i. As mentioned under #2 (above), a completely new assessment measure was developed. Faculty collaborated to develop a test covering the content of selected modules in the new textbook. The test comprised 60 items. Arrangements were made for computer-based tabulation of results that would simplify data analysis and expand the range of information (including demographic data, individual item analysis, etc.) that could be retrieved efficiently.

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.

A new locally-developed exam was constructed by the Psychology faculty. The revised 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 eight sections of Principles of Psychology completed the 60-item pre-test. The post-test was administered during the final week of the semester. Regrettably, we again experienced technical difficulties in the reliability with which students were able to access the test. The problem was not with the assessment measure itself, but rather with the use of restricted-access codes provided by the publisher of the software. As a result, numerous students were unable to access the post-test, including nearly two entire sections of the PSY100 course.

Taking into account attendance issues at either pre- or post-test, students who added or dropped the course during the semester, and difficulty accessing the post-test, a total of 120 students were able to complete both the pre-test and post-test. This number represents less than half of the students enrolled in PSY100 during the semester.

Furthermore, the software did not function as expected with regard to the tabulation and categorization of results, which severely limits our ability to derive meaningful conclusions from the data as it currently stands. The limited findings we were able to arrive at are summarized below.

STUDENT CHARACTERISTICS

We were unable to systematically retrieve and tabulate the demographic data requested of students in this year's assessment. The missing categories include: *students' class standing, reason for taking the course, prior coursework in psychology, prior performance in Lindenwood psychology courses, and prospective or actual major field of study.*

ASSESSMENT RESULTS

Comparisons To Our 2003 Pre- and Post-Test

One bit of meaningful data that we *were* able to access was the *overall mean score* for the group on both the pre-test and the post-test. This information is useful in that it helps to establish (through the criterion of relative scores on last-year's measure versus this year's measure) the extent to which the two measures are of similar difficulty levels. These results are summarized in the table below. Scores are expressed as *percentages* rather than raw scores, due to the difference in the number of test items between the two measures.

COMPARISON BETWEEN CURRENT ASSESSMENT AND LAST YEAR'S ASSESSMENT	2003 version (<i>n</i> = 109)	2004 version (<i>n</i> = 119)
Pre-test score (percent correct)	43.44%	43.18%
Post-test score (percent correct)	61.15%	60.30%

The striking similarity in scores between the two different measures suggests that we have succeeded in developing a new measure that is comparable to the previous one with regard to level of difficulty.

PRE-TEST vs. POST-TEST RESULTS FOR 2004

A paired-samples t-test was conducted in order to determine whether our post-test scores for 2004 differed from the 2004 pre-test scores. Students' performance on the post-test (raw score mean = 36.18, *SD* = 5.92) was compared to their performance on the pre-test (raw score mean = 25.91, *SD* = 11.31). Students scored significantly higher on the post-test than on the pre-test [$t(119) = 10.45, p < .05$].

SUMMARY AND CONCLUSIONS:

1. The 2004 assessment of student outcomes in the Principles of Psychology course suggests that students taking this course do achieve significant overall gains in knowledge related to the principles, procedures, and theories in the field.
2. Despite a change in the content and length of the pre/post-test, this year's students performed at a level comparable to last year's on both the pre- and the post-test. This suggests that the two measures are comparable with regard to level of difficulty.
3. The occurrence of significant problems with regard to student access to the computer-based test and the irretrievability of desired data is a source of concern for our assessment program. This is addressed in our ACTION PLAN, below.

LINKING THE Principles of Psychology ASSESSMENT WITH LINDENWOOD'S BROADER 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:

1. 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
2. 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 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 FOR 2004-2005

1. We plan to continue with our present modes of instruction (including the use of class assignments and activities which call upon students to apply their knowledge and to engage in critical, integrative, and synthetic forms of thinking). They appear to be achieving our desired results. Students in the Principles of Psychology course do 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.
2. 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.

ASSESSMENT CALENDAR – PSYCHOLOGY / General Education Summer, 2004

- Collaborate with software publisher to troubleshoot problems with previous administration of post-test and compilation of results

Fall, 2004

- Continue effective modes of instruction in PSY 100 course
- Perform a "trial run" of the improved pre- and post-test in anticipation of formal evaluation in Spring, 2005

January, 2005

- Administer revised pre-test to PSY 100 students

May, 2004

- Administer revised post-test to PSY 100 students
- Tabulate and analyze results; prepare assessment report

SOCIOLOGY

SOC 102 (BASIC CONCEPTS OF SOCIOLOGY)

As we indicated two years ago we were going to continue to implement an assessment technique for our Basic Concepts of Sociology course for 2002-2003. We wanted to measure the competencies of our students through a pre-test and post-test. These competencies are a blend of Benjamin Bloom's Taxonomy of Cognitive Processes combined with Howard Gardner's Multiple Intelligences Expressive Modalities of Learning. Bloom's six cognitive operations---Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation and Gardner's Verbal-Linguistic expressive modality were used to develop our course goals and objectives. Again with the assistance of the Psychology program we developed a much more precise technique to assess our students based on paired t-tests which are used to compare between two scores usually taken before and after "treatment" by the same individuals. In this case, the "treatment" is having taken the relevant course. We had the students add their name and student

I.D. number to the pre-test and post-test exams, which were identical to one another. The pre-test exam was given on the first day of the class and the post-test was given to them as part of the final exam with identical questions.

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

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

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

The results of a paired t-test conducted comparing pre- and post-test scores obtained on our assessment tool for SOC 102 in the fall semester of 2003 revealed a statistically significant difference in scores in the predicted direction, $t(67) = 10.34$, $p < .05$. In other words, the post-test scores (mean = 9.21, standard deviation = 2.74) exceeded the pre-test scores (mean = 13.24, standard deviation = 2.80).

COURSE GOALS FOR SOCIOLOGY 102 BASIC CONCEPTS IN SOCIOLOGY

There are three major goals we would like to have our students attain within the Sociology and Anthropology program. All of these goals are interrelated, and are an integral aspect of all courses in the program. All of these goals coincide with the mission statement of Lindenwood University for producing a fully educated person with aliberal 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 OF THE PRE-TEST AND POST-TEST FOR SOC 102 BASIC CONCEPTS OF SOCIOLOGY, FALL 2003 AND SPRING 2004

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 on the bar chart, students made definite progress in most areas :

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

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

COMPARATIVE RESULTS FOR PRE-TEST AND POST-TEST BASIC CONCEPTS OF SOCIOLOGY FALL 2003 AND SPRING 2004

Course semester notation mean pre-(sd pre-test); mean post-test(sd post-)

Soc f03 t(182)= 9.97, p < .05 11.79(3.11); 14.20(3.12)
 Soc s04 t(42) = 7.69, p < .05 11.20(2.81); 13.71(3.03)

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

ACTION PLAN FOR 2004-2005

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. As we did mention above, last year we were going to develop a similar technique to assess our Race and Ethnicity course for this year, as an example of an important Cross-Cultural cross in our area, however we did not have the time to do this in a rigorous 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.

FALL 03 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 131	76	76	37	0	29	71	75	11	11
MTH 131									
MTH 134	75	88	84	97	63	88	75	0	53

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=32); the post-test was given during the last scheduled class (n=30). Pre/post results as compared to 2002-03 were per the following:

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

Competency:	Application		Comprehension		Knowledge		GRAND MEAN	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
Pre-test	52%	60%	52%	66%	63%	55%	56%	60%
Post-test	78%	90%	79%	80%	78%	84%	78%	85%
Differential	+26%	+30%	+27%	+14%	+15%	+29%	+22%	+25%

2003-04 Conclusions and Action Plans

This pre/post instrument has been utilized for the past two academic years. The data appear to reflect a consistent and positive increase in the application, comprehension and knowledge in Sociology of Gender Roles. On average, students increased their competencies by 25% over the duration of the course. As results seem to be fairly consistent across the past two years, it is expected that this testing is reasonably reliable to assess this General Education course. It is expected that similar data will be generated in the 2004-05 academic year and that further verification of this instrument will be determined.

ASSESSMENT OF THE MATHEMATICS AND NATURAL SCIENCE REQUIREMENT OF THE GENERAL EDUCATION CORE

MATHEMATICS COURSES

Departmental Mission Statement: General Education for Mathematics

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

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

Departmental 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 - GENERAL EDUCATION FALL 2003

There were 25 sections taught by 11 instructors. All instructors filled out an epilog for each of their classes. An epilog includes an evaluation of how the course was taught and suggestions for the future. These are kept on file and are shared with the rest of the department. (A 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 – Matthews, Kohler, Bell,
Griesenauer

MTH 131 Quantitative Methods – Peterson

MTH 134 Concepts of Math – Peterson, Golik

MTH 141 Basic Statistics– Haghighi, Kohler, Perantoni, Van Dyke

MTH 151 College Algebra –Perantoni

MTH 152 Precalculus – Matthews

MTH 171 Calculus I – Golik

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 2004 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 '03 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	76	76	37	0	29	71	75	71	213
MTH 131									
MTH 134	75	58	84	79	61	60	75	0	52

MTH 141	81	75	73	74	69	68	68	38	243
MTH 151	67	69	67	79	79	65	55	0	27
MTH 152	72	80	64	72	26	85	0	0	38
MTH 171	85	68	56	50	30	52	0	0	31
MTH 172	67	74	60	67	50	0	69	57	21

MATHEMATICS - GENERAL EDUCATION SPRING 2004

There were 19 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 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, Griesenauer
 MTH 131 Quantitative Methods – Colburn
 MTH 134 Concepts of Math – Colburn, Golik
 MTH 141 Basic Statistics–Kohler, Matthews, Van Dyke

MTH 151 College Algebra – Colburn
 MTH 152 Precalculus – Kohler
 MTH 171 Calculus I – Golik
 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 2003 Objective Rubric. For each course, appropriate data was collected from each student who finished each course. This data was averaged for each objective. If there were multiple sections with different instructors, a weighted average of the data was calculated. In most cases, test scores throughout the semester from the units where the particular objectives were covered were used to provide the data. In other cases, portions of the final exam were used to provide data on the objectives.

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

SPRING '04 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	76	79	20	0	40	67	75	64	124
MTH 131	74	74	72	82	72	72	62	0	44
MTH 134	64	70	77	82	45	78	76	0	67
MTH 141	70	78	71	75	70	64	71	66	179
MTH 151	72	64	72	72	72	60	0	0	23
MTH 152	78	75	80	82	76	0	0	0	14
MTH 171	72	57	37	61	49	65	0	0	25
MTH 172	79	76	72	79	0	82	72	63	20

Objectives for MTH 121 - Contemporary Mathematics

The student should be able to

1. formulate preference schedules from individual preference ballots in a real life scenario and determine the rankings of the choices by using each of four common voting methods (the plurality method, the plurality with elimination, the Borda count, and pairwise comparisons) and relate these to Arrow's Impossibility Theorem.
2. determine the fair apportionment of indivisible objects using Hamilton's, Jefferson's, Adam's, and Webster's Apportionment Methods.
3. use the abstract concept of a graph with vertices and edges to model real world situations and find optimal routes for the delivery of certain types of municipal services (garbage collections, mail delivery, etc.).

4. determine the best route for real life scenarios using the Brute Force, Nearest Neighbor, Repetitive Nearest Neighbor, and Cheapest Link Algorithms.
5. identify rigid motions and symmetries and apply them to figures, borders, and wallpapers.
6. identify issues in the collection of valid statistical data and discuss some well-documented case studies that illustrate some pitfalls that can occur in the collection of data.
7. make and interpret a variety of different types of real world graphs and calculate some statistical measures for a set of data (mean, median, mode, etc.).
8. calculate simple and compound interest, identify various types of loans, and compute the interest due, and perform calculations involved in buying a house.

Objectives for MTH 131 - Quantitative Methods

The student should be able to

1. perform basic algebraic operations.
2. identify and apply the following business terms: inventory, price/demand function, variable cost, fixed cost, cost function, revenue function, profit function, break-even analysis, and profit/loss analysis.
3. identify, graph, and solve linear functions and inequalities by hand and with a graphing calculator.
4. graph and solve exponential functions by hand and with a graphing calculator; identify and use various financial formulas such as those for simple and compound interest.
5. set up and solve systems of linear equations using algebraic methods and also with a graphing calculator.
6. set up and solve systems of linear inequalities; identify the feasible regions and corner points.
7. develop linear regression equations using the least squares method and carry out regression analysis.
8. write mathematical models to solve real world business problems using any of the skills listed 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 2003)

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 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 MTH 172 Calculus II (revised Fall 2003)

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

The performance in Calculus I needs improvement. The objectives need to be updated. The concept of limit and its fundamental role remains a difficulty. The appropriate role of technology remains a challenge. These wonderful tools allow a deeper experience with more realistic problems. A one-semester Survey Calculus course will be 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. .

Contemporary Math, MTH 121, a general education course for non-science majors, will be evaluated in the upcoming academic year. Immediate changes include dropping the current chapter used on this unit, although the rest of the text will be retained. Faculty will investigate teaching this unit using more case studies, projects, research papers, newspaper articles and other instructor provided materials. Some financial calculations will still be included in the unit, but the emphasis will shift from mathematical calculations that the students will not realistically be performing in their lives to a true consumer viewpoint. This approach will be continually assessed during the year, and other materials will continue to be researched.

SAMPLE EPILOG FORM

Your name _____ Course/section _____
 Semester/year _____ Textbook/edition/author _____

If you need additional room for answers, please use the other side of the paper or attach extra sheets.

A. Methods used for classroom evaluation

1. Methods of assessment (state the number of each and the points or percentage of their weight)

_____ tests	(points each or _____ % of total grade)
_____ quizzes	(points each or _____ % of total grade)
_____ projects	(points each or _____ % of total grade)
_____ final	(points each or _____ % of total grade)
_____ other-explain (_____	points each or _____ % of total grade)

2. Evaluate the success of your evaluation methods (were they adequate, do changes need to be made, future plans for evaluation methods, etc.)

3. Number of students earning each of the following grades:

_____ A _____ B _____ C _____ D _____ F _____ Other

B. Material Covered and student response

1. List the chapters and sections in the book that were actually covered.
2. Are there specific areas where the students had unusual trouble?

3. For the areas you named in 2, are there any ways to help future students avoid these problems?
4. List any suggested changes to the syllabus.

C. Book Review

1. Give a general overview of the book (your response and the student's responses)
2. List specific likes.
3. List specific dislikes.
4. What changes would you recommend be made with the textbook?

D. List any changes made in the course based on suggested past assessments strategies. Evaluate the changes, their success and any future revisions.

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 rationalize denominators and numerators.
3. graph and solve exponential and logarithmic equations by hand and using a graphing calculator.
4. understand both degree and radian angle measurement and solve problems involving arc length, area of sector, and radian measure.
5. graph the six trigonometric functions and evaluate inverse trigonometric functions using a graphing calculator.
6. solve trigonometric equations and know and apply multiple angle and sum and difference formulas.

Objective for MTH 171 - Calculus I

The student should be able to

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

Objective MTH 172 Calculus II (revised Fall 2003)

The student should be able to

1. Evaluate definite and indefinite integrals in closed form.
2. Approximate the value of definite integrals using numerical methods.
3. Determine the convergence or divergence of improper integrals.
4. Apply the concept of integration in areas such as volume, surface area, and arc length.
5. Understand and determine the convergence and divergence of series.

NATURAL SCIENCES COURSES

BIOLOGICAL SCIENCE

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 and Objectives

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 our undergraduate catalog.

Objectives:

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

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

BIO 100/110: Concepts/Principles in Biology

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 100/110	PreTest	Aug & Jan	Faculty	Jan & June	None	Aug 04
BIO 100/110	PostTest	Dec & May	Faculty	Jan & June	Modify test and/or Revise presentation of material	Dec 04

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 350). 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 in a more quantitative way, in the summer of 2000 the biology faculty developed an objective exam to be administered to all BIO 100 students during the first week of each semester (Pre-Test) and again at the end of the semester (PostTest). Beginning in Spring 2004, we also administered the test in BIO 110.

The BIO 100 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 that time (*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 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 PreTest when calculating course grades. All instructors administered the PostTest as a portion of their comprehensive final examination. Some instructors awarded extra credit for the points earned on the PostTest portion of the final, while others incorporated these points into the total final exam score. Each BIO 100/110 instructor graded his/her own Pre/Post Tests. The scores and exam papers were delivered to one faculty member who tabulated the overall results. Table I displays the results from students who took both the Pre and Post Tests from Fall 2000 through Spring 2004. The results of Pre/Post testing in 2002/03 are consistent with previous years' results.

TABLE I: BIO 100/110 PRE / POST TEST RESULTS

	<i>PreTest</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
Cumulative	11.29/25	15.10/25	3.75	33

2003/04 ACTION PLAN RESULTS

The action plan items for 2003/04 included: a) devising a student attitude survey on the Cell Structure & Function unit of the course; and b) rewriting some of the test questions to permit testing of both concept and everyday applications. Neither of these action items was addressed due to changes in full-time faculty in the current and upcoming academic year (one retirement and two new hires).

2004/05 ACTION PLAN FOR IMPROVEMENT IN BIOLOGY GENERAL EDUCATION

- Acquaint new biology faculty with the current BIO 100/110 course content, text & lab books, teaching materials & lab equipment, and assessment plan.
- During the Spring 2005 semester, the entire biology faculty will reevaluate BIO 100/110, with particular attention to the balance of coverage of topics, lab exercises, and textbook. The Pre/Post Test may be revised to reflect any recommended changes in course content.

EARTH SCIENCES

EARTH SCIENCE PROGRAM

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	Spring 04	Perantoni	27 May 04		Fall 04
ESG305 Environmental Geology	None	None	Williams	27 May 04	Create test	Fall 05
ESG100 Physical Geology	Pre-Test Post-Test	Fall 03 and Spring 04	Perantoni Williams	27 May 04	Change presentation	Fall 04
ESG305 Intro to GIS	None	None	Perantoni	27 May 04	Create test	Spring 06
ESM100 Meteorology	Pre-Test Post-Test	Fall 03 and Spring 04	Perantoni	27 May 04	Load on WebCT	Fall 04
ESG120 Oceanography	None	None	Perantoni	27 May 04	Create test	Fall 04

Astronomy Assessment Objectives

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

Physical Geology Assessment Objectives

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

Meteorology Assessment Objectives

Course goals	<p>It is hoped that during the semester, you will achieve a higher level of understanding of Meteorology. Two goals are paramount in the process. They are:</p> <ul style="list-style-type: none"> • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration. • Apply analytical reasoning to both qualitative and quantitative evidence
--------------	---

4. Narrative of Results:

- Astronomy: A pretest was given, however, time did not permit a post test. Most of the students in the class were seniors who took their final exam early. The number of students left to take the post test would not have contributed to the statistical sense of the process.
- Environmental Geology: The faculty member was new in the Fall of 2003. So she was not able to develop a Pre/Post Test in time.
- Physical Geology: The pattern of low scores on Objectives 5, 12, 15, and 16 continues from previous years. 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 Erosion and mass wasting, need to be reevaluated in terms of method of presentation. Since both chapters are filler type, only one of day lecture is spent on them: more visuals will be used to clarify the definitions. An overall score of less than 50% students understanding the concept was the standard set. See statistics below.

ESG100 Assessment

Year	2003								
Semester	Fall								
Section	Section 11		Section 12		Section 13		Section 14		
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Objective 1	100%	96%	86%	89%	93%	100%	96%	91%	
Objective 2	54%	78%	51%	68%	50%	75%	42%	56%	
Objective 3	41%	59%	28%	49%	40%	61%	45%	65%	
Objective 4	51%	77%	56%	81%	58%	77%	55%	77%	
Objective 5	22%	41%	23%	31%	36%	26%	29%	42%	
Objective 6	69%	73%	59%	78%	64%	78%	50%	77%	
Objective 7	29%	51%	29%	46%	35%	45%	33%	53%	
Objective 8	31%	54%	21%	52%	27%	56%	15%	59%	
Objective 9	37%	77%	45%	83%	48%	83%	38%	76%	
Objective 10	35%	62%	29%	39%	39%	58%	40%	50%	
Objective 11	52%	70%	39%	72%	49%	73%	50%	79%	
Objective 12	19%	0%	29%	0%	25%	0%	28%	58%	
Objective 13	40%	64%	36%	64%	33%	50%	33%	50%	
Objective 14	53%	79%	42%	72%	53%	91%	53%	58%	
Objective 15	17%	0%	18%	0%	25%	0%	22%	58%	
Objective 16	33%	0%	32%	0%	33%	0%	29%	79%	
Average	43%	55%	39%	51%	44%	55%	41%	64%	
Number of Questions	23	29	21	27	23	29	22	34	

Bloom	Sec11 Pre	Sec 11 Post	Sec 12 Pre	Sec 12 Post	Sec 13 Pre	Sec 13 Post	Sec 14 Pre	Sec 14 Post
Knowledge	44%	61%	38%	56%	44%	60%	41%	68%
Comprehension	40%	44%	36%	42%	42%	44%	38%	63%
Application	45%	64%	42%	60%	48%	63%	46%	60%

ESG100 Assessment

Year	2004								
Semester	Spring								
Section	Section 11		Section 12		ESG105 Section 11		Section 14		
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Objective 1	89%	90%	94%	96%	100%	94%	86%	95%	
Objective 2	46%	59%	54%	69%	53%	67%	53%	59%	
Objective 3	37%	60%	31%	46%	35%	49%	40%	59%	
Objective 4	51%	77%	51%	76%	59%	75%	55%	74%	
Objective 5	24%	40%	29%	38%	26%	45%	23%	33%	
Objective 6	67%	73%	62%	71%	64%	76%	62%	82%	
Objective 7	41%	44%	31%	41%	26%	51%	30%	43%	
Objective 8	20%	62%	24%	52%	34%	62%	26%	50%	
Objective 9	40%	60%	39%	76%	45%	71%	39%	80%	
Objective 10	48%	67%	37%	67%	41%	44%	47%	57%	
Objective 11	55%	68%	52%	74%	65%	73%	59%	76%	
Objective 12	38%	41%	26%	38%	29%	35%	29%	45%	
Objective 13	29%	81%	28%	64%	30%	67%	29%	58%	

Objective 14	45%	82%	48%	87%	46%	75%	47%	73%
Objective 15	19%	32%	18%	47%	24%	27%	17%	53%
Objective 16	29%	25%	43%	26%	35%	25%	31%	27%
Average	42%	60%	42%	60%	45%	59%	42%	60%
Number of Questions	22	32	22	32	24	31	22	32

Bloom	Sec 11		Sec 12		Sec 13		Sec 14 Pre	Sec 14 Post
	Sec 11 Pre	Post	Sec 12 Pre	Post	Sec 13 Pre	Post		
Knowledge	42%	57%	41%	63%	45%	58%	42%	62%
Comprehension	43%	56%	40%	56%	38%	53%	41%	60%
Application	45%	69%	46%	63%	51%	65%	46%	62%

- Intro to GIS: A Pre/Post Test has not been developed.
- Meteorology: Objective 13, climatology, had low scores for both the fall and spring semesters. That is the last chapter covered and is usually rushed. The presentation method and class schedule need to be reevaluated. See for statistics below.

Year Semester Test	2003		2004	
	Fall		Spring	
	Pre	Post	Pre	Post
Objective 1	43%	38%	44%	52%
Objective 2	50%	66%	46%	72%
Objective 3	53%	69%	58%	74%
Objective 4	37%	60%	45%	69%
Objective 5	50%	83%	53%	76%
Objective 6	24%	69%	35%	65%
Objective 7	39%	56%	33%	76%
Objective 8	55%	72%	52%	68%
Objective 9	54%	73%	48%	69%
Objective 10	60%	74%	53%	70%
Objective 11	44%	52%	53%	51%
Objective 12	47%	72%	44%	76%
Objective 13	39%	38%	30%	38%
Average	46%	63%	46%	66%
Questions Right	18	20	15	22
Bloom	Pre	Post	Pre	Post
Knowledge	36%	61%	38%	64%
Comprehension	53%	65%	50%	63%
Application	56%	76%	60%	87%

- Oceanography: A Pre/Post Test has not been developed.

5. 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 05.
- Physical Geology: change the method of presentation of material for objectives 5 and 12 and then reevaluate.
- Intro to GIS: develop Pre/Post Test for Spring 05.
- Meteorology: change the method of presentation and evaluate the class schedule to make sure adequate time is allotted for the material.
- Oceanography: develop Pre/Post Test for and administer in Fall 04

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 CHM 100 Concepts of Chemistry

A comprehensive pre and post test was administered to a single fall section of CHM 100 with the results outlined in the table below giving percentage of exams answering the questions correctly. The test consisted of 25 questions that were categorized as 10 from Blooms taxonomy covering knowledge and 15 covering comprehension. The test is being revised for the 2004-2005 school year to add additional competencies.

Level	Knowledge	Comprehension
Pre Test	15.32 %	13.14 %
Post Test	68.21 %	73.31 %
Percent Improvement	52.89 %	60.17 %

In addition to the pre and post tests, a series of CAT's were administered throughout the fall semester on topics that included nomenclature, balancing equations, stoichiometry, gas laws and solutions. Each of the CAT's was in the form of a 1-minute problem/muddiest point and evaluated the effectiveness of the lecture. Based upon the class performance on the CAT's the material for the following lecture was revised in order to clarify questions that arose in the assessment.

General Education Action Plan for 2004-2005 Academic Year:

There will be three sections of CHM 100 offered in the Fall 2004 and Spring 2005 academic year. The program will be running a trial assessment program in CHM 100 that will include the following:

- (1) Pre and Post Test that is analyzed question by question for knowledge, comprehension and application. These tests will be compiled by all chemistry faculty and evaluated at the end of each academic year for effectiveness.
- (2) At least one Classroom Assessment Technique will be utilized for each Chapter that is taught in the lecture. These CATs will be coordinated with the Pre and Post test questions as well as the exam questions during the semester to evaluate the effectiveness in short and long term retention of the use of CATs in the classroom.
- (3) Finally, 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 EXAMINATIONS AS ASSESSMENT INSTRUMENTS FOR THE GENERAL EDUCATION PROGRAM

The C-Base (College Basic Academic Subjects Examination) covers basic skills in English, mathematics, science, and social studies. A breakdown of the C-Base clusters and skills may be found in the Education Division assessment report.

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.

The C-Base examination has been in use since 1988, and Lindenwood students have been taking the examination since that time. A total of 2906 Lindenwood students have taken the exam since its inception through the spring of 2003. Across the state, about 112,013 students in the several institutions that use it have taken the exam. Passage of the C-Base is a prerequisite for admission to any Teacher Education Program in the State of Missouri. Between summer of 2002 and spring of 2003, 210 students took the C-Base.

In the course of the several administrations of the C-Base during this year, Lindenwood composite scores continue a trend of improvement in math and science, whereas English, writing, and social studies lag slightly behind. This has been a common pattern for several years. 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:

C-Base Results: *Lindenwood students/Students state-wide*

Passing Rates by Subject

	English	Writing	Math	Science	Social Studies
1999-2000 <i>Lindenwood</i>	81%	87%	79%	80%	75%
State	86%	92%	82%	82%	82%
2000-2001 <i>Lindenwood</i>	81%	86%	79%	80%	74%
State	86%	91%	82%	82%	81%
2001-2002 <i>Lindenwood</i>	80%	86%	80%	81%	74%
State	85%	91%	83%	82%	81%
2002-2003 <i>Lindenwood</i>	79%	85%	80%	79%	74%
State	84%	89%	80%	79%	78%
2003-2004 <i>Lindenwood</i>	79%	85%	81%	80%	74%
State	85%	90%	80%	81%	79%

Each division offers work/help sessions for students prior to taking the test. Although the work/help sessions were not well attended, those students who did attend indicated that they felt the sessions were helpful.

The passing rates for Lindenwood students are generally comparable 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 past few years have seen a downward trend in state-wide C-Base scores., which is reflected in Lindenwood's scores. One difference worth noting is that the scores for African-American students at Lindenwood University have generally and consistently been somewhat higher than state-wide scores for African-Americans:

C-Base Results: *African-American students at Lindenwood/African-American students state-wide*

Passing Rates by Subject

	English	Writing	Math	Science	Social Studies
1999-2000 <i>Lindenwood</i>	60%	82%	65%	57%	53%
State	55%	66%	46%	50%	59%
2000-2001 <i>Lindenwood</i>	54%	77%	68%	60%	52%
State	54%	65%	46%	49%	57%
2001-2002 <i>Lindenwood</i>	52%	72%	65%	62%	52%
State	53%	64%	46%	49%	56%
2002-2003 <i>Lindenwood</i>	55%	74%	65%	63%	51%
State	53%	64%	47%	49%	55%
2003-2004 <i>Lindenwood</i>	54%	73%	67%	63%	52%
State	54%	65%	48%	48%	54%

National Teacher Examination Results (Praxis)
(2002-2003)

Since September 1998; Lindenwood students have been required to take the PRAXIS II examination for certification. During the 2002-2003 academic year, 161 individuals took the Praxis II examination. One hundred (100) percent passed the examination; 161 took it the previous year, with all passing as well.. This compares to ninety-seven (97) percent pass rate in the state of Missouri for these two years. 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.

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 2002-2003 48 general education courses were assessed; this total increased to 50 for the year 2003-2004.

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. Improvement over last year was marked (1% average per item to 15%); both the instrument and methods of instruction will continue to be evaluated. Goals for competencies are being devised.

Expressive Modality(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 slightly lower than last year. An alternative instrument designed to measure student appreciation of their learning gave instructors in four sections a baseline and 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 slightly lower, were comparable to those from last year. 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. 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 rose from 20% (2003) to 28% (2004). 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.

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 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) For the second year, student learning was assessed using a locally-generated, objective, pre-post test. Improvement has been consistent at 25%.

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.

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.

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 2001-2002.)

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): New 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:

- The increase from 48 to 50 of general Education courses assessed indicates strong faculty commitment to the process.
- 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 increasingly concerned to provide objective (quantifiable) measurements of student learning
- Lindenwood instructors are increasingly concerned to relate student learning to specific course objectives tied to General Education Objectives.
- Assessment results in General Education courses generally demonstrate a connection between instruction and student learning in specific areas – that is, students have gained demonstrated value from the courses.

ACTION PLAN FOR GENERAL EDUCATION ASSESSMENT DURING 2003-2004

- Add at least two courses from the Fine and Performing Arts to general education assessment, to include Music 100 and one course from Art chosen by faculty in consultation with the Assessment Committee.
- 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. As well, the methods and purposes of assessment will be publicized in various campus publications, including course syllabi.
- Continuing: Academic programs will specify minimum achievement standards tied to course and program objectives where not already included.
- Continuing: Programs that do not report action plans for pedagogical and assessment changes will be encouraged to do so.
- Continuing: Faculty will be encouraged to review and, where necessary, revise course objectives to reflect appropriate general education objectives.
- Student ability to communicate effectively and correctly in written English will be increasingly emphasized and assessed across all academic programs.

EDUCATION DIVISION

GOALS AND OBJECTIVES

The review and addressing of student assessment continues to be a top priority within the Education Division. Several reasons put assessment at the top. The Education Division believes that quantitative measures of how our graduates are achieving is of ultimate importance in the assessment of our students.

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 these acquired techniques and procedures 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 also 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 are developed are as follows:

Standard 1

The teacher understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Standard 3

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

EDUCATION DIVISION

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 the area of specialization

Undergraduate Teacher Education Assessment

Course objectives stated in the syllabus for each Education course are cross-referenced to the Teacher Education Goals and referenced to the 11 Standards previously listed. Assessment procedures used in each course provide indications of progress toward achieving these goals. Artifacts from pre-service education courses are collected in an educational portfolio that is started at the beginning of their program and completed during the semester of student teaching. Students are required to reflect on artifacts as they are completed or presented in a classroom setting. Faculty members use a scoring guide that addresses the professional nature of each student's work when grading the portfolios. During the 2003-04 academic year, 88 % 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.

REFLECTION ESSAYS

- (0) Unacceptable – extensive errors in the use of standard written English (spelling, usage, grammar, spelling, syntax, etc.); unorganized; fails to appropriately address the assignment. Weak self-evaluation shows little or no learning.
- (1) Below Expectations – unacceptable use of standard written English. Weak self-evaluation demonstrates limited learning. Weak explanation of self-improvement. Limited minimal explanation is listed.
- (2) Meets the Standard – minor errors in the use of standard written English. Some explanations show what you could have done differently to improve. Explanations demonstrate some learning from the experience.
- (3) Above Expectations – effective use of standard written English. Most TE standards are presented in an orderly fashion. Ideas are well developed. Supporting evidence often demonstrates and analyzes that exhibit confidence in the topic and in writing ability.
- (4) Outstanding – sophisticated use of standard written English. Most TE standards are presented in an orderly fashion. Ideas are fully developed. Supporting evidence often demonstrates and analyzes that are compelling in nature, and exhibit confidence in the topic.

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.

CHECKLIST FOR ASSESSING PROFESSIONAL PORTFOLIOS

Portfolio Content and Reflection Paper address the following:

Standard	Rationale/Reflection
1. The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.	_____ / _____
2. The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	_____ / _____
3. The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	_____ / _____
4. The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.	_____ / _____
5. The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	_____ / _____
6. The preservice 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.	_____ / _____
7. The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	_____ / _____



Standard

Rationale/Reflection

- 8. The preservice teacher understands and uses formal and informal assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner. _____ / _____
- 9. The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students. _____ / _____
- 10. The preservice teacher fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being. _____ / _____
- 11. The preservice teacher understands theories applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students. _____ / _____

Comments:

- (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, thoughtful analysis and evaluation of the effects of choices and actions on others.

REFLECTION ESSAYS

	Approved	Not Approved
(0) <u>Unacceptable</u> – extensive errors (grammar, syntax, etc.); unorganized; fails to provide a clear explanation of self-improvement. Weak self-evaluation shows little or no learning.	<input type="checkbox"/>	<input type="checkbox"/>
Signature of Reviewer: _____	Date: _____	Date: _____
Signature of Reviewer: _____	<input type="checkbox"/>	<input type="checkbox"/>

Each standard plus the Reflection Essay must receive a score of at least "2" to receive portfolio approval.

(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

STUDENT SELF-ASSESSMENT FOR PROFESSIONAL PORTFOLIO

Rate yourself using the "Standards" guidelines of 0 – 4, in which 0 is Unacceptable and 4 refers to Outstanding. Write a brief statement to justify your score.

STANDARD 1: _____

I was able to demonstrate strong knowledge of concepts as evidenced by my performance in course work as well as lesson preparation, instruction, and the ability to make connections between the content, other disciplines, and student backgrounds and life experiences.

STANDARD 2: _____

I can apply knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also support the intellectual, social, and personal development of all students.

STANDARD 3: _____

I can adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. I hold high expectations for students. I plan activities that connect with and build upon students' individual strengths, prior experiences, and culture. I also have a clear understanding of how to access specialized services for students.

STANDARD 4: _____

I am aware of state and district knowledge and performance standards and consider those, as well as student needs, when planning lessons. I strive to build student skills in developmentally appropriate ways. I am able to remain flexible and can adjust instruction based on evaluating long- and short-term goals and/or instruction to meet the needs of my students.

STANDARD 5: _____

I have demonstrated the ability to use a variety of instructional strategies, materials, and technologies to meet individual student needs and to encourage my students to develop critical thinking, problem solving, and performance skills. I strive to match the appropriate instructional strategy with the content to be taught.

STANDARD 6: _____

I am able to apply knowledge of motivational theories and behavior management strategies and techniques to create a collaborative and participatory learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. I encourage students to set, monitor, and adjust their learning goals and behavior.

STANDARD 7: _____

I communicate clearly. I am articulate. I utilize proper grammar. Interactions with students, parents, and colleagues are professional. Written communications are free of errors. Rationales and reflections in my portfolio are free of grammatical and/or spelling errors. I strive to help my students strengthen their communication skills.

STANDARD 8: _____

I understand and use formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my students. I maintain data and use it for prescriptive teaching as I plan instruction to meet the documented needs of my students. I am able to provide useful feedback to students, parents, and colleagues. I also encourage students to self-assess.

STANDARD 9: _____

My reflections demonstrate my ability to examine and assess the effects of my decisions, choices, and actions on myself and others. I consciously apply professional ethical standards within this reflective process. I seek out opportunities to grow professionally.

STANDARD 10: _____

I seek opportunities to develop caring, professional, and productive relationships with peers, school colleagues, parents, and educational partners in the school and in the larger community to support student learning and well-being.

STANDARD 11: _____

I seek opportunities to incorporate technology into my lessons to enhance personal productivity and professional practice and maximize student learning.

Overall, I believe my portfolio has earned a score of (0-4) _____, because:

Student Signature: _____ **Date:** _____

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 to the Teacher Education Program and Student Teaching comes only after the student has successfully passed the subject area test of the Praxis II. The results of these tests are used by the different divisions to advise students and to better

align curriculum content to the PRAXIS II examination. C-Base and Praxis II results will be addressed later in this summary.

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

The first course in each program is the Orientation to Education (EDU 110) that includes the first clinical experience for preservice 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 the classroom teacher and assist in appropriate ways. Visits to Special Education classrooms are also included in the observations. This experience helps students confirm their choice of a Teacher Education program, in some instances, determine that teaching is not their vocational selection. Students in EDU 110 keep a log of their experiences, discuss them with the university instructor, and an evaluation form is filled out by their host teacher.

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 receive a middle and high school 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. Portfolios are reviewed by the student teaching supervisors to insure that the artifacts selected meet the standards. The portfolios provide more authentic, broad-based and holistic ways to demonstrate that pre-service teachers are growing professionally.

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

In addition, the Division of Education conducts two levels of surveys. All graduates of the program are contacted by questionnaire at different intervals upon their graduation (one year and five years). These questionnaires allow the 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 competence can be judged by others. Students 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, eighty eight (88) percent received a passing score on portfolios submitted during the 2003-04 academic year as compared to eighty-five (85) percent in the 2002-03 academic year.

College Basic Academic Subjects Examination (C-Base)

Summary of 2003-2004 Results

The C-Base Clusters and Skills are as follows:

English

Cluster

Skills

Reading and Literature

Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas

Read a literary text analytically, seeing relationships

Understand a range of literature, rich in quality and representative of different literary forms and historical contexts

Writing

Recognize that writing is a process involving a number of elements, including collecting information and formulating ideas, determining relationships, arranging sentences and paragraphs, establishing transitions, and revising what has been written.

Use the conventions of standard written English Write an organized, coherent, and effective essay

Mathematics

General Math Proficiency

Use mathematical techniques in the solution of real-life problems

Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision

	Use the techniques of statistical reasoning and recognize common misuses of statistics
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 2906 Lindenwood students have taken the exam since its inception through the spring of

2004. Across the state, about 112,013 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%	80%	74%
State	85%	90%	80%	81%	79%

The passing rates for Lindenwood students are similar with state rates. All other breakdowns of the scores, comparing Lindenwood with the state rates, by sex, class level, and race, are equally level. Although the state averages on the C-Base are lower this year, possible causes as to why these scores are lower are still under discussion. **Each division offers work/help sessions for students prior to taking the test.** ACT scores of entering freshmen are higher and C-Base scores are lower. There appears to be an increased participation in the work/help sessions, and those students who did attend indicated that they felt the sessions benefited their efforts. An interesting side note is that you can see that Lindenwood students and the state average are now the same. The attendance at the work help sessions and the work of each division on curricular issues may have contributed to these gains. There is another area in which there continues to be a significant difference. That comes in a comparison of the passing rates for African-American students. The differences there are significant enough to quote since the Lindenwood rate is substantially higher than the state results: The following results are for the 2003-04 academic year.

	English	Writing	Math	Science	Social Studies
Lindenwood	54%	73%	67%	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 2002-2003 academic year, 161 individuals took the Praxis II examination. One hundred (100) percent passed the examination. This compares to ninety-seven (97) percent pass rate in the state of Missouri. Divisions are working with those individuals in their preparation for this examination. Passage of the PRAXIS II examination is required for an individual to student teach.

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

Elementary Education

- Reading, Language Arts, Instruction raised from 63% in the upper quartiles in 2002 to 73% in 2003
- Mathematics, Instruction and Assessment raised from 59 % in the upper quartiles in 2002 to 74% in 2003.

Early Childhood Education

- Nature of Growth Develop/Learning of Young Children raised from 54% in the upper quartiles in 2002 to 79 % in 2003
- Application of Develop/Curriculum Theory raised from 54% in the upper quartiles in 2002 to 75% in 2003.

Physical Education: Content Knowledge

- Fund of Movement, Motor Develop /Learning raised from 70 % in the upper quartiles to 76% in 2003.
- Fitness and Exer Science raised from 59% in 2002 to 80% in the upper quartiles in 2003.
- Health and Safety raised from 68% in 2002 to 86% in the upper quartiles in 2003.

These are just a few of the highlights of the significant gains that have occurred in the past year in PRAXIS II examination results. The data reveal that professors are carefully reviewing their curriculum content and making those modifications in their curriculum to help students better perform on the PRAXIS II examination. In addition, a concerted effort has been made to keep professors teaching the same courses each semester so that a thorough content of the curriculum can be developed. The Education Division is extremely proud of these educational gains.

Recent Graduate Survey

A survey of first-year teachers who were 2002-2003 graduates was conducted in the spring of 2004. Graduates responded to 36 forced-choice questions and four open-ended question related to their teacher-preparation program. Of the one hundred sixty-one (161) surveys sent out to our recent graduates, ninety were returned. This year survey results did not reveal any perceived weaknesses in their preparation. Survey data is used by the faculty to make improvements in our program.

Items Rated As To Their Preparation				
Excellent	Superior	Adequate	Need Improvement	Weak
44%	36%	20%	0%	0%

Employer Survey

A survey of building principals who employed recent Lindenwood University graduates was conducted in the spring of 2004. Employers responded to the eleven forced-choice questions and one summary question related to the effectiveness of these first year teachers in the job setting. Analysis of responses revealed the following: As of this date, 125 of 161 surveys have been returned.

Excellent	Above Average	Average	Below Average	Weak
51%	41%	8%	0%	0%

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 the regular questionnaire surveys of those who have completed the program, asking for their evaluations of their Lindenwood experience in the light of subsequent experiences. Principals are also surveyed in the same fashion as 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.

2003-2004 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 2003, fall of 2003 and the spring of 2004. 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 (245) - (98%)
Does not meet goal (5) - (2%)
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 (243) - (97%)
Does not meet goal (7) - (3%)
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 (243) - (97%)
Does not meet goal (0) - (0%)
Insufficient evidence (7) - (3%)

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 (221) - (88.5%)
Does not meet goal (6) - (2.5%)
Insufficient evidence (23) - (9%)

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 (240) - (96%)
Does not meet goal (10) - (4%)
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 in 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	does not meet goal	insufficient evidence
--242-----	-----8-----	-----0-----

2. to analyze and discuss educational issues and write about them in accepted academic formats.

Meets goal	does not meet goal	insufficient evidence
-----245-----	-----5-----	-----0--

3. to analyze one's own teaching behavior and plan strategies for improvement using a variety of teaching models.

Meets goal does not meet goal insufficient evidence
-----241-----5-----4-----

4. to demonstrate knowledge of human growth and development as it relates to the teaching-learning process.

Meets goal does not meet goal insufficient evidence
-----241-----4-----5-----

5. to study curriculum theory and to design curricula pertinent to the needs of selected student populations.

Meets goal does not meet goal insufficient evidence
-----246-----2-----2-----

6. to understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary education professional.

Meets goal does not meet goal insufficient evidence
-----240-----4-----6-----

7. to demonstrate the ability to do effective library research.

Meets goal does not meet goal insufficient evidence
-----247-----1-----2-----

8. to be able to effectively prescribe educational experiences for learners with special needs.

Meets goal does not meet goal insufficient evidence
-----246-----4-----

9. to gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.

Meets goal does not meet goal insufficient evidence
-----248-----0-----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 does not meet goal insufficient evidence
-----248-----2-----0-----

11. to be able to explore one or more areas of professional concern in some depth.

Meets goal	does not meet goal	insufficient evidence
-----248-----	-----0-----	-----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	does not meet goal	insufficient evidence
-----250-----	-----0-----	-----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 felt the need for more technology in their Teacher Preparation experience. We now use technology enriched classrooms for instructional and teaching purposes. Secondly, students felt the need for more instruction in the new State-Mandated Test given to public school students. Both of these needs have been addressed and now the comments in both areas are favorable. A large grant given to Lindenwood from the Southwestern Bell Foundation has allowed us to expand our efforts in these areas. This grant will be on-going for the next year. 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 Fall 2003 and Spring 2004

The first online course in the Education Division was offered during the fall 2002 and spring 2003 academic semesters. 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 2003-2004 academic year, 24 students were enrolled during the fall and 28 were enrolled during the spring. 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.
- Midterm and Final Case Studies: students were given two case studies to which they were required to apply material discussed in class
- 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 before, 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 2003 (24 students)	Spring 2004 (28 students)
Individual Prompts by students:	Total	1707	2548
	Range	5-144	47-148
	Average	71	91
Individual Hits to Site:	Total	40,547	47,348
	Range	99-3508	78-2998
	Average	1689	1691
Individual Items Read: by students	Total	31,421	37,912
	Range	31-3508	54-2897
	Average	1309	1354

According to the data above, all but one student met the requirement to logon 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 time looking at materials posted on the site and reading items submitted either by the professor or student participants. It also indicates that each semester, enrollment in the class increases over the semester before. This is due, in part, to advisers making the course available to more students; it is due, also, to students sharing the personal and academic benefits of the course.

At the end of the 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. Among the comments were the following statements

- o Excellent!
- o Communication was not a problem.
- o Expectations were clearly communicated.
- o Communication was quick and clear.
- o Specific directions were given; process was pleasant, open, honest and easy.
- o This felt like a real discussion class; sometimes better than a regular class.
- o Dr. Weitzel was always accessible either through WebCT, her business email, or by telephone.

Professor knowledge of the subject matter: All student comments were positive.

- o Comments: The professor was very knowledgeable...I liked the way the subject matter was presented in a variety of ways. seemed very knowledgeable of textbook material and through first hand experience. was always able to spin our comments in a new direction. 's stories were very helpful and some humorous... it's obvious that she knows her stuff, but she can relate it to [us] so that [we] can relate and understand.

Professor concern for students: All comments were positive.

- o Comments: The professor
 - was very flexible and caring...she genuinely wanted everyone to succeed.
 - tried hard to stay in contact with everyone.. she was a great professor.

- 's windows of communication were always open...she really worked to make me stick with it.
- was always willing to go the extra mile
- was non-subjective when critical; she's good!
- Excellent! This was a good example of how we should behave in our classrooms.

Professor preparation for the course: All comments were positive.

- Comments: The professor
 - was very prepared
 - was excellent!
 - sent the information in plenty of time to begin the class. The class was well planned and offered SO much great information for teaching
 - make sure that the class was always moving with new ideas and posts for discussions, a result, obviously, of a very well prepared course and teacher.

Overall rating for the professor: 1-5 (5 representing excellent): 5.02

Reasons why students chose to enroll in an online course:

- flexibility relative to personal schedule
- so that I could take more courses and not be away from home so much
- I live in Troy and I wanted to avoid the long drive, particularly in the winter.
- I was pregnant and this offered more options.
- Dr. Weitzel was teaching it!
- I was curious to try an online course.
- scheduling conflicts

Top reason student would choose to take another online course:

- This is one of the most effective courses I have ever taken- it engaged and encouraged students to participate with peers and still get a lot out of the subject matter.
- To be able to work at an individual pace and not be in a classroom.
- Convenience
- It just didn't seem like work to me- I thoroughly enjoyed this option for learning.
- I can have class on Sunday in my pj's!
- This offers students a less threatening environment. It forces everyone to participate but with some anonymity. We just speak our minds and press "send."
- Enjoyable!

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

- I am an auditory learner so hearing a professor is a little easier for me.
- Group work is difficult.
- Time management- I had to force myself to get started. It was easy to put it off.
- Work load was tremendous- definitely not easier than being in a classroom!

Would students recommend this course to others?

- All students stated that they would. Most stated they already had. Some added, though, that they would make sure the students understood the time and work load involved.

Main changes that need to be made to the course:

- None
- I would recommend that LU consider many more online courses for its students. This was very successful and effective and I think it would be a great model to emulate for further graduate courses.
- Overall I think the course has been great. Dr. Weitzel kept it interesting and casual, and we learned so much from each other and about ourselves. The convenience is great, and the workload is perfect. I feel I really got something out of my money and time, unlike some other courses that give A's for doing little. I found myself contributing much more than was expected/required.
- Drop the project! Too hard to manage online!
- Nothing- it was perfect!

FINE AND PERFORMING ARTS AND COMMUNICATIONS DIVISION

STUDIO ART PROGRAM

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 Statement

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 art making 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:

Our assessment activity for the 2003-04 academic year has been either in the conscription of an unworkable, quantitative method of critique performance or in investigation of how best to evaluate creative development. With help from the Measurement and Research Services at Texas A&M University and the assessment work done previously at Skidmore, Bucknell, North Carolina State, and Montana State universities, we are finally moving forward.

By objectifying the creative learning process, we are better prepared to identify the intended outcome. The subsequent step is to design the appropriate rubrics to measure the recurrence of that outcome. This we will have in place for the 2004-05 academic year.

We will also have in place for the 2004-05 academic year a pre-post test for most of the General Education studio courses. Confoundedly, it has taken two years to determine that the pre-post test for the visual arts should be visual in nature. Part recognition and part application, the new pre-post test will assess both identification and usage of the visual language.

Addendum to this report expected August 1st.

ART HISTORY PROGRAM

Mission Statement—see Studio Art Program

Goals Statement:

1. Students will demonstrate an understanding, comprehension and appreciation for many facets of art, such as painting, sculpture, architecture, etc., through the use of creative assignments, and collaborative class projects.

2. Students will understand art and architecture as the artifacts of world culture and society.
3. Students will develop learning skills that will assist them in understanding and synthesizing the importance of art history and its relationship to the studio arts.
4. Each student should be able to identify, discuss, classify, summarize, interpret, and appreciate world art and architecture by the end of the course, if the student assimilates the objectives.
5. Students will improve their writing and creative skills, across the curriculum, upon completion of this course.

General Objectives for Art History courses: Upon completion of the course:

1. Students will be able to identify various periods and styles in art.
2. Students will identify specific styles and periods in the history of art.
3. Students will be able to compare and contrast different styles in art.
4. Students will be able to identify art and architectural styles associated with different cultures.
5. Students will gain knowledge of the overall history of art and its importance to our culture, world culture, as well as society upon the completion of this course.
6. The student will develop an understanding and appreciation of the great variety of cultural values in world societies with regard to the evolution of art, architecture and history.
7. Students will use up-to-date technology in the classroom.

Pre and Post Tests and Student Self-Evaluations: *Implementation of new teaching/learning strategies by the instructor were put into practice during the 2003-2004 academic year in anticipation for new Assessment pre and post tests, and a Likert-style self evaluation.*

As administered, this test is not quantifiable as a pre/post test. The pre/post test for next year will be based on a quantifiable method. The pre/post quantifiable assessment test for course objectives is being developed for the next academic year. The Self-Evaluation, similar to a Likert-style or Rubric-based method, will be revised and used during the next academic year.

Looking to the Future

Assessment for Art History courses needs improvement in the area of quantifiable evaluation. In addition, pre and post *self-evaluations* need to be revised for better assessment for all art history courses that qualify as General Education and Major Specific.

Goals and Objectives for Art History will be re-evaluated during the 2004/2005 academic years.

New *pre/post assessment tests* will be created for all General Education art history classes and major classes in order to provide a more articulate evaluation of the assessment and learning process for 2004/2005.

Unfortunately former tests, taken in conjunction with Studio Art, have resulted in disappointing results that were not appropriate or applicable to the Assessment process, as we now understand it. Therefore, a revision of all Assessment for Art History will be implemented

DANCE PROGRAM

MAJORS: Majors are assessed on a variety of kinesthetic, technical, and theoretical areas of knowledge delineated below.

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.

<u>TECHNIQUE</u>	<u>ENTRY YEAR</u>	<u>GRADUATION YEAR</u>
ALIGNMENT	NA	80
FOOTWORK	NA	81
CENTER	NA	81
WEIGHT USE	NA	81
PHRASING	NA	82
MUSICALITY	NA	82
QUALITY	NA	82
CHOREOGRAPHIC CONCEPT	NA	84
STYLISTIC CLARITY	NA	80
<u>AVERAGE SCORE</u>	NA	81

<u>CHOREOGRAPHY</u>	<u>ENTRY YEAR</u>	<u>GRADUATION YEAR</u>
SPACE/SHAPE	NA	82
QUALITY	NA	82
MOVEMENT INVENTION	NA	81
PHRASING	NA	82
MUSICALITY	NA	82
CONCEPT	NA	86
COMPOSITIONAL FORM	NA	83
PRODUCTION VALUES	NA	83
<u>AVERAGE SCORE</u>	NA	83

<u>DANCE THEORY/HISTORY</u>	<u>ENTRY YEAR</u>	<u>GRADUATION YEAR</u>
PRE-TEST	NA	86
CLASS TESTS	NA	91

TECHNIQUE: COMMENTS This score represents 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. The slight difference between the 2003 and 2004 scores represents 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 2004-2005 academic year will enable students to be challenged by technical work suitable to their stage of development.

MUSIC PROGRAM

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. We feel the score indicates the overall success of our program.

We have continued to allow high numbers of dances in our concerts. We realized that 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 report.) One way the faculty believes performance quality will improve is to add more rehearsal time. Currently, space is shared with dance teams, the theatre program, and wrestlers. The new facility will do much to alleviate this problem.

DANCE AS ART/HISTORY ENTRY YEAR GRADUATION YEAR

AVERAGE SCORE N/A in first year of study

COMMENTS The faculty continue to be very pleased with this score. Students consistently showed development written and verbal skills, using the specialized vocabulary of dance to formulate their own analyses of dance. Test scores also demonstrated an increase in overall knowledge of the field. The faculty will continue to emphasize written and verbal skills as a way to increase intellectual competencies.

OUTSIDE ASSESSMENT (IF APPLICABLE)

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 Dance St Louis Contemporary Moves Festival. Lindenwood students performed at this event. In addition, Lindenwood students accompanied faculty to the National Dance Education National conference and assisted faculty in workshop demonstrations. Lindenwood dancers were invited to perform at the St Louis Dance Festival. Current students and graduates are performing in such venues as the St Louis Opera Company and Sesame Street Live. A graduate has developed a high school dance program. Others are directing dance studios and choreographing independently.

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

ENHANCEMENT The Dance Program has begun to attract dancers with higher technical skill levels. In addition, we now included 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

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.

REVISED ASSESSMENT, DAN 110, DANCE AS ART; DAN 371, DANCE IN THE 20TH CENTURY
(See under General Education Program, Fine arts)

WRITING ASSESSMENT, DAN 110, DANCE AS ART; DAN 371, DANCE IN THE 20TH CENTURY
SEMESTER Fall, 03-Spring, 04
(See under General Education Program, Fine arts)

MUSIC PROGRAM

THE MISSION OF THE MUSIC DEPARTMENT AT LINDENWOOD UNIVERSITY

The Lindenwood University Music Department functions within the guidelines of the University, and along with its students, is subject to all regulations issued by Lindenwood University. The Music Department offers music courses of interest and concern to all Liberal Arts students, in order that they might acquaint themselves with both cultural, appreciative, and theoretical aspects of the art of music. Some of these courses include the following:

- MUS 100 Fundamentals of Music (GE)
- MUS 109 The Showcase Band
- MUS 110 The University Chorus
- MUS 114 Class Piano I
- MUS 115 Class Piano II
- MUS 165 Introduction to Music Literature (GE)
- MUS 260 History of Jazz (GE)
- MUS 356 History of Music II (GECC)
- MUS 357 History of Music III (GECC)

These courses fulfill several of the specific goals of The Mission of Lindenwood University by 1. providing five courses which fulfill several of the categories of the Lindenwood University General Education Requirements. 2. These course offerings show that the Lindenwood University Music Department functions within an integrative liberal arts curriculum. 3. Two of these courses place value on excellence in musical performance thus developing the talent, interests, and in some cases the future of the student musician while issuing cultural enrichment to the surrounding community by providing performances to be attended by all and ensemble participation by interested individuals within the community at large. 4. All of the courses listed above promote ethical lifestyles by insisting on academic honesty in the classroom and committed participation in musical ensembles with parameters established in specific course syllabi. 5. These courses also challenge students to think in a different style of communication called the art of music thus aiding the student in developing adaptive thinking and problem solving skills. 6. By opening specific sections of band and chorus to the general public and accepting when possible non traditional students as music majors individuals are continually being encouraged to pursue lifelong learning. 7. Including and adapting courses in the music major so that interested non music majors are given the opportunity to explore the history of music in depth supports academic freedom and the unrestricted search for truth.

For those who choose to major in music two degree options are open to the undergraduate students including The Bachelor of Arts Degree in Music Performance and The Bachelor of Arts Degree in Music Education. The Music Education Program at Lindenwood Prepares music educators for careers in music teaching in either public, private or parochial elementary and secondary school systems. The goal for the Music Education Faculty at Lindenwood University is to effectively deliver the course work leading to the State of Missouri certified programs in music education including both exclusive certification in either vocal or instrumental music and inclusive certification with either the vocal or instrumental endorsement. The faculty strongly suggests for everyone in the music education program to choose the certification program with the additional endorsement since one of the prime considerations for school administrators in the decision making process when hiring music educators is the amount of state certified, job skill versatility possessed by the candidate. Due to the excellence of the music education program at Lindenwood, 100% of the music education majors who have sought employment in this field for the past 13 years have been hired as music educators.

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

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

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

I. 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 44 students had auditioned for entrance to Lindenwood University as music majors of Fall Semester, 2003.

Musical Element and 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: Fall Semester, Fundamentals of Music, Class Piano I, and Private Lessons; and Spring Semester, Introduction to Music Literature, Class Piano II and Private Lessons. If the student has met the requirements, they will be able to audition again at the end of their Freshman year to be considered for admission into the Music Program. The second option is that they major in another area and participate in music ensembles as an avocation.

2003-2004 AUDITION/INTERVIEW RESULTS

73% of the students who have auditioned at this point have been accepted to the music program.

10% of the remainder have been accepted conditionally

17% 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 severely 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 2003-2004 Sophomore Standing Juries can be observed in the following table.

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

Requested Materials

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

60% of the students who took a Sophomore Standing Jury Spring Semester, 2004 passed with unqualified results. 20% of the students failed only specific parts of the larger categories of the materials requested and will be allowed to correct those deficiencies during the summer term, and retake that portion of the jury during the first week of Fall Semester, 2004. 20% failed the majority of all requested materials and will be asked to leave the program.

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 prerecital jury, publicize the event, and write and duplicate the recital program.

83% of all Music Education Majors who performed a recital during the 2003-2004 academic year passed 100% of all of the required criteria. 17% of the students who failed to pass all of the criteria were required to individually assess the reasons for the deficiencies in their performances with the members of the performance jury committee and correct those by the end of the Spring semester 04. All of those students satisfied the requirements as required by the jury evaluation document by the conclusion of Spring semester 04.

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

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

100% of all students performing Junior Music Performance Degree Recitals during the 2003-2004 academic year passed 100% of all of the required criteria for the performance.

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

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

100% of all students performing Senior Music Performance Degree Recitals passed 100% of 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 Prerecital Jury Examination by each student.

5. PRERECITAL JURY EXAMINATIONS

Every student scheduled to perform a degree recital must also perform a Prerecital Jury Examination 4 weeks before the recital date. The prerecital jury will be performed exclusively for the student's evaluation committee which will be comprised of the student's private teacher and 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 a the jury performance, the recital will be canceled and rescheduled for the following semester.

100% of the students who took Prerecital Jury Examinations during the 2003-2004 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 readministered to the student following completion of this course. Conducting Studio must be completed before Music Education Majors student teach. Music Performance Majors must complete Conducting Studio before graduation. Then the pre test and post tests will be compared to determine the effectiveness of the student to retain knowledge and the effectiveness of the teaching methods used by the instructor to deliver information and concepts in a style that is memorable. This test is generated by the music department.

100% of the students who took the Post Test Music History Exam at the conclusion of Spring Semester, 2004 earned either an A or B with scores ranging from 87% - 100%.

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 2003-2004 academic year. All Music Performance Majors are now required to either audition for or seek employment as paid performing musicians 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 employment. About 89% of our graduating senior music majors have had successful, professional musical employment.

8. ACTION PLAN FOR NEXT CYCLE OF ASSESSMENT

The music faculty will implement the following new assessment tools during the 2004-2005 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 PROGRAM

The following are the results of current assessment instruments already in place as well as new assessment initiatives implemented in certain courses for the 2003/2004 academic year. New initiatives and results are indicated in bold.

Mission: Please reference page one of 2002/2003 Assessment Document for Theatre.

Departmental Goals and Objectives: Please reference pages two and three of 2002/2003 Assessment Document for Theatre.

In theatre education, process is as, and often, more, important than product. Therefore, assessment within Theatre is focused on specified core and emphasizes 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	(New techniques to be applied in Fall 03-04 in bold) *pre-test and post-test covering general knowledge, terminology, and theoretical application of process
	Directing	*instructor evaluations *tests covering dramatic action
	Adv. Directing	*peer evaluations by actors and stage manager *instructor's evaluation *review of written analysis *pre- and post-production conferences with peers and instructor
	Senior/Graduate Project	*peer evaluations by actors and stage manager *instructor's evaluation *pre- and post-production interview with faculty *review by faculty of written analysis
	Thesis Project (MFA)	*evaluation of thesis and production project by faculty committee (thesis includes: research component, script analysis, journal, self-evaluation) *interview with faculty committee
Emphasis	Course	Assessment Techniques
Acting	Script Analysis	*pre-test and post-test covering general knowledge, terminology, and theoretical application of process
	Acting I	*pre-test and post-test covering general knowledge and self-evaluation
	Acting II	*peer evaluations (3) by student directors *instructor evaluations (3) *review by instructor of character analyses (3) *post-scene production critiques by instructor and peers
	Acting Studios	*assessment after each acting studio *topics vary so assessment may include: --instructor evaluations of in-class performances --post-performance critiques by instructor and peers --review of written character analyses or other required written work
	Senior/Graduate Project	*peer evaluations by director and stage manager *instructor's evaluation *pre- and post-production interview with faculty *review by faculty of written analysis

	Thesis Project (MFA)	*evaluation of thesis and production project by faculty committee (thesis includes: research component, script or character analysis, journal, and self-evaluation) *interview with faculty committee
Technical/Design	Intro Tech Theatre I	*pre-test covering general knowledge, terminology theoretical application of techniques, processes
	Intro Tech Theatre II	*post-test (pre-test given at beginning of Tech I)
	Script Analysis	*pre-test and post-test covering general knowledge, terminology, and theoretical application of process
	Production Projects	*depending upon the project (lighting/scenic/costume design and/or operation, stage management), assessment may include: --instructor and/or director evaluation --pre- and post-production interview
	Senior/Graduate Project	*director evaluation *instructor evaluation *portfolio review by instructor
	Thesis Project (MFA)	*evaluation of thesis and production project by faculty committee (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 2002/2003 Assessment Document for Theatre.

Narrative of Assessment Results

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

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

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

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.

Course: Directing I

There were 11 students enrolled in the course. In this class, student directors were assigned 2-4 student actors from the Acting II class to direct in two different realistic scenes. At the onset of this class three scenes were assigned; 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 understanding of dramatic action (reference "III. Dramatic Action B. Detailed Breakdown of Action" in Worksheet of Play Analysis on page 4 of 2002/2003 Assessment Document for Theatre), a test was administered at mid-semester in which the student was asked to list and define 25 action verbs that meet the criteria as applied to dramatic action. At the end of the semester the students were asked to list and define an additional 50 action verbs. A clear understanding of action is necessary for the director to have a working knowledge of in regards to communicating with actors.

The results were as follows.

Mid-Semester

- 7 80% or greater
- 1 70% or greater
- 2 50% or greater
- 1 40% or greater

Semester End

- 7 90% or greater
- 3 80% or greater
- 1 70% or greater

During the rehearsal process for the scenes, both the acting and directing instructors are in the studio space to observe the student directors and actors as they work on their scenes. They are available to give suggestions and advice during and/or after each rehearsal.

Students are required to complete a script analysis for each scene. Each analysis was due on the day of performance for each scene. There were some cases where the analysis was late. There was one student who did not turn in any analysis and consequently, that was the student who acquired the low evaluation points.

The maximum score available for the three analyses was 225 points. Two students earned the highest point total. The distribution was as follows:

2 students 225

4 students	200
1 student	180
2 students	150
1 student	0
1 student	Incomplete (at time of assessment report)

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 the directing process. 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.

Course: Advanced Directing

The members of the theatre department were able to validate that a complete, detailed and insightful script analysis are generally those students who produce a successful play. Of the 7 students enrolled in Advanced Directing over the year, 4 completed the course with a grade of A (A on analysis and A on production) and 2 completed the course with a grade of B or below (B or less on analysis and production) and 1 student 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 blocking, character choices and "storytelling."

Course: Senior Project (directing emphasis)

One student was enrolled for this project. The student held her auditions with the Advanced Directing students and professionally presented herself to the students who auditioned. She was totally prepared. The student did a marginal script analysis and had an efficient rehearsal process. The 7 actors were given the new standard evaluation for directors (Reference page 11 and 12 of 2002/2003 Assessment Document for Theatre):

Question 1: 18 out of 20 points.

Question 2: 15 out of 20 points.

Question 3: 15 out of 20 points.

Question 4: 20 out of 20 points.

Question 5: 20 out of 20 points.

Question 6: 15 out of 20 points.

Question 7: 20 out of 20 points.

Question 8: 20 out of 20 points.

After the production, the student met with two members of the faculty who critiqued and discussed the production.

Course: Script Analysis

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

Objectives and Goals: 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 2002/2003 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.

21 students took the pre-test

19 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

Question 1.

1 successfully completed 50% or greater

5 successfully completed 25% or greater

15 successfully completed 0-25%

Question 2:

2 answered correctly

19 answered incorrectly

Question 3:

7 answered correctly

14 answered incorrectly

Question 4:

0 answered correctly

21 answered incorrectly

Post Test Results

15 successfully completed 80% or greater

2 successfully completed 70% or greater

1 successfully completed 50% or greater

16 answered correctly

2 answered incorrectly

18 answered correctly

14 answered correctly

4 answered incorrectly

Question 5:

3 gave themselves a rating of 5
10 gave themselves a rating of 2
5 gave themselves a rating of 1
3 gave themselves a rating of 0

10 gave themselves a rating of 8
5 gave themselves a rating of 7
2 gave themselves a rating of 6
1 gave themselves a rating of 1

Question 6:

5 answered correctly
16 answered incorrectly

17 answered correctly
1 did not answer

The additional post-test results were as follows:

Question 7:

13 responded to lectures/discussions
2 responded to group presentations
3 responded to completing the script analysis

As a result of the assessment it has been determined that more time will be spent on lecturing and in-class workshops on completing the script analysis. 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.

Acting

(For procedure, rationale, results, and action please reference pages 14 through 17 in 2002/2003 Assessment Document for Theatre)

Course: Acting II

Based on observations by the faculty member who taught the class in the Spring of 2002-03 and informal discussions with students who took the class, it was determined that changes in the course structure needed to be made. Additional input was also sought from the new faculty member who would be teaching the introductory Directing class.

Changes in the Course Based on Data, Observation and Discussion:

Instead of having the students prepare three scenes from various genres and three subsequent character analyses (refer to Character Analysis Form in pages 5-7 of 2002/2003 Assessment Document for Theatre), the students were assigned two scenes and each of those scenes received two showings. Furthermore, students were allowed to submit character analyses for consideration and allowed to expand or amend the analyses for re-submission. This opportunity allowed students to learn much more about the process of developing a more detailed and complete "autobiography" for each character they created in each scene. It also helped the students do a much better job on the second analyses they had to submit.

# students in class	Character Analysis #1		Character Analysis #2		
	Requested	Orig. Submissions	Resubmissions	Requested	Orig. Submissions
31	27	22	27	27	14

In each case, 4 students chose not to submit the analyses.

With regard to the presentation component of the coursework, the reduction from three scenes of various styles to two showings of scenes in the realistic style only, produced interesting results. The process involved peer and faculty critiques after each showing that, the instructor believes, in large part accounts for the significant improvement in the second showing of the second scene.

# students in class	Scene 1	Scene 2
31	83.48 av. score	89.93 av. score
	0 scores of 100	4 scores of 100

With regard to the student directors' evaluations of the actors, the "halo effect" seems to apply: the student directors were very generous with the ratings they assigned to their student actors.

# students in class	Ratings for Scene 1	Ratings for Scene 2
31	23.825 av. score	23.04 av. score

During the course of the semester, students were asked to give feedback about how they would like to see the course improved. A consensus seemed to be that the students would like the acting and/or directing instructor(s) present during more of the in-class rehearsals. While they value the "direction" of their student counterparts in the directing class, they realize that all the students involved are neophytes. All the students indicated they could benefit from more input by the teachers (so long as the instructors don't "take over the process"). It is difficult to accomplish this goal with a Tuesday/Thursday class that has more than 30 students. Alternate approaches being considered by the professors include: keeping the Tuesday/Thursday schedule and adding a mandatory lab on Fridays; or, to scheduling the classes on Monday/Wednesday/Friday with one day per week serving as a rehearsal seminar where various scenes are "worked" with actors, directors, instructors and the remaining students in the class so that process can be observed and noted.

Course: Acting Studio: Performing Shakespeare

Students were taught various scansion techniques concerning iambic pentameter as well as a format for connotative and denotative analysis as applied to Shakespeare's text. During the course of the semester, the members of the class improved their analysis skills and subsequently their ability to perform Shakespeare. Throughout the course of the semester peer evaluations and instructor critiques were an integral part of the learning process. A pre-test and post-test were administered.

The test consisted of the following questions:

Provide a scansion chart (accents verses unaccented syllables)

What is the meter?

Give an example of an iamb?

In the space provided below write a connotative analysis – in other words, in your own words write down what you think Shakespeare is trying to say.

The results of the pre-test were as follows:

- 0 80% or greater
- 1 40% or greater
- 2 20% or greater
- 4 0% or greater

The results of the post-test were as follows

- 6 80% or greater
- 1 60% or greater

The students were required to submit a scansion chart, denotative analysis and connotative analysis on the four monologues/sonnets they performed. As a result of the time required to complete the work required for a thorough understanding of the text, it was decided that the students will perform one fewer monologue next time in order for them to better complete a thorough analysis of the text.

Course: 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?
6. On a scale of one to ten describe your confidence in being able to develop and perform a character.

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

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

The quantifiable results of the pre-test and post-test are detailed in Addendum A.

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

Question 7:

- 3 gave themselves a rating of 10
- 12 a rating of 9
- 15 a rating of 8
- 30 a rating of 7
- 15 a rating of 6
- 2 a rating of 5
- 3 a rating of 4
- 1 a rating of 2

Question 8.

- 2 responded to lectures
- 15 responded to exercises
- 3 responded to the text
- 5 responded to character analysis
- 56 responded to performing

As a result of the answers to the additional post-test questions changes will be made to more interactively apply lecture materials directly to performance, citing specific examples of concepts and tools utilized by the actor as they perform.

The following chart lists the quantifiable results of the questions in both the pre-test and post-test.

Technical/Design

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

Course: Introduction to Technical Theatre I

43% of a total of 21 students showed superior class work and post-test work. (Refer to pages 18 and 19 of 2002/2003 Assessment Document for Theatre for sample of pre-test and post-test.)

36% showed good class work and superior post-test work, but overall good work because of excessive absences.

1 student showed superior class work, but overall good work because of the post-test.

3 students showed superior class work. but overall average work because of the post-test.

1 student failed because he attended 3 classes and did not take the post-test.

Summary: 95% of students successfully completed the basic technical skills offered.

The students are given (1) a notebook to keep up and use for the post-test, and (2) an in -class review of material to be covered on the post-test (pre-test).

Students with absences are encouraged to (3) catch up on notes from peers. Overall, 14% of students still did not test as well as expected. These students did not take any or many notes and/or missed the test review and/or did not confer with peers prior to testing. These requirements will continue to be stressed.

Course: Introduction to Technical Theatre II

See Addendum B

Course: Production courses included TA 308 Adv. Lt. Design, TA 407 Adv. Set Design, TA 552 Grad Lt. Design, TA 586 Grad Sp. Topics

See Addendum C

Directed 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.

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

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

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

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

Additional Assessment Techniques: Development Through Professional Practice

Another way of assessing success in Theatre education is to review the off-campus opportunities students have to work and/or perform in their respective fields of endeavor. Following is a list of Professional-Actor's Equity (PAE), Professional-Screen Actor's Guild (PSAG), Professional-Non-Equity (PNE), and Non-paid (NP) experiences our 2003-04 graduates and 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)
- Director, West County YMCA (PNE)
- Scenic Designer, Shakespeare in the Park-St. Charles (PNE)
- Director, Children's Touring Company-West County YMCA (PNE)
- English teacher, Memphis area (PNE)
- Actors, City Theatre production (PAE)
- Technician, City Theatre production (PAE)
- 6 student actors, Shakespeare in the Park-St. Charles (NP)
- Assistant director, Drama-rama (PNE)
- Actor, Piwacket/Off-the-Cuff Productions (PAE)
- Actor, New Line Theatre (PNE)
- Drama teacher, Country Day School (PNE)
- 7 actors, St. Louis Shakespeare Company (PNE)
- Actor, local industrial film (PNE)
- 4 student actors, Night Shift professional improv troupe (PNE)
- 3 student actors, independent film, local origination (NP)
- Actor, video series, local origination (NP)

Lighting and sound designer, summer stock (PNE)
 Actor, City Improv
 Actor, Repertory Theatre of St. Louis (PAE)
 Actor, Historyonics Theatre Company (PAE)
 Actor, New Jewish Theatre Company (PAE)
 3 actors, Hothouse Theatre Company (PAE)
 2 actors, St. Louis Black Rep (PAE)
 Dancer, Anima Dance Company (PNE)
 Director/producer Children's theatre touring company (PNE)
 Performer, Disney World (PNE)
 Actors, touring children's theatre productions (PNE)
 Actor, SIUE summer stock (PAE)
 Actor, Shakespeare in the Park-St. Louis (PAE)
 Teacher, local high school speech/theatre (PNE)
 On-air personality, The River radio (NP)
 Teacher, local high school speech/theatre (PNE)
 Performers, The Magic House (PNE).

Addendum A

ASSESSMENT : Fall/Spring 2003/2004

THEATRE Courses:

TA 101 Acting I (General Education Course)

competency evidence to 5-18-04

	pre-test	post-test	project work
Knowledge	10 (40%), 5 (20%), 79 (0%)	68 (100%), 5 (80%) 6(60%), 2 (20%)	92%
Comprehension			92%
Application		N / A	92%
Analysis		N / A	92%
Synthesis			92%
Evaluation			92%
Analogous / Connective thought			92%

PRE-TEST: Designed to allow students to respond to (define, explain or comment on) the **entire range (in terms)** of topics covered in the course.

POST-TEST: Allows students to elaborate on previous results having been exposed to readings, section lecture / discussions and 2 acting projects.

PROJECT WORK: Students complete 2 comprehensive projects designed to teach basic skills to the beginning actor. The projects explored the techniques of concentration, relaxation, non-verbal communication, improvisation, and working with scripted material

SUMMARY: 94 students took the **pre-test**. 10 responded correctly to 40% of the questions, 5 responded correctly to 20% of the questions. 79 responded correctly to 0% of the questions. 81 took the **post-test**. 68 responded correctly to 100% of the questions. 5 students responded correctly to 80% of the questions. 6 responded correctly to 60% of the questions. 2 responded correctly to 20% of the questions.

PRODUCTIVE COMPONENTS: Articulate his or her understanding of acting as an art.
 Demonstrate critical skills through group evaluation. Develop communication skills to deliver and receive constructive criticism. Develop an appreciation for creative exploration engaging and utilizing the individual imagination.

IMPROVEMENT STRATEGIES: Continued emphasis on group projects.

Additional Assessment Techniques: Development Through Professional Practice

Addendum B

ASSESSMENT : Spring Semester 2004
THEATRE Courses:
TA 112 Intro. To Tech 11

competency evidence to 5-20-04

	pre-test	post-test	project work
Knowledge	100% @ 4.5%	94.7% @ 59%+	95.65%
Comprehension			95.65%
Application			95.65%
Analysis			95.65%
Synthesis			95.65%
Evaluation			95.65%
Analogous / Connective thought			95.65%

PRE-TEST: Designed to allow students to respond to (define, explain or comment on) the **entire range (in terms)** of topics covered in the course. This is used as base-line information.

POST-TEST: Allows students to elaborate on previous results having been exposed to saturation in directed readings, section lecture / discussions and prescribed projects within above topics.

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

SUMMARY: 23 students took the **pre-test**. 23 gave answers to 4.5%, 21-12 gave 39.1%, 19 gave 17.3%. 19 students took the **post-test**. 19-17 gave 59%, 14-7 gave 40.9%. 22 students out of the adjusted final count of 23 have shown superior-good work. 1 student showed poor attendance and did not present a final project.

PRODUCTIVE COMPONENTS: Visual stimulation of graphics accompanying lectures, inclusive, achievable "hands – on" projects, demonstrations. new graphics exercises.

IMPROVEMENT STRATEGIES: Continue to use theatre as "lighting lab" for demo. Continue to train groups on light board and add sound board. Continue brief graphics exercises.

Addendum C

ASSESSMENT : Fall Semester 2003

THEATRE Courses:

TA 308 Adv. Lt. Design, TA 407 Adv. Set Design.

TA 552 Grad Lt. Design, Ta 586 Grad Sp. Topics

(dual enrollment class)

competency evidence to 12-15-03

	pre-test	post-test	project work
Knowledge	not given	not given	95%
Comprehension			95%
Application			95%
Analysis	N/A	N/A	95%
Synthesis			95%
Evaluation			95%
<i>Comprehensive Student Assessment Program – 2003-2004</i>			95%

Analogue / Connective thought

PRE-TEST: N/A

POST-TEST: N/A

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

SUMMARY: Because of the nature of this class (dual enrollment) the instructor had several inquiry discussions to determine base-line information. Of the total of 9 students: 2 undergrads and 2 grads would produce lighting projects, 2 upper division would produce set projects, 2 upper division would produce both lighting and set projects, and 1 grad student would produce 1 each costume, set, and sound project. The final project also allowed the single discipline students to explore the lighting/set component as an addition to their primary enrollment. All 9 students produced superior work on all projects appropriate to their individual requirements as determined by the instructor in the first two weeks of class.

PRODUCTIVE COMPONENTS: Visual stimulation of graphics accompanying lectures, inclusive, achievable "hands – on" projects, demonstrations. Interdisciplinary enrichment.

IMPROVEMENT STRATEGIES: Continue "cell" teaching units simultaneous to supervision of advanced students' design lab sections.

Addendum B

ASSESSMENT: Spring Semester 2004
THEATRE Course:
TA 112 Intro. To Tech 11

Addendum C

ASSESSMENT: Fall Semester 2003
THEATRE Course:
TA 308 Adv. L.L. Design/STATIONERY DESIGN
TA 522 Grad L.L. Design, Ta 520 Grad Sp. Topics
(dual enrollment class)
New report - last 2003

COMMUNICATIONS PROGRAM

Academic assessment for the Communications Program includes two instruments: An objective (MC) exam of 70 items and a culminating portfolio. Both instruments are "works in progress" and are in a continuous process of revision, a revision driven by program growth and modification and by change in faculty.

The objective exam, divided into 11 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**.

The following table comprises results by semester, stated as percentage correct answers by subject matter area. A total of 88 students took the "Baseline" version of the exam, while 38 took the "Comprehensive" version during the 2003-2004 Academic year:

Subject Matter Area	Fall 2003 Baseline % Correct	Fall 2003 Comprehensive % Correct	Spring 2004 Baseline % Correct	Spring 2004 Comprehensive % Correct
Historical Literacy	49	51	58	55
Com. Social Theory	63	63	65	73
Media Ethics	43	64	44	58
Media Law	36	64	36	53
Journalism/Writing	62	88	64	81
Personal Com. Skill	57	66	58	62
Online/Comp. Skill	48	72	49	64
Professionalism	78	82	77	79
Video/Tech. Skill	48	73	48	67
Interviewing	51	61	50	60
Critical Thinking	54	78	52	71

The data indicate some progress in mastery of material in most areas; however, based on a single year's results (the first in which these data have been systematically tabulated), the most consistent results (semester to semester) seem to be reflected by the baseline exam.

The exam will be revised for the 2004-2005 academic year: Specifically, the sections on Interviewing and Social Theory will be eliminated, and new sections in Media Literacy and in Communication Theory will be added. Additions to the bank of test items are anticipated in each area. 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 2003-2004 academic year, 38 students submitted acceptable portfolios. Two portfolios required revision and resubmission.

In the future the portfolio will be trimmed to a total of 7 items, including four examples of professional work in the individual's chosen area of emphasis. Portfolios will be scored numerically, rather than evaluated on a pass/fail basis, and those scores will be recorded as an ongoing part of the Communications Program Assessment Effort.

COM 105 and 110

(see under General Education Program, Communication)

MULTIMEDIA PROGRAM

The academic assessment of the Multimedia program was impacted greatly by faculty changes during the 2003-2004 school year. Provisions to provide academic data pertinent to accurate assessment were negatively effected. Quantitative information was not gathered.

A new action plan for Multimedia has been formulated and is currently scheduled to go into effect for the 2005-2006 year. At that time, Lindenwood University will no longer offer a Bachelor of Fine Arts in Multimedia. In its place, a Bachelor of Arts degree will be presented by Communications. New classes are being developed to meet the needs of the changed program.

Assessment for the Multimedia programming will be the responsibility of the Communications Department and will be conducted using the procedures and tools already established for Communication degrees. As an example of that

process, here is the chart plotting 2003-2004 Communication students' progress from the baseline test to the comprehensive exam.

Subject Matter Area	Fall 2003 Baseline % Correct	Fall 2003 Comprehensive % Correct	Spring 2004 Baseline % Correct	Spring 2004 Comprehensive % Correct
Historical Literacy	49	51	58	55
Com. Social Theory	63	63	65	73
Media Ethics	43	64	44	58
Media Law	36	64	36	53
Journalism/Writing	62	88	64	81
Personal Com. Skill	57	66	58	62
Online/Comp. Skill	48	72	49	64
Professionalism	78	82	77	79
Video/Tech. Skill	48	73	48	67
Interviewing	51	61	50	60
Critical Thinking	54	78	52	71

Additional "Subject Matter Areas" will be added to test for skills more specific to Multimedia. In addition to the overall comprehensive assessment, tools will be developed to assess individual courses and student professional portfolios will be evaluated.

The 2004-2005 school year will be transitional. Academic assessment for Multimedia this year will be based almost solely on individual class assessments.

HUMAN SERVICES DIVISION

CRIMINAL JUSTICE PROGRAM

Students in the Criminal Justice program complete a minimum of 36 semester hours from a Core and Elective group of courses to fulfill their major requirements. In their Core courses in the Criminal Justice program, students ought to 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.

Through the elective courses, students should develop an understanding of the American national and local government. They ought to comprehend the dynamics of the socioeconomic status of various ethnic and racial groups in U.S. society, and the subsequent problems that may lead to deviant or criminal behavior. An introduction to the psychology of deviance and abnormal behavior would also benefit a student in the Criminal Justice program. In addition, a thorough understanding of ethics and the philosophy of law would be other means of developing depth in the program. Courses in management, accounting, and public administration should be chosen by those students interested in obtaining administrative positions within the criminal justice system.

Mission Statement

Introduce students to the discipline of Criminal Justice and instill an appreciation for the way it influences their lives. Prepare students for future employment and/or other academic pursuits. Provide students with a sound understanding of the purposes of law and how new laws come into existence.

Goals and Objectives

Goals:

1. CJ 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 has incorporated several different strategies to assess where the program is and where it is going. Most of the efforts have been directed towards soliciting feedback from the students in the form of an exit survey that requests information on the quality and content of the CJ program. The exit survey is administered at the conclusion of the Senior Seminar class, which is considered the Capstone course for the Criminal Justice program. Additionally, every two years a similar survey is mailed to alumni on the utility of the CJ degree in obtaining employment and other non-employment related pursuits. In 2002 a new pre-test and posttest was designed and administered to students in the Criminal Justice course. The Criminal Justice course is normally populated with CJ majors only and is a beginning required course for all majors. The Criminal Justice students in 2004 were administered the new pre-test/posttest designed in 2002.

Procedures:

The assessment test had been prepared using the new CJ textbook for 2004. The CJ assessment test and is composed of 100 questions derived from all eight of the core courses in the Criminal Justice program. The test is constructed entirely of multiple-choice questions. The test is composed of questions that address criminological theory, criminal justice policy issues, the judicial system, corrections, criminal law, and criminal procedure. The assessment test was administered at the beginning and at the conclusion of the course. Additionally, the test was administered to the Senior Seminar class as a posttest.

The comparison of 2001 and 2002 scores will have significantly different outcomes due to the change in exam format and content. The 2001 CJ assessment test included 300 questions and was modified as a result of feedback from the students in course evaluations and personal interviews. Additionally, the 2002, 2003 and 2004 assessment results reflect an analysis of the content areas of the test. Three primary content areas are analyzed (Police, Courts, Corrections) and the results are illustrated in the tables below.

Results:

During the Spring semester of 2004, the CJ students were tested with the above assessment instrument as a pre-test. Thirty-eight students were examined and the resulting mean was 58.6. A posttest was administered at the conclusion of the course and the mean score was 79.05. This class will again be tested (posttest) when they complete their Senior Seminar class.

Pre and Posttest Scores for Criminal Justice (2001, 2002 and 2003):

	<u>Students</u>	<u>Questions</u>	<u>Pretest</u>	<u>Posttest</u>	<u>Change</u>
2001	31	300	58.20	73.33	+25.9%
2002	30	100	55.40	75.21	+35.75%
2003	37	100	57.1	77.20	+35.21%
2004	38	100	58.6	79.05	+34.89

Contents Areas (2002 Pretest):

	<u>Questions</u>	<u>#Incorrect</u>	<u>Percentage</u>
Police-	42	16	38.00%
Courts	28	13	46.44%
Corrections	30	16	53.32%

Contents Areas (2002 Posttest):

	<u>Questions</u>	<u>#Incorrect</u>	<u>Percentage</u>	<u>Change</u>
Police-	42	9	21.41%	+16.59%
Courts	28	8	28.53%	+17.91%
Corrections	30	10	33.33%	+19.99%

Content Areas (2003 Pretest):

	<u>Questions</u>	<u>#Incorrect</u>	<u>Percentage</u>
Police	42	17	40.51%
Courts	28	15	53.63%
Corrections	30	18	60.00%

Content Areas (2003 Posttest):

	<u>Questions</u>	<u>#Incorrect</u>	<u>Percentage</u>	<u>Change</u>
Police	42	7	16.73%	+23.78%
Courts	28	9	32.12%	+21.51%
Corrections	30	7	23.34%	+36.66%

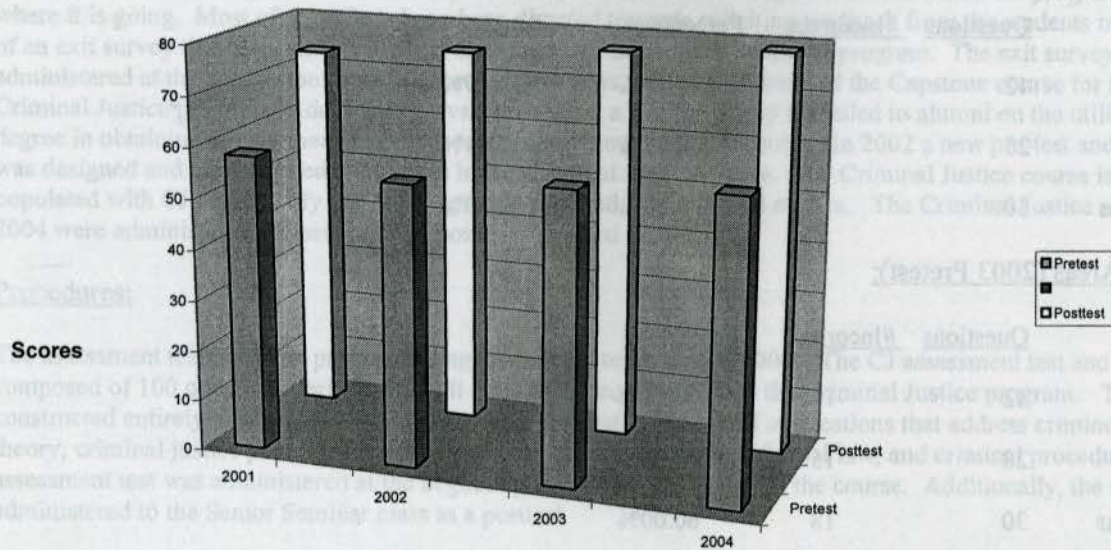
Content Areas (2004 Pretest):

	<u>Questions</u>	<u>#Incorrect</u>	<u>Percentage</u>
Police	42	17	40.4%
Courts	28	19	67.0%
Corrections	30	17	56.0%

Content Areas (2004 Posttest):

	<u>Questions</u>	<u>#Incorrect</u>	<u>Percentage</u>	<u>Change</u>
Police	42	8	19%+21.4%	
Courts	28	8	28%+39%	
Corrections	30	6	20%+36%	

Pretest and Posttest Scores 2001-2004



Using Bloom's Taxonomy, the questions on the Pretest/Posttest assessment were listed into three basic categories of knowledge, comprehension, and application.

<u>Intelligence Level</u>	<u>Number of Questions</u>	<u>Percent of Questions</u>
Knowledge	62	62%
Comprehension	31	31%
Application	9	9%

Senior Seminar Assessment Results (2003)

The most recent graduating class (2004) was tested with the posttest only since the new pre-test did not exist when they entered Lindenwood University. The results of the posttest revealed a mean score of 85.10 for the fourteen (14) graduating seniors. This is slightly higher than the previous graduating class of 2003, which had a mean score of 83.21. The posttest scores reflect a gradual improvement in the overall scores from 2001 through 2004 of approximately 12%.

All members (n=14) of the 2004 class completed the Senior Assessment questionnaire (see below). Questions 14, 15, 19, 20 and 22 were the most relevant and provided the following findings:

Question 14 asks the students if they feel the CJ program has prepared them to influence public policy inside and outside of public agencies. Twelve of the students (86%), indicated yes. Question 15 requests students to identify the strategy (class discussions, guest speakers, lectures, practical exercises) by which they learn best from. The majority of the students (n=11 or 78.5%) indicated they learn more through class discussions. The second highest category was guest speakers (n=3 or 21.5%). Question 19 asked the student to identify the strengths of the CJ program. The number one response was concentration on practical studies (n=8 or 57.1%). The next category with the most votes was class scheduling (n=4 or 28.5%). Question 20 asked the students to identify weaknesses in the Criminal Justice Program. The number one response was number of faculty (n=7 or 50.0%). Question 22 asked the

students to identify classes/courses they would like to see offered in the CJ program not currently offered. The majority of the students (n=8 or 57.14%) suggested a course in laboratory forensics. The next most popular course suggested was computers (n=2 or 14.28%).

During the fall semester 2000, a questionnaire was constructed and distributed to CJ alumni that attempted to assess the number of CJ graduates that actually located employment within the Criminal Justice system. Additionally, how many went to graduate school or found employment outside the Criminal Justice system. It was determined from the respondents (n=39), that 31 (79.5%) had located positions or were currently being considered for a position within the Criminal Justice system. Four of the respondents (10.2%) had entered graduate school. The alumni assessment will be administered again in the fall of 2004. The results of the alumni assessments will provide some guidance for future course offerings that will enable our graduate to be better prepared for the job market or graduate school.

Senior Posttest Scores (2001, 2002, 2003 & 2004):

<u>Year</u>	<u>Students</u>	<u>Scores</u>
2001	12	76.11
2002	8	82.30
2003	11	83.21
2004	14	85.10

Analysis:

The results from the most recent assessment test (2004), indicates that the students are learning the material. This is reflected in the approximately 35% improvement in tests scores when comparing the pretest with the posttest.

Within the content areas (2004) of police, courts and corrections, the majority of the questions missed are somewhat evenly distributed within the police, courts, and courts and court areas. This may indicate that the material was sufficiently covered and the assessment questions represented a valid sample of the material taught. Additionally, the higher posttest scores indicate that the overall objectives of the Criminal Justice program are being achieved. While significant improvement is identified in all of the content areas (posttest scores), additional efforts should be applied to improve posttest scores and solicit additional feedback from the students in the form of instructor evaluations and internship evaluations.

The posttest scores for the Senior Seminar class reflect a gradual improvement in the overall scores from 2001 through 2004 (11.8%). While improved scores are always important, the scores may reflect a change in content of the Senior Seminar class. The Senior Seminar class is a capstone course that reflects the entire Criminal Justice curriculum. However, because the course title and text may vary from semester to semester, the scores may vary according to the topic of the course. For example, in 2001, Criminal Justice Management and Administration was the topic for the course. In 2002, 2003, and 2004 the topic was White-Collar Crime. While both courses introduce all three content areas of criminal justice, the focus of the course is obviously different. The Senior Seminar, course is occasionally taught by different members of the faculty. Consequently, the content may vary from instructor to instructor.

The Senior Assessment indicates that the students are very satisfied with the existing program. They especially like the courses that allow for discussion of the topics and the employment of guests speakers. The students like the emphasis on practical studies versus more theoretical ones. Also, some suggestions for future courses are identified such as laboratory forensics and computers. Past recommendations have been introduced into the current curriculum i.e., White-Collar Crime and Organized Crime.

Recommendations/Action Plan:

1. Continue with the content analysis within the identified areas of Criminal Justice (police, courts, corrections).
2. Complete the content analysis by analyzing each individual question on the assessment test to determine how many times each question is missed and what percentage that represents of the total test score.
3. Discuss with faculty the weakest content areas within the assessment test and emphasize the need to improve or focus more of our efforts in those areas (courts and corrections).
4. Discuss the viability of more class discussions and small group exercises.
5. Explore the use of more guest speakers.
6. Modify the assessment test based upon the above analyzes.
7. Discuss with colleagues the likelihood of including the assessment (posttest) results into the student's final grade. Perhaps the outcome score can be a part of the final exam for the course.
8. Explore the idea of incorporating faculty/course evaluations into the assessment process.
9. Develop a test/retest reliability scale for the assessment test.
10. Discuss the viability of incorporating Internship evaluations into the overall assessment of the Criminal Justice Program.
11. Propose that faculty evaluations be introduced in an online format.
12. Develop evaluation instrument for existing online (WebCt courses).

Assessment Calendar

<u>Course</u>	<u>Type</u>	<u>Date</u>	<u>Participation</u>	<u>Data Review</u>	<u>Action</u>	<u>Next Assessment</u>
CJ-210	Pretest	Aug & Jan	Faculty	Jan & June	none	Aug 05
CJ-440	Posttest	Dec & May	Faculty	Jan & June and/or	Modify test presentation material	Dec 05
	Alumni Assessment	Dec 04	Faculty	June 04	Revise Course Offerings	Dec 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.

2003-2004 Assessment

Review of Previous Assessment Procedure:

The assessment of the HSAM program for 2003-2004 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.

Institutional Proficiency Demographic Data for 2004 reveal results for four HSAM Seniors (see Attachments A & B. On file with Assessment Officer and HSAM Program). The results reveal that in most cases, the ratings for HSAM students were significantly higher than the general population averages.

Results of the Human Service Agency Management Procedures for 2003-2004

Pre/Post test instruments were initiated during the Fall Semester of 2002. 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 at the beginning of our capstone Senior Synthesis class.

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

Pre/Post Scores Analysis by Content Area
%age Correct
Data

Content Area		2003-2004 Undergraduate
Defining Nonprofits	Pre-test Scores	81%
	Post-test Scores	86%
	Differential	+5%
Theory	Pre-test Scores	71%
	Post-test Scores	74%
	Differential	+3%
Management and Leadership	Pre-test Scores	78%
	Post-test Scores	79%
	Differential	+1%
GRAND MEAN	Pre-test	78%
	Post-test	85%
	Differential	+8%

Analysis

As this is the second year of pre/post test administration, it remains difficult to definitely determine the validity of these results. If subsequent years remain consistent with this data, it is expected to reflect an improvement in HSAM students' knowledge in these significant content areas similar to this 15% increase.

Pre/Post Scores Analysis Per Process/Intelligence
%age Correct

Competence		2003-2004 Undergraduate
Evaluation	Pre-test Scores	33%
	Post-test Scores	55%
	Differential	+22%

Data Analysis

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

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

	Undergraduates 2001-2002	Undergraduates 2002-2003	Undergraduates 2003-2004	MA Graduates 2003-2004
Number of graduates	13	17	20	13
Number certified	7	4	11	6
Percent certified	54%	24%	55%	46%

Post-Graduate Plans

Post-graduate plans were surveyed for the 20 baccalaureate graduates. This is an indicator of how to orient curriculum for student satisfaction and to maximize student learning. Results are the following:

Plan	2001-2002	2002-2003	2003-2004
Employed human services	39%	0%	75%
Seeking human service agency employment	31%	88%	0%
Military service	15%	0%	0%
Graduate school	15%	6%	25%
Other	0%	6%	0%

Data Analysis

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

2003-2004 Conclusions and Action Plans

This assessment data suggests the following conclusions and recommendations for learning enhancement:

Conclusions

1. Initial data from the pre/post measurement tools appear to assess the quality of educational attainment of majors in the program; however, 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 begin during Summer Quarter of 2004, utilizing newly developed pre/post instruments.

Category	Pre-Test Score	Post-Test Score	Number of Graduates	Number Certified	Percent Certified
Management & Leadership	4	7	13	7	54%
Other	0	0	0	0	0%
GRAND MEAN	4	7	13	7	54%

Employment Category	Number of Graduates	Number Certified	Percent Certified
Graduate school	13	7	54%
Other	0	0	0%
Military service	0	0	0%
Government service	0	0	0%
Human services	0	0	0%
Employed	0	0	0%

SOCIAL WORK PROGRAM

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 and personality inventories, personal logs and 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.

Lindenwood University Social Work Program 2003—2004 Assessment

Assessment Procedures

Portfolios include the entire scope of the social work student's work:

- Pre/post videotapes of practice skills completed at the beginning and the end of the Social Work Practice class.
- A variety of written coursework including social histories, case studies, case assessments and social policy analysis research papers completed in the junior and senior level social work courses.
- A summary of personal assessments determining the student's fit with the profession of social work completed during the Social Work Practice class.
- A final evaluation of a student's performance in a social work setting completed by the Field Practicum Supervisor.

Portfolios are reviewed by the Social Work Program Manager and rated as Excellent, Good, Average or Poor. This review is completed just prior to the student's graduation.

Outcome Measurement: *At least 50% of student portfolios will be ranked as Excellent or Good.*

Post-graduation plans

Information is also 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 results are usually administered when the student is completing the Social Welfare Policy and Services course and they are involved in 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 the Social Work Program Assessment Procedures for 2003—2004
Results of all the assessment measures were per the following:

Portfolio Assessment

The Social Work Program graduated thirteen (13) students in 2000, fifteen (15) students in 2001, nine (9) students in 2002, nine (9) students in 2003 and thirteen (13) in 2004. Across all these graduation classes, consistent portfolio collection of a student's body of work in the Social Work curriculum has been reviewed. The student portfolio is designed to evaluate the level of knowledge, ability and skills expected for entry-level generalist social work practice and are evaluated via:

Practice Measurements—Pre-post video interview used to demonstrate the student's movement from friendship skills to beginning clinical social work interviewing skills in addition to final evaluations from the student's practicum site supervisor.

Case Assessments/Social History—Written case studies and data collection from live interviews used to demonstrate the student's movement from report writing to professional social work documentation skills. This includes interpretation of social history information, assessment of case dynamics and goal development and presentation of professional treatment recommendations.

Policy Analysis—A research paper that demonstrates the student's ability to move from a personal opinion and common sentiment to an ability to analyze, critique and evaluate social policy in an educated and informed manner. The social work client is at the core of this policy analysis.

Student portfolios are rated excellent, good, average, poor based on expectations of skills, knowledge and ability expected of an entry-level generalist social worker.

Social Work Student Portfolio Ratings—Multi-Year Comparisons

Rating	1999-2000	2000-2001	2001-2002	2001-2002	2003-04
<i>Excellent</i>	46%	40%	33%	45%	23%
<i>Good</i>	31%	27%	45%	44%	31%
<i>Average</i>	23%	27%	11%	11%	38%
<i>Poor</i>	0%	6%	11%	0%	8%

Data Analysis: Portfolios have consistently been of excellent or good quality:
'99-00: 77%; '00-01: 67%; '01-02: 78%; '02-03: 89%; '03-04: 54%.

Outcome Evaluation:

Exceeded: portfolios have consistently been rated 50% or more at Excellent or Good quality.

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	1999-2000	2000-2001	2001-2002	2002-2003	2003-04
<i>Social Work Employment</i>	85%	74%	67%	78%	69%
<i>Graduate School</i>	0%	13%	22%	22%	31%
<i>Other</i>	15%	13%	11%	0%	0%

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 graduates plan to enter the field of social work:

'99-00: 85%; '00-01: 87%; '01-02: 89%; '02-03: 100% and '03-04: 100%.

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
The History and Profession of Social Work	Pre-test Scores	78%	78%	85%
	Post-test Scores	86%	94%	88%
	Differential	+8%	+16%	+3%
Social Welfare Programs and Policy	Pre-test Scores	75%	77%	93%
	Post-test Scores	100%	100%	97%
	Differential	+25%	+23%	+4%
Social Work Practice	Pre-test Scores	68%	79%	80%
	Post-test Scores	78%	98%	86%
	Differential	+10%	+19%	+6%
GRAND MEAN	Pre-test	74%	78%	86%
	Post-test	88%	97%	90%

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% and in '03-'04: +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
Knowledge	Pre-test Scores	89%	77%	88%
	Post-test Scores	97%	96%	89%
	Differential	+8%	+19%	+1%
Application	Pre-test Scores	75%	82%	76%
	Post-test Scores	90%	93%	83%
	Differential	+15%	+11%	+7%
Comprehension	Pre-test Scores	83%	78%	81%
	Post-test Scores	90%	93%	94%
	Differential	+14%	+22%	+13%
Synthesis	Pre-test Scores	56%	82%	94%
	Post-test Scores	66%	95%	88%
	Differential	+10%	+13%	-6%
Analysis	Pre-test Scores	89%	80%	80%
	Post-test Scores	90%	95%	80%
	Differential	+1%	+15%	0%
GRAND MEAN	Pre-test	79%	80%	84%
	Post-test	80%	96%	87%

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
Application	Pre-test Scores	47%	56%	51%
	Post-test Scores	61%	60%	62%
	Differential	+14%	+4%	+11%

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.

Outcome Evaluation:

Exceeded: 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%

2003-04 Conclusions and Action Plans

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

1. It appears that use of these instruments produces reasonably consistent data to assess the Social Work Program. Continued use of these measures will be utilized to evaluate the appropriateness of the tools. As stated, evaluation of the instruments will be conducted as appropriate.
2. The data collected continued to substantiate that students demonstrate progress through completion of the Social Work curriculum as to the knowledge, skills and abilities necessary for entry-level generalist social work practice.
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. Action for learning enhancement: 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. To verify this, it would be beneficial to assess those graduates who are practicing social work.
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 be establishing an Advisory Board that will be composed of Field Practicum Supervisors, representatives from agencies who are most likely to hire our graduates, and graduates of our program. This 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 considering 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.

Application	Pre-test Score	Post-test Score	Gain
	100	100	0

HUMANITIES DIVISION

ENGLISH PROGRAM

English Program Mission Statement:

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.

English 110 (Effective Writing) Assessment

See General Education Program, English Composition.

English 150 (Composition I) Assessment

See General Education Program, English Composition.

English 170 (Composition II) Assessment

See General Education Program, English Composition.

English 201 (World Literature I) Assessment

See General Education Program, Humanities, Literature Courses.

English 202 (World Literature II) Assessment

See General Education Program, Humanities, Literature Courses.

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:

This was the second year of assessment in English 235, and it was administered to all sections of the course. Students were given a multiple-choice pre- and post-test covering the factors outlined in the above objectives. All questions measure knowledge.

Results:

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	14	86	75
2	43	93	50
3	57	93	36
4	36	100	64
5	50	93	43
6	64	93	29
7	50	79	29
8	43	93	50
9	79	93	14
10	71	100	29
11	71	86	15
12	7	79	72
13	21	29	8
14	14	86	72
15	64	86	22
16	29	100	71
17	36	50	14
18	50	86	36
19	64	100	36
20	79	57	-21
21	79	100	21
22	0	93	93
23	36	93	57
24	93	100	7
25	57	100	43
Average	48	87	39

Students' performances on the post-test showed significant improvement on most questions; on average, scores improved 39% over the pre-test. Student absences, failure to buy books, and insufficient instruction on certain topics might account for the low post-test performance on certain questions.

Action Plan:

We will continue to use a multiple-choice pre- and post-test; however, we will revise the assessment test as needed to cover adequately all of our stated objectives. In addition, we may need to revise the objectives to include some of

the types of information that now appear on the test. We will review the test to assure that all material on it is sufficiently covered in class, and we will encourage absent students to cover material missed.

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:

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

Results:

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	17	33	16
2	48	99	51
3	74	74	0
4	65	65	0
5	13	26	13
6	61	63	2
7	70	72	2
8	41	41	0
9	67	61	-6
10	89	85	4
11	41	44	3
12	54	59	5
13	15	13	-2
14	26	39	13
15	70	65	-5
16	35	52	17
17	37	46	9
18	74	61	-13
19	83	78	-5
20	46	57	11
21	35	44	9
22	65	74	9
23	74	72	-2
24	80	85	5
25	52	52	0
Average	53	58	5

Student's performances on the post-test showed slight improvement on most questions; on average, scores improved 5% over the pre-test. Student absences, failure to buy books, and insufficient instruction on certain topics might account for the low post-test performance on certain questions.

Action Plan:

We will continue to use a multiple-choice pre- and post-test; however, we will revise the assessment test as needed to cover adequately all of our stated objectives. In addition, we may need to revise the objectives to include some of the types of information that now appear on the test. We will review the test to assure that all material on it is sufficiently covered in class, and we will encourage absent students to cover material missed.

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 have revised our scoring rubric so that individual portfolios can be assessed 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:

<i>Student →</i>	1	2	3	4	5	6	7	8	9	10	<i>Average score by area</i>
<i>Area ↓</i>											
Clear, mature prose style	3.5	3.4	3.1	3.4	2.5	2.3	2.5	2.8	2.6	1.9	2.8
Mastery of grammar, usage, and mechanics	3.4	3.0	2.6	3.8	2.5	2.1	2.0	2.8	2.5	1.4	2.6
Factual knowledge	3.5	3.1	3.6	3.7	2.1	2.6	2.6	2.7	2.7	1.9	2.9
Critical acumen	3.5	3.3	3.3	3.5	2.5	2.8	2.5	2.6	2.8	1.8	2.9
Competence in a variety of forms	2.4	2.6	3.0	2.6	2.2	2.2	1.8	2.4	3.0	2.0	2.2
Average score by student	3.3	3.0	3.0	3.4	2.4	2.4	2.3	2.7	2.7	1.8	2.7

Although not evident in the data reported above, scoring in most categories for each student tended to be very consistent among the 8 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 these ten students' grade point averages in English, their portfolio average scores, and, where applicable, their Praxis examination scores. Education students in Missouri are required to pass the Praxis examination in their area of specialization before they are certified to teach at the secondary level, and so only those students applying for certification will have Praxis scores (the score for student 5 was not available). The minimum score needed to pass the Praxis in English is 158.

Student →	1	2	3	4	5	6	7	8	9	10	Averages
GPA in English	3.9	4.0	4.0	4.0	2.9	3.5	3.7	3.3	3.8	2.9	3.6
Average Portfolio Score	3.3	3.0	3.0	3.4	2.4	2.4	2.3	2.7	2.7	1.8	2.7
Praxis Score	175		190			169	174			148	

Obviously, it is difficult to draw firm conclusions from such a small sample, but generally the data may prove reassuring. For example, the five Praxis scores are consistent with their corresponding GPA's, ranging from 190/4.0 to 148/2.9, which may suggest that the content of our English program is consistent with that of the Praxis exam; the consistency of our program with the Praxis is important because about 60% of our English majors seek certification to teach. At the low end of the range, student 10's measurements in all three categories are the lowest in the group.

The portfolio scores are all at least a half point lower than the corresponding GPAs, and the average portfolio score of 2.7 is nearly a full point lower than the average GPA of 3.6. The GPAs, of course, are in part derived from the grades awarded to the papers in the portfolios. The suggestion may be that our students 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. These results are consistent with those from last year.

Action Plan:

- The revised grid seems a success except for confusion with the fifth category, evaluating writing competence in a variety of forms. Some readers thought this not applicable to literature majors' papers, as opposed to those from creative writing majors. We need not change the category, but will explain to readers in the future that essays may reflect a wide variety of rhetorical modes, including narration, description, comparison, and so forth.
- We are succeeding in gaining a full collection of essays in the students' folders with exception of the creative writing samples that are needed.
- From our years of reading English majors' folders, we 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.
- In one case in particular, we saw that conflict with sports commitment interfered with the student's performance in all her English classes. We need to emphasize to students the priority of academics over extracurricular activities.

- As noted on last year's assessment report, the portfolio evaluation scores are consistently lower than the students' GPAs as well as English class grades. 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.

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 2004-2005

Action plans for individual courses appear above in the corresponding sections of this report. In addition to these course-specific actions, beginning in the fall our assessment will include a review of course syllabi to assure that

1. They provide basic information such as assignments, office hours, attendance/tardiness policy, grading methods, plagiarism policy, etc.
2. Course goals and objectives reflect the English Program mission statement and objectives.
3. Course goals and objectives are consistent with those of the General Education Program (where applicable).

Assessment Calendar 2004-2005

<i>Course</i>	<i>Assessment type</i>	<i>Date of assessment</i>	<i>Faculty, student participation</i>	<i>Data review</i>	<i>Action</i>	<i>Date, type of next assessment</i>
English 110	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty; student assistants	Depends on results	Fall, 2004; same type
English 150	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty; student assistants	Depends on results	Fall, 2004; same type
English 170	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall, 2004; same type
English 201	Pre/Post test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall, 2004; same type
English 202	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall, 2004; same type

English 235	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Tretter, Heyn	Faculty, student assistants	Depends on results	Fall, 2004; same type
English 236	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Tretter, Heyn	Faculty, student assistants	Depends on results	Fall, 2004; same type
English 276	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Tretter	Faculty, student assistants	Depends on results	Fall, 2006; same type
Senior English Majors	Portfolio	Work assessed covers sophomore through senior years	Faculty	Faculty	Depends on results	Spring 2005

CHRISTIAN MINISTRY STUDIES PROGRAM

CMS33031 (New Testament Book Study- Revelation)

In the spring semester of 2004, 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 seven students that completed both the pre-test and post-test, indicating the percentage of improvement. There are seven questions on the tests.

Student #	Pre-test # right	Post-test # right	% improvement	Grade
1	5	6	14.3	B
2	3	4	14.3	A
3	4	4	0	C
4	3	6	42.9	A
5	1	4	42.9	B
6	4	5	14.3	A
7	4	4	0	B

Average Student Improvement: 18.39%

Conclusions:

- As an indicator of conceptual proficiency, the test could be better devised. Much of what is learned in this course is more intuitive and subjective- understanding over factual knowledge. Still, the tests show that basic knowledge of the content of the Revelation of John was acquired.
- The assessment test questions need to better reflect the objectives of the course instead of only factual knowledge.
- The tests need to include a larger set of 20 to 30 questions.
- The tests need to be subdivided into particular categories of knowledge and proficiency- "aspects of proficiency."
- The test results correlate generally with the overall grade, with some exceptions.
- Students are learning, although subjective conceptual learning is hard to quantify.
- CMS is 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 for assessment of Center for Christian Ministry Studies (CCMS) courses:

- CCMS course for fall, 2004 semester are:
 - CMS 115.31 Personal Evangelism
 - CMS 221.31 Doctrine of Salvation
 - CMS 251.31 Professional Orientation
- CCMS courses for spring, 2005 are:
 - CMS 110 Introduction to Christian Missions
 - CMS 101 Disciplines of the Christian Life
 - CMS 301 Hermeneutics
 - CMS 401 Pastoral Ministry
- 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 PROGRAM

History Department 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 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 which will be revised on a regular basis to reflect current concerns by the department.

Over the next 5 years all 200 and 300 levels course will also have assessment tools appropriate to the course.

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, 2004-2005

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) CAT (Generated by individual faculty)	Fall and Spring semesters	Faculty	Faculty Student assistants	Class being revised to better reflect current world concerns. Test being revised Depends on results	Fall, 2004
		By representative sections	Kirksiek Griffin Others	Faculty		January, 2005
History 400	Essay (locally generated)	Fall and Spring semesters	History faculty grade.	Faculty	Depends on results	Fall, 2004
	Objective questions	Spring semester	Exit interviews with students	Faculty		January, 2005
	Transcript analysis		Faculty	Faculty		
History 105	Pre/Post Test (locally generated, objective)	Fall	Whaley Smith Heidenreich	Faculty, student assistants	Depends on results	Fall, 2004
		Spring				January, 2005
		By representative sections				
History 106	Pre/Post Test (locally generated, objective)	Fall	Whaley Smith, K Smith, J	Faculty, student assistants	Depends on results	Fall, 2003
		Spring				January, 2005
		By representative sections				
History 200	Pre/Post test (Locally generated, objective) CAT	Fall	Griffin	Faculty	Depends on results	Fall, 2004
		Fall				
History 301	Pre/Post Test (locally generated, objective)	Fall	Kerksiek	Faculty	Depends on results	Fall, 2004
Geography 201 (all sections)	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Griffin Smith Heidenreich	Faculty	Depends on results	Fall, 2004

2003-2004 Assessment Results

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

History 100 Assessment

See the General Education Program

History 400 (Comprehensive Exam)

Examinations System Beginning Fall 2003

In the Fall 2003 the History department changed History 400 to contain both an examination and a research component. The Class remained Pass/fail, with 60% being considered passing. The Rubric remained the same as before.

There are now 3 exams given every two weeks, and there are two readers for each exam.

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

	1	2	3	Average
Spring semester, 2004				
Average Total Score	72.7	83.4	67.7	74.6/100

History class GPA range	Number of Students 2002-3	His 400 Score Average 2002-3	Number of Students 2003-4	His 400 Score Average 2003-4
4.0-3.5	3	80,81,84	2	82, 78
3.49-3.00	4	79,76,71,70	4	79, 73,77, 73, 72
2.99-2.50	4	66,81,76,64,	1	58
2.49-2.00	3	65,68,73		
1.99-1.50	1	62		

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

Retakes for 2003-2004 were as follows:

	Spring semester
Europe	2
The World	
United States History	1

History 400 Actions for 2004-5:

- This class will be revamped within the next academic year:
 - The period over which the tests are given will be expanded from 6 weeks to 12.
 - The method of grading will be changed from Pass/fail to a letter grade system to better reflect the efforts of stronger and weaker students.
 - The test system will be changed to remove the retakes, as passing all sections will now be unnecessary to pass the class.

- The second half of the course will require the completion of a written project designed to involve work in already existing collections and not rely on original research.
- The European question tended 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 over the next year as to how to assist student in doing this synthesis more effectively.

The Praxis Examination

The State of Missouri requires that all students applying for certification to teach Social studies at the secondary level take the Praxis examination, an instrument developed and administered on a national basis by Educational Testing service (ETS). The majority of our majors will henceforth be taking the exam. Results from the Praxis Examination will therefore provide a national baseline for the performance of our students, and, by implication, for the success of our program in providing an education relevant to their professional needs. (It must be noted, however, that Social Studies Praxis examination deals with psychology, economics, etc, although history and geography make up the majority of questions.)

During the 2003-4 academic year

Seven Lindenwood History majors took the Praxis examination. Of these:

(Possible score: 200. Score required by Missouri: 152)

- 5 passed on their first attempt.
- 1 failed on first attempt but passed on a second try
- 1 failed multiple efforts

All of these students have passed History 400.

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 produces 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 affect the results making it a less the adequate tool for program assessment.

Overall Actions based on Comprehensive and outside data for 2003-2004

- The History department will begin offering classes in Latin America and Historical Methods in order to continue to improve student performance.
- The History department will 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 as teachers and those who are not, but as this was the first time under the current format additional changes detailed above are also being made..
- 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 complete 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 PROGRAM

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

In keeping with the general principles outlined above, our primary goal is to prepare our students for citizenship in a multi-cultural, multi-lingual global community, with a curriculum designed to meet the varying needs for linguistic competence in today's world. "Current trends in foreign language pedagogy emphasize the need to develop not only the students' oral proficiency, but their cultural literacy, as well" (Kramsch 11). To this end, the Foreign Language Department offers a comprehensive program of studies in French and Spanish, as well as a two-year foundation course in German.

The aims of our program are:

- in the first two years of study, the acquisition of functional language skills and the development of students' understanding of the foreign culture and civilization through training in listening comprehension, speaking, reading, and writing in the target language;
- beyond the intermediate level, the refinement of language skills to achieve an advanced language proficiency and cultural awareness through significant exposure to the literature and culture of the country or countries studied;
- the opportunity to experience literary masterpieces in their original languages;
- enhanced knowledge of the traditions, achievements, and lifestyles of the international community and an appreciation of the differences and similarities among peoples;
- encouragement of travel and study in foreign countries;
- enhancement of students' professional qualifications by fostering double majors, such as language/education or language/business;
- a foundation for graduate study in foreign languages and literatures;

- preparation of those who wish to become foreign-language teachers to meet the professional standards represented by the PRAXIS examinations.

Assessment 2003-2004

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

Assessment Calendar

Course	Assessment types	Dates of assessment	Responsible faculty	Data review	Action to be taken	Dates and types of next assessment
FLF 101	Grammar pre-test with items imbedded in 101 final	Pre-test : Aug. 2003 101 final: Dec. 2003	Durbin	May 2004	Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Aug. 2004 101 final: Dec. 2004
FLF 101	End of semester student evaluations of course	Dec. 2003	Durbin	May 2004	Suggest changes to evaluation form to include analysis of course—not just of instructor	Dec. 2004
FLF 101	Analysis of scores on comprehensive final exam	Dec. 2003	Durbin	May 2004	Revise final exam and instruction of some material	Dec. 2004
FLF 102	Grammar pre-test with items imbedded in 102 final	Pre-test: Jan 2004 Post-test: May 2004	Durbin	May 2004	Add interrogatives to pre-test. Revise final exam. 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 2004	Durbin	Aug. 2004	N/A—evaluations not yet available	May 2005
FLF 102	Analysis of scores on comprehensive final exam	May 2004	Durbin	May 2004	Revise final exam and instruction of some material	May 2005

FLF 201	Grammar pre-test with items imbedded in 201 final	Aug. 2003	Durbin	May 2004	Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Aug. 2004 101 final: Dec. 2004
FLF 201	End of semester student evaluations of course	Dec. 2003	Durbin	May 2004	Suggest changes to evaluation form to include analysis of course—not just of instructor	Dec. 2004
FLF 201	Analysis of scores on comprehensive final exam	Dec. 2003	Durbin	May 2004	Revise final exam and instruction of some material	Dec. 2004
FLF 202	Grammar pre-test with items imbedded in 202 final	Pre-test: Jan 2004 Post-test: May 2004	Durbin	May 2004	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 2004	Durbin	May 2004	N/A—evaluations not yet available	May 2005
FLF 202	Analysis of scores on comprehensive final exam	May 2004	Durbin	May 2004	Revise final exam and instruction of some material	May 2005
FLF 311	Grammar pre-test with items imbedded in 311 final	Pre-test : Aug. 2003 311 final: Dec. 2003	Cloutier-Davis	May 2004	Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Aug. 2004 311 final: Dec. 2004
FLF 311	End of semester student evaluations of course	Dec. 2003	Cloutier-Davis	May 2004	Suggest changes to evaluation form to include analysis of course—not just of instructor	Dec. 2004
FLF 311	Analysis of scores on comprehensive final exam	Dec. 2003	Cloutier-Davis	May 2004	Revise final exam and instruction of some material	Dec. 2004
FLF 312	Grammar pre-test with items imbedded in 311 final	Pre-test: Jan 2004 Post-test: May 2004	Cloutier-Davis	May 2004	Revise final exam. Revise instruction of areas that proved weak through	Pre-test: Jan. 2005 102 final: May 2005

					assessment process.	
FLF 312	End of semester student evaluations of course	May 2004	Cloutier-Davis	May 2004	Suggest changes to evaluation form to include analysis of course—not just of instructor	May 2005
FLF 312	Analysis of scores on comprehensive final exam	May 2004	Cloutier-Davis	May 2004	Revise final exam and instruction of some material	May 2005
FLF 351 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	Pre-test questionnaire: Jan. 2005 Post-test: May 2005	Durbin	May 2004	Add periodic assessment measures throughout the semester	Pre-test questionnaire: Jan. 2005 Post-test: May 2005
FLF 370 Rise of the French Novel	Pre-test questionnaire on knowledge and perceptions about material to be covered in course compared to an end-of-semester questionnaire	Pre-test questionnaire: Jan. 2005 Post-test: May 2005	Durbin	May 2004	Add periodic assessment measures throughout the semester	Pre-test questionnaire: Jan. 2005 Post-test: May 2005

FLF 101:

Assessment was based on 45 students taking the pre-test and post-test. The pre-test showed 1.3% 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 62%. This percentage is slightly lower than the average score for the comprehensive final in which the items were imbedded. The average score on the final was 74%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 9; 80 or above: 11; 70 or above: 7; 60 or above: 7; below 60: 12.

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.

An important modification to the assessment method at this level was that, rather than tally every correct answer on every single item on the pre-test and then on the post-test, I calculated the number of correct answers *per section* on the pre- and post-tests. This is a much more efficient and *more useful* method. Through it, I can more easily identify specific grammar points that were weaker than others and needed more attention in class. The following chart shows the pre- and post-test results per section:

	I. present & imper- ative conjugations	II. inver- sion	III. futur proche	IV. passé composé	V. nega- tion	VI. interro- gation	VII. poss- essive adject- ives	VIII. adject- ives	IX. articles	X. trans- lations
pre- test	2%	5%	0%	0%	6%	0%	3%	3%	0%	1%
post- test	67%	83%	66%	73%	93%	77%	83%	76%	39%	76%

Based on these results, articles (sect. IX) stand out as the grammar point needing the most work. Surveying the individual exams, I see that the students have difficulties with usage of all articles: definite, indefinite, and partitive. I will try to incorporate more practice on all verb conjugations (sect. I) throughout the semester. The low score in *futur proche* (sect. III) is surprising, as most students find this quite easy.

FLF 102

Assessment was based on 35 students having taken the pre- and post-test. The pre-test showed 1% correct answers to questions over grammar to be covered in the course. When compared to the same items imbedded in the final exam, the number of correct answers increased to 67%. This percentage is slightly lower than the average score for the comprehensive final in which the items were imbedded. The average score on the final was 69%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 1; 80 or above: 6; 70 or above: 12; 60 or above: 8; below 60: 10. The 102 final exam average was almost 5 percentage points lower than that of the 101 final, with markedly fewer students scoring 90% or higher (one vs. nine). Instructor will review and seek to improve the 102 final.

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

The same modification was made to the 102 assessment method as that mentioned in paragraph 3 under FLF 101. The following chart displays results per section:

	I. present & passé compose	II. comparatif	III. superlatif	IV. negation	V. imparfait vs. passé composé	VI. pronouns
pre- test	4%	0%	0%	0%	0%	0%
post- test	49%	71%	69%	79%	67%	70%

	VII. Adverbs	VIII. relative pronouns	IX. idiomatic pronominal verbs	X. if & when	XI. negation	XII. pronominal verbs
pre- test	0%	3%	0%	1%	0%	0%
post- test	70%	55%	65%	61%	80%	81%

Based on this data, I will spend more time on relative pronouns and on sentences using "if" and "when". I will also implement a way to practice verb conjugations on a regular basis throughout the semester.

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

Assessment was based on 13 students having taken the pre- and post-test. The pre-test showed 21% 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 83%. These results are highly satisfactory. This corresponds exactly to the average score for the comprehensive final in which the items were imbedded. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 2; 80 or above: 8; 70 or above: 2; 60 or above: 0; below 60: 1.

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.

The same modification was made to the 201 assessment method as that mentioned in paragraph 3 under FLF 101. A chart of results is unnecessary, since all averages were found to be acceptable. However, the subjunctive and use of pronominal verbs had the weakest averages at 78% and 74%, respectively. As with the results for assessment at other levels, these results will be used as a baseline with which to compare performance in the future.

FLF 202

Assessment was based on 13 students having taken the pre- and post-test. The pre-test showed 14% correct answers to questions over grammar to be covered in the course. When compared to the same items imbedded in the final exam, the number of correct answers increased to 86%. These results are highly satisfactory. This corresponds exactly to the average score for the comprehensive final in which the items were imbedded. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 4; 80 or above: 8; 70 or above: 1; 60 or above: 0; below 60: 0.

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.

The same modification was made to the 201 assessment method as that mentioned in paragraph 3 under FLF 101. Based on these results, the use of the subjunctive proved to be the weakest area, with an average of 80% correct answers. All results were found to be very satisfactory.

General Comments Pertaining to the 200 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 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.

Oral proficiency is also measured through participation in the Conversation Partner Program. Native speakers participating in the program provide progress reports of the learner's oral abilities based on weekly 30-minute meetings.

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 311/312 (Advanced 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 4 students who took both the pre- and post-tests, none scored 60% or higher (average of 25%) on the pre-test, while on the post-test all 4 performed successfully. The average score on the final was 85.5%. Scores on the final broke down in the following fashion, according to percentiles: 90 or above: 1; 80-89: 3; below 60: 0.

FLF312: On the pre-test none of the 5 students scored 60% or higher (average of 24.8%), while on the post-test 4 students performed successfully. The average score on the final was 78%. Scores on the final broke down in the following fashion, according to percentiles: 90 or above: 1; 80-89: 3; below 60: 1. The student who failed still managed to show some improvement with a 13% on the pre-test and a 50% on the final.

General Comments Pertaining to the 300 Level

Students' overall satisfaction with these two 300-level courses was generally fairly high. Based on the students' own perception survey of their knowledge of this material, given at the beginning and at the end of the semester, the students feel that their overall understanding of 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 (312 not yet available) offered positive comments on the discussion and grammar review format of the course, the performance of the instructor, and some mentioned the heavy workload for the 311 course.

Listening comprehension is measured at regular intervals with each chapter test and is monitored in a less structured way through class participation (interaction with the 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 FLF 312 only). 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 less time on the future and the conditional, and more time on the pluperfect verb tense and the subjunctive. For the 312 course, the instructor should spend less time on comparisons and superlatives, and more time on prepositions, different pronouns, and the gerunds. In addition, during the next academic year, the instructor will require additional oral presentations (from one to three), as well as both the FLF 311 and FLF 312 students' participation 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 the students to these changes.

FLF 370 (The Rise of the French Novel)

At the start of the semester, students were given a questionnaire on the status of the novel as genre in the 17th and 18th centuries and were asked to indicate 17th or 18th-century novels or authors they were familiar with or had read. Their answers revealed that all three students had very limited notions as to the status of the genre. They produced a combined list of 5 authors (none of them novelists) and one work from the period.

By the end of the semester, they had studied 5 novels and discussed in depth the novel as it evolved through the 17th and 18th centuries. The answers given to the exit survey (mirroring the pre-test survey) showed a very satisfactory increase in all three students' understanding of the complexities of the genre and a much broader familiarity with the authors and works of the period. Eight-page final papers, kept on file, demonstrate the same. All students expressed that they had met their goals for the course.

Responses to the question as to their level of

- interest in the early French novel showed a 9% increase
- proficiency at writing research papers in French showed a 20% increase
- proficiency in using the MLA style for writing research papers remained the same
- proficiency at using the library to obtain the resources needed to write a research paper in French showed a 20% increase

FLF 351 (French Literature Since 1800)

At the beginning of the semesters 5 students were asked to indicate their familiarity with various movements in 19th- and 20th-century French literature. Only one student could list a few authors/works. 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:

- Romanticism: 46% increase
- Realism: 60% increase
- Naturalism: 89% increase
- 20th-century poetry: 75% increase
- Existentialism: 42% increase
- New Novel: 125% increase

Overall perceived interest in the period remained the same.

Midterm and final essay exams demonstrated a highly satisfactory mastery of material by all students.

Assessment of Majors

All essay exams and research papers created by French majors have been stored in portfolios since Fall 2001. These document skills in writing and in literary criticism.

General Comments Pertaining to Assessment in French

In addition to the changes and improvements indicated in the above sections, the French program will develop an assessment tool for the History of French Civilization course, the 17th-Century French Theatre course, and the French and Francophone Women Writers course.

German

FLG 101/102 (Elementary German)

Course	Assessment type	Scores	Fall 2003	Spring 2004
FLG 101	Pre-test: August 2003	60% or higher	14%	
FLG102	Post-test: May 2004	60% or higher		42%

Verb tense continues to be the most difficult part of the post-test, partly owing to unfamiliarity with grammatical terms, despite their repeated usage in the classroom. The exam will be revised, in order to substitute a multiple-choice format for the original rubric.

FLG 201/201(Intermediate German)

Since the course in Intermediate German is given only every other year, it is difficult to plan any ongoing assessment strategy. However, the instructor is in the process of devising appropriate tools. The next intermediate course will be offered in the 2004-2005 academic year.

Spanish

FLS 101/102 (Elementary Spanish)

132 points total	Pre-test	Post-test
90% (118-132)	0	7
80% (105-117)	0	4
70% (92-104)	0	9
60% (78.5-91)	0	17
Under 60% (78 and below)	70	33

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 (70) 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 quite differentiated. Although slightly over half of those taking both tests scored over the 60% minimum, and over half (20) of those 37 students scored 70% or above, the percentage of those scoring higher than 60% needs to increase still further. (It should be noted that many of those who scored under 60% on the post-test actually improved their scores compared to their performance on the pre-test, although not enough to escape from the lowest category.) The fundamental problem continues to be one of student attention to detail; in the coming year 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, coming out in July 2004, has a number of new types of support material included in the package. This may help in our effort to achieve the necessary degree of accuracy. As stated in last year's report, it may be that the method of testing needs changing, as well, limiting the need for independent knowledge of forms and rules in favor of a strictly multiple-choice "recognition" format for the pre- and post-test items; 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 of 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)

The pre-test consisted of items having to do with the vocabulary and grammar points to be covered in this two-semester course. Of all 31 201 and/or 202 students, only 13 have taken both the pre-test in 201 and the post-test in 202. On the pre-test none of the students scored 60% or higher (average score of 18.6%), while on the post-test 11 students did. The average score on the final was 68%. Scores on the final broke down in the following fashion, according to percentiles: 90 or above: 0; 80-89: 5; 70-79: 8; 60-69: 11; below 60: 2. Therefore 85% of the students scored higher than 60% on the post-exam. These statistics show a very strong increase in student success compared with the percentage of students who scored 60% or higher at the end of 2002-2003, which was at 40%, according to Professor Zycyk's documentation.

General Comments Pertaining to the 200 Level

Students' overall satisfaction with the two 200-level courses was high. Based on students' own perception survey of their knowledge of this subject matter, given at the beginning and at the end of the 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. Some students mentioned that the textbook used was confusing, with too few written and group activities, and that the accompanying workbook contained very difficult vocabulary and that the instructions were hard to follow. 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 through the Conversation Partner Program (for FLS 202 only). 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 greatly revise and modify course materials 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 new goals, a new textbook package (textbook, reading selections, and workbook with both written and laboratory sections), focusing on grammar reinforcement, useful intermediate-level vocabulary, cultural diversity, and containing interesting readings, has been selected for the 201 and 202 courses. In addition, during the next academic year, the instructor will require fewer meetings with the Conversation Partner and add instead in-class oral presentations (from one to two) in both FLS 201 and FLS 202, in order 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. Even though the 201 and 202 courses are considered to be a two-semester course, the instructor, for the purposes of assessment, will give independent pre- and post-tests in each course. By doing so, the instructor hopes to allow a larger number of students to take both the pre- and post-tests, to better measure the students' response to the changes. The information gathered will provide relevant and specific data for assessing each individual course and help the instructor analyze the results, in order 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.

FLS 311: On the pre-test none of the 4 students scored 60% or higher (average 33.8%), while on the post-test 3 students did performed very successfully. The average score on the final was 78%. Scores on the final broke down in the following fashion, according to percentiles: 90 or above: 2; 80-89: 3; below 60: 1. The student who failed still managed to show improvement with a 14% on the pre-test and a 48% on the final.

FLS 312: On the pre-test none of the 3 students scored 60% or higher (average of 38%), while on the post-test 2 students did so. The average score on the final was 70%. Scores on the final broke down in the following fashion, according to percentiles: 90 or above: 0; 80-89: 2; below 60: 1. The student who failed still managed to show some improvement with a 22% on the pre-test and a 45.5% on the final.

General Comments Pertaining to the 300 Level

Students' overall satisfaction with these two 300-level courses was very 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 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 instructor's constructive feedback, and the challenging course workload.

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 FLS 312 only). 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 less time on *ser* and *estar*, and more time on vocabulary, punctuation, and accent usage. For the 312 course, the instructor should spend less time on adjectives, future, and conditional, and more time on the vocabulary, the different pronouns, the *gerundios*, and the relative pronouns. In addition, during the next academic year, the instructor will require additional oral presentations (from one to three), as well as both the FLS 311 and FLS 312 students' participation 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.

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 coming academic year will see 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. Professor Heyder continues 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 performance, so that students can obtain a clear understanding of what is expected and how their individual performance was measured. These assessment tools for individual tasks within the courses can serve as evidence of overall achievement, as, for example, part of a portfolio. In the coming year, beginning- and end-of-semester questionnaires will be 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.

It should be noted that the upper-division FLS courses have begun to attract 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.

Reading Assessment

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

The PRAXIS Exam

This year two students in Spanish and one in French took and passed the PRAXIS exam.

Improvement Efforts for 2004-2005

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 this year with the addition of a trip to a Spanish-speaking country (Guatemala); a trip to Costa Rica is being planned for January 2005, as well as a trip to Germany. We also continue to encourage individual students to take advantage of study opportunities in Spanish-speaking or other countries, as some have done in the past. To that end, we maintain the large bulletin board in the department hallway, next to the French/Spanish Library, with announcements of opportunities for study abroad, as well as for graduate work in the fields of language and literature. Some of the upper-division courses in French and Spanish will also be 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 PROGRAM

Departmental 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 “promote ethical lifestyles, the development of “adaptive thinking and problem-solving skills,” and which “further life-long learning.” We use as a guide and goal the words of Bertrand Russell, who said: “Philosophy should be studied...above all because, through the greatness of the universe which philosophy contemplates, the mind also is rendered great, and becomes capable of that union with the universe that constitutes its highest good.”

Departmental Goals and Objectives:

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

PHL 102 (The Moral Life)

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 is based on Laurence Kohlberg's Stages of Moral Thought (as given in his *Essays on Moral Development*). These stages are used to determine the level of moral reasoning of students at the beginning of the course and again at the end to determine whether the students have increased their ability to reason about moral questions. The assessment also asks students to respond to the dilemma from the perspective of the three main moral theories covered in the course (Utilitarianism, Deontology, and Virtue Ethics). Those questions show knowledge of moral theories and an ability to apply those theories to the given dilemma. The assessment instrument is a pre-test and post-test evaluation based on student responses to a moral question and/or dilemma. Results are 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.

Summary of Data. Out of 82 students in 2 sections there were 42 useable assessments (51%)—an assessment is "useable" if we have both the pre and post test. The baseline knowledge of moral theories and their application was, as expected, virtually 0, with only 2 exceptions (one of which had a previous philosophy course). 60% of students showed an increase in knowledge and application of the three main moral theories discussed in class; 40% remained at 0. Of those making progress 17% made good progress, 26% made moderate progress, and 17% made some progress—based on a scale of 8.0+ = Good Progress; 6.0-7.9 = Moderate Progress; 1.0-5.9 = Some Progress. (The collection of data may have been affected by the collection of the end assessments on the day of the final. This might have caused some students to neglect or ignore the assessment as it did not affect their grade. This seemed to be verified by listening to student conversations about the exam and assessment before and after class.). 21% of students changed their mind about whether Heinz should have stolen the drug. Of those 9 students, 5 went from "N" to "Y" (56%) and 4 from "Y" to "N" (44%). 24% of students (10) showed a change in the moral stage of their reasoning about the dilemma with 5 going up and 5 going down the scale—with most changes being minor. Gender did not seem to play a significant role in the responses or in changes in responses.

Further assessment results may be found in Worksheet on file with assessment officer.

Narrative of Results

The data indicated that 60% of the students showed some increase in their knowledge of moral theories and in their ability to apply those theories to a concrete moral problem, with 43% of total students (72% of those showing improvement) showing moderate to good increases. These numbers might underreport actual increases in knowledge and application due to the scheduling of the second assessment during the final exam and to problems in interpreting student responses. It would be reasonable to expect at least 80% of students showing some improvement and by the data collected we fell short; we might also expect at least 50% of students to show moderate to good progress, and in that we fell a bit short.

The use of Kohlberg's moral stages was complicated by trying to decipher all-too-brief student comments in their own words. This rendered the data collected questionable at best. As it is, the data do not indicate significant change in the moral stages of students' reasoning. 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

Given the problems with using essay/short answer questions (subjectivity in assigning numbers, too much extra work to collect data, etc.), the assessment tool will be re-done in a multiple-choice format for Fall 2004. A multiple-choice format will reduce the subjectivity in assigning numbers present in the current assessment and give more easily quantifiable data. Since gender did not seem to play a significant role in the data collected it will not be included in future assessments. To avoid the possibility that giving the second assessment on the day of the final exam negatively influenced student performance, the Fall 2004 assessment will be given prior to the day of the final exam. Plans for extending current assessment to PHL 150 Introduction to Philosophy (and to 200-level courses) will be put on hold pending the results of the assessment for Fall.

RELIGION PROGRAM

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.

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 2004-2005 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 Religions)

Assessment of REL 200 may be found under General Education, Humanities

REL 210 (Old Testament)

One of the stated objectives of the Old Testament course at Lindenwood (REL 210) is that students should be able to *list the thirty-nine books of the Old Testament in their traditional ("canonical") order*. This simple skill is invaluable in the study of the Bible. A pre-test was given to the students in the course in the fall of 2003 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.

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 out of a possible ten. 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*. Of course, *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.

Another question on the pre-test asked students about the prevailing scholarly theory about the origins of the Pentateuch, the Documentary Hypothesis. This question is related to another course objective, that students be able to explain some important theories about the Bible developed by modern critical scholars. A post-test was given after the final exam in the course, and this same question was asked on the post-test. *On the pre-test, 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.

A third question on the pre-test, growing out of another course objective, asked students to name one of the prophets of the Old Testament and to tell something about that prophet's message. The same question was asked on the post-test. *On the pre-test, 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.

It appears, then, that these three objectives of REL 210 were achieved in the fall semester, 2003.

REL 211 (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, 2004 on the first day of class. One question on the pre-test asked students to list the New Testament books. A post-test was also given after the final exam in both sections. A perfect or near-perfect list of books got a score of ten; a slightly less perfect list got a nine; and so on.

Thirty-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 no students (0%) were unable to list any books, i.e. as a result of the course 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.

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. *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.*

A third question on the pre-test and post-test asked students to *identify the central idea in the thought of Paul the apostle*, in line with another stated objective of REL 211. *On the pre-test, one student (2.7%) could do this. On the post-test, twenty-one students (53.8%) could do it.*

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 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 have 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 (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.

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 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 develop 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.

The course is currently being considered for possible inclusion in the Lindenwood University catalog as a regular offering in the Religion division. Justification for this will be that the course addresses the personal aspects of the Lindenwood University mission statement of promoting ethical lifestyles within the context of the values of a Judeo-Christian heritage. It also reflects the General Education goal of helping people make informed, independent, socially responsible decisions, respectful of others and the environment.

Assessment Calendar - Religion

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 2004-2005 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 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

After proposing to implement a phase-in assessment process in our part of Lindenwood University's accreditation report, we did quite well in getting off the ground. The pre-test/post-test format has been used in a number of division courses and there are plans to expand this to include more courses in the near future. For example, while the pre-test/post-test was used in PS-155 American Government: The Nation it was not used in PS 156 American Government: The States (which is a division course included in the General Education courses), therefore in the Fall Semester there will be a pre-test/post-test in that course.

One significant change that is currently being examined—and will be implemented it is hoped no later than the Spring Semester 2005, is to put all pre-tests/post-tests on a WebCT site and have students access the tests through the Internet. There is a program that can be used through WebCT that will grade the tests. Furthermore the grading can be done not just by total test score but by the number of right/wrong answers per each question—this is important. In our structuring of our division pre-tests/post-tests we set each test up so that there are 45 questions. The 45 questions are broken down into three categories (First category: Basic Knowledge; Second Category: Substantive Knowledge; Third Category: Course Knowledge). The grading of each question on a right/wrong basis would be useful to compare and contrast how students do in each category. For example, does a high score on Basic Knowledge lead to “more learning” regarding Course Knowledge? A great deal more data developed from test results could help in making some predictive observations about students' chances in particular courses. Since WebCT uses other computer programs, the Management Division Assessment Coordinator is learning a new program (Cookies) that is needed to allow us to add pre-tests/post-tests to WebCT in such a way that WebCT can grade our tests in ways useful to us.

One thing the division discussed in one of last division meetings before the academic year ended was that we needed to step back and see where the data we are collecting is exactly taking us. In other words, each of us can assess the results per course pre-test/post-test but exactly how do we translate those results so that they can have some useful impact at the level of a major or for the Management Division courses as a whole.

We were pleased with ourselves for continuing to draw our adjunct faculty into the assessment process. Several adjunct faculty administered pre-tests/post-tests. Furthermore, we had another Saturday morning meeting with the adjunct faculty, which is useful to connect the adjuncts to the full-time on-campus faculty. Part of our assessment process includes making sure that the adjuncts are involved.

What follows are brief summaries of different reports from within the Management Division. The Management Division maintains a file cabinet with the full results of assessments related to different pre-tests/post-tests, otherwise this end-of-the-year assessment would run some twenty pages or so.

One the themes that seems to run through a number of these short summaries is a general understanding that the 2003-2004 academic year was the first in which the assessment process was fully implemented across the Management Division and, as a result, there may be a need to reassess what exactly constitutes the three categories of Basic Knowledge, Substantive Knowledge, and Course Knowledge. This is quite understandable, since we eventually want to apply assessment to a level beyond particular courses—we want to use assessment to address evaluation of learning related to the different majors within the Management Division and evaluation at the division level.

MICROECONOMICS (one of the two courses in the Management Division that are part of Assessment for the General Education courses)

The four sections of BA 211 Microeconomics were given the pre-test/post-test both during the Fall and Spring Semesters. There were some changes made to the test for the Spring Semester. The changes made to the questions reflected more attention focused on certain economic concepts.

The results that have been placed in our file cabinet present a detailed discussion of the 45-question test as well as a breakdown of the three categories discussed above. What the professor hoped to learn was which economic concepts students seemed to have a firmer grasp of and which economic concepts they seem to struggle with—this is important. Here is a situation where through this type of student response it is possible to re-budget time in class

to economic concepts that seem to give students more difficulty. As expected, this is an awareness that this is reflection after the fact, so this type of classroom understanding would apply to Microeconomic courses to be taught in the 2004-2005 academic year.

AMERICAN GOVERNMENT: THE NATION (the other course in the Management Division that is part of Assessment for the General Education courses)

The pre-test/post-test was administered in the two sections of the PS 155 American Government: The Nation course taught during the day in both the Fall and Spring Semesters. One of the things that will be added in the 2004-2005 academic year is that when adjuncts teach this course, they will administer the pre-test/post-test. As is the case with the Microeconomics course, a detailed statistical analysis is included in the Management Division file cabinet, therefore this is just a short summary of those results.

Regarding the First Category of the test addressing Basic Knowledge—it is surprising that we assumed that students would have a higher knowledge of what might be considered as Basic Knowledge. But then the issue is what exactly is Basic Knowledge. For example, in the Basic Knowledge category there a question addressing the term of office of members of the House of Representatives, while another question addresses the term of office of a United States Senator and as third question addresses the term of office of the President of the United States, students scored lower than expected on these questions. But, on the other hand, in asking them the name of the Vice President of the United States, the name of at least one of Missouri's two Senators and the name of the member of the House of Representatives for the Saint Charles area, they scored better than expected. What can we conclude? Well, terms of office infrequently appear on television or in newspapers, but names appear frequently. How will this help to improve the teaching of American Government: The Nation the next time? Maybe to emphasize to students what is missing from television and newspaper stories. Can it be that simple?

ECONOMICS AND FINANCE

As is the case with the Microeconomics course and the American Government: The Nation course, detailed statistical analysis have been placed in the division file cabinet. Economics and Finance has moved to begin to administer pre-tests/post-tests in a number of the courses offered. During the 2003-2004 academic year, pre- and post-tests were administered for each section of each of the undergraduate core courses in business administration. (**BA 200, 201, 211, 212, and 320**). In addition, pre- and post-tests were administered in substantially all of the upper level and elective finance and economics courses, including **BA 312, 323, 325 and 383**.

During the same period, pre- and post-tests were administered for each section of each of the MBA concept and core courses in economics (**MBA 595**) and finance (**MBA 530 and 531**). In addition, pre- and post-tests were administered in substantially all of the elective finance and economics courses, including **MBA 533, 534, 535, 536, and 537**.

Results of all tests were analyzed for patterns and appropriate changes were incorporated in subsequent syllabi and teaching plans. Additional information on the tests, along with the analyses, is on file.

ACCOUNTING

A more detailed statistical analysis can be found in the file cabinet maintained by the Management Division regarding Assessment. The Accounting Assessment for the 2003 – 2004 academic year consisted of three major areas of emphasis. A pre-test, post-test was issued in **BA 200 (Principles of Financial Accounting)** and **BA 201 (Principles of Managerial Accounting)**. A post-test was given in **BA 301 (Intermediate Accounting and Reporting II)** to compare the student's course grade to the post-test grade and evaluate the degree of retention relating to course material. In **BA 301 (Intermediate Accounting and Reporting II)**, **BA 400 (Auditing)**, **BA 427 (Financial Statement Analysis)**, and **BA 401 (Income Tax)** the professors distributed a questionnaire to seniors concerning issues relating to the CPA exam and employment opportunities.

MARKETING

A more detailed report is available in the Management Division file cabinet. The pre-test/post-test was administered in the Principles of Marketing course. There is some discussion to expand the pre-test/post-test format to other

Marketing Courses but not until after changes have been made to the pre-test/post-test administered in Principles of Marketing. Trying to more clearly distinguish the categories of Basic Knowledge from Substantive Knowledge is challenging. Since several people are involved in determining what constitutes each category, this issue needs to be more clearly developed. But the discussion among ourselves is useful because it helps to focus us on what we believe students know and don't know about Marketing upon entering this course.

MANAGEMENT

As with the above reports, a more detailed analysis has been placed in the Management Division file. The pre-test/post-test was administered in the Principles of Management and International Management courses. There is some discussion about expanding the test format to other Management courses but there is some difference of opinion about which courses should be included. Since the pre-test/post-test was first administered in the Fall Semester 2003, there is a general feeling that the test needs to be first re-examined to determine what changes in questions need to be made. This seems to be a normal discussion across majors within the Management Division: since the 2003-2004 academic year was the first one in which assessment was fully implemented across the Management Division, there may be a need to first stop and reconsider what exactly are the types of questions that should be included in the pre-test/post-test.

MANAGEMENT INFORMATION SYSTEMS

A detailed statistical report has been placed in the Management Division file on Assessment. How much do students possess in the way of Basic Knowledge and is there a need for them to understand what courses they need as a background that can help them better grasp learning within MIS courses are issues that hopefully can be answered from administering several semesters of pre-tests/post-tests results. An issue that has arisen regarding other majors within the Management Division is the one of clearly distinguishing Basic Knowledge from Substantive Knowledge. In the case of Basic Knowledge does this relate to basic computer knowledge or does it also include knowledge from other college-level courses? Should Substantive Knowledge include a heavy emphasis on knowledge retained or acquired in other courses?

SCIENCES DIVISION

BIOLOGY PROGRAM

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 and Objectives - Biology Majors

Goals:

Biology majors will demonstrate;

- Thorough understanding of the major areas of biology, especially cell structure & function, genetics, evolution, and ecology.
- Facility in practicing the "Scientific Method", including observation and perception of patterns in nature, induction & deduction, investigation, data collection, analysis, synthesis, and scientific writing & communication.
- A level of preparation enabling them to successfully enter and complete graduate and professional schools or to obtain and succeed in careers in applied areas of biology, such as environmental science, industrial or academic research & development, and process / quality analysis
- Awareness of the important historical developments that underlay contemporary discoveries in biology.

Objectives:

1. Students will be provided with facts and concepts in areas of Biology such as ecology, evolution, cell and molecular biology, anatomy and physiology and genetics through a variety of lecture, laboratory and field study approaches
2. Students will initiate and complete laboratory experiments using scientific methodologies
3. Students will do historical reviews and complementary searches of biological journals
4. Students will learn to present results and conclusions of research, experimentation and scientific thinking
5. Students will pursue some topics in more detail than is presented in general or introductory courses
6. Students will be introduced to ethical issues generated by advances in genetics, biotechnology, environmental science and other areas of biological research

BIOLOGY MAJORS PROGRAM ASSESSMENT 2003-2004

Assessment of the Biology Majors Program consists of three 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 2003/04 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. Although CHM 151 General Chemistry I is the preferred prerequisite for BIO 151, students who have a strong high school chemistry background are permitted to take BIO 151 and CHM 151 concurrently. 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	PreTest	Aug/Jan	Faculty	June	None	Aug 04
BIO 151	PostTest	Dec/May	Faculty	June	Modify Test and/or Revise presentation of material	Dec 04
BIO 152	PreTest	Jan	Faculty	June	None	Jan 05
BIO 152	PostTest	May	Faculty	June	Modify Test and/or Revise presentation of material	May 05
Graduating Students	PostTest	May	Faculty	June	Data Evaluation	May 05
	Exit Interview	May	Faculty Students	June	Data Evaluation	May 05
Graduates	6-12 month Survey	March	Faculty Graduates	June	Data Evaluation	March 05
	3 year Survey	March	Faculty Graduates	June	Data Evaluation	March 05
	5 year Survey	March	Faculty Graduates	June	Data Evaluation	March 06

The BIO 151 test was first administered in Spring 2001. The BIO 152 test was administered for the first time in Spring 02. The Pre-Tests are administered during the first class meetings of the semester and the Post-Tests are administered as part of the final exams. The Post-Test questions add extra credit to the students point totals, while the Pre-Tests have no effect on student grades. Each test consists of 25 multiple choice items selected primarily from the test bank for *Biology, 5th edition*, Campbell, Reece & Mitchell. (We are currently using the 6th edition of that text in both courses. The test items are distributed as follows:

BIO 151 Pre/Post Test Items:

Factual Recall	4/25
Conceptual Understanding	10/25
Application	11/25
Cell Structure & Function	8/25
Genetics	9/25
Evolution	4/25
Practice of Science	4/25

BIO 152 Pre/Post Test Items:

Factual Recall	11/25
Conceptual Understanding	8/25
Application	6/25
Evolution of Biological Diversity	10/25
Animal Form & Function	15/25

PRE/POST TESTING OF GENERAL BIOLOGY STUDENTS

	<i>Pre Test</i>	<i>Post Test</i>	<i>Change</i>	<i>% Improvement</i>
BIO 151 2003/04	7.21	11.55	4.35	60%
BIO 151 Avg To Date	7.28	11.20	3.92	54%
BIO 152 Spring 04	8.10	20.43	12.07	149%
BIO 152 Avg to Date	8.30	18.30	9.90	119%

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, and also show a marked improvement over years past (103% and 108% improvement respectively for '02 and '03). This year's significant improvement is likely due, at least in part, to a greater number of sophomores taking the course this year. We have begun to place more students into General Biology I during the second semester of their freshman year rather than the first, which delays General Biology II to the sophomore year. These students are more mature, and generally have developed better study and time management skills.

On item analysis, only two questions were answered incorrectly by greater than half of the students on the post-test. In retrospect, one question may be slightly ambiguous, and will be revised. Both questions should receive greater emphasis in the course, and action will be taken to improve learning in these areas. Since higher-order thinking (application, analysis, synthesis and evaluation) is such an important aspect of a college education, these processes were informally modeled and assessed throughout the semester, with verbal and written questions in lecture and lab. As seen in previous semesters, students demonstrated and verbalized a greater understanding and ease of solving such problems as the semester progressed. We plan a subjective student evaluation concerning students' perceptions of their ability in these areas during the coming year.

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

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. The Pre/Post Tests for BIO 151 & 152 were administered to the 10 students enrolled in BIO 401, along with 5 Environmental Biology students graduating in May or December 2004. 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.

	<i>Part I*</i>	<i>Part II*</i>	<i>Total</i>
Graduating Students	14.13/25	16.20/25	30.33/50
Biology Majors	14.50/25	15.90/25	30.40/50
Env Biol Majors	13.40/25	16.80/25	20.20/50
General Biology Avg. [†]	11.55/25	20.43/25	31.98/50

* Part I refers to the Pre/Post Test for BIO 151, Part II refers to the Pre/Post Test for BIO 152.
+ Values shown are the Grand Averages of General Biology Post Test Scores to date (See Table II).

NOTE: Since we do not have General Biology Pre/Post Test results from the graduating students when they entered the program, the comparison of results shown in Table III assumes that these students, as freshmen, would have been similar in academic ability and preparation to the General Biology students who have taken these exams to date. It is difficult to know whether this is a valid assumption but the only one we can make under the circumstances. True score matching by student would prevent us from doing any evaluation until each cohort of General Biology students graduate (3-4 years from now). In addition, the fact that we have many transfer students who graduate from Lindenwood but did not take their General Biology here would eliminate those students from the data pool, further reducing the validity of our results. Therefore, we believe that comparisons of aggregate results, accumulated over several years offer us the best option for drawing useful conclusions about the Biology Programs.

The overall performance of the graduating students on Part I of the Pre/Post Test was 22% 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 past years, significant differences have been observed between the Biology majors and the Environmental Biology majors. However, this year the differences were significantly reduced. Since the samples are relatively small, year to year differences in the ability of individual students can affect these results.

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 will arrive in August 2004.) These new faculty will want to modify our existing course content to some extent to reflect their own expertise. The 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.

Thirteen Biology students have graduated or will be graduating between December 2003 and August 2004. Five of these students majored in Environmental Biology and four of them hoped to obtain immediate employment in that field. As of this writing, two of these graduates have obtained environmental positions, and the other two will be attending graduate school. Two 2002/03 Biology graduates had applied to attend medical school, but so far neither one has been admitted for Fall 2004. Both students plan to enroll in graduate coursework and reapply next year. One additional May 2003 biology graduate has applied for admission to a Physician Assistant program, another intends to apply to a Clinical Laboratory Science program, and two others plan to attend nursing school. The remaining students plan to attend graduate programs in biology – one has been accepted for Fall 2004 and the other is just beginning the application process. We will survey these students in spring 2005 to learn whether they have succeeded with their post-graduation plans.

In April 2004, we surveyed students who graduated December 2002 through August 2003. We were able to obtain information on 10 of the 13 students. One of these students who intended to teach High School Biology, and he has obtained such a position. Of the four Environmental Biology majors seeking employment in that field,

only one of them is known to have obtained such a position. The other three did not respond to the survey. Of the four students who had planned to attend medical school, two of them are enrolled in medical school at this time, and one is on a medical school waiting list for the Fall 04 semester. One May 03 graduate is reapplying to a Physician Assistant program and hopes to be admitted for their January 05 class. We will survey these graduates again in March 2007.

In April 2004, we also conducted our three year post-graduate survey of students who graduated between December 2000 and May 2001. Of the twelve graduates surveyed, we obtained information on only four of them. Of the respondents, three are pursuing graduate degrees in biology and one is employed as a laboratory research technician.

STUDENT / ALUMNI INPUT

As a third 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 very 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 Lindenwood 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 were fewer this year than they have been in past surveys. We have recently hired two new field biologists who will be able to strengthen and expand the environmental biology area. During the summer of 2003 we completed major laboratory renovation projects in Biology and Chemistry that provide state of the art laboratory classrooms, along with separate spaces dedicated to student research and laboratory materials preparation. In the summer of 2004, we will complete the renovation of an additional chemistry lab and classroom and a biology classroom. This will complete the physical plant updates that we have planned. Our future focus should be on purchasing new equipment for student use in laboratory classes and research projects.

ACTION PLAN RESULTING FROM 2003/04 BIOLOGY 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.
- The Biology Program Manager will conduct a comparative analysis of biology programs at similarly sized universities to gather data regarding course offerings, and student research opportunities. This data will provide baseline information for the Biology faculty to evaluate the Lindenwood Biology program as we respond to upcoming changes in faculty.
- Develop proposal for administration approval to purchase additional equipment for upper division biology lab classes, particularly cell biology, genetics, microbiology and biochemistry.

CHEMISTRY PROGRAM

Mission Statement

The Lindenwood University Chemistry Program seeks to provide a better comprehension of the science of chemistry and how chemistry influences the students' 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 of 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 and Dec 2003	Faculty	May 2004	Evaluate presentation of material	Fall 2004
CHM 100	CAT – 1-minute paper/muddiest point	Fall 2003	Faculty-student	Immediate	Evaluate presentation of material	Fall 2004
CHM 151	PreTest	January 2004	Faculty	May 2004	None	Aug 2004
CHM 151	Post Test	May 2004	Faculty	May 2004	Modify Test – Evaluate presentation of material	Dec 2004
CHM 151	CAT – 1 minute question	Feb 2004	Faculty – Student	Fall 2004	Modified Subsequent Lecture to cover additional material	Fall 2004

CHM 100 (CONCEPTS IN CHEMISTRY)

See under General Education, Mathematics and Natural Sciences

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)

A two semester introductory comprehensive course designed for Chemistry, Biology and health science majors with CHM 151 offered in the fall semester and CHM 152 offered in the spring semester. CHM 151 covers atomic structure and energy, atomic and molecular bonding, chemical nomenclature and reactions, as well as gas laws and introductory thermodynamics. The primary objectives of the 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 2003-2004 academic year only one section during the spring semester was assessed due to faculty changes in the department. This CHM 151 section was assessed using Pre/Post Tests and multiple Classroom Assessment Techniques (CATs) covering atomic structure, empirical formula calculations, nomenclature, balancing reactions, and VSEPR/ Covalent bonding.

Course	Pre Test Class Average	Post Test Class Average	% Change
CHM 151	33.14 %	72.58%	+39.44 %

CHM 151: In evaluating the Pre and Post Tests for only two categories of Bloom's taxonomy – knowledge and comprehension – were utilized for evaluation. There were a total of 20 questions on the pre and post test, of which 11 questions related to comprehension of material and 9 related to general knowledge. A detailed question by question analysis was performed and the overall performance is detailed in the table below.

	Pre Test Class Average	Post Test Class Average	% Change
Knowledge based questions	37.64 %	62.56 %	+24.92 %
Comprehension based questions	28.14 %	75.31 %	+47.17 %

Evaluation of the pre and post tests based upon data from the previous year was difficult due to the small sampling of students this year. Overall the data indicated an increased comprehension and growth in the course for all students.

The CAT's were given on a variety of topics with each CAT given at the end of a lecture and the students asked to manipulate a quick question on the lecture material and asked to convey the muddiest point of the lecture. In each case, the instructor then discussed the problems with the lecture material as an interactive session with the students in the last 5 to 10 minutes of the lecture. According to the results of each of these CATs the instructor took the appropriate action either in the subsequent lecture or laboratory session.

In analyzing the effectiveness of the CATs in the short term, the instructor noticed a marked qualitative improvement in the comprehension of the material in laboratories and exams. Quantitative analysis is scheduled for the 2004-2005 academic year when the CAT's will be used for a larger sampling of students.

Program Action Plan:

The 2004-2005 academic year will involve a complete restructuring of the Chemistry assessment program. Due to a significant change in faculty, the program has chosen a group approach to assessment to build a program that is consistent and uniform for all general courses. In addition the program will begin to develop 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 complete overall, the program has set the following goals for the 2004-2005 academic year.

1. A Pre and Post Test Evaluation will be added for all sections of CHM 100, CHM 151 and CHM 152. This pre and post test will be compiled by all of the 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. Mid-semester evaluations will be given in all Chemistry courses.
3. The chemistry faculty will explore the use of the Praxis and MCAT scores for majors as tools to evaluate the overall competencies of majors.
4. The chemistry faculty will evaluate various options for assessment of chemistry majors through the restructuring of CHM 388 Chemistry seminar course.

During the 2003-2004 academic year only one section during the spring semester was assessed using Pre-Post Tests and Multiple Choice Questions. This CHM 151 section was assessed using Pre-Post Tests and Multiple Choice Questions. The following table shows the results of the assessment. A detailed description of the assessment is available in the Appendix. The following table shows the results of the assessment. A detailed description of the assessment is available in the Appendix.

Course	Pre-Test Average	Post-Test Average	% Change
CHM 151	65.36%	75.91%	+15.55%
CHM 152	65.36%	75.91%	+15.55%
CHM 100	65.36%	75.91%	+15.55%

Evaluation of the pre and post tests based upon data from the previous year was difficult due to the small sampling of students this year. Overall the data indicated an increased comprehension and growth in the course for all students.

The CATs were given on a variety of topics with each CAT given at the end of a lecture and the students asked to manipulate a data question on the lecture material and asked to answer the multiple choice question. In each case, the instructor then discussed the problem with the students and the instructor then asked the students in the last 5 to 10 minutes of the lecture. According to the results of each of these CATs the instructor took the appropriate action either in the subsequent lecture or laboratory section.

COMPUTER SCIENCE PROGRAM

Mission

The Lindenwood Computer Science Department mission is to

1. Provide all Lindenwood students an opportunity to appreciate and understand Computer Science and its role in our society.
2. Prepare Computer Science students for careers in the field of computing and information technologies.
3. Prepare interested students for graduate study in the field of Computer Science.
4. Serve the Computer Science discipline by encouraging faculty and students to understand, apply, and develop skills in the area of programming and information technologies independent of a formal setting.

Departmental Offerings

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

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

Objectives:

Computer Science and Computer Information Systems

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

Computer Science Program Assessment 2003-2004

Each semester, all courses taught will be reviewed and a file created to document the assessment process. Each instructor will generate an Assessment Report Packet for each course. Multiple sections taught by different instructors will produce separate packets. If the same instructor teaches multiple sections, the data for all those

sections may be combined into one packet or the instructor may create separate packets for each section. As a minimum, each packet will contain the following:

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

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

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

Procedure and Rationale

This is the second year in which the computer science program has been formally assessed. The objectives for each of the lower level computer science courses taught this year were reviewed and only minor changes were made. These courses include: CSC 100, Introduction to Computer Science; CSC 144, Computer Science I; CSC 184, Computer Science II; and CSC 255, Assembly Language Programming. In addition, between five and eight objectives have been written for the following courses: CSC 303 (now CSC 403), CSC 305, CSC 320, CSC 340, CSC 402, CSC 406, and CSC 407(now CSC 360).

For each of these courses, appropriate data were collected from each student who finished the course. The data were averaged for each objective. If there were multiple sections with different instructors, the data were pooled. In most cases, test scores, problem scores, or assignment scores throughout the semester from each of the units where the particular objectives were covered were used to provide the data. In addition, matrix tables are on file for the above mentioned courses relating each course objective to the appropriate program objective.

Course objectives have not yet been developed for any CSC course not listed above. As such, they are not listed as part of this assessment. Some of these courses have not been taught in recent years. As part of a continuing process of program assessment, these courses will be evaluated to determine the need to keep the course or delete it from the curriculum. Future plans involve developing course objectives for these courses as they are taught.

In the Fall of 2002, we added a new major in Computer Information Systems. Many courses in this program are the same as for the Computer Science program. There are some differences in mission statement and objectives. There are also some new courses for this major that are being or will have to be developed in future years.

Course Results

Fall 2003

There were 6 sections taught by 2 instructors. All instructors wrote an epilog for each of their classes. An epilog includes such information as 1) Method used for classroom evaluation to include a breakdown on what the evaluation was based and the final grade distribution, 2) a list (by chapter number and section) of the material covered in the text book, 3) a review of the textbook, and 4) suggestions for any future changes in course content, methods, and other related activities. These are kept on file and are shared with the rest of the department. A comprehensive final examination is given in each class and a copy of each is on file in the department

FALL 2003	Number of	COURSE OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	Students
CSC 100	2	85.1	86.8	86.8	87.3	87.3	84.3	98.1	98.1	30
CSC 144	1	76.2	76.2	76.2	75.5	79.2	79.2	75.5	71.4	16
CSC 184	1	91.0	67.0	84.0	77.0	74.0	77.0	68.0	64.0	17
CSC 255	1	84.9	84.9	76.2	76.2	75.9	75.9	77.6	77.6	14
CSC 305	1	82.0	84.0	77.0	77.0	76.0	85.0	84.0	78.0	16
CSC 340	1	93.0	78.0	79.0	69.0	65.0	84.0	86.0	80.0	17

NA - Indicates Course Objectives not yet developed.

X - Indicates objective not covered or not tested this semester

Blank - Course Objectives not yet developed

Spring 2004

There were 9 sections taught by 3 instructors. All instructors wrote an epilog for each of their classes. An epilog includes such information as 1) Method used for classroom evaluation to include a breakdown on what the evaluation was based and the final grade distribution, 2) a list (by chapter number and section) of the material covered in the text book, 3) a review of the textbook, and 4) suggestions for any future changes in course content, methods, and other related activities. These are kept on file and are shared with the rest of the department. A comprehensive final examination is given in each class and a copy of each is on file in the department

Spring 2004	Number of	COURSE OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	Students
CSC 100	1	79.0	85.0	X	87.0	74.0	77.0	68.0	74.0	18
CSC 144	1	79.5	79.5	70.2	70.2	75.0	75.0	70.9	66.5	22
CSC 184	1	88.0	86.0	77.0	64.0	73.0	70.0	67.0	62.0	10
CSC 303	1	98.8	98.8	85.2	85.2	90.8	X	X	90.8	15
CSC 320	1	90.0	78.0	87.0	58.0	X	71.0	60.0	X	16
CSC 402	1	95.0	91.0	87.0	74.0	84.0	83.0	72.0	84.0	14
CSC 406	1	91.6	91.6	91.6	90.3	88.5	92.2	X	X	12
CSC 407	1	83.9	83.9	83.9	85.8	85.8	85.2	85.2	85.8	17
CSC 425	1	82.0	94.0	90.0	84.0	84.0	80.0	74.0	78.0	11

NA - Indicates Course Objectives not yet developed.

X - Indicates objective not covered or not tested this semester.

Blank - Course Objectives not yet developed

Program Results

The following tables show how well each course supported each program objective.

FALL 2003	Number of	PROGRAM OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	Students
CSC 100	2	89.9	86.1	89.2	91.6	93.5	98.1	85.8		30
CSC 144	1	76.2	76.2	76.2	X	X	X	X		16
CSC 184	1	75.3	75.3	75.3	X	X	X	X		17
CSC 255	1	84.9	76.6	78.7	81.3	X	76.6	X		14
CSC 305	1	NA	NA	NA	NA	NA	NA	NA		
CSC 340	1	NA	NA	NA	NA	NA	NA	NA		

X - Indicates the course does not support that particular program objective.

NA - Course Objective Matrix has not yet been developed for this set of Course Objectives.

Spring 2004	Number of	PROGRAM OBJECTIVES							Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	Students
CSC 100	1	74.4	83.0	78.5	76.5	73.0	71.0	82.0	18
CSC 144	1	73.4	73.4	73.4	X	X	X	X	22
CSC 184	1	73.4	73.4	73.4	X	X	X	X	10
CSC 303	1	NA	NA	NA	NA	NA	NA	NA	
CSC 320	1	NA	NA	NA	NA	NA	NA	NA	
CSC 402	1	NA	NA	NA	NA	NA	NA	NA	
CSC 406	1	NA	NA	NA	NA	NA	NA	NA	
CSC 407	1	NA	NA	NA	NA	NA	NA	NA	
CSC 425	1	NA	NA	NA	NA	NA	NA	NA	

X - Indicates the course does not support that particular program objective.

NA - Course Objective Matrix has not yet been developed for this set of Course Objectives.

Actions

Both of the computer science instructors are relatively new to Lindenwood having arrived in the Fall semester of 2001. This is the second year in which the Computer Science Department has employed the assessment format employed successfully by the Mathematics Department. We continue to adopt their method for the computer science program. We have employed the course epilogue forms that the Mathematics department has employed with great effectiveness. We also find the form to be an effective tool in course evaluations.

As a new assessment program, we continue to concentrate our assessment development efforts on the lower level classes as this is where we have the most students and thus assessment at this level would have the greatest immediate impact and the result would be most valid. Having established an assessment program for the lower level course, we will continue to refine and develop our objectives and their evaluation for these courses.

We have also begun to develop assessment tools and packages for the upper level courses. We have developed course objectives for each upper level course taught this past academic year but we have not yet correlated these objectives with program objectives. This will be our next step in developing a viable assessment program for the computer science program. The number of students in these upper level courses are relatively small and it will take 2 or 3 offerings of each course to obtain valid data.

We will continue to develop and refine course objectives and the objective correlation matrix on an evolving basis. Our goal is to have a complete and comprehensive list of course objectives for all courses and a relevant and complete course objective matrix that will enable us to perform reliable assessments that will lead to improvement in course presentation and student understanding of the course material and its relevance to other subjects important to their education.

We continue to schedule instructors so that they teach the same course at least twice in succession. This allows us to make rapid adjustments and improvements to courses. Numerical values below 70% for courses supporting any program objective are reviewed and very low values (below 60%) are addressed immediately. The results for the academic year 2003-2004 are shown in the above tables. Each of these will now be addressed in turn.

Fall 2003

The areas of concern were identified in CSC 184 and CSC 340. In CSC 184, the results for objectives two, seven and eight were below 70%. Objective seven and eight deal with functions and single dimensional arrays respectively. On the course epilogue form, the instructor indicated these results and plans to spend more time on these topics in future courses, presenting more examples and giving more outside exercises to help the students grasp the concepts. In CSC 340, objectives four and five were below 70%. These areas were reviewed however the instructor felt that since the numbers of students involved was small that no action was required at this time except to monitor the situation more closely in the next course offering.

Spring 2004

There were no course objectives that fell below 70%.

Plans for the next cycle assessment

1. Review the course objectives where needed. (continuing basis)
2. Make our program as well as our course objectives available to students as a part of our syllabi.
3. Improve the correlation between course objectives and program objectives (continuing basis)
4. Plan to improve our data by assigning weights to course objectives as well as program objectives.
5. Continue to develop course objectives for all upper division courses as they are taught.
6. Develop Correlation Matrices for the upper division courses in conjunction with Objective 5.
7. Develop a separate assessment program (mission statement, set of objectives, etc.) for the new Computer Information Systems program.

NOTE: Items six and seven are holdover items from last year. We were unable to accomplish these items. We will attempt to complete these items this coming year. However, we have encountered major curriculum projects and the loss of three instructors in our area of CS/MTH/PHY and this may adversely impact on our ability to accomplish items 6 and 7.

EARTH SCIENCE PROGRAM

Departmental Mission Statement

The Lindenwood University Sciences Division stresses critical thinking skills and data-based decision making. Our mission is not only to effectively convey the content of Mathematics and the Natural and Behavioral Sciences, but also to nurture a scientific attitude toward investigation and discovery. We consciously balance basic science with applied science, and the study of the human body and mind with stewardship of the natural

ESA 100 (Introductory Astronomy)

ESG 100 (Physical geology)

ESM 100 (Introductory Meteorology)

See under General Education, Mathematics and Natural Sciences

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 05.
- Physical Geology: change the method of presentation of material for objectives 5 and 12 and then reevaluate.
- Intro to GIS: develop Pre/Post Test for Spring 05.
- Meteorology: change the method of presentation and evaluate the class schedule to make sure adequate time is allotted for the material.
- Oceanography: develop Pre/Post Test for and administration in Fall 04.

MATHEMATICS PROGRAM

The Lindenwood Mathematics Department mission is to

5. Provide all Lindenwood students an opportunity to appreciate and understand Mathematics and its role in our culture
6. Prepare Mathematics students for careers secondary education, science, computer science, engineering
7. Prepare students interested in Mathematics for graduate study
8. Serve the Mathematical Science discipline by encouraging faculty and students to understand, apply, and develop Mathematics independently.

Departmental Offerings (Upper-Level)

In order to achieve this mission the Lindenwood Mathematics offers upper-level courses in the following content areas: Algebra, Analysis, Discrete Mathematics, Geometry, History, Numerical Methods, and Probability & Mathematical Statistics.

Mathematical content Areas	Relevant LU Courses
Algebra	MTH 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:

Mathematics Program

8. Understand the basic concepts (CONC) of each knowledge area.
9. Understand the basic skills and tools (SKAT) associated with each knowledge area.
10. Understand the logical foundations (LOGF) of mathematics.
11. Know the historical development (HISTD) of mathematics.
12. Understand the applications (APPL) of mathematics to our culture
13. Recognize the interrelationships between knowledge areas (INTER) of mathematics.
14. Read and communicate mathematics independently (SEM).

Mathematics Program 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 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 2003

There were 7 sections taught by 4 instructors. All instructors wrote an epilog for each of their classes. An epilog includes an assessment 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 form is attached.) A comprehensive final examination is given in each class and a copy of each is on file in the department

FALL	2001	OBJECTIVES								
Course	SECTIONS	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	NUMBER
MTH 171	1	85	68	56	50	30	52	X	X	31
MTH 172	1	67	74	60	67	50	X	69	57	21
MTH 200	1	72	67	70	65	X	X	X	X	7
MTH 303	1	66	75	53	64	56	43	X	X	18
MTH 320	1	76	X	73	85	X	65	X	X	16
MTH 321	1	76	X	92	100	71	X	X	X	11
MTH 330	1	93	73	92	X	68	X	72	42	25

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 2003	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 85	Identify the graphs of linear, quadratic, exponential, trigonometric, and power functions, and to apply these basic functions to a variety of problems.	X						
OBJ2 68	Find limits both graphically and algebraically.	X	X	X				
OBJ3 56	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 50	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 30	Approximate the definite integral using limits.	X	X	X				
OBJ6 52	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 2003	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM

OBJ1 67	Evaluate definite and indefinite integrals in closed form.	X	X					
OBJ2 74	Approximate the value of definite integrals and estimate the accuracy of these approximations.	X	X	X				
OBJ3 60	Determine the convergence or divergence of improper integrals;	X	X	X			X	
OBJ4 67	Apply the concept of integration in areas such as geometry, probability, and physics.				X	X		
OBJ5 50	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 69	Solve basic differential equations.	X	X				X	X
OBJ8 57	Develop models using differential equations	X	X		X	X	X	

Objectives MTH 200 Introduction to Advanced Mathematics

FALL 2003	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
BJ2 67	Use the basic technical language of contemporary mathematics, including statement calculus, first order predicate calculus, set theory, relations, and functions.	X	X	X	X		X	
OBJ3 70	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proof.	X	X	X	X		X	
OBJ4 65	Use the basic elements and algorithms of number theory.	X	X	X	X		X	
OBJ5 0	Use mathematical induction	X	X	X				
	Use recursion in definitions, algorithms and proofs.	X	X	X			X	

Objectives MTH 303 Calculus III

FALL 2003	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM

OBJ1 66	Use vectors to study and describe geometrical objects.	X	X					
OBJ2 75	Use the derivative and integral to analyze and use functions of one and several variables.	X	X				X	
OBJ3 53	Solve unconstrained and constrained optimization problems	X	X			X	X	
OBJ4 64	Use integrals in Cartesian, polar, spherical, and cylindrical coordinates	X	X			X		
OBJ5 56	Model motion in space using parametric functions	X	X					
OBJ6 43	Apply vector fields to model flows and fluxes	X			X	X		
OBJ7 0	Use the three fundamental theorems of multivariate calculus in computations	X	X			X	X	

Objectives MTH 320 Algebraic Structures

FALL 2003	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 76	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 0	Use the well ordering principle and mathematical induction as logical basis for the arithmetic of the natural integers.			X	X			
OBJ3 73	Study the basic elements of the structures of groups, rings and fields as abstractions of the arithmetic of the natural integers.			X	X			
OBJ4 85	Use these structures to study polynomial arithmetic.			X	X			
OBJ5 0	Use these structures to trace the historical development of the concept of number				X			
OBJ6 65	Apply these structures and techniques to the theory of equations and to geometry			X	X		X	

Objectives MTH 321 Discrete Mathematics

FALL 2003	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
--------------	--------------------	------	------	------	-------	------	-------	-----

OBJ1 76	Use mathematical reasoning.	X	X	X				
OBJ2 0	Specify, verify and analyze algorithms.					X	X	
OBJ3 92	Specify the order of growth of complex functions in terms of simpler functions.		X		X			
OBJ4 100	Encode and decode messages using RSA encryption as an application of number theory					X		
OBJ5 71	Enumerate abstract objects.		X			X	X	
OBJ6 0	Examine and use discrete structures such as sets, permutations, relations, graphs, trees and finite state machines	X	X					

. Objectives MTH 330 Geometry

FALL 2003	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 76	Explain the properties and devise models for an axiomatic system	X		X	X			
OBJ2 0	State undefined terms, axioms, and prove theorems for an example of finite geometry	X	X	X	X		X	
OBJ3 92	State Euclids 5 th Postulate and discuss statements that are its logical equivalent			X				
OBJ4 100	Discuss the types of non-Euclidean geometries that result if the 5 th postulate is replaced and develop models of each type	X	X	X	X		X	
OBJ5 71	Understand neutral geometry and its consequences	X		X	X			
OBJ6 0	Prove theorems in volving congruence, similarity, circles and triangles using the SMSG postulates for plane geometry	X		X	X			

Spring 2004

There were 8 courses taught by 4 instructors. All instructors wrote an epilog for each of their classes. An epilog includes an assessment 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 form is attached.) A comprehensive final examination is given in each class and a copy of each is on file in the department

SPRING 2002		OBJECTIVES								
Course	SECTIONS	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	NUMBER
MTH 171	1	72	57	37	61	49	65	X	X	25
MTH 172	1	79	76	72	79	X	82	72	63	20
MTH 200	1	75	65	89	70	X	X	X	X	13
MTH 311	1	58	63	76	81	58	X	X	X	19
MTH 313	1	77	82	80	X	X	X	X	X	7
MTH 315	1	84	88	88	80	80	X	X	X	17
MTH 341	1	7	63	80	59	75	X	X	X	11
MTH 351	1	88	86	59	75	88	82	X	X	6

Objectives for MTH 171 - Calculus I

SPRING 2004	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 72	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 57	Find limits both graphically and algebraically.	X	X	X				
OBJ3 37	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 61	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 49	Approximate the definite integral using limits.	X	X	X				
OBJ6 65	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 2004	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 79	Evaluate definite and indefinite integrals in closed form.	X	X					
OBJ2 76	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 79	Understand and determine the convergence and divergence of sequences and series	X		X	X			
OBJ5 0	Apply the concept of integration in areas such as geometry, probability, and physics.					X		
OBJ6 82	Determine the Taylor approximation of a function.	X	X	X				
OBJ7 72	Solve basic differential equations					X	X	
OBJ8 63	Develop models using differential equations					X	X	

Objectives MTH 200 Introduction to Advanced Mathematics

SPRING 2004	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 75	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 65	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proof.	X	X	X	X		X	
OBJ3 89	Use the basic elements and algorithms of number theory.	X	X		X		X	
OBJ4 70	Use mathematical induction	X	X	X				
OBJ5 0	Use recursion in definitions, algorithms and proofs.	X	X	X			X	

Objectives MTH 311 Differential Equations

SPRING 2004	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 58	Solve and apply differential equations (DEs) of order one.	X	X					

OBJ2 63	Apply numerical methods to obtain approximate solutions to DEs	X	X				X	
OBJ3 76	Solve linear DEs with constant coefficients of order 2.	X	X			X	X	
OBJ4 81	Apply linear DEs of order 2 to vibration problems.	X	X			X		
OBJ5 58	Solve systems of linear DEs	X	X					
OBJ6 0	Apply systems of linear DEs to electric circuits and to networks.	X			X	X		
OBJ7 0	Compute Laplace transforms and their inverses.	X	X		X	X	X	
OBJ8 0	Apply the Laplace transform method to solve DEs.	X	X		X	X	X	

Objectives MTH 313 History of Mathematics

SPRING 2004	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 77	To study the development of mathematics over time in five basic streams, number form, discreteness, continuity, and applications.	X	X	X	X	X	X	
OBJ2 82	To view mathematics as a human endeavor, created or discovered by people!			X	X			
OBJ3 80	To attempt to answer the question "What is Mathematics"	X		X	X		X	

Objectives MTH 315 Linear Algebra

SPRING 2004	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 84	Support mathematical statements with proofs	X	X					

OBJ2 88	Use the axioms of a vector space as a basis for these proofs	X	X				X	
OBJ3 88	Perform vector operations	X	X			X	X	
OBJ4 80	Perform matrix operations	X	X			X		
OBJ5 80	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 2004	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 70	Summarize and display data, calculate measures of central tendency, variation, and position	X	X					
OBJ2 63	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 80	Develop theory for mathematical models to describe random experiments for discrete random variables	X	X	X		X	X	
OBJ4 59	Develop theory for mathematical models to describe random experiments for continuous random variables	X	X	X		X	X	

OBJ5 75	Use mathematical models to compute the probability of events	X	X			X	X	
------------	--	---	---	--	--	---	---	--

Objectives MTH 351 Numerical Methods

SPRING 2004	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 88	Use iterative algorithms to solve nonlinear equations in one variable	X	X		X	X		
OBJ2 86	Use iterative algorithms to solve systems of linear and nonlinear equations.	X	X			X	X	
OBJ3 59	Construct polynomial interpolants (Lagrange, spline, etc)	X	X	X		X	X	
OBJ4 75	Derive and apply numerical differentiation formulas	X	X	X		X		
OBJ5 88	Derive and apply quadrature formulas for single and double integrals	X	X	X				
OBJ6 82	Derive and apply integration formulas (Runge-Kutta, multistep) for numerical solutions of differential equations (initial value problems)	X	X	X	X	X	X	
OBJ7 0	Construct various types of orthogonal polynomials	X	X		X	X	X	
OBJ8 0	Derive and apply least squares approximation algorithms (discrete and continuous)	X	X		X	X	X	

Actions

This is the third 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.

The performance in Calculus I needs improvement. The objectives need to be updated. The concept of limit and its fundamental role remains a difficulty. The appropriate role of technology remains a challenge. These wonderful tools allow a deeper experience with more realistic problems. A one-semester Survey Calculus course will be 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. We feel that this separation will better serve the all of our students by providing choices, which are suitable for different majors.

A review of the results for Introduction to Advanced Mathematics (MTH/CSC 200) reveals that the Objective 4 (Use recursion in definitions, algorithms and proofs) is not being met. Another attempt to include this important material in the Fall 2004 offering.

The Algebraic Structures course (MTH 320) will be completely revised using a groups first approach and emphasizing more application of the concepts throughout the course.

Objectives 6,7,8 of Differential Equations received low or zero score in the assessment. This material deals with systems of linear differential equations, and the Laplace Transform. While this material was introduced, there was insufficient time to adequately assess classes understanding.

There is a definite 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

1. Review the course objectives where needed. This is done each time the course is offered.
2. Make our program as well as our course objectives available to students as a part of our syllabi.
3. Integrate projects and presentations in our upper level courses to achieve the departmental objective “read and communicate mathematics independently” (SEM). Fall and Spring Semester 2004-2005.
4. Design and introduce Intermediate Statistics by Fall 2005.

PSYCHOLOGY PROGRAM

PSYCHOLOGY PROGRAM'S 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 the Principles of Psychology course, several instructors routinely solicit student feedback after the first unit test is returned. Students are asked to comment anonymously on the pace and structure of the course, and offer input on their views as to "what is *most* helpful" and "what is *least* helpful" about the course up to that point. Based on this student input, modifications can be introduced in a timely way.

This feedback form also prompts students to engage in self-reflection on their own learning process and study habits up to that point in the semester. Specifically, there are questions asked about the degree of congruence between how the student performed on the test and how they had *expected* they'd perform. There are also questions asking students to summarize their study habits (time spent on the course outside of the classroom; proportion of readings completed). Numerous students have commented that actually committing such information to paper enhances its salience for them, and often leads to changes in their study patterns.

In several other courses, instructors solicit student input regarding texts and readings used; occasionally, changes in books and readings are made in response to student feedback. Student feedback is also requested in regard to course structure (e.g., ratings of how much benefit various course components and assignments "contributed to your learning in this course").

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, a new, additional assessment tool developed for 2003 provides evidence that students in the Experimental Psychology course also achieve significant gains in knowledge related to course content in that area. The results of this pioneering assessment are summarized below.

ABNORMAL PSYCHOLOGY (PSY 303)

Abnormal psychology is a required course for our majors, and is occasionally taken by students in other majors as well. Certain emphases within the Education major, for example, require PSY303. More centrally, though, PSY303 serves as the first substantial step psychology majors take in the direction of the clinically-oriented courses which form the emphasis of numerous psychology majors.

Student feedback in prior semesters has focused primarily on the value students place on the inclusion of "case studies" in the text used. Comments typically center upon the idea that "hearing about a real person with the disorder makes the information come to life, and aids understanding of the condition." In response to this feedback, a "case readings" text has been added, to supplement both the case examples given in the primary text and the case examples given by the instructor from his own clinical experience.

A formal assessment was conducted in Spring, 2004, in part to gauge student response to this addition. The thrust of the assessment was on how students perceive the various components of the course, with emphasis on which components they feel are most beneficial to their learning in the Abnormal Psychology course.

METHOD

Students in the Spring, 2004 Abnormal Psychology course ($n = 37$) completed a course feedback form asking them to rate four specific course components with regard to "how much benefit you feel each provided to your learning in this course."

Of the 37 students, 25 (68%) indicated that they *are* or *plan to* major in Psychology or Psychology plus some other discipline. Other majors represented in the class included 5 students (14%) majoring in Criminal Justice or Criminal Justice plus some other discipline, 3 students (8%) majoring in Education with a Physical Education/Health emphasis. Four other majors were represented by one student each.

A summary of student ratings for each of four course components is presented in the table below. Students gave each component a "grade" from "A" to "F;" these were then converted to numeric form (A=4, B=3, C=2, D=1, F=0). Occasionally, a student spontaneously recorded a grade with a plus or minus (e.g., "C-" ; "A+"); when this occurred, the value was adjusted upward or downward by ½ point (i.e., a C- equals 1.5 pts; an A+ equals 4.5 pts., etc.).

In terms of how much benefit you feel each provided to your learning in this course, please "grade" each of the following course components (A, B, C, D, F)	MEAN	SD	median	range
video clip illustrations of disorders	3.16	0.70	3	2.0 - 4.5
instructor presentation of material (lectures, PowerPoint)	3.84	0.62	4	2.0 - 4.5
use of cinematic film to illuminate course content	3.54	0.64	4	2.0 - 4.0
case readings (Sattler book) and writing reaction papers	3.74	0.46	4	3.0 - 4.5

The results suggest that students find the "orienting" purpose served by lectures to be most beneficial in this course. This finding is bolstered by numerous comments in favor of the use of PowerPoint as a method to support lecture content. Representative student comments include:

- ... the PowerPoints really help with taking notes during class
- ... it's nice being able to get access to PowerPoint slides if I miss a class

but there were a few dissenting views as well:

- ... lectures get boring sometimes
- ... having the lights off makes it too easy to fall asleep

Of the four components evaluated, the **video clips** received the lowest relative rating, although it was still rated at a grade of "B" overall. The clips used are "educational clips" produced by the textbook publisher; their format is that of a clinician interviewing a person who reportedly has one of the disorders being studied in class. Many students found these clips to be less than engaging. Principle complaints about them include "they're dated" (many were recorded in the late 1980's), "the interviewers are too stilted," and "the patients don't really show the symptoms we're learning about."

That last comment reflects the irony that a patient who is functioning adaptively enough to consent to participate in the video project is unlikely to be manifesting the most florid or dramatic symptoms of their disorder. The use of **cinematic films** ("real" movies rather than educational videos) has been somewhat better-received (rating in the "B+" range); such films portray a character with a mental disorder. Such films, when carefully chosen, are more likely to portray the full range of symptoms (from mild to more severe) over the course of the story. Students have commented that such films are much more engaging than the educational video clips.

The **case-readings** book also received favorable reviews (rating in the "A-" range). The book currently in use is an edited work, with autobiographical cases written by the sufferers of various disorders. Students have commented that these offer a nice counterpoint to the case illustrations in our main text, which are written from the "outside" perspective of a clinician commenting on the person's case. Some representative comments:

- ... I even plan to read the other cases – those that weren't assigned – on my own free time.

... the cases are more interesting, and help me understand the disorder more than the textbook does (not as boring)

... we should spend more class time discussing the case readings (from numerous students)

CONCLUSIONS AND ACTION PLANS for 2004 - 2005 – 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.
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.

ASSESSMENT CALENDAR -- PSYCHOLOGY PROGRAM / MAJORS – Abnormal Psychology

Summer, 2004

- Explore materials for possible expansion of use of cinematic film in Fall, 2004

Fall, 2004

- Continue effective modes of instruction in PSY 303 course
- Expand use of case-based discussions in class

SOCIOLOGY AND ANTHROPOLOGY PROGRAMS

Mission: Sociology and Anthropology

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

First, we would like students to develop and become familiar with a sociological perspective. In other words, instead of thinking about society from their own personal vantage point, they need to have an understanding of the external social conditions that influence human behavior and communities. This sociological perspective will enable them to perceive their own personal situation in the context of social (broadly defined - as demographic, ecological, economic, political, and cultural) forces that are beyond their own psyche, circle of friends, parents, and local concerns.

Second, we would like our students to develop a global and cross-cultural perspective. They ought to have an understanding of social conditions around the world, and an understanding of why those social conditions are different from those of their own society. Simultaneously, we would like them to perceive the basic similarities that exist from one society to another and to appreciate how much alike humanity is irrespective of cultural differences.

Third, we would like our students to enhance their critical thinking and analytical skills. Critical thinking involves classifying, assessing, interpreting, and evaluating information in the form of hypotheses and theories into higher order thought processes. Abstracting and evaluating competing theories and hypotheses by relying on critical abilities in assessing data is extremely important in the field of sociology and anthropology.

MAJOR OBJECTIVES: SOCIOLOGY AND ANTHROPOLOGY PROGRAM

We have two major objectives that we would like to measure depending on the career goals and direction that a particular student indicates in his or her own self-assessment.

The Applied Option:

If a student indicates that they are interested in a career in applied sociology or applied anthropology or related fields, we require at a minimum one internship in a specific community organization. This internship brings theory and knowledge of sociology or anthropology into practice. The internship would be evaluated and monitored by the supervisor in the organization and by the faculty in our department. This joint evaluation would attempt to measure the communication skills and abilities of the student that are needed to become useful in the helping professions.

The Theoretical Option:

If a student indicates that she or he is interested in graduate work in the fields of sociology or anthropology, we require a senior-level course that would focus on developing theoretical and analytical skills. Students would be required to write an extensive research paper comparing a classical social theorist (such as Durkheim, Marx, or Weber) with a contemporary social theorist. This would help demonstrate how well the student understands the foundations of social theory and its contemporary directions. This would be an important means of assessing whether or not a student would be able to perform in a graduate school setting in sociology or anthropology.

A Universal Requirement

The Sociology and Anthropology program keeps a portfolio of all of the significant papers written by majors in their courses in the department. We believe that these will become important indicators of a particular student's progress in the development of her or his skills and abilities.

OTHER ANCILLARY OBJECTIVES OF THE SOCIOLOGY AND ANTHROPOLOGY PROGRAM: These are the measurable aspects of the assessment of the students in the Sociology and Anthropology program. These objectives coincide with the various competencies of the Bloom taxonomy learning model and the modality of verbal-linguistic intelligence emphasized by Gardner.

Basic Concepts:

Students should develop a good understanding of the historical development of sociology and how it emerged in relationship to the industrial and political revolutions in the West. This objective measures the knowledge competency and verbal-linguistic modality of the student in this area.

Students will demonstrate knowledge of how sociologists attempt to explain human behavior and institutions. This objective measures the comprehension competency and verbal-linguistic modality of the student in this area.

Students should be able to distinguish a sociological generalization from "common sense" understandings of society. This objective measures the analytical and evaluation competencies and verbal-linguistic modality of the student in this area.

Students will demonstrate knowledge of the basic concepts of culture and society as used by social scientists. This objective measures the knowledge competency and verbal-linguistic modality of the student in this area.

Students should understand the distinctions among the concepts of material culture, symbols, norms, values, subcultures, ethnocentrism, and cultural relativism. This objective measures the knowledge competency and verbal-linguistic modality of the student in this area.

Students should understand the differences among hunting-gathering, tribal horticultural and pastoralist, agrarian, and industrial societies. This objective measures the knowledge competency and verbal-linguistic modality of the student in this area.

Students will demonstrate a knowledge of the concept of socialization as it relates to the nurture-nature controversy in the social sciences. This objective measures the knowledge, analytical, comprehension, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students should understand the relationship of family, peers, school, and the mass media and socialization processes. This objective measures the knowledge, comprehension, and analytical competencies and verbal-linguistic modality of the student in this area.

Students should understand the concepts of status and role as used by social scientists. This objective measures the knowledge competency and verbal-linguistic modality of the student in this area.

Students should understand the difference between primary and secondary groups; and the research conducted by sociologists on these groups. This objective measures the knowledge competency and verbal-linguistic modality of the student in this area.

Students should understand the different types of sociological explanations for deviant behavior. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students should understand the differences between closed, caste-based societies and open, class societies, and the implications these societies have for social mobility. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students should understand the various sociological explanations for social stratification and poverty in their own society. This objective measures the knowledge, comprehension, and analytical competencies and verbal-linguistic modality of the student in this area.

Students will demonstrate knowledge of the differences between race and ethnicity, sex and gender, and other distinctions between biological and sociological categories. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students will demonstrate knowledge of the major racial, ethnic, economic and cultural groups that make up the contemporary United States, as well as some of the changes among and between these groups. This objective measures the knowledge competency and verbal-linguistic modality of the student in this area.

Students should understand basic worldwide demographic trends and the consequences for urbanization. This objective measures the knowledge, comprehension, and evaluation competencies and verbal-linguistic modality of the student in this area.

SOCIAL THEORY FOR THE SOCIOLOGY AND ANTHROPOLOGY STUDENTS

Students should have a good understanding of the differences among the structural-functional, conflict, and symbolic interaction theories in sociology. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students should have an understanding of the differences between unilineal evolutionary theory and diffusionism as early explanations of societal change. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students should have knowledge of the major classical theorists in both sociology and anthropology such as Comte, Spencer, Durkheim, Marx, Weber, Parsons, Boas, Margaret Mead, George H. Mead, Ruth Benedict, Leslie White, Levi Strauss, and more contemporary theorists. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students should have an understanding of the contemporary views of societal change: modernization, dependency, and world systems theory. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

RESEARCH METHODS FOR THE SOCIOLOGY AND ANTHROPOLOGY MAJORS

Students should have a knowledge of what constitutes independent and dependent variables, correlations with and without causal linkage, and causation. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students should understand "objectivity" and the limitations of objective research in the social sciences. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students should understand the different research methods, both qualitative and quantitative in sociology, anthropology, and social work including social experiments, survey research, participant observation, and secondary analysis. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

Students should understand the basic steps of formulating a research project from defining the topic to specifying hypotheses to data collection to interpreting results including statistical procedures and finally drawing conclusions. Social work majors will be able to link scientific knowledge to practice. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

STUDENTS INSTITUTIONAL UNDERSTANDING FOR SOCIOLOGY AND ANTHROPOLOGY

Students should have a cross-cultural understanding of the different forms of family structure and marriage, educational institutions, the major religious belief systems and institutions, and economic and political systems that

exist throughout the world. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

An understanding of social conditions and social problems that affect social work practice should be demonstrated by social work majors. A demonstration of the need to make social institutions more humane and responsive to human needs, especially for at-risk populations will be evident. This objective measures the knowledge, comprehension, analytical, and evaluation competencies and verbal-linguistic modality of the student in this area.

SOCIOLOGY AND ANTHROPOLOGY 2002-2003

Procedures:

We have retained a portfolio of all of the significant papers written by majors in their advanced sociology and anthropology courses in the program. We believe that these will become important indicators of a particular student's progress in the development of her or his skills and abilities. In accordance with our plan for assessment that we devised in 1996, we developed a more "objective" tool for measuring portfolios and assessing how well our majors are doing. We needed an instrument that contains a likert scale for ranking our evaluations of the portfolios. Hopefully this will allow us to better understand our own deficiencies and those of the student. We felt that we did a good job of assessing their papers in a subjective manner, but we needed to have some means of objectifying our results.

Results for Sociology and Anthropology

For this particular academic year, 2002-2003, **we did not have any graduating seniors.** Since most of our students don't write their major research theoretical and methodological essays until their senior year, we did not think a full-scale evaluation of the portfolios of our junior level students would yield any significant results. Thus, we did not do a full scale assessment and evaluation of the portfolios of the students this academic year.

Last year, 2001-2002 we had three students graduate with a Sociology or Anthropology degree. Faculty within the department reviewed the portfolios of those students who were graduating. The portfolio consisted of papers that were written for the most advanced courses within Sociology and Anthropology. The portfolios were evaluated with our likert scale instrument with respect to research source materials drawn upon, mechanics, including punctuation and grammar, logical analysis, style, content, and overall comprehension. We evaluated the portfolios on a scale ranging from "excellent," "good," "average" and "poor,"

SOCIOLOGY/ANTHROPOLOGY ACTION PLAN FOR 2003-2004 FOR ASSESSMENT

This academic year 2002-2003 we did not have any students graduating in our Sociology and Anthropology programs. Therefore, we did not do our portfolio evaluation and assessment for those students. We are maintaining portfolio files for these students who major in Sociology and Anthropology. The students who focus on Sociology or Anthropology are those who want to develop a research or teaching career in those areas. We will implement our portfolio evaluations for graduating students this next year 2003-2004. We plan to review the results of our assessment technique for our sociology and anthropology majors for this past year. We may modify some of our techniques for assessment following our evaluation. We do not expect our program to grow substantially. This is in line with national trends in these fields and the nature of our program. When we score the portfolio essays we are trying to determine whether our students are synthesizing and integrating the materials as well as we expected. However, we will have to wait until next year to accomplish this comparative evaluation. Our calendar for our assessment follows:

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 2004	Collect portfolio of	May 2004	Review portfolios according to	Fall 2004 Department meets

			major essays		standardized criteria: Scoring portfolio	to evaluate methods of assessment
ANT Major	Portfolio	May 2004	Collect portfolio of major essays	May 2004	Review portfolios according to standardized criteria: Scoring portfolios	Fall 2004 Department meets to evaluate methods of assessment

FUTURE PLANS FOR ASSESSMENT FOR OUR SOCIOLOGY/ANTHROPOLOGY MAJORS

Again, as we mentioned last year, we need to continue to perfect our collection of papers for incorporation into the portfolios. 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 IN OUR ASSESSMENT PROGRAM FOR SOCIOLOGY AND ANTHROPOLOGY

We are going to try to develop a more effective instrument for assessing the student portfolios for those majoring in sociology or anthropology. Since we have a small number of majors graduating, it is difficult to get statistically meaningful assessment information. We have developed a likert scale for assessing their essays in their portfolios, however since we do not have any majors graduating this academic year we did not implement our evaluation and assessment. This makes it very difficult to assess their portfolios in any significant manner. We will provide a format and guideline for assessing our majors this next year.

Major	Assessment	Assessment	Student	Review	Program Assessment	Next Assessment
Major	Assessment	Assessment	Student	Review	Program Assessment	Next Assessment

Lindenwood College for Individualized Education (LCIE)

General Goals

The Lindenwood College for Individualized Education is an accelerated program which specializes in fulfilling the educational needs of adults. LCIE is committed to the idea that people learn more effectively when their experience and goals converge. To this end, LCIE actively fosters the participation of students in the planning of their educational programs.

Upon admission and initial matriculation into any LCIE degree program, a student will meet with his or her advisor to create a "Program Overview." The Program Overview will detail the student's learning goals and previous education and experience and will set forth a program of coursework designed to attain these goals. Copies of the Program Overview Document will be given to the student and retained in permanent student files held by the advisor. Changes in the student's learning goals and/or program content will be added to the original document.

LCIE offers various majors at the undergraduate and graduate levels. There are goals and objectives which are common to all majors, and there are some goals and objectives which are specific to individual majors. The common goals and objectives of LCIE are the following:

Goal: 1. Develop an awareness of the relationships among traditional disciplines.

Objectives: The students will

- a. learn in integrated clusters of related disciplines
- b. participate in at least one colloquium per term
- c. meet with their faculty advisors each term for integrative discussion of studies.

Goal: 2. Develop written and oral communication skills.

Objectives: In each cluster the students will

- a. write at least 30 pages (40 pages for graduate students) of case study analyses, expository prose, and/or research projects
- b. participate in and lead seminar discussions
- c. meet with their faculty advisors to monitor progress.

Goal: 3. Develop research skills.

Objectives: The students will

- a. assimilate a range of information from a variety of sources into a thesis driven discussion
- b. demonstrate competence in the use of accurate and appropriate documentation
- c. complete a culminating project under the supervision of their faculty advisors or complete a capstone course

Goal: 4. Develop an awareness of community resources to foster lifelong learning.

Objectives: The students

- a. may participate in experiential learning opportunities including practica, internships, and other field experiences
- b. participate in learning experiences outside of the classroom.

Goal: 5. Develop a mastery of the body of knowledge and skills within a field of study.

Current LCIE Assessment

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, and 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).

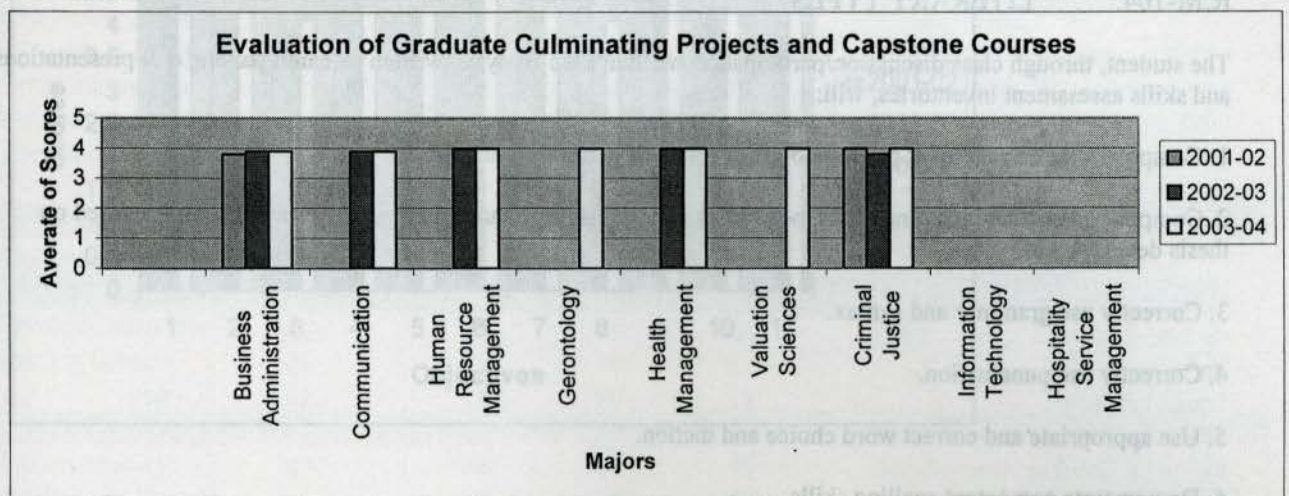
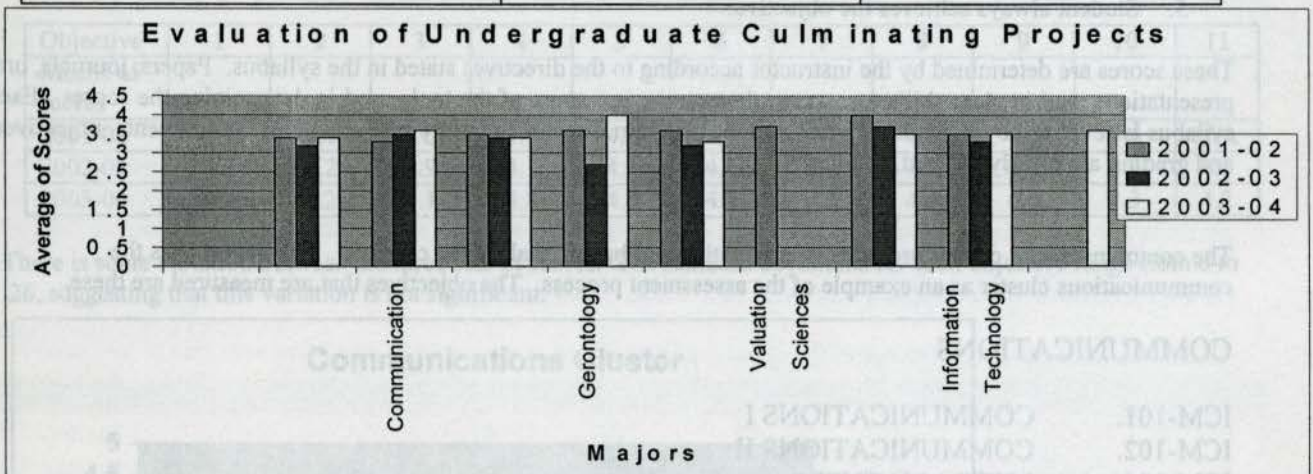
Assessment of the majors based on a sample of 168 undergraduate and 179 graduate students:

Year: June 2003 to May 2004

Major	Undergraduate Culminating Projects		Graduate Culminating Projects or Capstone Courses	
	No. of Students	Average	No. of Students	Average
Business Administration	82	3.4	128	3.9
Communications	29	3.6	31	3.9
Human Resource Management	12	3.4	1	4.0
Gerontology	1	4.0	10	4.0
Health Management	8	3.3	2	4.0
Valuation Sciences			1	4.0
Criminal Justice	4	3.5	6	4.0
Information Technology	30	3.5		
Hospitality Service Management	2	3.6		

Comparison of 2001-02, 2002-03 and 2003-04:

Major	Undergraduate Culminating Projects			Graduate Culminating Projects or Capstone Courses		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Year	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Number of Students Assessed:	131	172	168	157	206	179
Business Administration	3.4	3.2	3.4	3.8	3.9	3.9
Communications	3.3	3.5	3.6	3.7	3.9	3.9
Human Resource Management	3.5	3.4	3.4	4.0	4.0	
Gerontology	3.6	2.7	4.0			4.0
Health Management	3.6	3.2	3.3	4.0	4.0	
Valuation Sciences	3.7					4.0
Criminal Justice	4.0	3.7	3.5	4.0	3.8	4.0
Information Technology	3.5	3.3	3.5			
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. The variation in undergraduate gerontology scores for both 2002-03 and 2003-04 are due to the fact that they represent a single student.

Student Evaluations in the Clusters

The LCIE Action Plan for 2002-2003 stated that student evaluation forms would be designed for each of the general education clusters and for each of the clusters in the majors. These evaluation forms are tied to the objectives of each cluster. This has been implemented over the past two years.

At the end of each cluster each instructor evaluates the performance of the student. Previously, these evaluations were narrative in format. An area for optional narrative comments remains on each form. In addition, beginning in the fall quarter of 2002, every student in every cluster was evaluated on each course objective according to the following scale:

Evaluation Scale:

1. Student never achieves the objective.
2. Student usually does not achieve the objective.
3. Student adequately achieves the objective.
4. Student usually achieves the objective.
5. Student always achieves the objective.

These scores are determined by the instructor according to the directives stated in the syllabus. Papers, journals, oral presentations, and in class skills assessment inventories are some of the tools used in determining the scores. Each syllabus is reviewed by a faculty advisor and the program director to ensure that schedules, assignments, objectives, and grading are clearly defined.

The communications cluster provides an orientation and basis for all of the clusters. This report uses the communications cluster as an example of the assessment process. The objectives that are measured are these.

COMMUNICATIONS

- ICM-101. COMMUNICATIONS I
- ICM-102. COMMUNICATIONS II
- ICM-104. LITERARY TYPES

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Compose a thesis statement and support it in a unified and coherent manner.
2. Compose an outline including an introduction and conclusion, clearly dividing topics and subtopics based on thesis development.
3. Correctly use grammar and syntax.
4. Correctly use punctuation.
5. Use appropriate and correct word choice and diction.
6. Demonstrate competent spelling skills.
7. Identify, analyze, and use appropriate reference materials.
8. Implement MLA rules for format and citation.
9. Demonstrate appropriate oral communication skills.

10. Recognize, analyze, and use genre and literary strategies.

11. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

Analysis of Communications Cluster

The evaluation of individual objectives began in the 2001-2002 academic year in the communications cluster. The only difference between the objectives from 2001-2002 to 2002-2003 is the addition of an 11th objective. Each objective can be analyzed individually over the last three 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.

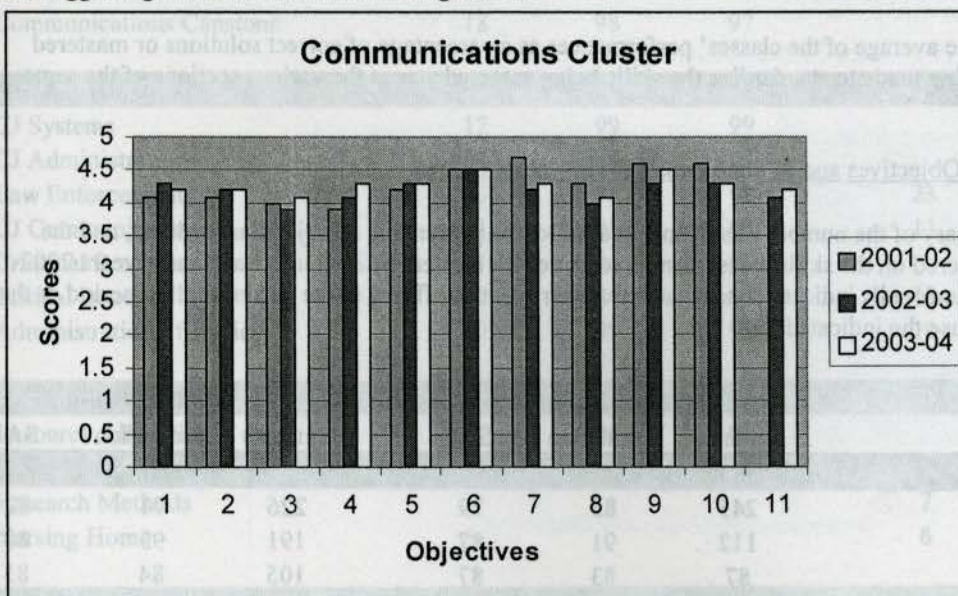
245 students in the introductory communications cluster were assessed from April 2002 through March 2003.

171 students in the introductory communications cluster were assessed from April 2003 through March 2004.

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

There is some variation between the three sets of scores. The standard deviations for each objective range from 0 to .26, suggesting that this variation is not significant.



Comparison of Competencies and Objectives in the Communications Cluster

Competencies

- A. Basic Knowledge (accuracy and completeness of content)
- B. Comprehension (abstractness of expression)
- C. Analysis (thoughtfulness, reasoning)

- D. Synthesis (organization and clarity of expression)
- E. Evaluation (critical thinking)

(An x indicates which objectives measure which competencies. The degree to which the competency is measured is stated in the tables and chart above.)

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7	Obj 8	Obj 9	Obj 10	Obj 11
A	x	x	x	x	x	x	x	x	x	x	x
B	x				x		x			x	x
C							x			x	x
D										x	x
E											

There are over 60 clusters offered in the LCIE format. Specific information on each of them and their objectives is available to the program managers and instructors.

Skills Assessment Inventories in the Clusters

LCIE students participate in an accelerated learning format. Written and oral communication skills are emphasized in all clusters. Papers, projects, presentations and other activities provide the instructor with a basis for the grades assigned to each of the courses.

The skills assessment inventory (SAI) was added to the list of assessment tools in the 2002-2003 academic year. Instructors and faculty advisors have experimented with a variety of formats for these in class inventories which may take the form of a traditional test. The SAI is a timed, comprehensive review of the material covered. The number and format of SAIs given per quarter is at the discretion of the instructor. Typically, the SAI allows students to use one supplementary material, either notes, textbooks, or journals.

This document reports the average of the classes' performances as a percentage of correct solutions or mastered skills. Every effort is being made to standardize the skills being assessed across the various sections of the same cluster.

Summary of Mastery of Objectives and Skills Assessment Inventory Scores

The following is a summary of the number of students evaluated, the percentage of objectives realized, and the percentage of skills mastered on the skills assessment inventories for clusters offered in the academic years 2002-2003 and 2003-2004. 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	2002-2003			2003-2004		
	Students	Evaluation	SAI	Students	Evaluation	SAI
General Education	Number	Eval %	SAI %	Number	Eval %	SAI %
Communications	245	85	79	226	91	82
Humanities	112	91	87	191	93	80
Social Sciences	87	83	87	105	84	85
Mathematics	127	70	83	105	87	75
Essential Computer Mathematics	22	87	87	24	75	71
Natural Sciences	103	88	86	111	89	81
CC Africa	45	90	89	46	91	91
CC Russia	45	95	91	19	95	88
CC Native Americans	46	98	95	77	99	93
CC Japan	24	78		26	81	
CC Latin America	6	88	78			

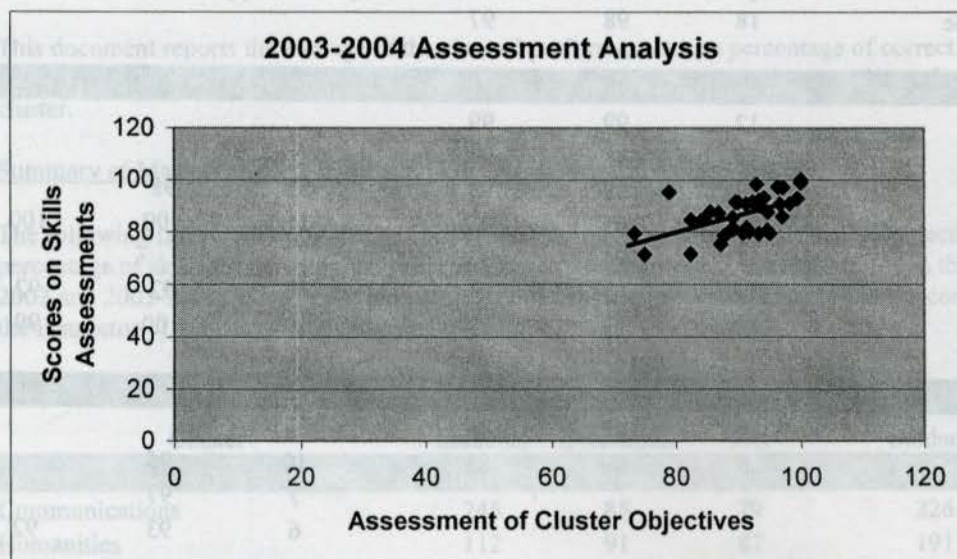
Business Administration	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Undergraduate						
Accounting	67	82	76	59	88	79
Management	99	87	91	90	87	87
Marketing	76	89	85	90	86	88
Economics	63	92	84	73	93	91
Business Law	75	91	88	77	79	95
Small Business				16	83	85
Graduate						
Accounting	71	91	77	86	89	81
Marketing	97	89	89	90	86	88
Management	135	93	91	59	88	79
Finance	36	93	84	51	92	80
Communications	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Historical Trends	22	85	82	11	89	85
Advertising (Promotional Mix)	48	96	80	17	93	98
Written Com. for Business	6	100	100			
Advanced Creative Writing	10	98	66			
Organizational Com. Theory	46	96	86	92	98	91
Desktop Publishing	25	99	94	30	93	90
Public Relations	28	99	98	68	94	93
Business Graphics (Digital Mgmt)	12	100	97	12	100	
Video Production				38	90	91
Communications Capstone	18	98	97			
Criminal Justice	Number	Eval. %	SAI %	Number	Eval. %	SAI %
CJ Systems	12	99	99			
CJ Administration	12	88	94			
Law Enforcement	13	98	99	23	98	
CJ Communications	11	95	98	11	100	100
Criminal Procedure	11	95	95			
Critical Issues	12	87	91	13	92	92
Administration of Justice	12	99	99	10	100	99
Gerontology	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Resource Allocation	8	98	96			
Mental Health Issues	8	90	83	10	96	
Research Methods				7	97	
Nursing Home				6	93	92
Health Management	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Ethical Issues	11	89	89	7	97	97
Health Care Finance	8	97	94	11	96	97
Strategies	11	88	83			
Health Care Policy/Resources	7	99	99	25	90	92
Legal Issues	11	98	88	30	97	91
Management in Health Care	6	98	90			

Human Resource Management	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Employee Supervision	100	95	83	6	73	80
Adult Learning	23	90	89	14	96	
Group Dynamics	36	95	95	17	95	
Organizational Assessment	35	95	94	68	97	86
Strategies for HRM	27	80	70	25	82	72

Information Technology	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Management Information Systems	33	96	95	18	96	
Networking Essentials	25	94	92			
Advanced Networking				11	93	
Operating Systems	24	97	79	16	95	80
Project Management	17	95	88	12	98	
Web Design	12	89	96	13	91	80
Database Design	12	94	85	15	95	81

The table itself gives the directors of the programs valuable information. In addition to quantifying students' performance, 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. It also shows that fewer instructors used the assessment tools in 2003-2004 than in 2002-2003. Program managers must make an effort to improve participation in the assessment process.

The following graph shows that there is an association between the assessment of cluster objectives and the scores on the skills assessment inventories. The correlation is 0.55, indicating that there are factors that are not assessed by the SAIs but that significantly impact the grades given in the clusters.



ACTION PLAN

By the end of the 2004-2005 academic year:

1. Student evaluation forms will be used in all clusters.
2. Program managers will continue to work with the adjunct faculty to achieve consistency in the assessment process and in the development of syllabi.
3. Skills assessment inventories will be updated and refined.
4. Analyses of all clusters following the example of the introductory communications cluster will be continue.
5. 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)
6. A program will be devised to follow up on graduates of LCIE
7. Pretests and posttests will be considered in appropriate areas.
8. Graduate students will assist in the data entry necessary for the completion of these actions.

SCHOOL AND PROFESSIONAL COUNSELING PROGRAM

Forms of Assessment

(I) ASSESSMENT IN INDIVIDUAL COURSES

Continued monitoring of syllabi, use of standardized assessment techniques, and use of Bloom's taxonomy matrices for each course.

(II) 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 2003-2004 academic year has ranged from 5 (Fall 2003) to 5 (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:

(i) *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 2003-2004 academic year suggest a drop in scores from previous administrations; however in comparison to the national average, these scores still fall within the mean. This suggests that despite a numeric drop in score, there is no significant difference between current scores and previous higher scores, showing students are still performing consistently with national expectations. 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:

- (i) 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.
- (ii) Continued to encourage Adjunct instructors to use a stricter grading policy so as to provide students with a more accurate assessment of their academic abilities. In addition, with the assistance of the administration, monitoring of student's performance and stricter enforcement of academic probation and suspension policies allowed us to maintain more rigorous academic standards. As a result of the exit exam requirements and the shift to increased testing across the curriculum, we continue attracting a stronger caliber of students. Earlier feedback regarding academic performance has also allowed students to make adjustments as necessary to increase their own performance. It is hoped that the net outcome of these actions will lead to an overall increase in the quality of students that enter the program as well as increase their quality of their performance at the end of the program.
- (iii) With the departmental transition in Fall 2003, students were also being advised to follow more closely to the suggested course sequence. Students were also no longer allowed to take the CPCE until all necessary classes had been completed, as opposed to taking the exam concurrently with certain courses. This action was taken in order to ensure students already had exposure and competency over topics covered by the exam.
- (iv) 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.
- (v) To be implemented in Fall 2004, students will be only be permitted 3 C's across the program (not including Counseling Skills Lab and Internship). Students with a C grade will be required to retake those classes.
- (vi) 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.

Specific courses

- (vii) 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.
- (viii) Appraisal concepts are being reviewed and utilized in advanced courses to enhance and aid in material application and retention.
- (ix) 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 lead 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 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:

- (i) To address the concern over consistency across sections, adjunct instructors would no longer teach internship sections as of Spring 2004. Use of full-time professors allowed for greater communication regarding class procedures and more efficient course development.
- (ii) 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.
- (iii) New assessment procedures were experiment with during Spring 2004. This resulted in a pilot assessment project to be implemented in Summer 2004. Data from this pilot study will be used to determine if this method will be more valid and reliable than previous methods.

(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.

CPCE Results (Spring 2001- Spring 2004)

(I) MEAN SCORE FOR EACH OF THE 8 SECTIONS OF THE CPCE:

	Grwth	Human Fds (Obj 1)	Cultural Rel (Obj 2)	Helping work (Obj 5)	Group (Obj 5)	Career (Obj 4)	Appr & Eval (Obj 3)	Resrch & Ethics (Obj 6)	Prof (Obj7&8)
Max possible		17	17	17	17	17	17	17	17
<u>National Norms- Mean</u>		12.21	10.26	13.17	13.29	11.13	10.94	9.98	11.39
<u>Std Deviation</u>		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
<u>National Norms- Mean</u>		11.24	10.28	11.32	12.7	10.95	10.81	9.82	11.58
<u>Std Deviation</u>		2.42	1.92	2.25	2.46	2.26	2.39	2.37	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
<u>National Norms – Mean</u>		11.29	10.37	10.99	11.18	9.20	9.33	10.59	11.85
<u>Std. Deviation</u>		2.35	2.02	2.12	2.45	2.16	2.17	2.48	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

(II) MEAN TOTAL CPCE SCORE

TRIMESTER	Total	Passrate >100	90<x<99	80<x<89	<80(fail)	
<u>Max possible</u>	136					
<u>National Norms</u>	92.37					
(Std Deviation)	12.30					
Spring 2001	93.65 11.61	88.00%	29.00%	38.00%	21.00%	12.00%
Summer 2001	84.96 12.94	59.00%	7%	30.00%	22.00%	41.00%
Fall 2001	81.52 8.46	63.00%	0%	15.00%	48.00%	37.00%
Spring 2002	85.92	69.00%	13.00%	33.00%	23.00%	31.00%
<u>National Norms</u>	88.71					
(Std Deviation)	12.52					
Summer 2002	83.17 18.26	62.00%	10.00%	21.00%	31.00%	38.00%
Fall 2002	83.91	66.00%	6.00%	41.00%	19.00%	34.00%
Spring 2003	90.35 11.31	86.96%	13.04%	43.48%	30.43%	13.04%
Summer 2003	87.83	83.33%	8.33%	33.33%	41.67%	16.67%
Fall 2003	83.78 11.83	66.67%	3.03%	39.39%	24.24%	33.33%
<u>National Norms</u>	84.90					
Std Deviation	12.17					
Spring 2004	83.00 11.48	57.89%	5.26%	21.05%	28.95%	42.10%

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.

Classroom Assessment Technique: Pilot Project

At the end of the fall and spring 2003-2004 semesters, students in four ENG 150 English Composition I classes were asked to complete three "Minute Messages." A "minute message" is an assessment tool described by Angelo and Cross in "College Assessment Techniques."

The questions asked were designed to elicit information from freshmen college students concerning their first year college experiences. The goal of the questions was to learn what the students liked and did not like about their first months in college. Through this information, the university might be able to get a sense of its perceived strengths as well as those characteristics that might need to be addressed in an effort to retain its freshmen students.

The questions that were asked as well as the information gathered are listed below.

In your experience, what has been the most positive aspect of your first year in college?

- ✓ "Learning! I've had great professors!"
- ✓ "College has been a great place to learn about different cultures and meet new people. It is also a place where I have learned about life experiences, and it has become a foundation for my career and life."
- ✓ "Being my own boss and arranging my own schedule, but students have to be mature enough to handle it."
- ✓ "Being on my own."
- ✓ "The freedom to experience life and learn from our mistakes."
- ✓ "Class sizes- I like having classes under 30-40 students!"
- ✓ "The activities and sports!"
- ✓ "Freedom to express myself. This is new for me."
- ✓ "All my new friends. I love them!"
- ✓ "The educational quality here is better than my previous school. I did much better in my classes at LU due to better one-on-one teaching and because the teachers are all of very high quality themselves."
- ✓ "Having a dry campus. I appreciate that."
- ✓ "No expensive parking passes."
- ✓ "The campus and my dorm are beautiful!"
- ✓ "Flexible class schedules."
- ✓ "Wonderful teachers! The professors really care about their students."
- ✓ "The Spellmann Center-wow!"

In your experience, what has been the least positive aspect of your first year in college?

- ✓ "The disrespect some students show their professors. I find that very disconcerting."
- ✓ "The food has been the least great. It's been hard to stick to a strict diet based on my faith."
- ✓ "The workload!"
- ✓ "I have been unable to work for spending money due to athletics, classes, and work and learn. I'm broke!"
- ✓ "I've been homesick. I miss my friends."

- ✓ "I've spent a lot of money on books I haven't used. Teachers need to use the books or not make us buy them."
- ✓ "There's no place to work in groups after 10:00."

If you could suggest one change at Lindenwood University that would make your college experience more positive, what would that change be?

- ✓ "Honors sections of classes. I want to work at a faster pace with other students who genuinely want to learn. In some classes, I'm just reviewing what I did in high school. I know that is important because we all come from different experiences, but I feel my time is not being used to its full advantage."
- ✓ "I would suggest giving students opportunities to make suggestions for change to the cafeteria menus."
- ✓ "I would allow visitation in all housing. We are adults. We have less freedom here than when we were in high school."
- ✓ "Having a 24-hour 'hang-out' place. Because we don't have visitation, it would be great to have a place to just sit and talk or work with a group on homework without having to pay like at a restaurant or bar."
- ✓ "I think LU should have a nurse. My parents' insurance won't allow me to see a doctor here and I live in another state. It's too expensive to go to a physician without insurance."
- ✓ "A bus or trolley- I'm just too nervous to walk to campus from the houses at night. I had one night class and it was very scary and cold trying to get home at 9:30."
- ✓ "Have the computer lab open later at night and longer on the weekends. I do a lot of homework on the weekends and it closes too early!"
- ✓ "More school spirit. I miss that."
- ✓ "I'd create meal plans that would allow students to buy 1 or 2 meals a day rather than having to pay for meals they don't eat. Another option would be to allow students to bring friends from off campus and pay for their meals by using the un-eaten meals."
- ✓ "More student activities like barbeques."
- ✓ "Let students know what books they need so that they can buy them online. The markup at the bookstore is crazy!"

During the second semester, 36 students responded to one final question: What has been the hardest part of adjusting to college life.

Of the 36 students who responded to the final question, 21 were from the United States. Their responses centered on the following topics:

- ✓ Tests and work load
- ✓ Personal responsibility
- ✓ Dorm life and meeting new people
- ✓ Homesickness
- ✓ Time management
- ✓ Costs

The remaining 15 students were international students from Zimbabwe, Panama, Nepal, Ecuador, the Bahamas, Taiwan, Argentina, St. Kitts, Peru, Africa, Brazil, and Uruguay. Their responses to the same question centered on the following topics:

- ✓ The change in language
- ✓ Culture and the change in foods offered
- ✓ Homesickness
- ✓ New and different teaching techniques
- ✓ Time management
- ✓ Personal responsibility

As might be expected, the change in language and culture were concerns expressed by international students. However, freshmen are freshmen, and personal responsibility and time management were concerns for students regardless of their home country.

SURVEYS OF STUDENT OPINIONS AND ATTITUDES:

Student attitudes and opinions regarding their experience at Lindenwood and their perceptions of various services have been administered to graduating seniors for a number of years. Unfortunately, data from years prior to 2003 was lost due to computer problems. The following survey was administered to freshman students and to graduating seniors in the fall and spring, 2003 and to the same in 2004. Results for freshman students were not available by 9 July 2004. While the information gained is somewhat useful (we know that some students are not entirely satisfied with parking), results from several years will provide more useful data and may disclose secular trends.

INSTITUTIONAL PROFICIENCY SURVEY

The information you supply on this questionnaire will be beneficial in the growth and development of Lindenwood University programs. Thank you for your help!

SECTION I – DEMOGRAPHIC INFORMATION

Name: _____ Social Security Number _____ - _____ - _____

Gender: Male Female Major: _____

Class Level: Freshman Sophomore Junior Senior Graduate Student

Permanent Residence: St. Louis Area In-State Out of State International

College Residence: Residence Hall Fraternity/Sorority Housing Married Student Housing

Single Parent Housing University Owned Houses or Lindenwood Village

Off Campus Apartment or house Parents' or Relatives' Home Other

Enrollment Status: Full-time Part-time

What is your native language? English Spanish _____ Other (Please List)

SECTION II – CAMPUS SERVICES/FACILITIES

Please circle the rating that indicates your level of satisfaction with each of the following services/facilities at Lindenwood University.

Part A In "Part A", please circle the rating that indicates whether or not you have used the service or facility.

Part B If you have used the service or facility, please indicate your level of satisfaction in "Part B".

If you have not used the service, complete only "Part A" and skip "Part B".

The ratings for "Part A" are as follows: Y – have used this service, N – have not used this service.

The ratings for "Part B" are as follows: 1 – very dissatisfied, 2 – dissatisfied, 3 – neutral, 4 – satisfied, 5 – very satisfied, 6-NA

Part A			Part B						
1.	Y	N	Academic Advising Services	1	2	3	4	5	6
2.	Y	N	University-sponsored tutorial services	1	2	3	4	5	6
3.	Y	N	Career Development Services	1	2	3	4	5	6
4.	Y	N	Work and Learn Programs	1	2	3	4	5	6
5.	Y	N	Residence Hall Services/Facilities	1	2	3	4	5	6
6.	Y	N	University-sponsored Social Activities	1	2	3	4	5	6
7.	Y	N	University Organizations/Clubs	1	2	3	4	5	6
8.	Y	N	Computer Services/Facilities	1	2	3	4	5	6
9.	Y	N	Switchboard/Mail Services	1	2	3	4	5	6
10.	Y	N	Financial Aid Services	1	2	3	4	5	6
11.	Y	N	Business Office Services	1	2	3	4	5	6
12.	Y	N	Registration Procedures/Transcript Services	1	2	3	4	5	6
13.	Y	N	Dining Hall Services	1	2	3	4	5	6
14.	Y	N	Athletic Programs/Facilities	1	2	3	4	5	6
15.	Y	N	Parking Services/Facilities	1	2	3	4	5	6
16.	Y	N	Library Services/Facilities	1	2	3	4	5	6
17.	Y	N	Maintenance/Grounds Service	1	2	3	4	5	6
18.	Y	N	International Student Services/Programs	1	2	3	4	5	6
19.	Y	N	Lindenwood Bookstore	1	2	3	4	5	6
20.	Y	N	Classroom Facilities	1	2	3	4	5	6
21.	Y	N	Boone Campus	1	2	3	4	5	6
22.	Y	N	Mentoring Services	1	2	3	4	5	6
23.	Y	N	Tutoring Services	1	2	3	4	5	6

SECTION III – UNIVERSITY/ACADEMIC ATMOSPHERE

Please circle the rating that indicates your level of satisfaction with each of the following aspects of this university. The ratings are as follows: 1 – very dissatisfied, 2 – dissatisfied, 3 – neutral, 4 – satisfied, 5 – very satisfied, 6-NA

1.	Course content	1	2	3	4	5	6
2.	Availability of courses when you need them	1	2	3	4	5	6
3.	Availability of instructors outside of class	1	2	3	4	5	6
4.	General quality of instruction at Lindenwood	1	2	3	4	5	6
5.	Instruction in your major field	1	2	3	4	5	6
6.	Attitude of instructors toward students	1	2	3	4	5	6
7.	Class size	1	2	3	4	5	6
8.	Variety of courses offered at LU	1	2	3	4	5	6
9.	Availability of your advisor	1	2	3	4	5	6
10.	Preparation for the world of work/future career	1	2	3	4	5	6
11.	Admissions policies/procedures	1	2	3	4	5	6
12.	Access to financial aid/information prior to enrolling	1	2	3	4	5	6
13.	Correctness of information supplied to you prior to enrolling	1	2	3	4	5	6
14.	Policies regarding student conduct	1	2	3	4	5	6
15.	Activity course offerings	1	2	3	4	5	6
16.	Greek Life	1	2	3	4	5	6
17.	Opportunities for involvement in University-sponsored social activities	1	2	3	4	5	6
18.	Student Government	1	2	3	4	5	6
19.	Student employment opportunities	1	2	3	4	5	6
20.	Academic probation/suspension policies	1	2	3	4	5	6

21. Personal Safety/Security on Lindenwood Campus	1	2	3	4	5	6
22. Attitude of staff toward students	1	2	3	4	5	6
23. Concern for you as an individual	1	2	3	4	5	6
24. Self-actualization while at Lindenwood University	1	2	3	4	5	6
25. Spiritual growth while at LU	1	2	3	4	5	6
26. Development of personal values while at LU	1	2	3	4	5	6
27. Development of a desire for lifelong learning	1	2	3	4	5	6
28. Development of a strong work ethic	1	2	3	4	5	6
29. Development of a desire to serve my community	1	2	3	4	5	6
30. Discovery of the path for my life	1	2	3	4	5	6

INSTITUTIONAL PROFICIENCY SURVEY RESULTS – 2002-2003/2003-2004

These data come from surveys administered to graduating seniors in May.

Section I: Demographic Information

Information from May, 2004

Major:

Business	51
H R	11
Psychology	7
Religion	1
Chemistry	2
Retail	4
Education	65
IT	3
Fine Arts	14
Management	1
Marketing	9
Math	4
Biology	8
English	6
C J	9
HSAM	4
MIS	2
Lib Media	1
Gerontology	1
Finance	6
Communications	20
Sports Mgmt	9
P.E.	7
Accounting	4
Counseling	4
Political Science	3
AT	6
International business /relations	8
History	4
Social Work	6
CIS	4
Pre Med	1

Information from May 2003, and May 2004.

	2003	2004
Total Responses:	312	294
Gender:		
Female	216	206
Male	96	87
Did not disclose		1
Class Level:		
Senior	205	223
Graduate Student	103	87
Did not disclose	4	1
Permanent Residence:		
St. Louis Area	230	223
In State	38	42
Out of State	25	34
International	17	21
Did not disclose	2	6
College Residence:		
Residence Hall	48	88
Fraternity/Sorority Housing	3	2
Married Student Housing	2	2
Single Parent Housing	1	0
University Owned houses	45	69
Off Campus Apartments/Houses	105	49
Parents or Relatives' Home	49	28
Other	33	27
Did not disclose	26	29
Native Language:		
Arabic	n/a	1
Bosnian	n/a	1
Chinese	1	n/a
English	292	280
English Binary	1	n/a
German	2	n/a
Limba	1	n/a
Nepali	n/a	1
Polish	1	1
Russian	n/a	1
Setswana	1	n/a
Spanish	7	6
Thai	3	3
Did not disclose	3	0

Graduating Senior Survey

2003

2004

INSTITUTIONAL PROFICIENCY SURVEY

Total Answered =

312

Total Answered =

294

Section II	Part A	Part b	Part A:		Part B:
			Yes	Average	Average
1 Academic Advising	226	4.04	231	3.8	
2 University-sponsored Tutorial Services	27	3.41	34	3.39	
3 Career Development	61	3.98	83	3.61	
4 Work and Learn	113	3.52	163	3.38	
5 Residence Hall Services/Facilities	104	3	163	3.29	
6 University Sponsored Social Activities	69	3.32	79	3.34	
7 University Organizations/Clubs	106	3.81	114	3.73	
8 Computer Services/Facilities	194	3.77	213	4.21	
9 Switchboard/Mail Services	125	3.3	145	3.63	
10 Financial Aid Services	236	3.83	207	3.81	
11 Business Office Services	267	3.45	236	3.44	
12 Registration/Transcript Services	279	3.74	238	3.67	
13 Dining Hall Services	128	3.2	173	3.14	
14 Athletic Programs/Facilities	82	3.79	121	3.46	
15 Parking Services/Facilities	248	2.49	218	2.55	
16 Library Services/Facilities	22	3.04	199	3.28	
17 Maintenance/Grounds Service	100	3.2	123	3.58	
18 International Student Services	18	3.06	40	3.65	
19 Lindenwood Bookstore	302	3.77	257	3.55	
20 Classroom Facilities	286	3.5	249	3.6	
21 Boone Campus	29	3.97	34	3.68	
22 Mentoring Services	9	3.67	13	4.12	
23 Tutoring Services	20	3.3	22	3.84	
Section III	<u>Average</u>		<u>Average</u>		
1 Course Content	4.21		3.93		
2 Availability of courses when you need them	3.88		3.78		
3 Availability of instructors outside of class	4.32		4.06		
4 General quality of instruction at LU	4.18		3.94		
5 Instruction in your major field	4.31		4.14		
6 Attitude of instructors toward students	4.42		4.25		
7 Class size	4.5		4.23		
8 Variety of courses offered at LU	3.99		3.91		
9 Availability of your advisor	4.28		3.92		
10 Preparation for world of work/future career	3.86		3.71		
11 Admissions policies/procedures	3.89		3.56		
12 Access to financial aid/information prior to enrolling	4.04		3.63		
13 Correctness of information supplied prior to enrolling	3.83		3.56		
14 Policies regarding student conduct	3.89		3.33		
15 Activity course offerings	4.13		3.56		
16 Greek Life	4.43		2.78		
17 Opportunities for involvement in social activities	4.14		3.3		
18 Student Government	4.46		3.15		

19 Student employment opportunities	4.22	3.22
20 Academic probation/suspension policies	4.23	3.04
21 Personal safety/Security on Lindenwood Campus	3.53	3.32
22 Attitude of staff toward students	3.99	3.76
23 Concern for you as an individual	3.81	3.34
24 Self-actualization while at LU	3.89	3.78
25 Spiritual growth while at LU	3.97	3.44
26 Development of personal values while at LU	4	3.75
27 Development of a desire for lifelong learning	4.1	3.9
28 Development of strong work ethic	4.12	3.92
29 Development of a desire to serve my community	4	3.76
30 Discovery path for my life	4.04	3.78

College Community Living Survey
(Administered to Freshmen in the fall semester)

INSTITUTIONAL PROFICIENCY SURVEY

2003
Total Answered = 369

2004
Total Answered+ N/A as of 9 July '04

Section II

	Part A: <u>Yes</u>	Part B: <u>Average</u>
1 Academic Advising	169	4.13
2 University-sponsored Tutorial Services	32	3.96
3 Career Development	34	3.91
4 Work and Learn	309	3.64
5 Residence Hall Services/Facilities	284	3.58
6 University Sponsored Social Activities	202	3.79
7 University Organizations/Clubs	126	4.26
8 Computer Services/Facilities	231	4.08
9 Switchboard/Mail Services	184	3.73
10 Financial Aid Services	295	4.1
11 Business Office Services	231	3.86
12 Registration/Transcript Services	267	3.78
13 Dining Hall Services	339	3.84
14 Athletic Programs/Facilities	268	4.36
15 Parking Services/Facilities	287	2.49
16 Library Services/Facilities	259	4.03
17 Maintenance/Grounds Service	140	3.52
18 International Student Services	43	4.27
19 Lindenwood Bookstore	359	4.19
20 Classroom Facilities	335	3.83
21 Boone Campus	23	4.43
22 Mentoring Services	15	4.2
23 Tutoring Services	26	4.07

Section III	Average
1 Course Content	4.16
2 Availability of courses when you need them	3.99
3 Availability of instructors outside of class	4.04
4 General quality of instruction at LU	4.05
5 Instruction in your major field	4.15
6 Attitude of instructors toward students	4.22
7 Class size	4.39
8 Variety of courses offered at LU	4.02
9 Availability of your advisor	4.07
10 Preparation for world of work/future career	3.9
11 Admissions policies/procedures	3.63
12 Access to financial aid/information prior to enrolling	3.5
13 Correctness of information supplied prior to enrolling	3.5
14 Policies regarding student conduct	3.17
15 Activity course offerings	3.84
16 Greek Life	4.06
17 Opportunities for involvement in social activities	3.91
18 Student Government	3.93
19 Student employment opportunities	3.93
20 Academic probation/suspension policies	3.8
21 Personal safety/Security on Lindenwood Campus	3.82
22 Attitude of staff toward students	4.04
23 Concern for you as an individual	3.85
24 Self-actualization while at LU	3.87
25 Spiritual growth while at LU	3.75
26 Development of personal values while at LU	4.76
27 Development of a desire for lifelong learning	3.89
28 Development of strong work ethic	3.93
29 Development of a desire to serve my community	3.77
30 Discovery of a path for my life	4.05

- Development of an examination to assess basic writing ability in rising juniors will continue. Programs will be asked to consider methods whereby they could assess basic competence in organization, grammar, and spelling and in writing appropriate to each discipline.
- Courses from Art and Music will be added in order to expand general education assessment.
- 2002-2003 will see continued development of the Course Profile Concept in which programs specifically address the Bloom competencies and the Gardner expressive modalities.
- As well, divisions and programs will be asked 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 objectives for their program.

CAMPUS LIFE PROGRAM

No data received as of 9 July 2004.

Item	Score	Section
19 Student employment opportunities	20.4	Section III
20 Academic probation/suspension policies	20.4	1 Course Content
21 Personal safety/Security on Lindenwood Campus	20.4	2 Availability of computer when you need them
22 Concern for you as an individual	20.4	3 Availability of instructor outside of class
23 Self-actualization while at LU	20.4	4 General quality of instruction at LU
24 Spiritual growth while at LU	20.4	5 Instruction in your major field
25 Development of personal values while at LU	20.4	6 Attitude of instructor toward students
26 Development of a desire for lifelong learning	20.4	7 Class size
27 Development of strong work ethics	20.4	8 Variety of courses offered at LU
28 Development of a desire to serve the community	20.4	9 Availability of your advisor
29 Discovery of a path for my life	20.4	10 Preparation for world of work/graduate career
		11 Admissions policies/procedures
		12 Access to financial information prior to enrolling
		13 Conciseness of information supplied prior to enrolling
		14 Policies regarding student conduct
		15 Activity course offerings
		16 Greek Life
		17 Opportunities for involvement in social activities
		18 Student Government
		19 Student employment opportunities
		20 Academic probation/suspension policies
		21 Personal safety/Security on Lindenwood Campus
		22 Attitude of staff toward students
		23 Concern for you as an individual
		24 Self-actualization while at LU
		25 Spiritual growth while at LU
		26 Development of personal values while at LU
		27 Development of a desire for lifelong learning
		28 Development of strong work ethics
		29 Development of a desire to serve the community
		30 Discovery of a path for my life

Section II	2003	2004
1 Academic Advising	20.4	20.4
2 University-sponsored Tutorial Services	20.4	20.4
3 Career Development	20.4	20.4
4 Work and Learn	20.4	20.4
5 Residence Hall Services/Facilities	20.4	20.4
6 University Sponsored Social Activities	20.4	20.4
7 University Organizations/Clubs	20.4	20.4
8 Computer Services/Facilities	20.4	20.4
9 Switchboard/Mail Services	20.4	20.4
10 Financial Aid Services	20.4	20.4
11 Business Office Services	20.4	20.4
12 Registration/Transcript Services	20.4	20.4
13 Dining Hall Services	20.4	20.4
14 Athletic Programs/Facilities	20.4	20.4
15 Parking Services/Facilities	20.4	20.4
16 Library Services/Facilities	20.4	20.4
17 Maintenance/Grounds Service	20.4	20.4
18 International Student Services	20.4	20.4
19 Lindenwood Bookstore	20.4	20.4
20 Classroom Facilities	20.4	20.4
21 Boone Campus	20.4	20.4
22 Mentoring Services	20.4	20.4
23 Tutoring Services	20.4	20.4

Assessing the Assessment Program

Assessing Assessment

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 is the 78% growth in the 2002-2003 document from the previous year (188 pages to almost 340). This year's document is somewhat shorter, reflecting requests from the Assessment Committee that program reports be condensed. We will need to continue to strive to establish a balance between brevity and useful 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 comprises the faculty members who devise and administer assessment tools and use the information these realize both to improve their instructional methods and to revise 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:

- The academic year 2003-2004 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. This process began with World History and expanded to include Anthropology, Biology, Chemistry, Criminal Justice, English Composition, Geology, Geography, Psychology, Sociology, Management, and Mathematics. Communications, Dance, English, Earth Science, and Philosophy provided course assessments. Theatre and Dance offered new general education course assessment. 50 courses were assessed for general education, compared to 48 during the 2002-2003 assessment cycle. (These include introductory foreign language courses)
- Development of an examination to assess basic writing ability in rising juniors will continue. Programs will be asked to consider methods whereby they could assess basic competence in organization, grammar, and spelling and in writing appropriate to each discipline.
- Courses from Art, and Music will be added in order to expand general education assessment.
- 2002-2003 will see continued development of the Course profile Concept in which programs specifically address the Bloom competencies and the Gardner expressive modalities.
- As well, divisions and programs will be asked 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 programs to develop long-range assessment plans that will enable them to concentrate assessment efforts on specific objectives in rotation. Our 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.
- 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. (continuing)
- Encourage faculty to establish minimum standards of achievement for enumerated competencies. (Continuing)
- Encourage the use of CAT's, student attitude surveys, etc. in order to increase student involvement in assessment. (Continuing)
- Increase standardization and quantification (where appropriate) of assessment results from the various divisions. (Continuing)
- Further increase correlation between syllabi and both General Education and program objectives.
- Further standardize the assessment reporting format. Major gains in this area were seen in the 2002-2003 report.

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 a more 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 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003*	Spring 2004*
A	53.2%	43.2%	49%	50%	53%	55%	55%	54%	35%	38%
B	19.8%	16.7%	20%	19.4%	20%	20%	19%	20%	23%	23%
Sbtl	73%	59.9%	69%	69.4%	73%	75%	74%	74%	58%	61%
C	10	8.7%	13%	13.7%	11%	10%	10%	10%	18%	17%
T	83%	68.6%	83%	83.1%	84%	85%	84%	84%	76%	78%
D, F, Etc.#	17.1%	31.4%	17%	16.9%	16%	15%	16%	16%	24%	22%

* These figures represent averages of grades reported below rather than averages of all grades.

Fall 2003 – 16,247 grades; Spring 2004 – 14995 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. 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.

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.

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
Anthropology	Fall 1999	47.1%	26.2%	19.4%
	Spring 2000	33.9%	17.8%	18.5%
	Fall 2000	44.5%	23%	18.8%
	Spring 2001	45.6%	17.8%	18.9%
	2001/ 2002	46%	21%	15%
	Fall 2002	28%	29%	24%
	Spring 2003	26%	32%	28%
	Fall 2003	24%	20%	25%
	Spring 2004	29%	30%	23%

Art	Fall 1999	53.3%	18.6%	12%
	Spring 2000	56.4%	19.2%	9.1%
	Fall 2000	61.9%	18.2%	7.5%
	Spring 2001	63.1%	18.9%	6.3%
	2001/2002	51%	19%	9%
	Fall 2002	54%	23%	13%
	Spring 2003	50%	26%	11%
	Fall 2003	49%	22%	10%
Business Administration	Fall 1999	32.9%	25.7%	17.9%
	Spring 2000	28.6%	25.7%	20.4%
	Fall 2000	28.3%	29.7%	20.8%
	Spring 2001	29.4%	29.5%	21.9%
	2001/2002	25%	29%	22%
	Fall 2002	33%	29%	23%
	Spring 2003	32%	30%	22%
	Fall 2003	30%	30%	20%
Spring 2004	29%	28%	21%	
Biology	Fall 1999	22.4%	28.5%	19.7%
	Spring 2000	22.5%	24.9%	24.1%
	Fall 2000	19.9%	29.5%	26.4%
	Spring 2001	20.3%	32%	25%
	2001/2002	22%	29%	26%
	Fall 2002	25%	32%	25%
	Spring 2003	26%	24%	31%
	Fall 2003	19%	27%	26%
Spring 2004	21%	26%	24%	
Chemistry	Fall 1999	18.9%	14.3%	17.6%
	Spring 2000	22.8%	21.35	24.4%
	Fall 2000	22.55	27.25	21.7%
	Spring 2001	31.3%	24.9%	21.2%
	2001/2002	26%	25%	18%
	Fall 2002	44%	20%	15%
	Spring 2003	36%	20%	18%
	Fall 2003	25%	23%	17%
Spring 2004	33%	23%	19%	
Criminal Justice	Fall 1999	25.6%	34.2%	22.6%
	Spring 2000	28%	36%	22.2%
	Fall 2000	21.7%	33.9%	24.1%
	Spring 2001	39.8%	30.6%	15.4%
	2001/2002	36%	32%	16%
	Fall 2002	25%	41%	20%
	Spring 2003	27%	39%	20%
	Fall 2003	28%	29%	18%
Spring 2004	49%	28%	15%	
Communications	Fall 1999	32.4%	25.7%	17.8%
	Spring 2000	35%	26.7%	13.6%
	Fall 2000	44.7%	26%	14.9%
	Spring 2001	42.1%	23.8%	11.6%
	2001/2002	40%	27%	13%
	Fall 2002	45%	27%	16%
	Spring 2003	45%	27%	14%
	Fall 2003	43%	25%	12%
Spring 2004	43%	22%	15%	
Computer Science	Fall 1999	26.5%	22.1%	22.1%
	Spring 2000	20%	19.1%	20%
	Fall 2000	24.5%	13.9%	14.6%
	Spring 2001	15.2%	17.4%	23.9%

		2001/2002	18.5%	25%	19%
		Fall 2002	20%	23%	25%
		Spring 2003	30%	17%	20%
		Fall 2003	13%	21%	29%
		Spring 2004	22%	27%	21%
Dance		Fall 1999	76.3%	11%	2.2%
		Spring 2000	69.2%	9.8%	4.9%
		Fall 2000	76.1%	7.8%	4.3%
		Spring 2001	81.6%	5.7%	2.1%
		2001/2002	70%	8%	5%
		Fall 2002	77%	17%	1%
		Spring 2003	80%	7%	6%
		Fall 2003	76%	10%	4%
		Spring 2004	77%	9%	4%
Education		Fall 1999	83%	7.7%	2.6%
		Spring 2000	80.1%	7.8%	2.3%
		Fall 2000	83.1%	9%	3%
		Spring 2001	79.6%	9.1%	3.1%
		2001/2002	70%	5%	2%
		Fall 2002	89%	6%	2%
		Spring 2003	87%	7%	2%
		Fall 2003	77%	9%	3%
		Spring 2004	73%	10%	5%
English		Fall 1999	23.4%	28.8%	20.2%
		Spring 2000	23.3%	28.7%	18.9%
		Fall 2000	27%	30.5%	18.6%
		Spring 2001	29.2%	24%	19.9%
		2001/2002	26%	28%	18%
		Fall 2002	24%	35%	21%
		Spring 2003	27%	31%	21%
		Fall 2003	21%	29%	20%
		Spring 2004	20%	29%	20%
Geology		Fall 1999	38.1%	41.3%	11.6%
		Spring 2000	32.9%	23.9%	16.8%
		Fall 2000	43.8%	26.5%	16%
		Spring 2001	24.4%	32.5%	24.4%
		2001/2002	23%	30%	22%
		Fall 2002	35%	29%	22%
		Spring 2003	25%	34%	10%
		Fall 2003	26%	26%	23%
		Spring 2004	255	255	27%
French		Fall 1999	48.8%	25.6%	7.3%
		Fall 2000	64.9%	13%	2.6%
		Spring 2001	55.1%	27.5%	8.7%
		2001/2002	44%	21%	13%
		Fall 2002	46%	17%	17%
		Spring 2003	43%	18%	25%
		Fall 2003	35%	20%	11%
		Spring 2004	47%	20%	14%
Spanish		Fall 1999	28.2%	23.6%	15.4%
		Spring 2000	28.9%	24.4%	21.7%
		Fall 2000	29.9%	26.3%	15.9%
		Spring 2001	28%	35.2%	14.8%
		2001/2002	17%	26%	20%
		Fall 2002	28%	43%	18%
		Spring 2003	22%	31%	27%
		Fall 2003	29%	23%	21%
		Spring 2004	18%	31%	18%

Geography	Spring 1999	31.0%	39.4%	9.9%
	Fall 1999	33.7%	27.9%	18.6%
	Spring 2000	39.3%	25.6%	15.4%
	Fall 2000	22%	33%	24.8%
	Spring 2001	10.4%	32.1%	31.1%
	2001/2002	18%	32%	31%
	Fall 2002	13%	39%	28%
	Spring 2003	16%	36%	24%
	Fall 2003	12%	32%	34%
History	Spring 2004	17%	21%	32%
	Fall 1999	16.1%	24.4%	20.9%
	Spring 2000	16.9%	24.2%	22.1%
	Fall 2000	16.1%	28.1%	27%
	Spring 2001	16.8%	25.8%	24.4%
	2001/2002	15%	26%	25%
	Fall 2002	18%	29%	26%
	Spring 2003	22%	27%	21%
	Fall 2003	18%	25%	21%
Human Service Agency Mgt	Spring 2004	19%	235	22%
	Fall 1999	62.7%	23%	8%
	Spring 2000	41.6%	16.8%	11.6%
	Fall 2000	63.65	18.8%	5%
	Spring 2001	58.5%	15.5%	14.8%
	2001/2002	62%	13%	7%
	Fall 2002	65%	16%	10%
	Spring 2003	62%	16%	13%
	Fall 2003	46%	21%	17%
Mathematics	Spring 2004	49%	21%	22%
	Fall 1999	24.3%	22.9%	20.7%
	Spring 2000	28%	17.8%	17.2%
	Fall 2000	25.9%	26.6%	21%
	Spring 2001	24.5%	21.3%	21.8%
	2001/2002	23%	22%	23%
	Fall 2002	28%	27%	21%
	Spring 2003	26%	28%	22%
	Fall 2003	19%	24%	21%
Music	Spring 2004	225	21%	22%
	Fall 1999	55.4%	16.4%	11.1%
	Spring 2000	53.45	14.6%	11%
	Fall 2000	61.4%	16.3%	10%
	Spring 2001	55.5%	9.9%	9%
	2001/2002	58%	14%	8%
	Fall 2002	60%	15%	10%
	Spring 2003	66%	14%	8%
	Fall 2003	62%	13%	6%
Physical Education	Spring 2004	71%	11%	5%
	Fall 1999	73.9%	11%	3.3%
	Spring 2000	67.8%	10.5%	3.4%
	Fall 2000	77.8%	7%	2.6%
	Spring 2001	68.9%	12.6%	5.9%
	2001/2002	74%	8%	3%
	Fall 2002	86%	8%	2%
	Spring 2003	76%	13%	5%
	Fall 2003	71%	15%	4%
Computer Science	Spring 2004	725	13%	5%

Philosophy

Fall 1999	15.8%	22.1%	18.9%
Spring 2000	12.9%	10.85	26.9%
Fall 2000	23.4%	26.9%	26.3%
Spring 2001	21.1%	31.1%	18.9%
2001/2002	23%	27%	22%
Fall 2002	27%	27%	27%
Spring 2003	23%	26%	28%
Fall 2003	25%	25%	24%
Spring 2004	31%	29%	14%

Political Science

Fall 1999	42%	26.5%	13.1%
Spring	32.1%	25.9%	12.4%
Fall 2000	53.8%	17.6%	4.3%
Spring 2001	43.3%	18.7%	8.4%
2001/2002	40%	26%	10%
Fall 2002	49%	31%	9%
Spring 2003	55%	15%	12%
Fall 2003	47%	28%	8%
Spring 2004	58%	19%	8%

Psychology

Fall 1999	35.9%	28.5%	14.6%
Spring 2000	40.5%	24.3%	16.2%
Fall 2000	33.1%	31.1%	17.1%
Spring 2001	28.9%	27.4%	21.8%
2001/2002	20%	26%	23%
Fall 2002	15%	26%	30%
Spring 2003	14%	24%	31%
Fall 2003	15%	23%	26%
Spring 2004	225	25%	26%

Religion

Fall 1999	29%	22.35	24.8%
Spring 2000	22.1%	19.8%	25.4%
Fall 2000	26.1%	21%	28.6%
Spring 2001	23.4%	15.8%	28.1%
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%

Sociology

Fall 1999	25.5%	28.65	28.3%
Spring 2000	32.9%	32.65	19%
Fall 2000	29.8%	24.95	30.2%
Spring 2001	34.55	25.85	25.8%
2001/2002	30%	28%	26%
Fall 2002	27%	30%	30%
Spring 2003	26%	295	33%
Fall 2003	25%	28%	335
Spring 2004	29%	22%	30%

Theatre Arts

Fall 1999	68.1%	12.1%	8.4%
Spring 2000	56.3%	18%	10.7%
Fall 2000	65.3%	14.5%	6.9%
Spring 2001	57.2%	17.1%	9.3%
2001/2002	57%	15%	9%
Fall 2002	59%	23%	9%
Spring 2003	61%	17%	12%
Fall 2003	48%	27%	8%
Spring 1004	535	22%	7%

LINDENWOOD

LINDENWOOD UNIVERSITY

ST. CHARLES, MISSOURI

Office of Undergraduate Admissions
209 South Kingshighway
Saint Charles, MO 63301-1695
(636) 949-4949
www.lindenwood.edu