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Spring 2003

Comprehensive Student Assessment Program: 2002-2003

Lindenwood University

COMPREHENSIVE STUDENT ASSESSMENT PROGRAM

2002-2003

LINDENWOOD UNIVERSITY
ST. CHARLES, MISSOURI

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Introduction
Assessing Lindenwood'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 satisfactory. 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. This, too, figures 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 complied, bringing together the results of all current assessment efforts. After review by the President and Deans, this report is made available to all faculty and staff. It forms the basis for internal review of program results.

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 2002-2003 academic year in the Fall of 2002, Lindenwood enrolled 3789 full-time undergraduates, an increase of 64 (1.7%) 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 3789 full-time undergraduates enrolled in Fall Semester 2002, 674 (17.7%) of them 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 1266, which is 33% of the total full-time undergraduate student body. This compares to 31% last year.

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

665 (17.5%) who are second year (18%,2001-02)

775 (20.4%) who are third year (21%, 2001-02)

1083 (28.5%) who are fourth year. (30% 2001-02)

Of this total number 21% are from minorities tabulated in the IPEDS report, 2% 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
1998-1999	242	47
1999-2000	288	49
2000-2001	369	53
2001-2002	428	63
2002-2003	491	60

A Note on the Graduate Student Body

The Fall 2002 IPEDs report data indicate that in the Fall semester, 2002 graduate students comprised

759 Full Time students of whom 276 (36.3%) were male and 483 (63.7%) female

1732 Part Time students of whom 448 (25.8%) were male and 1284 (74.2%) female.

Of these 76% came from Missouri (16% of these had been Lindenwood undergraduates), 20% from other states, and 4% 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

<u>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?</u>

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.

<u>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?</u>

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 The Higher Learning Commission meetings 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 are not primarily involved.

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, ongoing 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 Dean from each academic division, together with the Director of Campus Life, the Chairpersons of our General Education and Educational Policies Committees, 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), 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, with the help of their academic advisers, 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 2002-2003 (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/Foreign Language not required for the BS)

Social Sciences (9 hours)
    American History or American Government (3 hours)
    Anthropology, Criminal Justice, 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 (One course in Physical Science, one in Biological Science, one of which must have a laboratory experience (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

Faculty members teaching courses satisfying the several General Education requirements construct them so that the course goals and objectives flow from the overall 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 tests 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. At the beginning of the Fall semester of 2003, all faculty teaching general education courses will participate in workshops initiated by the Assessment and General Education Committees. There results and methodologies will be 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 was 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							

The academic year 2002-2003 saw continued expansion of faculty initiatives in general education assessment as the number of courses assessed expanded from 28 to 38. Currently all academic divisions teaching general education courses are to some degree participating in assessment. Participating divisions and programs are as follows (*denotes first year participation, +denotes expanded participation):

Fine and Performing Arts and Communications Division
Communications* (COM 105, 110)
Dance* (DAN 101, 371)

(Some Art, Music & Theatre courses are being assessed)

Human Services Division
   Criminal Justice (CJ 200)

Humanities Division
   English+ (ENG 110, 150, 170, 201, 202, 235, 236, 276)
   History (HIS 100, 105, 106)
   (All introductory Modern Language Courses are being assessed)
   Philosophy* (PHL 102)
   Religion (REL 200)

Management Division
   Economics (BA 211)
   Political Science (PS 155)

Sciences Division
   Biology (BA 100)
   Chemistry (CHM 100)
   Earth science+ (ESA 100OL, ESG 100, ESM 100,)
   Mathematics (MTH 121, 131, 134, 141, 151, 152, 171, 172)
   Psychology (PSY 100)
   Sociology/Anthropology (ANT 112, SOC 102, 240)

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 catalogue.

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. Only students who took both the pre-test and post-test are represented in the following results. This year we used a new assessment test for English 110; last year we used the test that is still used in English 150.

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	74	68	-6
2	38	62	24
3	94	94	0
4	42	34	-8
5	90	92	-1
Section I Average	68	70	2

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	80	71	-9
2	19	41	22
3	18	29	11
4	22	9	-13
5	19	16	-3
6	16	12	-4
7	23	21	-2
Section II Average	28	28	0

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

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	72	80	8
2	60	68	8
3	69	74	5
4	73	74	1
5	83	78	-5
6	30	29	-1
7	54	54	0
8	85	87	2
9	85	90	5
10	55	56	1
11	68	75	7
12	90	83	-7
13	89	87	-2
Section III Average	70	72	2
Overall Average	58	59	1

Overall improvement is 1%, which is not statistically significant; clearly, students did not improve their knowledge of the material that the assessment tool attempts to measure.

Action Plan:

We will reexamine both the assessment tool and the method of instruction.

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.

The 2002-2003 academic year was the pilot year for this assessment instrument. Prior to 2002-2003, students wrote an essay that was holistically graded and took a grammar test. However, due to the difficulty of assessing the written essays in a consistent manner, a new instrument was developed. We believe there is still improvement to be made to this instrument. However, improvement in student writing has been indicated over the past few years. Faculty members in other areas have commented on the improvement in student writing they have seen in various academic areas. Two explanations might account for a portion of this increase. First, students are made aware at the beginning of the semester that they must earn at least a "C" to advance to English 170, the next course in the English composition sequence. This requirement makes clear to students that LU believes in the importance of sound writing skills. Secondly, because all sections of Eng 150 use the same instrument and all of the English-program faculty members helped create the exam, there appears to be more consistency in the coverage of topics addressed in individual classes.

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 2002	Pretest % Correct	Posttest % Correct	% Improvement
Sentence Structure	50.8	73.9	23.1
Parallelism	56.4	81.1	24.7
Misplaced Modifiers	77.3	94.4	17.1
Agreement	50.3	71	20.7
Spelling/Usage	71.6	85.5	13.9
Total	58.3	79.6	21.3

Spring 2003	Pretest % Correct	Posttest % Correct	% Improvement
Sentence Structure	55.7	73.2	17.5
Parallelism	57.6	75.5	17.9
Misplaced Modifiers	80.5	88.8	8.3
Agreement	56.7	75.5	18.8
Spelling/Usage	71.0	82.0	11.0
Total	61.8	77.5	15.7
Matched Students Only	59.9	75.3	15.4

As indicated by the data above, scores for all areas during both semesters increased. During the fall semester, there was a 21.3% increase overall in student performance from the pre-test to the post-test. During the spring semester, a 15.7% increase was indicated.

The first area assessed by the exam was use of sentence structure and punctuation. Avoidance of run-on sentences and fragments as well as use of coordinating conjunctions and conjunctive adverbs was addressed. During the fall semester, student scores on sentence structure items improved by 23.1%, and during the spring semester scores in this area improved by 17.5%.

The second area assessed was use of parallel structure in written expression. Students assessed during the fall semester showed an increases of 24.7%, the area of greatest improvement during the fall semester. Students assessed during the spring showed an increase of 17.9%.

The ability to recognize misplaced modifiers was the third topic addressed by the pre-and post-test exams. Students during both semesters indicated a higher level of understanding in this area at the beginning of the class. Seventy-seven percent and 80.5% of students were able to correctly recognize misplaced modifiers at the time the pre-test was taken. At the end of the semester, however, scores did increase in this area. During the fall, scores indicated an increase of 17.1%, and during the spring, scores indicated an increase of 8.3%.

The fourth topic addressed on the pre- and post-tests was subject-verb agreement and pronoun-antecedent agreement. During the fall semester, students showed an increase of 20.7%, and during the spring semester students showed an increase of 18.8%, the area of greatest improvement during the spring semester.

The final area assessed was spelling and language usage. Again, students showed improvement during both the fall and spring semesters. Fall students indicated an overall increase of 13.9%, and spring students indicated an overall increase of 11%. For students during both the fall and spring semesters, this was one of the areas of smallest increase. One explanation for this might be that questions in this area dealt with issues such as the correct use of "its" and "it's" and "should of" and "should have." These tend to be topics for which students believe their knowledge is already strong, and even when discussed in class, some student believe that they have no need for improvement.

Overall, students during the fall semester indicated a 21.3% increase in understanding of the topics assessed, and during the spring semester students indicated an increase of 15.7%.

It must be pointed out that test results for the fall semester may be skewed due to our inability to match individual students' pre- and post-test scores. The lack of correct student identification on exams along with students moving among sections made matching exams impossible. However, we were able to match pre- and post-tests during the spring semester. As is indicated in the above chart, when all tests for all sections were compiled without concern for matching individual students, scores showed an overall increase of 15.7%. When, however, student scores were matched and tests for which there were no matches were removed, scores indicated a 15.4% increase. This is a difference of only .3%. It is not possible to state that a similar difference might have been seen during the fall semester, but this indicates that at least during the spring, matching of individual scores did not make a statistical difference.

Another observation is that the fall total increase in student scores was 5.6% greater than during the spring. One explanation for this difference is that students who take English 150 during the spring are more likely to be students who failed the course during the fall, dropped the course due to lack of interest or ability, or needed to take the developmental writing courses prior to admittance to English 150, thus indicating a lower prior level of knowledge for the topics assessed. Also, some were international students who began their college experience with a lower level of knowledge of the English language.

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

The essay-application portion of the exam comprises 17 questions in which students must make decisions about thesis statements, topic sentences, paragraph organization, and other editing issues. Following are the overall results for this portion of the test. Because of the problems we had matching pre- and post-tests (explained above), these data are based on a sample of 45 students in the spring semester for whom we were able to match the tests:

Questions	% Correct Pre-test	% Correct Post-test	% Difference
1-17	50	61	11

The increase of 11% seems modest; however, this portion of the assessment test probably is much more difficult for students than the first part since they are working with a writing sample.

Application of Alternative Assessment Tools

During the spring 2003, a pilot test was conducted which made use of an alternative assessment instrument. At the beginning of the semester, students were asked to state their primary goal for English 150, Composition I. They were also asked to rank themselves on a scale of 1-5 (minimal to high knowledge) indicating their perceived level of comprehension of the topics covered in a beginning composition course. At the end of the semester, students were asked to review their initial goal for the class and to specify whether or not that goal had been achieved. They were

also asked to again rate their knowledge of the topics covered during the semester. Finally, students were asked to offer an explanation for any change in the scale rankings.

Student	Perceived Initial Level of Understanding	Perceived Exit Level of Understanding	Final % Earned in Course
1	-1	3	77%
2	1	3	78%
3	3	5	87%
4	1	3	70%
5	3.5	4.5	87%
6	2	4.5	94%
7	3	4.5	93%
8	1	3	91%
9	2	3	89%
10	2	3	89%
11	3	5	87%
12	3	5	89%
13	3	5	83%
14	3	4	83%
15	3	4	66%
16	3	4.5	91%
17	2	4	87%
18	3	5	91%
19	2.5	3.5	74%
20	3	5	92%
21	3	5	93%
22	3	5	96%
23	3	5	96%
24	3	4	78%
25	1	5	89%
26	3	5	93%

Discussion: This was an interesting instrument for use with beginning level students. 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. Four students who rated their knowledge at a "3" earned "C's" in the course. Three students who rated their knowledge at a "4" earned "B's" in the course while 1 earned a 78% (C+); two who rated their knowledge at 4.5 earned low A's (91%, 93% and 94%). Five students rated their knowledge as a "5" and they all earned "A's" in the course. Four addition students rated their knowledge as a "5" and they earned scores in the high 80s (87%, 87%, 89%, 89%). Only one student appeared to overestimate his knowledge; he ranked his knowledge as a "5" but earned an 83%, a lower "B." Two students appeared to underestimate their knowledge. They both gave themselves "3's" but earned "A's" in the course. However, all students indicated that they had increased their knowledge in the class; 65% believed they increased by two points or greater and the remaining 35% believed their knowledge increased by at least one point. No one indicated that he/she had stayed the same or completed the semester with less knowledge than that with which he/she started the semester.

When asked to explain why the change in their knowledge occurred, the students' responses centered on the following main themes:

- Practice writing both in and out of class
- Hard work on the part of the students
- Being able to ask and have answered questions before, during and after class
- Learning the rules of grammar and sentence structure
- Studying the topics in detail
- Being mature enough to understand and appreciate the subject matter
- The ability of the teacher to make the information clear

The final information extrapolated from the data gathered through use of this alternative assessment instrument concerned the difference in self-reported rankings of knowledge when international students were assessed separately from students from the United States. In two sections of ENG 150, a total of 44 students completed both the pre- and post- semester assessment. Twenty-one of those students were international students with native languages including Spanish, Arabic, Nepali, and English. Twenty-three of the students were from the United States.

International Students	Ranking 1 = minimal knowledge 5 = high knowledge	Pre-Semester Assessment of Knowledge	Post-Semester Assessment of Knowledge
	1	28.60%	0%
	2	9.50%	4.70%
	3	52.20%	28.60%
	4	4.70%	14.30%
	5	4.70%	52.40%

United States Students	Ranking 1 = minimal knowledge 5 = high knowledge	Pre-Semester Assessment of Knowledge	Post-Semester Assessment of Knowledge
	1	4.30%	0%
	2	21.70%	0%
	3	65.20%	4.30%
	4	8.80%	34.90%
	5	0%	60.80%

The results of the data indicated that both international students and students from the United States felt that their needs were met by the methods and materials used in this class. Different countries and cultures use different methods of instruction, but it appears as if all students felt as if they gained knowledge in these Eng 150 classrooms. As might be assumed, more international students ranked their pre-class knowledge of grammar and sentence structure as low at the beginning of the semester (28.6%) while only 4.3% of the students from the United States ranked their knowledge at the "1" level. However, no students felt as if their knowledge was still a "1" at the end of the semester. Over half of the international students ranked themselves at the "3" level at the beginning of the semesters while over half of them ranked themselves at the "5" level at the end. The same results were found from the data submitted by the students from the United States. Overall, at the end of the semester, more students ranked themselves at the "5" level than at any of the other levels. When compared to the grades earned by these students, the results indicate that the students had a solid understanding of their end-of-the-semester achievement.

Student Perceived Ranking at End of Semester				Final Grades Earned
minimal knowledge	1	0%	F	
	2	2%	D	2%
	3	16%	C	21%
	4	25%	B	35%
High knowledge	5	57%	A	44%

If the 1-5 rankings are equated with an F-A grading system, the data indicates that the majority of students ranked their knowledge as competent, and 44% of the students earned "A's" for the semester. Twenty-five percent rated their knowledge at the "4" level, and 35% earned "B's" for the semester. Thus, overall, 82% of the students ranked themselves at the 4-5 level and 79% of those students actually earned either an A or a B for the semester.

The results of this data indicate that the methodology used in these sections of English 150 resulted in student perceived improvement in knowledge as well as an apparent match between students perceived levels of competence and final grades. It also indicates that the methodology used was appropriate for both international students as well as students from the United States. Finally, the narrative sections indicate that students attribute their achievement to their own hard work as well as the methods used in the classroom.

Classroom Assessment Technique in ENG 150

At the end of the spring 2003 semester, students in two ENG 150, English Composition 1, classes were asked to complete two "Minute Messages." A "minute message" is an assessment tool described by Angelo and Cross in their text "College Assessment Techniques."

The questions asked and a sampling of the responses gathered are listed below.

In your opinion, which teaching methods used this semester were most and least effective in helping you understand the material?

Most

Visuals
Use of technology
Lectures with examples
Small group work
Individualized in-class work
In-office individualized work
In-class self-editing with direction
Examples of papers from previous
    Semesters
Instructor's use of humor

Least

Lectures
Small group work

What changes would you suggest be implemented into Composition I to help you more easily and effectively understand the material?

Review punctuation rules in more depth
Size of class
Increase font size on visuals
Increase amount of writing required
Increase amount of required reading

The purpose of a minute message is for the instructor to quickly and efficiently gather student input into the structure of a course.

In this case, most of the students stated that the use of technology was very effective. This course is taught in a High-Tech classroom and the instructor daily makes use of PowerPoint, Microsoft Word, and the Internet. Student papers from previous years are used as examples (with student permission), notes are outlined via PowerPoint, and grammar examples are discussed and corrected by use of Microsoft Word. In addition, author biographies and historical data needed to understand a reading are presented via the Internet.

A second strength discussed by the majority of students was the use of in-office individualized conferences. Four times a semester, each student has the opportunity to work one-on-one with the instructor to discuss individual writing needs.

Directed self-editing was a third strength discussed by the students. Prior to individual conferences, students edit their own papers as the instructor points out common errors in student writing. A Q-A session follows.

Almost every student stated that the methods used were effective and that few, if any, changes should be made. Interestingly, and as expected, the two weaknesses noted, use of small group work and lectures, were also listed by other students as strengths.

The responses to the questions that asked for suggestions for changes to the class will prove useful to the instructor. While the instructor cannot make changes to class size, increasing the font size on visuals and increasing the amount of time spent reviewing punctuations rules are changes easily made. It was surprising to the instructor that students stated that they would like to read and write more than they did! This is viewed as encouraging, that students recognize the importance of the course to their future college success.

Action Plan for ENG 150:

Although improvement is indicated, the following steps will be taken based on the 2002-2003 assessment of English 150: We will

1. Place greater emphasis on matching pre- and post-tests for the 2003-2004 year.
2. Continue to make needed changes to the testing instrument.
3. Continue to share methodologies for teaching the areas of concern.

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	80	70	-10
2	85	89	4
3	35	43	8
4	78	85	7
5	37	80	43
6	87	94	7
7	85	100	15
8	37	44	7
Section I Average	65	75	10

Section II asks students to define terminology.

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	50	80	30
2	35	50	15
3	35	46	11
4	15	33	18
5	22	46	24
6	80	89	9
7	22	39	17
Section II Average	37	55	18

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	48	74	26
2	67	72	5
3	35	46	11
4	63	72	9
5	43	57	14

| Section III Average | 51 | 64 | 13 |

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

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	43	48	5
2	85	85	0
3	37	53	16
4	48	52	4
5	50	76	26
6	59	46	-13
7	65	69	4
8a	83	91	8
8b	70	80	10
8c	74	85	11
Section IV Average	61	68	7
Overall Average	55	67	12

Overall, students showed a gain of 12% in the post-test over results of the pre-test. Students had the most difficulty with questions about paraphrases and parenthetical citations, the terminology (and perhaps the concepts) of argument, and idea of concessions in argumentation.

Action Plan for ENG 170:

We will modify the definitions for induction and argument in section II, terminology of argument, since the current definitions may be confusing. We will include information on answer sheets necessary to avoid confusion when data are compiled: answer sheets should indicate semester, section number, and pre- test/post-test. We will establish deadlines for turning in assessment materials. We will continue to strengthen our class instruction in the areas of paraphrases, citations, and the terminology and concepts of argumentation.

ASSESSMENT OF THE COMMUNICATIONS
REQUIREMENT OF THE GENERAL EDUCATION CORE

COM 110, Oral Communications

Fundamentals of Oral Communications (Com 110) is an introductory class that teaches the theories and techniques for public speaking and oral communication in business and society. Topics included are: the nature of human communication, listening skills, interpersonal communication, nonverbal communication, small group communication, public speaking. Students will develop critical building skills in communications including how to research, organize, and present formal and non-formal speeches.

Course Objectives:

The objectives of Oral Communications are to teach the student to understand the principles of effective oral communication and to be able to execute these principles in actual speaking situations. By the end of the session, a student will be able to: understand the nature of communication, listen effectively, adapt to various speaking situations, adapt to listeners, use argument and logical reasoning, use supporting materials, employ effective organizational strategies in communicating, communicate with minimal distractions in vocal delivery, critically evaluate communication, and develop an outline and thesis statement for the purpose of building an oral presentation.

Assessment:

For the school year of 2002-2003, students were not given an assessment test for Oral Communications. However, before each class it was asked orally how many of the students have delivered an oral presentation before and how many were scared and/or nervous about speaking in front of an audience. Seventy-five percent of the students said that they had never delivered an oral presentation and 90% said they were nervous about speaking in front of an audience. At the end of the semester, only 10% said that they were nervous about speaking in front of an audience and that 10% added that they were less nervous because they now knew how to build a proper presentation.

The first half of the semester, the class consisted of lecturing and skill building projects in communication. 50% of the projects were group projects to develop their skills in-group communications. A mid-term is taken at the mid point of the semester to review the terminology and process of building an outline and producing an effective oral presentation.

Students were required to deliver two presentations to the class, the first being an informative presentation and the second being a persuasive presentation. The instructor gave evaluation forms to each student for their presentations and all of them improved their speaking skills in some capacity for the second presentation. The evaluation form is as follows:

Evaluation Form

Speech Length:	(10 Points)	_____
Outline:	(10 Points)	_____
Introduction:	(15 Points overall)	_____
Started with Conviction:	(5 Points)	_____
Revealed Nature of Topic as Central Idea:	(5 Points)	_____
Set up the rest of Speech:	(5 Points)	_____
Body:	(30 Points overall)	_____
Each main point Developed and Identified:	(5 Points)	_____
Logical Arrangements of Ideas:	(5 Points)	_____
Transitions used Effectively:	(5 Points)	_____
Appropriate Support Used:	(5 Points)	_____
Established Credibility with Source Citation:	(5 Points)	_____
Appropriate use of Visual Aids:	(5 Points)	_____
Conclusion:	(10 Points overall)	_____
Prepared Audience for end of Speech:	(5 Points)	_____
Reinforced Central Idea and Main Ideas:	(5 Points)	_____
Presentation and Delivery:	(25 Points overall)	_____
Extemporaneous Delivery:	(10 Points)	_____
Eye Contact:	(5 Points)	_____
Pronunciation clear and accurate:	(5 points)	_____

Good Posture and Poise: (5 Points)   _____

The evaluation form is altered for the persuasive speech. One category is added: i.e. Had Strong Argument and Persuaded Audience. The categories of pronunciation and posture are grouped into one category to make room for the new one.

In the fall semester of 2002, there were 29 students. For the first speech they averaged 76.8 for their evaluations and they improved to 85.1 for the second presentation.

In the spring semester of 2003, there were 24 students. For the first speech they averaged 85.3 for their evaluations and they improved to 94.5 for the second presentation.

Action plan:
For the future, an assessment test will be given at the beginning of the semester and at the end of the semester to assess the effectiveness of the course more clearly.

COM 105, Group Dynamics and Effective Speaking

Course Objectives:
Students will be able to:
- Analyze and evaluate the basic theories, principles of intrapersonal, interpersonal, group, and public communication.
- Understand interpersonal communication for effective professional and social functioning.
- Identify listening skills applicable to communication.
- Execute a well-developed oral communication presentation.
- Critically evaluate oral messages in terms of various criteria for effective ness.

Evaluation of the Course:
        To evaluate the effectiveness of this course, students were given a pre-assessment test at the beginning of the semester. The intent was to evaluate their prior knowledge of Communication. The pre-assessment consisted of 85 questions including true/false, multiple choice, and short answer. At the end of the semester, the students took an identical test to the pre-assessment instrument. Thus, the two tests were then compared to appraise the students the student's knowledge.
        This test was composed of five sections that were covered in the course content. These sections consisted of listening, verbal communication, nonverbal communication, interpersonal communication, and speech organization. The information was pooled from all classes, and the results of the evaluation are shown in the table below.

1ˢᵗ Semester Evaluation of Pre and Post Assessments

	Listening	Verbal Communication	Nonverbal Communication	Interpersonal Communication	Speech Organization	Total
Average Point Improvement	1.57	2.45	2.49	2.78	8.59	17.88
Out of ___ Possible Points	8	13	16	34	14	85
Average % Increase	19.6%	18.8%	15.6%	8.2%	61%	21%

Data Analysis: The table indicates the greatest increase of knowledge was in speech organization with a 61% increase, and the least in interpersonal communication with an increase of 8.2%. Overall, the students showed an increase of 21% in communication skills.

	Listening	Verbal Communication	Nonverbal Communication	Interpersonal Communication	Speech Organization	Total
Average Point Improvement	1.83	2.14	1.43	4.29	7.83	17.52
Out of ___ Possible Points	8	13	16	34	19	89
Average % Increase	23%	16.5%	9%	12.6%	41%	19.7%

Data Analysis: This table shows the greatest increase of knowledge in speech organization with a 41% increase, and the least in nonverbal communication with an increase of 9%. Overall, the students showed an increase of 19.7% in the various aspects of communication.

Total Evaluation for the 2002-03 Year

	Listening	Verbal Communication	Nonverbal Communication	Interpersonal Communication	Speech Organization	Total
Average Point Improvement	1.7	2.30	1.96	3.54	8.21	17.7
Out of ___ Possible Points	8	13˙	16	34	16.5	87.5
Average % Increase	21.2%	17.7%	12.2%	10.4%	49.7%	20.2%

Data Analysis: Students demonstrated an improvement of 49.7% in understanding the development of a speech and its organization, a gain of 21.2% in listening, 17.7% in verbal communication, and in nonverbal communication, a 12.2% increase. Since the smallest development of 10.4% was in interpersonal communication, it can be deduced that more emphasis is needed in this area in the future. Nevertheless, the students exhibited a total improvement of 20.2% in the understanding of communication.

Action Plan:

Since Interpersonal Communication and Nonverbal Communication indicated the greatest weakness in the assessment, the plan of action will be for the students to keep a personal journal, recording encounters with others and observations of the nonverbal in these situations. Periodically, they will share with the class what they have discerned. Also, role playing will be used to reinforce the theory. Videos will be used to demonstrate different behaviors. Oral discussion and testing will follow.

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 10 sections were available for this report.

Results:

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	47	64	17
2	51	74	23
3	26	40	14
4	52	70	18
5	61	78	17
6	37	44	7
7	55	66	11
8	54	69	15
9	41	40	-1
10	26	37	11
11	46	66	20
12	43	60	17
13	53	64	11
14	59	68	9
15	41	58	17
Average	46	60	14

Scores showed an average gain of 14% on the post-tests compared to the pre-tests, and the average post-test score was 60%. Although the 60% 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 14% improvement is probably a reasonable 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 2 full years, so we will revise at least some of the questions. In the classroom, we will 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 first 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, and 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 211 students who took both the pre- and the post-tests in a total of 11 sections.

Question	% Correct Pre-test	% Correct Post-test	% Difference
1	34	44	10
2	53	74	21
3	45	47	2
4	44	88	44
5	45	82	37
6	35	67	32
7	25	39	14
8	56	64	9
9	54	64	10
10	57	60	3
11	47	60	13
12	67	82	15
13	31	35	4
14	27	28	1
15	16	25	9
16	29	27	-2
17	44	37	-7
18	27	43	16

19	52	75	23
20	64	74	10
21	35	39	4
22	42	46	4
23	31	37	6
24	69	70	1
25	28	35	7
Average	42	54	11

The average improvement for all questions was 11%. The highest percentage of student improvement came in questions about <u>King Lear</u>, read in all sections (questions 2, 4, and 5), and those about genre and literary history (questions 6, 7, 9, 11, 12, 18, and 19). The lowest improvement came in questions that are probably too specific or esoteric for this assessment (13, 14, 15, 23, and 24), which may account for the fact that a fairly large number of students did not improve on the post-test. It is also likely that some of these items may not have been covered in all the sections.

Action Plan:

The results shed light on the new assessment tool. Some questions are too specific to expect that the material will be covered in all sections (13, 14, 15, 23, 24). We may need to revise the alternative answers to question number 6 because of possible confusion. 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.

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 expressive forms.
6. Identify authors of particular works.

Procedure and Rationale:

This was the first semester of assessment in English 235, 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	30	77	47
2	60	83	23
3	49	87	38
4	49	89	50
5	51	83	32
6	43	87	34

7	36	96	60
8	27	77	50
9	79	89	10
10	50	73	23
11	60	91	31
12	41	83	32
13	27	27	0
14	33	77	44
15	54	84	30
16	24	84	60
17	39	51	12
18	39	51	12
19	53	50	-3
20	51	69	18
21	64	96	32
22	14	31	17
23	21	67	46
24	61	77	16
25	41	77	36
Average	44	74	30

Students' performances on the post-test showed significant improvement on most questions; on average, scores improved 30% over the pre-test. Student absences 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	14	34	20
2	72	94	22
3	76	83	7
4	60	77	17
5	13	41	28
6	49	88	39
7	63	71	8
8	35	30	-5
9	68	87	19
10	77	88	11
11	42	45	3
12	47	72	25
13	15	46	31
14	25	34	9
15	66	86	20
16	6	37	31
17	34	46	12
18	49	70	21
19	56	84	28
20	59	89	30
21	26	84	58
22	65	72	7
23	65	52	-13
24	82	90	8
25	43	71	28
Average	48	67	19

The above data are based upon the results of 77 out of 111 students who took both the pre- and post-test. Overall, post-test scores increased 19% over the pre-test. Student absences 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 276 (African-American Literature)

Course Objectives:

Students will be able to recognize elements of African American history, culture, and literature as well as be able to identify significant authors and their genres.

Procedure and Rationale:

This was the first semester of assessment. 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	68	79	11
2	71	93	22
3	64	93	29
4	36	71	35
5	64	89	25
6	43	71	28
7	25	57	32
8	29	36	7
9	46	86	40
10	36	89	53
11	36	75	39
12	50	86	36
13	32	64	32
14	46	36	10
15	39	54	15
16	14	50	36
17	36	79	43
18	18	25	7
19	50	75	25
20	21	14	-7
21	7	14	7
22	21	71	50
23	36	64	28
24	57	64	7
25	18	36	18
Total	39	63	24

Students demonstrated a significant increase in knowledge, as evidenced in the comparison of the pre- and post-tests; on average, scores improved 24% over the pre-test. Only question number 20 showed a decrease, which perhaps was caused by ambiguous wording.

Action Plan:

We will continue to use a multiple-choice pre- and post-test. We will review the questions to be sure that they are clear and that they match the objectives for the course. 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.

Philosophy Courses:
PHL102, The Moral Life
This year a pre-test and post-test examination was given to students in the PHL 102 The Moral Life: A Study in Ethics course. The exam consisted of 10 multiple choice questions dealing with material covered throughout the course. A sample set of 10 examinations was randomly selected (approximately 25% of the class). Pre-tests and post-tests were then paired and all identifying student information was removed. The tests were then checked to determine the percentage of: (1) wrong answers that were later changed to correct ones; (2) right answers that remained correct; (3) wrong answers that remained wrong; and (4) correct answers that changed to wrong one.

Assessment Results

Student	1	2	3	4	5	6	7	8	9	10
Question #										
#1	1	1	-1	1	0	1	0	0	-1	1
#2	0	1	-1	0	0	1	1	1	1	1
#3	0	1	0	-1	0	0	-1	1	1	-1
#4	-1	0	0	0	1	0	1	-1	0	-1
#5	1	-1	1	1	0	1	1	0	1	-1
#6	0	1	0	0	-1	1	0	0	0	0
#7	0	0	0	1	0	-1	0	0	1	0
#8	0	1	0	1	1	-1	-1	1	0	0
#9	1	0	-1	1	1	0	0	1	1	1
#10	1	1	0	1	1	0	1	-1	0	0
Totals	3	5	-2	5	3	2	2	2	4	0

(Wrong answers on pre-test that became correct answers on the post-test = 1; Correct answers that became wrong = -1; Wrong answers that remained wrong = 0; Correct answers that remained correct = 0. In the latter 2 cases, since the answers remained the same it was assumed that no quantifiable learning occurred for the material covered in those questions. Learning is assumed to have occurred in cases where wrong answers became correct answers, and a negative learning is assumed to have occurred when correct answers became wrong answers. A total score of 10 would reflect a student who had the highest quantity of learning relative to the questions asked, lower numbers reflect lower quantities.)

Questions were based on material covered throughout the course. The questions were in a multiple choice format with four possible answers. It is assumed that a random guessing would result in a score of around 25%, slightly higher if students could spot one or more wrong answers. Significant data would need to be something greater or less than the random guessing percentage. Unfortunately, the data above shows, for all students, a 24% average. That is, the data shows little more than a random distribution in quantified learning.

An examination was also made of student evaluations to determine if any consistent pattern of difficulty (area needing improvement, etc.) could be determined.

Narrative of Results

Results of the pre-test/post-test assessment were seriously flawed as they relied too heavily on student recognition of terms and concepts and did not test other modalities. Discussion with representative students throughout the year indicated that their conceptual knowledge, and ability to apply that knowledge, exceeded their ability to link that knowledge with the proper technical terms. Those students concurred in the conclusion that the assessment instrument did not accurately measure their understanding of the material.

As a result of the failure of this assessment, and a failure to come up with a way of making the assessment instrument worthwhile, a new strategy was considered necessary (see below).

No consistent problems or areas for improvement were found in the student evaluations, so no action could be taken based on them.

Action Plan for Next Cycle of Assessment

Beginning in Fall 2003 we will 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 will be based on Laurence Kohlberg's Stages of Moral Thought (as given in his *Essays on Moral Development*). These stages will be used to determine the level of moral reasoning of students at the beginning of the course and again at the end to determine whether the students have increased their ability to reason about moral questions. The assessment instrument for this will be a pre-test and post-test evaluation based on student responses to a moral question and/or dilemma. Results will be categorized by gender, in light of research done by Carol Gilligan (and popularized in her *In A Different Voice*), in order to determine whether or not there is a gender bias in the assessment instrument. (or in Kohlberg's stages, as Gilligan and others have suggested). The purpose of the assessment is to determine, from a limited number of questions, the student's ability to reason about moral questions before and after the course to see if there has been any development. Such an assessment would also gauge how well students have come to understand other perspectives, other kinds of moral reasoning, and basic

philosophical terms and concepts. 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.

Religion Courses:

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.

In the spring of 2001 the members of the department researched available textbooks and chose one that seemed best to fit with the goals and objectives of the course. The textbook chosen gave a broader and more inclusive scope to the course. In 2002 the course was revised, based on the textbook, to better reflect the mission statement of Lindenwood University and the General Education goals.

Action:
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.

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 is being developed and will be implemented in the spring of 2004 to measure these objectives.

First Measurement:

Success in attaining these objectives is being measured by the administration of pre-and post-tests to students. In previous years, nine multiple-choice questions concerning the numinous, founders, and sacred scripture of the "Western" world religions, questions which were to appear on the final examination in sections of REL 200 (World Religions), were identified. These same questions were then also administered to the students in those sections as a pre-test on the first day of class. Comparison of the pre-test results with results of the final exam consistently showed a dramatic increase in student's ability to answer the questions correctly, thus indicating that the objectives were being attained. This study was reported as part of the Religion program's assessment reports in the last several years.

In the Fall Semester, 2002 and in the January Term, 2003 a similar procedure was followed with regard to questions concerning the numinous, founders, and sacred scripture in non-"Western" religions, namely, Hinduism, Buddhism, Confucianism and Taoism. This was done to follow up on last year's assessment report, which noted the lack of data for these religions. This time, however, the process was streamlined by use of a post-test separate from the final exam itself, though administered on the occasion of the final exam, after the exam itself was turned in. Questions on the pre- and post- tests were identical.

There was a definite improvement in student performance in answering the nine questions on the post-test as compared to their performance on the pre-test. For example: on the pre-test, administered to the eighty-three students who were enrolled in these sections of REL 200 at the beginning of the semester, an average of 24.1% answered correctly the questions concerning sacred writings; on the post-test, given to the eighty-two students enrolled in the course at that point, an average of 56.9% answered correctly. On the pre-test, 26.5% of the students knew that it was under the Bo-Tree that Gautama was enlightened; on the post-test, fully 97.6% knew this. On the pre-test, 14.5% could identify the Rig-Veda; on the post-test, 89.0% could do this. Comparisons of data from the pre-test and post-test appear below in Table 1. The numbers indicate that these sections of REL 200 met the objectives stated above.

Table 1.
Percentages of Students Answering Correctly

Questions	Pre-test	Post-test
The Numinous (average)	41.8%	70.3%
The Void (Buddhism)	48.2%	57.3%
Brahman	38.6%	79.3%
Tao	38.6%	74.4%
Sacred Writings (average)	24.1%	56.9%
Bhagavad Gita	22.9%	42.4%
Rig-Veda	14.5%	89.0%
Analects	34.9%	39.0%
Founders (average)	38.2%	86.2%
Gautama	49.4%	87.8%
Bo-Tree	26.5%	97.6%
Lao-Tzu	38.6%	75.0%

Scores of Individual Students: On the pre-test, one student among the eighty-three taking the test (or 1.2% of the students) got all nine of these questions right; on the post-test, twelve of the eighty-two who took the exam (or 14.6%) got all nine right. One student (1.2%) got eight of the nine right on the pretest; 16 students (19.5%) got eight right on the post-test. See Table 2.

Table 2.
Numbers of Students Answering Correctly

Number of questions	Pre-test	Post-test

(out of nine)		
9	1	12
8	1	16
7	5	15
6	2	17
5	9	7
4	19	7
3	6	4
2	20	3
1	16	1
0	4	0

On the pre-test, only nine students, or 10.8% of those taking the test, got at least six of the nine questions right, i.e., a score of at least 66.7%, clearly a passing mark by most standards; on the post-test, however, sixty of the students taking the exam, or 73.2%, got six of the nine right. It would seem, again, that the objective of students' learning the information referred to above was satisfactorily met in these sections of REL 200 this past academic year.

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 should probably 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. However, some particular data from this year's assessment tests are of special interest and may indicate a need to change the details of the way the course is taught. The very small increase in the number of students able to identify the Analects of Confucius indicates a need to emphasize the sacred books of Confucianism more strongly.

Also, while it does not come out plainly in the aggregate data reported above, a surprisingly large number of students failed to identify the Bhagavad Gita on the post-test. Many of these students misidentified the story of Prince Arjuna and Krishna as a jataka tale, one of the stories told about previous incarnations of the Buddha. This may simply mean that more attention needs to be paid to the Gita in the course, attention comparable to that paid to the jataka tales, given the Gita's importance not only in Hinduism but in world spirituality.

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.

In past years it was apparent on the final exam that the students did not have a clear understanding of the relationships of the main religious traditions. This year a series of charts were introduced and discussed in class. Each of the charts was referenced at the beginning of the discussion of each of the religions, showing the position of the religion in relation to other religions. On the final exam, students were again asked to describe the chain of causation among the religions.

The results were actually worse than in previous years. While twenty-five percent of the students were able to correctly recognize the origin of at least four of the five major religions, fifty-eight percent were not able to identify more than two of the five (with 29% getting only one correct and 9% missing them all). This compares to the past two years when the numbers were statistically the same for the group able to identify four of five (24%), but worse for those only able to identify two of five (49%).

Action:
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.

Comprehensive Student Assessment Program – 2002-2003   *35*

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.

Action:
A review of this aspect of assessment will be undertaken prior to the fall semester 2004 and an instrument will be developed and tested in that term.

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 for general education of courses from Art, Music, and Theatre will be undertaken during the 2003-2004 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.

TECHNIQUE	WEEK 1	FINAL DANCE
ALIGNMENT	76	82
FOOTWORK	77	82
CENTER	78	85
WEIGHT USE	77	85
MUSICALITY	77	84
QUALITY	76	85
VISUAL MEMORY	76	85
SPATIAL AWARENESS	76	84
AVERAGE SCORE	**76.8**	**84.4**
CHOREOGRAPHY WEEK 1 (NA)		**FINAL DANCE**

USE OF SPACE	80
COMPOSITIONAL CONCEPT	81
MOVEMENT INVENTION	81
CLARITY OF FORM	81
MUSICALITY	81
<u>AVERAGE SCORE</u>	**80.8**

COMMENTS   The professor is very happy 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 371, DANCE IN THE 20TH CENTURY

PRE-TEST (average score, 10 students)	48
POST TEST	76

COMMENT: This represents a significant improvement for a class that comprises students with a wide range of backgrounds, from those who have never seen a dance concert, to those who have danced for many years. However, even the experienced dancers have a minimal exposure to dance history, especially in its wider cultural significance. The increase in scores thus shows a definite advance.

ASSESSMENT OF THE CIVILIZATION
REQUIREMENT OF THE GENERAL EDUCATION CORE

HIS 100: World History or an equivalent from another institution is required of all undergraduate students. The vast majority takes world history at Lindenwood. Students must also take either two semesters of one foreign language or two separate courses listed as cross-cultural.

History 100, World History

Assessment of History 100 for the academic year 2001-2002 built on previous results, but was more systematic. 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 will 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, 2002-03

For the second consecutive year the history faculty has used a 26question assessment instrument that was administered during the Fall semester 2002 and the Spring of 2003.

Our categories are as follows:

Chronology and important dates
Persons
Concepts and Ideas
Events
Processes

Questions are divided among chronological periods as follows:
2002-03 Test

Ancient	3500 BCE-500 BCE	2 questions
Classical	500BCE – 500 CE	2 questions
Early Medieval	500CE – c1300CE	3 questions
Late Medieval	1300CE – 1500CE	5 questions
Early Modern	1500CE – 1800CE	4 questions
Nineteenth Century		5 questions
Twentieth Century		5 questions

Analysis reveals the following information:
Fall 2002

Average student improvement from pre to post-test -- 12.5%

Spring 2003

Average student improvement from pre to post-test -- 12.7%

Average student improvement by chronological period (% answering correctly):
Fall 2002

Ancient (2 questions) –	16.6%
Classical (2 questions)–	5.1%
Early Medieval (3 questions)--	6.9%
Late Medieval (5 questions) --	12.3%
Early Modern (4 questions) --	12.9%
19th century (5 questions) --	5.2%
20th century (5 questions) --	23.1%

Spring 2003

Ancient (2 questions) –	12.4%
Classical (2 questions)–	8.4%
Early Medieval (3 questions)--	7.3%
Late Medieval (5 questions) --	14.2%
Early Modern (4 questions) --	11.6%
19th century (5 questions) --	6.9%
20th century (5 questions) --	21.9%

The lower progress in the classical and early medieval reflects a shift in emphasis in the course to a post 1500 C.E. format that has begun in the last year. Confusion between Julius and Augustus Caesar is not deemed serious (if regrettable), but that students continued to have trouble with a question comparing the impact of John Locke and Jean-Jacques Rousseau indicates that instructors need to readdress this issue. That the greatest improvement was in questions connected with the 20th century is no surprise as adjustments in the course have allowed for more time to be spent on this area.

Average improvement by category (a number of questions fit more than one category):
Fall 2002

Chronology and Important dates (12 questions)--	14.26%
Persons (6 questions) --	12.64%
Concepts and ideas (13 questions) --	14.78%
Events (5 questions) --	22.25%
Processes (19 questions) --	13.97%

Spring 2003

Chronology and Important dates (12 questions)--	14.78%
Persons (6 questions) --	13.92%
Concepts and ideas (13 questions) --	13.71%
Events (5 questions) --	19.52%
Processes (19 questions) --	13.65%

These results suggest that the following areas especially need to be addressed:
Impact of religion on the development of the modern world, especially Islam and Christianity
The development of limited government and social contract theory.
The impact of industrialization and its corresponding social theories after 1800.
Role of religion as an aspect of 19th and 20th century nationalism.
Role of 20th century industrial and scientific advances in the New Imperialism.
The New Imperialism and the world's responses to it
Impact of the 20th Century wars
The impact of the cold war period and philosophy
Realignment of power and influence after World War II

Overall chronology, process, and concepts and ideas are more important to an understanding of history than memorization of facts and dates. During the next academic year instructors will continue to address this issue, working to build student ability to connect specific events and persons to larger processes.

Average improvement by geographic area: Inevitably a course in World History taught in the United States will have a certain emphasis on the West. But an important aim of History 100 is to familiarize students with non-western cultures as well as the interactions between "the West and the rest." (Questions dealing with ancient and classical civilizations did not fit into these categories.)

Fall 2002

	Improvement
Western Civilization (16 questions) --	14.1%
Non-western cultures (6 questions) --	11.6%
Interactions (4 questions) --	7.3%

Spring 2003

Western Civilization (16 questions) --	13.01%
Non-western cultures (6 questions) --	15.01%
Interactions (4 questions) --	7.95%

These results suggest that the following areas need to be addressed:
While the level of improvement is consistent between semesters it does imply a greater need for study of interactions of regions and events.
World Trade and Capitalism
European imperialism in the 19th and 20th centuries and its impact on the later 20th century.

Assessing Cognitive Operations using History 100

Using the taxonomy of educational objectives developed by B. S. Bloom (1956) the history faculty determined that our test included three of the six objectives. Students demonstrated average improvement as follows:

Fall 2002

Knowledge (13 questions) --	13.37%
Comprehension (11 questions) --	9.97%
Analysis (4 questions) --	10.76%

Spring 2003

Knowledge (13 questions) --	14.57%
Comprehension (11 questions) --	8.89%
Analysis (4 questions) --	7.99%

Results in knowledge and comprehension shave shown a slight decline from the previous year. This may result primarily from the shift in course emphasis away from the pre-1500 period limiting the exposure of the students to the information contained in the first eight (8) questions. The improvement level of the Analysis section is steady from the previous year; this section needs further emphasis in the classroom.

Analysis
- This test has had a limited success in informing instructors of student strengths and weaknesses in particular areas and is being revised over the summer of 2003
- The current test contains little of use on a collective level. The questions need to be reworked to reflect a more uniformly the department goals for the HIS 100 class. Many of the questions are still too attuned to the ideas of cultural literacy with little attention being given to geography or analysis-corrections are currently in process to reflect the changing focus of the class.

ACTION PLAN FOR 2002—03:
- 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, which will allow 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 in his second year and 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.
- A new version of the History 100 test will be used in conjunction with the previous versions for purposes of comparison.
  - This test will include a new geography section as well as increased emphasis on analytical question.
  - This test should be piloted by the Fall of 2003

Language courses:

Assessment of introductory foreign language courses (French, German, Spanish) may be found under Humanities Division, Modern Language.

Cross Cultural courses:

Students may take courses from a wide variety of disciplines, including Anthropology, Art, Business Administration, Communications, Dance, Education, English, Foreign Languages (Literature), Geography, History, Music, Political; Science, Religion, and Sociology.

World Regional Geography (GEO 201)

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 that every citizen should have.

During the academic year 2002-2003 209 students enrolled in GEO 201, as compared to 205 in 2001-2002. The faculty used a locally generated pre and post-test for assessment, somewhat modified from the previous year's test.

Areas tested in 2002-2003 include:
Physical geography	3 of questions touched on or exclusively covered this topic
Systematic geography	10

Maps	2
Regional geography	22

The following are the areas based results of the pilot run of the test for 2002-3.

Overall scores of student

Fall 2001:
Average of Correct Answers on Pretest	48.9%
Average of Correct Answers on Post test	63.8%
Percentage Improvement	14.92%.

Spring 2002:
Average of Correct Answers on Pretest	45.9%
Average of Correct Answers on Post test	49.1%
Percentage Improvement	3.2%.

Fall 2002 Improvement by area:

	Pretest	Posttest	Improvement
Maps	38%	68%	31%
Systematic	39%	55%	16%
Physical	45%	66%	21%
Regional	55%	67%	12%

Spring 2003 Improvement by area:

	Pretest	Posttest	Improvement
Maps	28%	27%	-1%
Systematic	47%	47%	0%
Physical	38%	46%	8%
Regional	51%	53%	2%

The pre and post test administered during the 2002-3 academic year was the third version of an in house assessment tool, these have been found to be too heavily weighted toward questions of a regional and physical nature. Thus, a new test will be piloted during the next year and will be revised to account for problems of ambiguity, and comprehensiveness.

The results from the spring semester are an anomaly. All of the test sections were below past performances. Further study will be necessary to see if this was simply a one-semester event or the beginning of a trend. Considering past performance it is unlikely this is a trend.

Tendencies noted from this run:
- Physical Geography needs to be more directly connected the other subjects of the course by emphasizing the theory as the each region is discussed.
- Systematic geography needs greater focus on the practical applications in order to make it more accessible to the students.

Action plan:

The results are currently under review but an initial assessment points to some problems with the test at this moment. During the 2003-4 academic year the History faculty responsible for geography will administer a new locally generated Pre/Post Test program to assess the impact of Geography 201.

- While the balance among topic covered has improved, it is still subject to significant improvement based more on the needs of the educations majors.
  - The department will, after receiving comments by graduates, re-work the test to account more for the Praxis and C-Base requirements.
- The weight of the questions still leans towards regional questions. This will be addressed in the next version of the test.

- The limited number of map and Physical questions makes the data provided of little practical use. More will need to be done with these in the next version of the test.
- A new text with more specific coverage of geographic concepts will be used in 2003-2004.

ASSESSMENT OF THE SOCIAL SCIENCES
REQUIREMENT OF THE GENERAL EDUCATION CORE

American History or American Government requirement:

Students must take one course in American History or American Government.

US History, History 105 and 106

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.

History 105 Fall 2002 and Spring 2003
      Pretest average   40.5%
      Post test Average   54.0%
      Avg. Improvement   13.5%

By Time periods

	Pretest	Post test	Improvement
Pre-1600 - 3 Questions	58.1%	62.3%	4.2%
1600-1775 – 6 Questions	51.1%	62.1%	11.0%
1776-1789 – 4 Questions	26.1%	46.7%	20.6%
1789-1815 – 4 Questions	33.6%	45.7%	12.0%
1815-1850 – 7 Questions	40.5%	55.6%	15.1%
1850-1865 – 2 Questions	28.6%	60.4%	31.8%

History 106 Fall 2002 and Spring 2003
      Pretest average   34.8%
      Post test Average   51.3%
      Avg Improvement   16.5%

By Time periods

	Pretest	Post test	Improvement
1860-1876 – 4 Questions	25.6%	23.2%	-2.4%
1876-1900 – 8 Questions	32.5%	49.2%	16.7%
1900-1932 – 6 Questions	41.8%	55.1%	20.6%
1932-1945 – 3 Questions	38.9%	65.0%	26.1%
1815-1850 – 7 Questions	40.5%	55.6%	15.1%
1850-1865 – 2 Questions	35.1%	60.0%	24.9%

The difference in these scores reflects 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.

Action plan:

- In His 105 greater emphasis needs to be placed in the early national period from 1798 to 1815 and in the period from the War of 1812 to the Mexican American war.
- The His 106 scores will change as the text is adjusted to reflect that the Civil War has become part of His 105.
- Test will be refined to more accurately reflect the class material and tests.

Political Science:

PS 155, American Government: the Nation
This course is a requirement for many education students and is taken by a wide variety of students. Note that the following discusses both PS 155 and BA 211 (Principles of Microeconomics) as part of the Management Program's assessment.

All students completing a major in the Management Division will have taken at least one of these two courses, and in some cases both of them. For example, all Business Administration majors have a "core" program that includes BA 211, the same is the case with the Public Management major. The Political Science major (as well as the Public Management major) require that students take PS 155.

As can be seen from both the pre-test/post-tests that were administered in BA 211 and PS 155 during the 2002-2003 academic year, the 45-question, three-category format was used as the basis for evaluation and assessment.

For the BA 211 and PS 155 courses the following is how we define and explain the three categories:

Basic Knowledge: Considered to be basic knowledge that we assume is understood by many—and not necessarily acquired through previous educational experience. The type of question for this section might be similar to a question on a television game show where knowledge is not seen as deriving from any particular course previously taken or program studied. Is there knowledge that we assume is understood by many that in the course of a conversation (or lecture) it requires no explanation? Admittedly, this knowledge may change depending upon a variety circumstances, such as age. At what point does a faculty member, referring to the Beatles, feel forced to explain who the Beatles were. That might not have been he case fifteen years ago, but may be necessary now.

Substantive Knowledge: Considered to require a degree of reasoning, possibly through deductive reasoning or a process of elimination to reach the correct answer. The choice of available answers may appear to be somewhat similar and not easily distinguishable.

Course Knowledge: Questions in this category of the tests are seen as coming from lectures or required readings so they are solely course-centered.

In both the BA 211 and PS 155 courses, pre-test/post-tests were administered in the 2001-2002 academic years—but the tests consisted of a 15-question, three category format. Beginning in the Fall Semester 2002, the tests for both BA 211 and PS 155 were expanded to the 45-question, three category format.

One interesting observation regarding both the BA 211 test contrasted with the PS 155 test is that in the case of the evaluation and assessment for BA 211, the focus of attention was solely upon the course knowledge category, while in the case of PS 155, evaluation and assessment was placed on all three categories, but in a manner that contrasted the Fall Semester results with the Spring Semester results. The reason for pointing this out is because while there is an agreed upon standardization regarding testing format, the methods of evaluation and assessment diverge. One thing to consider in the future might be to move toward some basic methods of evaluation and assessment. For example, how can we compare Basic Knowledge with Course Knowledge? Do students with higher levels of Basic Knowledge show better advancement regarding pre versus post-test Course Knowledge categories?

Another observation about both the BA 211 and PS 155 tests, is that it is a given that as these tests are administered over several years, because of the understanding that the three categories are conceptually possible, but, in reality, overlap, the questions will be changed to try to significantly reduce the overlap of categories. The introduction to this assessment report explains what we hope we.can accomplish. In addition, the PS 155, American Government: The Nation pre-test/post-test assessment discusses this issue.

PS 155 American Government: The Nation Pre-Test/Post-Test Assessment
(The test is in a file in the Management Division)

Fall Semester 2002—Pre-Test
29 students took the pre-test (number of correct answers)

BASIC KNOWLEDGE	SUBSTANTIVE KNOWLEDGE	COURSE KNOWLEDGE
1)20	16)10	31)19
2)18	17)12	32)12
3)23	18)18	33)10
4)15	19)16	34)13
5)10	20)17	35)11
6)17	21)24	36)12
7)15	22)24	37)11
8)17	23)20	38)11
9)18	24)19	39)9
10)11	25)14	40)8
11)23	26)17	41)8
12)21	27)16	42)11
13)21	28)19	43)12
14)15	29)18	44)11
15)24	30)17	45)11

Average Correct: 17.8   Average Correct: 17.4   Average Correct: 11.2

Average Correct Overall: 15.5

PS 155 American Government: The Nation
Pre-Test/Post-Test

Fall Semester 2002—Post-Test
23 students took the post-test (number of correct answers)

BASIC KNOWLEDGE	SUBSTANTIVE KNOWLEDGE	COURSE KNOWLEDGE
1)15	16)7	31)15
2)14	17)9	32)12
3)19	18)16	33)9
4)13	19)13	34)10
5)8	20)14	35)10
6)14	21)19	36)10
7)13	22)18	37)9
8)12	23)17	38)11
9)14	24)15	39)8
10)10	25)11	40)10
11)16	26)12	41)9
12)18	27)13	42)9
13)16	28)12	43)11
14)19	29)13	44)8
15)20	30)13	45)12

Average Correct: 14.7   Average Correct: 13.4   Average Correct: 10.2

Methodology for Assessment

The pre-test/post-test comparisons need to be adjusted since 29 students took the pre-test and 23 students took the post-test, therefore the adjustment was made taking the average over the number of students taking the test.

PRE-TEST

BASIC KNOWLEDGE
17.8/29=61%

SUBSTANTIVE KNOWLEDGE
17.4/29=60%

COURSE KNOWLEDGE
11.2/29=40%

POST-TEST

BASIC KNOWLEDGE
14.7/23=64%

SUBSTANTIVE KNOWLEDGE
13.4/23=58%

COURSE KNOWLEDGE
10.2/23=44%

ADJUSTED SCORE COMPARISON

	Basic Knowledge	Substantive Knowledge	Course Knowledge
Pre-Test	61%	60%	40%
Post-Test	64%	58%	44%
Difference	+3%	-2%	+4%

Average Difference: +1.6%

PS 155 American Government: The Nation Pre-Test/Post-Test Assessment

Spring Semester 2003—Pre-Test
30 students took the pre-test (number of correct answers)

BASIC KNOWLEDGE	SUBSTANTIVE KNOWLEDGE	COURSE KNOWLEDGE
1)19	16)9	31)10
2)18	17)14	32)8
3)20	18)16	33)9
4)16	19)15	34)8
5)8	20)17	35)10
6)18	21)26	36)11
7)11	22)22	37)8
8)12	23)20	38)9
9)14	24)21	39)9
10)8	25)16	40)10

11)19	26)14	41)11
12)22	27)12	42)13
13)15	28)17	43)14
14)9	29)18	44)13
15)21	30)15	45)12

Average Correct: 15.3   Average Correct: 16.8   Average Correct: 10.3

PS 155 American Government: The Nation

<div align="center">Spring Semester 2003—Post-Test</div>

20 students took the post-test (number of correct answers)

BASIC KNOWLEDGE	SUBSTANTIVE KNOWLEDGE	COURSE KNOWLEDGE
1)11	16)12	31)14
2)13	17)13	32)10
3)14	18)9	33)11
4)13	19)12	34)7
5)7	20)9	35)12
6)11	21)13	36)8
7)11	22)12	37)9
8)12	23)11	38)10
9)10	24)15	39)14
10)7	25)13	40)10
11)14	26)12	41)11
12)14	27)15	42)15
13)13	28)11	43)10
14)9	29)16	44)9
15)14	30)16	45)13

Average Correct: 15.3   Average Correct: 16.8   Average Correct: 10.9

Methodology for Assessment

Adjusted scores for the Spring Semester

PRE-TEST

POST-TEST

BASIC KNOWLEDGE
15.3/30=51%

BASIC KNOWLEDGE
11.5/20=58%

SUBSTANTIVE KNOWLEDGE
16.8/30=56%

SUBSTANTIVE KNOWLEDGE
12.6/20=63%

COURSE KNOWLEDGE
10.3/30=34%

COURSE KNOWLEDGE
10.9/20=20=54%

ADJUSTED SCORE COMPARISON

	Basic Knowledge	Substantive Knowledge	Course Knowledge
Pre-Test	51%	56%	34%
Post-Test	58%	63%	54%

Difference   7%   7%   20%
Average Difference: +11.3

COMPARISON OF FALL SEMESTER/SPRING SEMESTER
PRE-TEST/POST-TEST RESULTS

	Basic Knowledge	Substantive Knowledge	Course Knowledge
Fall Semester Difference	+3%	-2%	+4%
Spring Semester Difference	+7%	+7%	+20%

AVERAGE DIFFERENCES
Fall Semester: +1.6%
Spring Semester: +11.3%

OBSERVATIONS and ASSESSMENT

I would like to say that I became a significantly better teacher in the Spring Semester in contrast with the Fall Semester, since the pre-test/post-test results show a statistically significant improvement between the beginning and the end of the semester, however, that may not be the case. I think there is something to be learned from comparing the average differences between the Fall Semester and Spring Semester pre-test/post-test results. The differences may be statistically significant enough that how I approach teaching the Fall Semester course may need to be approached differently than how I approach teaching the same course in the Spring Semester.

Students are, for the most part, still in high school when they enroll for their Freshmen year Fall Semester courses. They have virtually no knowledge about the courses or teachers they are agreeing to take. In the case of the Spring Semester of the Freshmen year, however, students have begun to develop an awareness of courses and teachers who they most likely would like to avoid or to take. After three fall and winter months on campus, they are not in the same position they were in even signing up for college course while still in high school. I tend to believe that there is something of a "natural selection" process at work where Freshmen have begun to acclimate themselves to their new educational environment. Students taking my American Government: The Nation course in the Spring Semester , may have been more inclined to chose this course because they had begun to hear how I taught, or what books I used, or how I gave exams, and all that may have fit in with how felt comfortable regarding their own approaches toward learning.

It may be too early to draw some concrete assessment regarding this approach toward interpreting the comparison between the Fall and Spring Semester results, but it is worth seeing if the next several years holds up this statistically significant difference in pre-test/post-test results between the Fall and Spring semesters.

Regarding the three categories used (Basic, Substantive, Course), there is some overlap—particularly seen between Basic Knowledge and Substantive Knowledge. The point is that Basic Knowledge, Substantive Knowledge, and Course Knowledge are not really mutually exclusive categories, there is some overlap.

RANGE OF CORRECT ANSWERS SHOWS THE OVERLAP
FALL SEMESTER

	Basic Knowledge	Substantive Knowledge	Course Knowledge
Pre-Test	10-24	10-24	8-19 (29 students)
Post-Test	8-20	7-19	8-15 (23 students)

SPRING SEMESTER

	Basic Knowledge	Substantive Knowledge	Course Knowledge
Pre-Test	9-22	9-26	8-14 (30 students)
Post-Test	7-14	9-16	8-15 (23 students)

Of particular interest is the overlap between the Fall Semester pre-test in the Basic Knowledge and Substantive Knowledge categories and the same two categories in the Spring Semester. Will it be possible to develop three mutually distinct categories, where Basic Knowledge is clearly separated from Substantive Knowledge? Probably not. For example, there is a series of books published titled "What Every First Grader Needs to Know" etc. and

there has been constant debate over what should or should not be included in these books as basic knowledge at a certain grade level..

RECOMMENDATIONS BASED ON THESE RESULTS

Perhaps when high school seniors are advised about what courses to take their first semester in college, attention needs to be focused on the teaching style of the teachers they will be asked to take courses from, as well as some explanation about their approaches toward giving exams. Would these students approach their course selection process in a different way? It is possible that students need to have more than just the title of a course when choosing what to take. We can assume that they make some conscious decisions regarding their Spring Semester course selections, therefore perhaps a booklet with a brief description of courses available for them to choose from, including readings, assignments, and examination formats might be useful. In addition, a brief teaching philosophy statement by the Lindenwood faculty. Actually, I read a report on student assessment several years ago (Richard Light, The Harvard Assessmenrt Seminars: Explorations with Students and Faculty about Teaching, Learning, and Student Life (Graduate School of Education and Kennedy School of Government, Harvard University, First Report, 1990), which addressed, partially, student advising. This report noted that male students might do better, in some cases, with a male faculty advisor, while female students may do better with a female faculty advisor. The point is that student response or receptiveness to learning (advising is part of learning) can depend greatly on who on the faculty side they interact with—this would seem to carry over into the classroom environment: Do students with their different personalities, likes and dislikes, strengths and weaknesses, respond with varying degrees of learning, depending on the teaching style of who they have as a teacher? Probably the answer is "yes."

Regarding an interesting observation on the Basic Knowledge and Substantive Knowledge categories, I noticed that both in the Fall Semester pre-test (61%, 60%) were higher than in the Spring Semester pre-test (51%, 56%), I'm not sure what to make of this. If, as stated above, students in the Spring Semester were more inclined to choose to take my course than was the case with students in the Fall Semester, than I would have assumed that in these two categories, students in the Spring Semester would have been, at least, equal to, or perhaps higher, than students in the Fall Semester. Maybe, the starting point for Basic Knowledge and Substantive Knowledge matters—but within a certain range, sort like a plateau. I'll have to see where this takes me in next year's pre-test/post-test assessments.

If it is demonstrated through several years of administering this pre-test/post-test that some statistically significant differences can be seen between results from the Fall Semester compared with the Spring Semester, than does this have an impact on a level of competent knowledge expected of students in the Fall Semester compared to those in the Spring Semester? At this point I have questions to ask myself without enough knowledge to act upon. I intend to approach my Fall Semester 2003 PS 155, American Government: The Nation course slightly differently than I have in the past—spending more time explaining why I am doing things, why I am requiring certain readings, more time on grading procedures, and explaining how an American Government course at the college-level is different, in some distinct ways, from an American Government course (sometimes called "Civics") at the high school-level.

As spelled out in the schedule, there will be a phase-in of testing using the 45-question, three-category format for upper level Political Science and Public Management courses. Therefore, how well students learn in PS 155 will be able to be compared with other courses within both majors (PS 155 is required for both Political Science and Public Management). Determining a level of competency may emerge from the data collected over several years related to these two majors, not just course-level competency.

Social Science Courses:

Students are required to take one course each from two of the following disciplines: Anthropology, Criminology, Sociology, Psychology, or Economics.

ANT 112,Cultural Anthropology:

As we indicated two 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.

COURSE GOALS:

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)
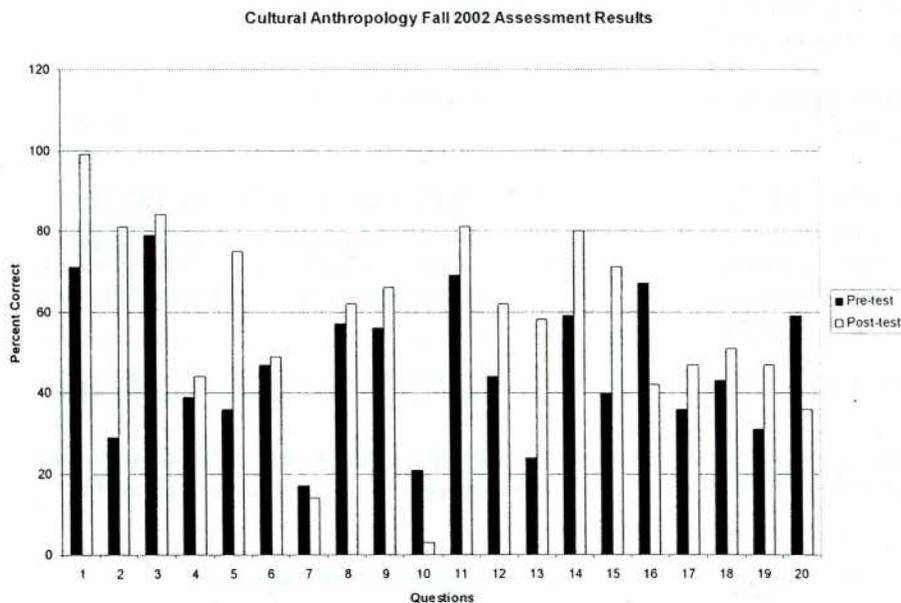Question 16

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-TEST AND POST-TEST FOR CULTURAL ANTHROPOLOGY, FALL 2002

The data chart and bar chart that are included in our report show the results of our pre-test and post-test for our Cultural Anthropology, FALL 2002 course. We had a total of 72 students in the two sections of Cultural Anthropology.

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

Cultural Anthropology Fall 2002 Assessment Results

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.
As demonstrated on the bar chart, students made definite progress:
    Question 1: Pre-test 71% ; Post-test 99% major improvement
    Question 2: Pre-test 29%: Post-test 81% major improvement
    Question 3: Pre-test 79%; Post-test 84% slight improvement

Questions 4-5 tried to measure knowledge on the research on language studies within anthropology:
As demonstrated on the data chart and bar chart, students made definite progress:
    Question 4: Pre-test 39%; Post-test 44% slight improvement
    Question 5: Pre-test 36%; Post-test 75% major improvement

Question 6 tried to measure how students learned about the influence of language on culture:

Question 6: Pre-test 47%; Post-test 49% slight improvement

Questions 7-13 tried to measure how students learned about the components of culture and society:
    Question 7: Pre-test 17%; Post-test 14% decline
    Question 8: Pre-test 57%; Post-test 62% slight improvement
    Question 9: Pre-test 56%; Post-test 66% slight improvement
    Question 10: Pre-test 21%; Post-test 3% decline
    Question 11: Pre-test 69%; Post-test 81% slight improvement
    Question 12: Pre-test 44%; Post-test 62% slight improvement
    Question 13: Pre-test 24%; Post-test 58% major improvement

Question 14 tried to measure how students learned about social stratification in different societies:
    Question 14: Pre-test 59%; Post-test 80% improvement

Question 15 tried to measure how students learned about family, kinship, and society:
    Question 15: Pre-test 40%; Post-test 71% improvement

Question 16 tried to measure how students learned about nationalism and society:
    Question 16: Pre-test 67%; Post-test 42% decline

Question 17-19 tried to measure how students learned about globalization and its effects:
    Question 17: Pre-test 36%: Post-test 42% slight improvement
    Question 18: Pre-test 43%; Post-test 51% improvement
    Question 19: Pre-test 31%; Post-test 47% improvement

Question 20 tried to measure how students learned about applied anthropology:
    Question 20: Pre-test 59%; Post-test 31% decline

CUMULATIVE RESULTS FOR PRE-TEST AND POST-TEST Cultural Anthropology Fall 2002

We need to make some changes and emphasize certain areas such as the language component and the applied anthropology component of the cultural anthropology course. We also need to clarify our questions number 10, 16, and 20 because they were not well designed questions. In the other areas we appear to be making significant or slight improvements in the various areas of the course.

RESULTS OF THE PRE-TEST AND POST-TEST FOR CULTURAL ANTHROPOLOGY, SPRING 2003

The data chart and bar chart that are included in our report show the results of our pre-test and post-test for our Cultural Anthropology, SPRING 2003 course. We had a total of 68 students in the two sections of Cultural Anthropology.

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

Cultural Anthropology Spring 2003 Assessment Results
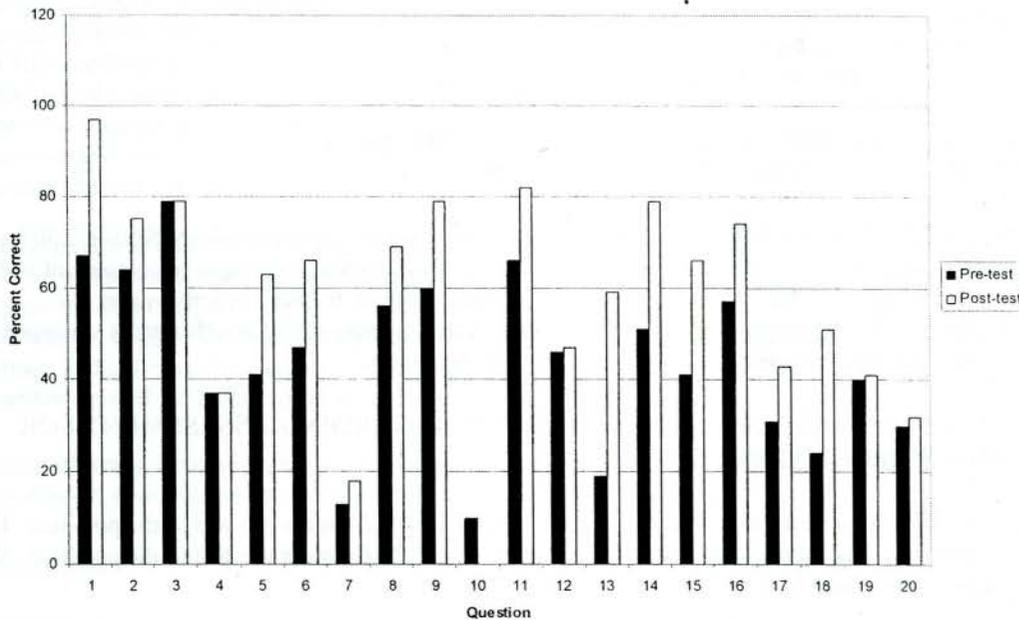
Questions 1-3 tried to measure critical thinking skills by having students ask questions about how anthropologists use data to analyze human behavior and institutions within the course.
As demonstrated on the bar chart, students made definite progress:
  Question 1: Pre-test 67% ; Post-test 97% major improvement
  Question 2: Pre-test 64%: Post-test 75% slight improvement
  Question 3: Pre-test 79%; Post-test 79% no improvement

Questions 4-5 tried to measure knowledge on the research on language studies within anthropology:
As demonstrated on the data chart and bar chart, students made definite progress:
  Question 4: Pre-test 37%; Post-test 37% no improvement
  Question 5: Pre-test 41%; Post-test 63% major improvement

Question 6 tried to measure how students learned about the influence of language on culture:
  Question 6: Pre-test 47%; Post-test 66% major improvement

Questions 7-13 tried to measure how students learned about the components of culture and society:
  Question 7: Pre-test 13%; Post-test 18% slight improvement
  Question 8: Pre-test 56%; Post-test 69% improvement
  Question 9: Pre-test 60%; Post-test 79% slight improvement
  Question 10: Pre-test 10%; Post-test 0% decline
  Question 11: Pre-test 66%; Post-test 82% slight improvement
  Question 12: Pre-test 46%; Post-test 47% slight improvement
  Question 13: Pre-test 19%; Post-test 59% major improvement

Question 14 tried to measure how students learned about social stratification in different societies:
  Question 14: Pre-test 51%; Post-test 79% improvement

Question 15 tried to measure how students learned about family, kinship, and society:
  Question 15: Pre-test 41%; Post-test 74% major improvement

Question 16 tried to measure how students learned about nationalism and society:

Question 16: Pre-test 57%; Post-test 74% decline

Question 17-19 tried to measure how students learned about globalization and its effects:
    Question 17: Pre-test 31%: Post-test 43% slight improvement
    Question 18: Pre-test 24%; Post-test 51% major improvement
    Question 19: Pre-test 40%; Post-test 41% slight improvement

Question 20 tried to measure how students learned about applied anthropology:
    Question 20: Pre-test 30%; Post-test 32% slight improvement

CUMULATIVE RESULTS FOR PRE-TEST AND POST-TEST Cultural Anthropology Spring 2003

We need to make some changes and emphasize in our teaching certain areas such as the language component and the applied anthropology component of the cultural anthropology course. Again, we need to improve on our questions number 10, 16, and 20 because they were somewhat misleading questions. In the other areas we appear to be making significant or slight improvements in the various areas of the course.

COMPARISONS BETWEEN FALL 2002 AND SPRING 2003 REGARDING ASSESSMENT FOR CULTURAL ANTHROPOLOGY COURSE

In the Fall 2002 semester there was an average overall improvement of 11.4% from the pre-test to the post-test. In the Spring 2003 semester there was an average overall improvement of 13.9% from the pre-test to the post-test. We would like to improve on these scores in the future.

ACTION PLAN:

We will review the results of our assessment technique and the questions for our introductory course in cultural anthropology. We may modify some of the questions follow our evaluation. We will again administer the pre-test and post-test for our cultural anthropology courses. We would also like to measure our essay exams given on the final exam to determine whether our students are synthesizing and integrating the materials as well as we expected. We would also like to introduce a pre-test and post-test for our Race and Ethnicity course for this next year.

CRIMINOLOGY:

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 basics 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.

Intelligence	Number	Percent
Knowledge	88	88%
Comprehension	8	8%
Application	4	4%

Results:

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

	Students	Questions	Pretest	Posttest	Change
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%

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%.
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%

Analysis:

The results from the assessment tests (2003) 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 20% from the pretest to the posttest. The most significant improvement was identified in the Etiology of Crime and Legal Concepts 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 most disappointing content area was the category of Criminal Typology. This area saw no improvement when comparing the pretest and posttest averages. Previous scores for this content area (2002) 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/or stressed during the course. The question outcomes for 2002 and 2003 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. Also, questions 13 and 83 were missed by a significant majority of the students in 2002 and 2003. Approximately ten questions were missed by 90% of the students during both assessment years (2002 and 2003). The instructor is then confronted with two possible explanations: are the questions constructed in such a way that they are difficult to understand or is the material not covered thoroughly during the semester. The numbered questions are identified in the table below, with the questions receiving the most incorrect responses listed first. Only the 75th percentile and higher are represented in the table.

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 and modify and/or remove certain test questions if necessary.
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.

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

2002				2003			
Question	Incorrect	Rank	Percent	Question	Incorrect	Rank	Percent
21	29	1	1	13	26	1	0.969
37	28	2	0.959	21	26	1	0.969
49	28	2	0.959	34	26	1	0.969
67	28	2	0.959	37	26	1	0.969
83	28	2	0.959	19	25	5	0.948
8	26	6	0.909	20	25	5	0.948
20	26	6	0.909	15	24	7	0.928
34	26	6	0.909	83	24	7	0.928
65	26	6	0.909	16	.23	9	0.908
68	26	6	0.909	99	23	9	0.908
41	25	11	0.888	9	22	11	0.877
66	25	11	0.888	41	22	11	0.877
13	24	13	0.878	49	22	11	0.877
25	22	14	0.838	3	21	14	0.846
40	22	14	0.838	39	21	14	0.846
60	22	14	0.838	65	21	14	0.846
99	22	14	0.838	25	20	17	0.816
16	21	18	0.808	66	20	17	0.816
19	21	18	0.808	90	20	17	0.816
90	21	18	0.808	8	19	20	0.795
3	20	21	0.787	40	19	20	0.795
7	20	21	0.787	11	18	22	0.785
39	19	23	0.747	23	17	23	0.755

Assessment Calendar:

Course	Type	Date	Data Review	Action
CJ-200	Pretest	Aug 03 & Jan 04	Jan 04 & June 04	none
CJ-200	Posttest	Dec 03 & May 04	Jan 04 & June 04	analyze test results

ECONOMICS:

BA 211, MICROECONOMICS
Pre-Test/Post-Test Assessment
(A file is in the Management Division containing data related to this assessment as well as the test.)

PRE-TEST, POST-TEST FORMAT FOR EVALUATION

All students who graduate with a degree from one of the majors offered through the Management Division will take this course, usually as one of their first two business courses. This course also fulfills a social science requirement.

The pre and post-test format of outcomes assessment was started in the Spring 2002 semester, expanded and revised in the Fall 2002 and Spring 2003 semesters, and has again be reviewed and revised for use in the upcoming Fall 2003 semester.

Spring 2002
For Spring 2002, a 15-question test (5 questions for each of the categories of "Basic Knowledge", "Substantive Knowledge", and "Course Knowledge") was administered during the first week of class and the same test re-administered during the last week of class.

Results were available for only ten students. Just one class was surveyed in this pilot. Students were told that the test would not count toward their grade, therefore many students did not provide their names. This made matching the pre-test and post-test answers for the same student impossible, other than for the 10 students. The results indicate that students showed good individual and overall increases in knowledge. The increase in correct answers was particularly strong in the Course Knowledge, which improved from the pre-average of 20% to the post-average of 54%. In Substantive Knowledge there was an increase from 54% to 68%. In Basic Knowledge, the response average moved from 74% to 78%.

The survey was designed to assess not just pre and post course-learning, but also to make inferences on an individual basis about the correlation between scoring high on the pre-test in the Basic Knowledge and Substantive Knowledge categories, against "learning" in the Course Knowledge category. Here, the conclusions are more tenuous. The results indicate that we are more likely to see students with higher scores on General and Substantive Knowledge categories having 80-100% scores on the post-test Course Knowledge category – but there were those who scored only 60%. The sample is just too small to assign any statistical significance to these observations.

Based on this survey, we recognized the need to expand the number of questions in each category, and to expand the survey to all sections of the course. We concluded that our test design format was useful for outcomes assessment and therefore beneficial for course improvement.

Fall 2002
For Fall 2002, a revised 45-question test, 15 questions in each category, was administered to all five course sections. Students were told that the results would not affect their grade but they were asked to record their names. Results are available for 144 students on the pre-test and 118 students on the post test. The analysis of the results conducted to date has focused only on an assessment of the "learning", that is, the improvement in correct responses, in the Course Knowledge category. Results are on file in the Management Division regarding this test. Cross-tabulations that would allow an analysis of how performance in the Basic and Substantive Knowledge categories affects performance in the Course Knowledge category have not yet been done.

Pre and post results for questions 31 to 45, which test Course Knowledge, were tabulated for each of the five classes, as was an overall average for the course.

Averaging over the 15 questions, there was a 14% course "learning" as measured by the improvement in the post-test grade. This ranged from a low of 2% improvement on question # 43 to a high of 27% on question # 34. Results varied greatly by course sections. The average pre-test grade was 28% and the average post-test grade was 42%.

Spring 2003

Four sections of this course were offered and the pre and post test were administered in the first and last week for each of the sections. Again, results were tabulated for the last fifteen questions which represent Course Knowledge. Results were available for 111 students on the pre-test and 84 students on the post-test. Learning, as measured by the improvement in the post test grade, averaged 21%.. This ranged from a low of –9% on question #37, to a high of 36% on question #40. Again, results varied greatly by course sections.

General Findings

The average pre-test grades of 28% and 26% respectively were expected given that answers to these questions would normally only be known from a microeconomics course, and therefore more than likely represent educated guesses. The average post-test grades of 42% and 55% however, were cause for concern. The course covers 15 chapters of Case & Fair's *Principles of Economics* and is designed to introduce basic economic concepts, relationships, and institutions related to individual and firm decision-making (Lindenwood University, Undergraduate Catalog). Questions with a less than 10% improvement in correct responses were analyzed in detail for commonality of content or difficulty of wording. Based on this survey, we recognized that there were several questions on the test that referred to fairly inconsequential areas of course knowledge, and that the wording on several other questions was somewhat ambiguous, especially for a multiple choice question format. We also concluded that the 15 questions were not sufficiently spread out over the 15 chapters covered in the course. Each professor also recounted that the test was administered in a rather "dashed" manner in the last ten minutes of the last class just before exam week. These factors lead to a decision to revise the test to be administered in the Fall 2003 semester. The revisions were undertaken in May 2003 and a Management Division file contains the revised test.

It may be too early to determine a level of expected competency. This may be the type of knowledge that is developed after looking at the results from several pre-test/post-test assessments. For example, is there a range we want to see our students fall into regarding, say, Basic Knowledge? In addition, as we phase-in other pre-tests/post-tests for higher level courses, it may be possible to determine some relationships between and among courses. In the case of BA 211, it is part one of the core courses in the Business Administration program so how students perform in this course may be compared to a measurement of learning in other courses.

FEEDBACK: HOW DO DIVISION FACULTY LEARN FROM AND MAKE CHANGES IN THEIR COURSE, AS A RESULT OF THE OUTCOMES ASSESSMENT PROCESS?

The three division faculty members have received the results of the pre and post tests for BA 211 and PS 155 and have discussed areas of possible teaching deficiency, not only in the course specific information but even in general business knowledge. In their quest to integrate practical knowledge into the learning of economic principles, as well as to ensure that the skills required by employers for successful on the job performance are met, the faculty members have discussed teaching improvements centered on (i) a greater emphasis on a narrower range of core microeconomic knowledge, (ii) a commitment to integrate the reading of current business and consumer news into the course, (iii) the greater use of in-class assignments to allow the instructor to quickly isolate areas of difficulty, and (iv) utilizing successful students from previous classes to serve as tutors.

SOCIOLOGY:

SOC 102, 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 (SOC 102) 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. The goals and objectives for the course were the following:

COURSE GOALS:

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

First, we would like students to develop and become familiar with a sociological perspective. In other words, instead of thinking about society from their own personal vantage point, they need to have an understanding of the external social conditions that influence human behavior and communities. This sociological perspective will enable them to perceive their own personal situation in the context of social (broadly defined - as demographic, ecological, economic, political, and cultural) forces that are beyond their own psyche, circle of friends, parents, and local concerns.

Second, we would like our students to develop a global and cross-cultural perspective. They ought to have an understanding of social conditions around the world, and an understanding of why those social conditions are different from those of their own society. Simultaneously, we would like them to perceive the basic similarities that exist from one society to another and to appreciate how much alike humanity is irrespective of cultural differences.

Third, we would like our students to enhance their critical thinking and analytical skills. Critical thinking involves classifying, assessing, interpreting, and evaluating information in the form of hypotheses and theories into higher order thought processes. Abstracting and evaluating competing theories and hypotheses by relying on critical abilities in assessing data is extremely important in the field of sociology and anthropology.

COURSE OBJECTIVES:

Students will demonstrate knowledge of how sociologists attempt to explain human behavior and institutions. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)

Students will demonstrate knowledge of the basic concepts of culture and society as used by social scientists. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)

Students will demonstrate a knowledge of the concept of socialization as it relates to the nurture-nature controversy in the social sciences. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)

Students will demonstrate knowledge of the differences between race and ethnicity, sex and gender, and other distinctions between biological and sociological categories. (Competencies measured: knowledge, comprehension: modalities of learning verbal-linguistic)

Students will demonstrate knowledge of the major racial, ethnic, economic and cultural groups that make up the contemporary United States, as well as some of the changes among and between these groups. (Competencies measured: knowledge, comprehension, modalities of learning verbal-linguistic)

RESULTS OF THE PRE-TEST AND POST-TEST FOR BASIC CONCEPTS OF SOCIOLOGY, FALL 2002

The bar chart that are included in our report show the results of our pre-test and post-test for our Basic Concepts of Sociology, Fall 2002 courses. We had a total of 141 students in our various sections.

We had 20 questions on our pre-test. Students were given the same 20 questions on our post-test.
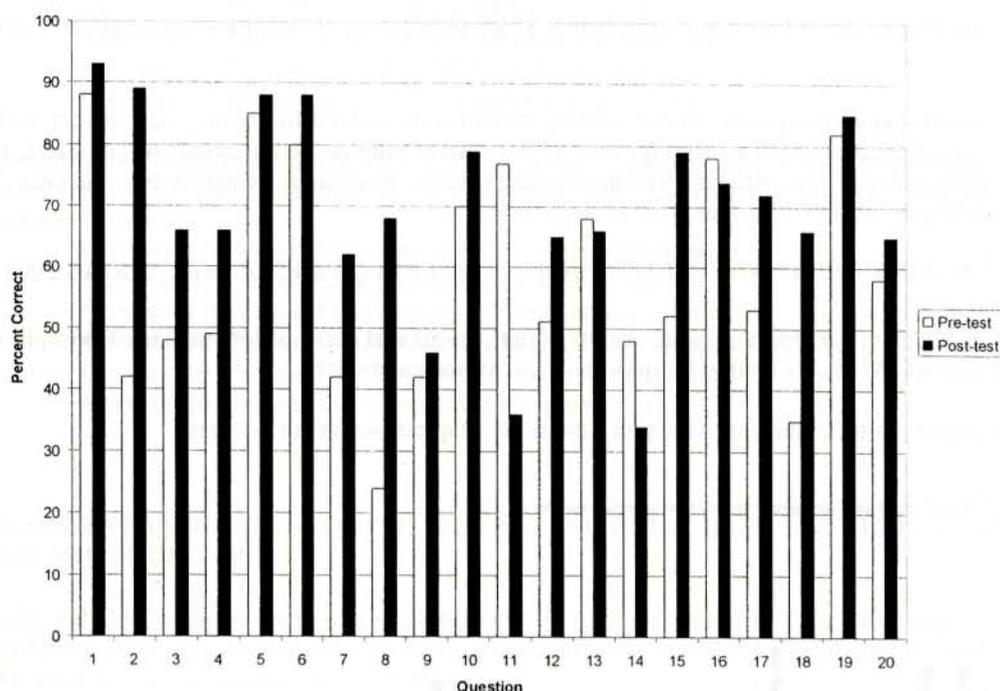
Questions 1-3 tried to measure critical thinking skills by having students ask questions about the three major theoretical paradigms that they use to analyze human behavior and institutions within the course.
As demonstrated on the bar chart, students made definite progress in most areas:

Question 1: Pre-test 88%: Post-test 93% slight improvement
Question 2: Pre-test 42%; Post-test 89% major improvement
Question 3: Pre-test 48%; Post-test 66% slight improvement

Questions 4-14 tried to measure knowledge that is integral to the basic content of a introductory sociology course.
As demonstrated on the data chart and bar chart, students made definite progress in most areas :

Question 4: Pre-test 49%; Post-test 66% slight improvement
Question 5: Pre-test 85%; Post-test 88% slight improvement
Question 6: Pre-test 80%; Post-test 88% slight improvement
Question 7: Pre-test 42%; Post-test 62% major improvement
Question 8: Pre-test 24%; Post-test 68% major improvement
Question 9: Pre-test 42%; Post-test 46% slight improvement
Question 10: Pre-test 70%; Post-test 79% slight improvement
Question 11: Pre-test 77%; Post-test 36% major decline
Question 12: Pre-test 51%; Post-test 65% major improvement
Question 13: Pre-test 68%; Post-test 66% slight decline
Question 14: Pre-test 48%; Post-test 34% slight decline

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.

Question 15: Pre-test 52%; Post-test 79% major improvement
Question 16: Pre-test 78%; Post-test 74% slight decline
Question 17: Pre-test 53%; Post-test 72% major improvement
Question 18: Pre-test 35%; Post-test 66% major improvement

Question 19: Pre-test 82%; Post-test 85% slight improvement
Question 20: Pre-test 58%; Post-test 65% improvement

CUMULATIVE RESULTS OF THE PRE-TEST AND POST-TEST FOR BASIC CONCEPTS OF SOCIOLOGY, FALL 2002

We need to make some changes and emphasize in our teaching certain areas such as the culture, race, gender, and stratification components of the introductory sociology course. We need to improve on our questions number 5, 11, 13, 14, and 16 because they may be somewhat misleading questions. In the other areas we appear to be making significant or slight improvements in the various areas of the course.

RESULTS OF THE PRE-TEST AND POST-TEST FOR BASIC CONCEPTS OF SOCIOLOGY, SPRING 2003

The bar chart that are included in our report show the results of our pre-test and post-test for our Basic Concepts of Sociology, Fall 2002 courses. We had a total of 96 students in our various sections.

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

Spring 2003 Basic Concepts of Sociology Assessment Results
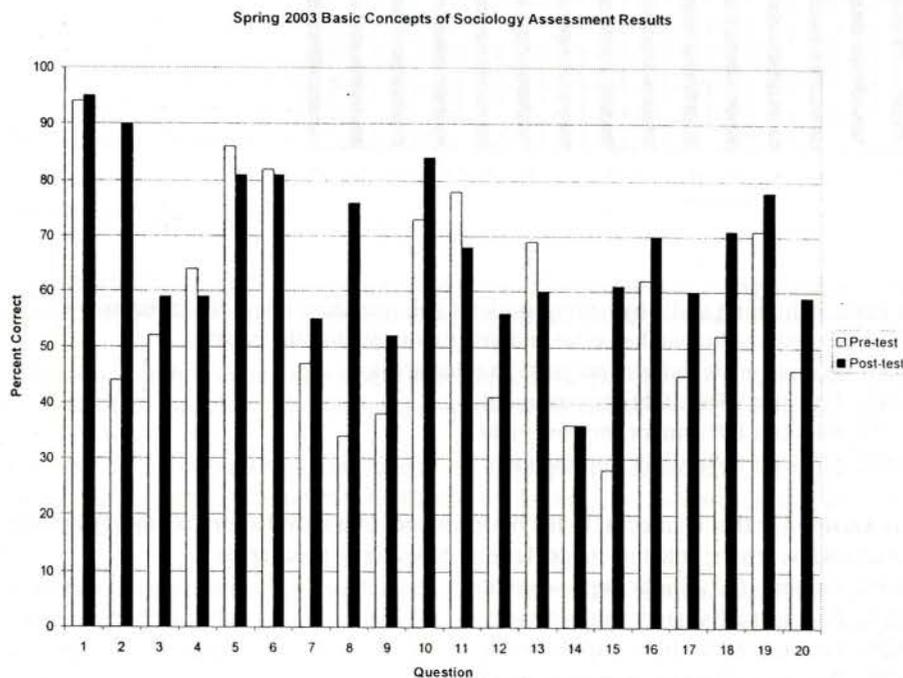
Questions 1-3 tried to measure critical thinking skills by having students ask questions about the three major theoretical paradigms that they use to analyze human behavior and institutions within the course.
As demonstrated on the bar chart, students made definite progress in most areas :
Question 1: Pre-test 94%: Post-test 95% slight improvement
Question 2: Pre-test 44%; Post-test 90% major improvement
Question 3: Pre-test 52%; Post-test 59% slight improvement

Questions 4-14 tried to measure knowledge that is integral to the basic content of a introductory sociology course.
As demonstrated on the data chart and bar chart, students made definite progress in most areas :
Question 4: Pre-test 64%; Post-test 59% slight improvement
Question 5: Pre-test 86%; Post-test 81% slight decline
Question 6: Pre-test 82%; Post-test 81% slight decline
Question 7: Pre-test 47%; Post-test 55% major improvement
Question 8: Pre-test 34%; Post-test 76% major improvement

Question 9: Pre-test 38%; Post-test 52% slight improvement
Question 10: Pre-test 73%; Post-test 84% slight improvement
Question 11: Pre-test 78%; Post-test 68% major decline
Question 12: Pre-test 41%; Post-test 56% major improvement
Question 13: Pre-test 69%; Post-test 60% slight decline
Question 14: Pre-test 36%; Post-test 36% no improvement

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.

Question 15: Pre-test 28%; Post-test 61% major improvement
Question 16: Pre-test 62%; Post-test 70% slight decline
Question 17: Pre-test 45%; Post-test 60% major improvement
Question 18: Pre-test 52%; Post-test 71% slight improvement
Question 19: Pre-test 71%; Post-test 78% slight improvement
Question 20: Pre-test 46%; Post-test 59% improvement

COMPARATIVE RESULTS FOR PRE-TEST AND POST-TEST BASIC CONCEPTS OF SOCIOLOGY FALL 2002 AND SPRING 2003

In the Fall 2002 semester there was an average overall improvement of 10.75% from the pre-test to the post-test. In the Spring 2003 semester there was an average overall improvement of 10.45% from the pre-test to the post-test. We need to improve on these scores in the future.

ACTION PLAN FOR 2003-2004
We will review the results of our assessment technique and the questions for our introductory course in sociology. We may modify some of the questions following our evaluation. We will again administer the pre-test and post-test for our Basic Concepts of Sociology.

SOC 240, Sociology of Gender Roles

As a component of the Social Sciences requirement 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 stratifications systems and is a major determinant of personality, behavior, lifestyle, aspirations and achievement.

The 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 (n=23); the post-test was given the last scheduled class (n=26). Pre/post-test results were per the following:

Sociology of Gender Roles
Pre/Post Scores Analysis per Bloom's Cognitive Processes
Total Percent Correct

Competency:	Application	Comprehension	Knowledge	GRAND MEAN
Pre-test Scores	52%	52%	63%	56%
Post-test Scores	78%	79%	78%	78%
Differential	+26%	+27%	+15%	+22%

2002-03 Conclusions and Action Plans
This assessment data suggest the following conclusions and recommendations for the following actions:

1. Action for learning enhancement: Test results reflect a positive change in the students' application, comprehension and knowledge in Sociology of Gender Roles by 22%. As this was the first year that this instrument was utilized for course assessment, further data is required to verify the appropriateness of this instrument. Multi-year comparisons will be presented to analyze this further.

PSYCHOLOGY:

PSY 100, PRINCIPLES OF PSYCHOLOGY

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

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

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 locally-developed exam was constructed several years ago by the Psychology faculty. As indicated in our program assessment report for 2001-2002, we identified a need to revise this measure, to bring it more into line with how the present faculty members are teaching the course. In accordance with our action plan in last year's report, the Psychology faculty met in Fall 2002 to revise and update the test items. The revised exam covers the following ten core areas in the field of Psychology:

- Research Methods
- Biopsychology
- Sensation and Perception
- Consciousness* {new subtest added this year; replaces Personality subtest}

- Learning
- Memory
- Cognition
- Motivation
- Abnormal Psychology
- Social Psychology

Each area is represented by ten questions, yielding a total of 100 exam items. The revised questions were coded into three 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 (63 questions).
- APPLICATION, corresponding to Bloom's "application" category (18 questions).
- CONCEPTUAL, encompassing the "analysis," "synthesis," and "evaluation" categories in Bloom's system (19 questions).

During the first week of the Spring semester, students enrolled in five sections of Principles of Psychology ($n = 136$) completed the 100-item pre-test. An attempt was made to give the pre-test to the two other sections of the course as well, but technological problems (pertaining to the unavailability of student registration codes from the publisher for the online test procedure) interfered with students' ability to complete the assessment on the appointed day. Thus, data were not obtained from those two sections.

The post-test was given as the comprehensive final exam at the conclusion of the course. This procedure differs from the procedure used last year. In last year's assessment, we experimented with integrating post-test questions into individual unit exams, but found that this created substantial problems with missing data (i.e., for students who missed an exam), and limited our ability to measure within-student changes. In accordance with our action plan from last year's report, we re-instituted the single comprehensive post-test format this year. This allowed us to make direct within-student comparisons, and to measure changes in individual student performance over the course of the semester.

A total of 133 students completed the post-test. Because of attendance issues at either pre-test or post-test, and students adding or dropping the course during the semester, the final number of students who completed *both* the pre-test and the post-test was 110. These completed data records ($n = 110$) form the basis of the analyses reported below.

STUDENT CHARACTERISTICS

A summary of self-reported student demographic information follows. This information was obtained at the time of the pre-test.

Class
- Freshman   70%
- Sophomore   15
- Junior   7
- Senior   3
- Other   3

Reason for Taking Course (could select more than one)
- GE requirement   67%
- Interested in psychology   50
- Curious about psychology   29
- Seems or heard it was interesting   34
- Seems or heard it was easy   1
- Advisor / mentor / coach recommendation   15

- Other   6

Psychology Background
- None   59%
- High School   31
- College Credit   7
- Beyond   1
- Other   6

LU Psychology Experience
- None   94%
- Withdrew previously   2
- "D" or worse previously   4

Field of Study
- Psychology Major   1%
- Psychology Minor   0
- Undecided   32
- Other Major   65

As evidenced by the above data, our "modal" Principles of Psychology student is a freshman who has had no prior classroom exposure to Psychology, and is not intending to major in Psychology, and is taking the course primarily to fulfill a General Education requirement. Accordingly, the Principles class is well-situated to be the primary factor in shaping and informing students' understanding of the field of Psychology – as befits the aim of general education courses.

DIFFERENCES BETWEEN CURRENT ASSESSMENT AND 2002 ASSESSMENT

1. Due to problems encountered with the piecemeal administration of post-test items in last year's assessment, we reverted this year to the use of a unitary post-test exam administered at the end of the course. Specifically, this change was made to reduce the amount of missing data (e.g., from students who missed a unit test) and to make possible the assessment of within-student changes in test performance, as well as more rigorous statistical analyses of the results. Because of the change in the format of the post-test, comparisons of results between this year's assessment and last year's should be made only tentatively.

2. A second difference in this year's assessment process is that we encountered technical/logistical problems with two sections at the time of the pre-test, which impeded the collection of pre-test data for those sections. Our response to this problem is addressed in our ACTION PLAN.

3. A third difference is that this year, for the first time, the pre- and post-tests were all computer administered and scored. Although this had the unfortunate outcome described in the preceding paragraph, it will ultimately allow for increased sophistication of our assessment measure and refinement of its psychometric properties.

4. A fourth difference is that we decided to eliminate the **Personality** sub-test, and we replaced it with a **States of Consciousness** subtest. This sub-test consisted of ten new items, none of which were on the previous version of the assessment measure. This change was made in the interest of enhancing the degree to which our assessment measure reflects the proportion of emphasis devoted by the current Principles instructors to various content areas.

5. A fifth difference is that the items comprising the **Cognition** were substantially revised, again toward the end of making the assessment instrument more accurately reflect the content that is emphasized by the current instructors for the course.

ASSESSMENT RESULTS

Comparisons To Our 2002 Pre-Test

In the 2003 Assessment ($n = 136$), the mean pre-test score was 43.44 ($SD = 10.04$). Comparison of the current results with the 2002 results (mean pre-test score of 38.95; $SD = 9.78$), reveals that our current group of students came in with a slightly greater fund of knowledge about psychology. This may relate to the fact that, in this year's sample of students, 41% had had a previous psychology course, whereas in the 2002 sample, only 30% had had such a course.

PRE-TEST vs. POST-TEST RESULTS FOR 2003

A paired-samples t-test was conducted in order to determine whether our post-test scores for 2003 differed from the 2003 pre-test scores. Students' performance on the post-test (mean = 61.15, $SD = 12.69$) was compared to their performance on the pre-test (mean = 43.44, $SD = 10.04$). Students scored significantly higher on the post-test than on the pre-test [$t (109) = 17.429, p < .001$].

The overall pre-test and post-test results for the 2003 Assessment are summarized graphically below.

2003 Pre/Post-Test Comparison
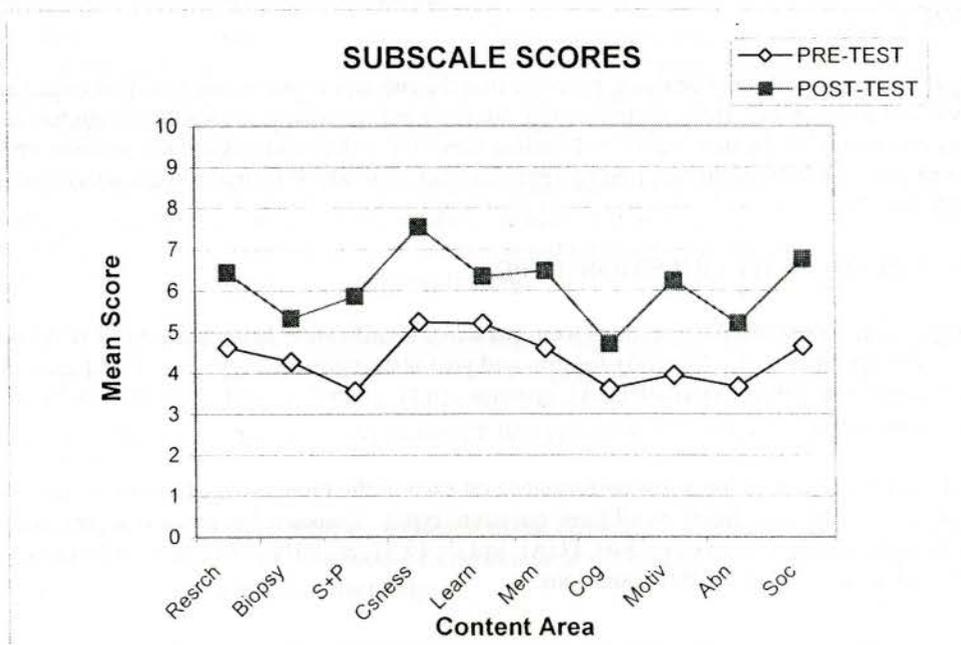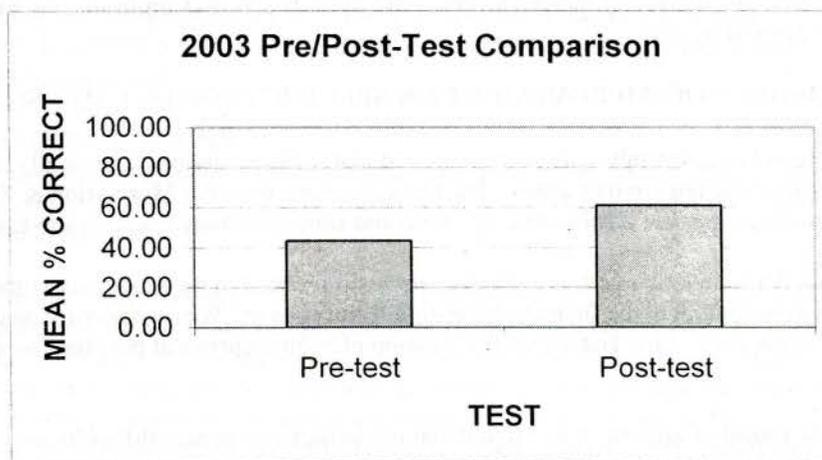
SUBSCALE SCORES

ANALYSIS OF CONTENT SUBSCALE SCORES

At pre-test, sub-scale scores were *highest* in the content areas of **Consciousness** (mean=52.38), **Learning** (mean=51.97), and **Social** (mean=46.64). These three sub-scores were not significantly different from each other, but did differ significantly from the group of three *lowest* sub-test scores. Those three lowest scores a pre-test occurred in the content areas of **Sensation & Perception** (mean=35.63), **Cognition** (mean=36.19), and **Abnormal** (mean= 36.69). These three lowest scores were not significantly different from each other, but did differ significantly from the group of three highest sub-test scores, as noted above.

At post-test, subscale scores were *highest* in the content areas of **Research** (mean=64.42), **Consciousness** (mean=58.60), **Memory** (mean=64.83), and **Social** (mean=67.59). These four sub-scores were not significantly different from each other, but did differ from the remaining sub-test scores. Two of these scores (**Consciousness** and **Social**) were among the highest at pre-test as well.

At post-test, subscale scores were *lowest* in the content areas of **Biopsychology** (mean=53.34), **Cognition** (mean=47.14), and **Abnormal** (mean=52.10). These three sub-scores were not significantly different from each other, but did differ from the remaining sub-test scores. Two of these scores (**Cognition** and **Abnormal**) were among the lowest at pre-test as well.

ANALYSIS OF DEGREE OF IMPROVEMENT ON SPECIFIC CONTENT SUB-SCALES

A comparison of pre- and post-test sub-scale scores revealed that students attained statistically significant ($p < .05$) **improvement in eight of the ten content areas**. The two exceptions were the **Motivation & Emotion** sub-test, on which the improvement *approached* significance ($p<.058$) and **Biopsychology** ($p<.076$) sub-test.

An item analysis was conducted, to investigate whether any issues related to the properties of the test items themselves might be contributing to the finding of non-significant change. We set the criterion of ">65% correct at pre-test" to identify items as *too easy,* and we set the criterion of "<50% correct at post-test" to identify items as *too difficult.*

On the **Motivation & Emotion** sub-test, it was found that inconsistencies in item difficulty may contribute to the finding. It was found that the **Motivation & Emotion** sub-test has three items coded as *too easy* and four items coded as *too hard.* These seven non-optimal items may have little discriminative value for the purposes of this assessment, and presumably diminish the inter-student variance in scores, which in turn would affect the likelihood of measurable changes reaching statistical significance. The apparent need for item revision is addressed in our ACTION PLAN, below.

On the **Biopsychology** sub-test, item analysis revealed that the sub-test contains one test item coded as *too easy,* and five items coded as *too hard.* Here, it appears that we were not successful in facilitating student mastery of this content area, as the reason for the non-significant finding was simply that students did not perform up to the level tapped by the test items. Implications this finding regarding our methods of instruction are addressed in our ACTION PLAN, below.

ANALYSIS OF RESULTS BY QUESTION TYPE

At both pre- and post-test, FACTUAL questions were answered significantly better than APPLICATION questions [$t(4) = 60.37$, $p<.001$ and $t(4) = 31.67$, $p<.001$ for pre- and post-tests, respectively]. FACTUAL questions were also answered significantly better than CONCEPTUAL questions [$t(4) = 28.68$, $p<.001$ and $t(4) = 38.21$, $p<.001$ for pre- and post-tests, respectively].

Examination of student pre-test vs. post-test performance on each of the three types of questions revealed that statistically significant gains were made on all three questions types. Compared to pre-test scores, post-test performance was significantly improved on FACTUAL [$t(4) = 19.31$, $p<.001$], APPLICATION [$t(4) = 4.54$, $p<.01$], and CONCEPTUAL [$t(4) = 11.68$, $p<.001$] questions.

DISCUSSION OF QUESTION TYPE ANALYSIS

In this year's assessment, students appeared to show the greatest mastery on FACTUAL questions. Such questions typically require familiarity with definitions and other concrete forms of knowledge. An introductory course in any discipline will likely aim for gains in this type of knowledge. Our assessment reveals that our students increased their knowledge of such material.

A more ambitious goal for an introductory course is to make an impact on students' ability to use more sophisticated cognitive processes – e.g., to *apply* their knowledge to various scenarios and life situations, and to engage in critical, integrative, and evaluative thinking. These domains are tapped by APPLICATION questions and CONCEPTUAL questions, which are also included in our assessment measure. Our students demonstrated statistically significant improvement in these two domains, suggesting that the Principles of Psychology course is making an impact on these more sophisticated cognitive processes as well

In follow-up to last year's ACTION PLAN, part of which involved including conceptually-based class activities in an effort to bolster student performance in "higher level processing," it appears that we have met with success in bringing students' abilities in responding to CONCEPTUAL test items into line with their performance on FACTUAL and APPLICATION items. Students showed statistically significant improvement on all three types of test items in this year's assessment.

SUMMARY AND CONCLUSIONS:

1. The 2003 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 format of the post-test, we did not see any significant decline in student performance at the time of post-test. We had anticipated that giving the post-test in the form of a comprehensive final exam would pose greater difficulty for the students than last year's post-test format, which involved presenting post-test questions in smaller segments throughout the term, with less time elapsing between presentation of material and testing over that material. In fact, we found that the post-test results from 2002 (**mean=62.04; *SD*=13.81**) and 2003 (**mean=61.14; *SD*=12.69**) were essentially equivalent. This important "non-finding" suggests that, not only are our students absorbing the material in the course, but they're integrating it to the point that they retain it over time.

3. In follow-up to last year's action plan, part of which involved including conceptually-based class activities in an effort to bolster student performance in "higher level processing," it appears that we have met with success in bringing students' abilities in responding to CONCEPTUAL test items into line with their performance on FACTUAL and APPLICATION items. Students showed statistically significant improvement on all three types of test items in this year's assessment.

4. Analysis of sub-test scores revealed varying student outcomes in the different content areas. Item analysis revealed that the **Motivation & Emotion** subtest includes a cluster items that are *too easy* and a cluster of items that are *too hard,* but relatively few items in the ideal range of moderate difficulty. Our ACTION PLAN describes our plan for addressing this finding.

5. Analysis of the **Biopsychology** sub-test suggests that students consistently performed at lower-than-desired levels in this area. Our ACTION PLAN describes our plan for addressing this finding.

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 shown on CONCEPTUAL test items on the post-test.

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.

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.

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.

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.

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").

ASSESSMENT CALENDAR – PSYCHOLOGY / General Education

Fall, 2003
- Continue effective modes of instruction in PSY 100 course
- Incorporate new visual/multi-media ancillaries in section on Biopsychology (response to student feedback and faculty discussion of how to improve this section of course)
- Meet regarding item analysis and revision; update assessment measure for January 2004

January, 2004
- 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

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

MATHEMATICS:
Students are required to take one course in college level mathematics.

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 Objectives may be found following assessment results for each semester.

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

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

MATHEMATICS - GENERAL EDUCATION FALL 2002

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 – Colburn, Kohler, Bell, Griesenauer   MTH 151 College Algebra – Hardy
MTH 131 Quantitative Methods – Colburn, Kohler   MTH 152 Precalculus – Matthews
MTH 134 Concepts of Math – Colburn, Kohler, Van Dyke   MTH 171 Calculus I – Soda
MTH 141 Basic Statistics – Haghighi, Hardy, Perantoni   MTH 172 Calculus II– Golik

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.

FALL '02 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	73	78	73	xxx	58	70	77	58	168
MTH 131	75	76	75	72	83	84	78	76	70
MTH 134	71	71	68	71	71	xxx	71	67	114
MTH 141	74	73	63	68	70	72	67	65	209
MTH 151	xxx	xxx	79	50	64	71	62	70	30
MTH 152	82	80	71	83	21	81	xxx	xxx	35
MTH 171	60	75	xxx	66	xxx	xxx	xxx	xxx	28
MTH 172	53	65	60	58	xxx	45	70	xxx	20

MATHEMATICS - GENERAL EDUCATION SPRING 2002

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 – Colburn, Kohler, Bell, Griesenauer   MTH 151 College Algebra – Hardy
MTH 131 Quantitative Methods – Colburn, Kohler   MTH 152 Precalculus – Matthews
MTH 134 Concepts of Math – Colburn   MTH 171 Calculus I – Soda
MTH 141 Basic Statistics– Haghighi, Kohler, Matthews, Perantoni MTH 172 Calculus II– Golik

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

SPRING '03 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	72	75	80	68	58	83	82	73	134
MTH 131	76	74	76	70	76	74	76	xxx	30
MTH 134	70	70	77	75	77	74	73	62	40
MTH 141	84	71	75	70	76	68	62	64	184
MTH 151	xxx	73	67	64	70	80	84	80	31
MTH 152	68	47	74	70	22	90	xxx	xxx	30
MTH 171	xxx	69	50	66	41	85	xxx	xxx	17
MTH 172	71	80	74	70	65	60	63	xxx	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 9

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

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

1. given two ordered pairs: find the distance between them, the midpoint of the segment joining them, the slope and the equation of the line containing them written in slope intercept form or standard form, the x-intercept and y intercept.

2. given a second degree equation: graph and identify the shape of the graph, analyze all the characteristics such as identifying intercepts, zeros, vertex, relative extrema, whether odd, even, or neither, intervals where the graph is increasing, decreasing or constant, symmetry, etc. Use the completing the square, the value of the discriminant, and/or the quadratic formula.

3. given any type of function (such as polynomial, absolute value, rational, exponential and logarithmic): graph, identify the shape of the graph, analyze all the characteristics such as identifying intercepts, relative extrema, whether odd, even or neither, intervals where the graph is increasing, decreasing or constant, types of symmetry, etc. Use long or synthetic division, the remainder theorem,

4. identify, graph, solve, and find the domain and range of any type of function.

5. compute the sum, difference, product, quotient, and composition of two functions.

6. graph, solve, and find the domain and range of linear inequalities, compound inequalities, inequalities with absolute value, polynomial inequalities. Use interval notation to express the solution.

7. perform any calculation with complex numbers.

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 for MTH 172 Calculus II (Fall 2002)

The student should be able to:

1. successfully employ the first and second derivative to find the extrema of a function, draw the graph of a function, and solve applications of differential calculus.

2. determine the correct method of integration when solving problems in integral calculus, the use it to evaluate definite and indefinite integrals.

3. use limits to determine the convergence or divergence of improper integrals; use the p-test and sandwich theorem where appropriate to determine convergence and divergence.

4. apply the theory of integral calculus to solve applications in the areas of geometry, density and the center of mass, and physics.

5. explain the difference in the various estimation techniques used in class, namely: the Midpoint Rule, Trapezoid Rule and Simpson's Rule; use these methods by hand or with a calculator program.

6. find Taylor and Maclaurin expansions around given x values.

7. determine the value of a function by comparing it to a known Taylor Series expansion; identify a Geometric Series and find its sum; determine if a series converges or diverges.

Objectives MTH 172 Calculus II (revised Spring 2003)

The student should be able to:

1. explain the connection between Riemann sums and definite integrals; approximate definite integrals with Riemann sums and other numerical formulas (e.g., trapezoidal).

2. use appropriate methods for evaluation of definite and indefinite integrals.

3. use limits to determine the convergence or divergence of improper integrals.

4. use integrals in various applications: geometry (areas, volumes, are lengths), physics (work, force, centroids), and economics.

5. use various tests to determine the convergence or divergence of series.

6. find Taylor series expansions for various functions; determine their convergence properties.

7. compute the dot and cross products of vectors; use them to represent lines and planes in three dimensions.

Conclusions and Actions for Next Cycle of Assessment:

As a result of our assessment process, MTH 171 and MTH 172 Calculus I and II have been shifted from the Reform approach previously used to an approach that is more traditional yet still retains the flavor of the Reform Calculus with respect to numerical, graphing and algebraic applications. These changes to the curriculum will better serve the growing number of students in our Pre-engineering program. Consequently, the objectives for Math 172 were revised for the Spring semester to reflect this shift in approach. Textbook changes are also being considered for the Calculus sequence based on the revisions already made and continued assessment.

The changes in the Calculus sequence necessitated changes in the PreCalculus course MTH 152. The text for this course has already been changed to coincide with the changes in the Calculus approach, and the objectives for PreCalculus were refined accordingly. Assessment for this academic year indicate positive student and instructor feedback from these changes already.

Previous assessments for MTH 131 Quantitative Methods indicated a need for more substantial algebra review and the objectives for Math 131 Quantitative Methods were previously refined to indicate this. We will implement this in part by adopting a textbook that includes a full unit on algebraic manipulation. The department is also adding a course MTH 110 Intermediate Algebra for students in business and science with a need for complete review before taking courses that require some algebra background.

Faculty spent the year studying Concepts of Math MTH 134. Representatives from the Education Department met with involved Mathematics faculty to discuss the curriculum and course requirements and concluded that MTH is on target and will remain largely unchanged, however several specific suggestions were made. It is recommended that students take high school algebra or Intermediate Algebra before attempting the course. An arithmetic skills test should be given the first day of class and students with low scores will be counseled to register for a course at the Success Center at Lindenwood University where they will receive help in problem areas. Calculators will not be allowed on course work since the students should be proficient in using various paper and pencil algorithms. It will be assumed that the students have mastered the four basic operations on real numbers including fractions and decimals. A closed group of MTH 134 students was given a pre-test and post-test with an indicated gain of 38 percentage points on average. This indicates that the course is effective in improving the students understanding of elementary mathematics concepts.

Contemporary Math, MTH 121, a general education course for non-science majors, will be evaluated in the upcoming academic year with regard to the unit on Consumer Mathematics. This is consistently a problem area for students. 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.

During the next year, the department will investigate adding a Survey of Calculus course that would be of benefit to students in Business and Biology who do not need the more rigorous Calculus I course, but do need some background in Calculus. This course may also be of benefit as an "introduction to Calculus" for those students who need Calculus I, and have had PreCalculus, but are not ready for Calculus I.

An experimental section of the Basic Statistics course was run with only science and math majors with hopes that this section could cover more material than a section with students from all majors. There were some problems with this approach since some non-science students accidentally enrolled in this course, and other candidates for the course did not enroll due to scheduling. Instructor feedback indicated this section did no better than others, and if this special section is to work, changes must be made. There is some need for students in certain majors to have a strong background in statistics, so more investigation of the Basic Statistics course and the possibility of a different Statistics course will be investigated.

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 thee 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.

NATURAL SCIENCE:

Students are required to take two natural science courses from two of three areas (Biological, Earth, or Physical Science); one of these must have a lab.

Biological Sciences:

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 2003/04 undergraduate catalog (p 29).

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, Concepts in Biology

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 100	PreTest	Aug & Jan	Faculty	Jan & June	None	Aug 03
BIO 100	PostTest	Dec & May	Faculty	Jan & June	Modify Test and/or Revise presentation of material	Dec 03

BIO 100 Concepts in Biology is the General Education (GE) biology course taken by the largest number of students per year (approximately 240). In order to assess our contribution 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 (PreTest) and again at the end of the semester (PostTest).

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 accompanies 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. We have since chosen another textbook and the implications of this change for the existing Pre/Post Test will be discussed in this report.

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

Four of the questions also test the student's ability to apply biological concepts to everyday situations and are used to evaluate student improvement in this area. (See Objective 2 below)

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 instructor graded his/her own Pre/Post Tests. The scores and exam papers were delivered to one faculty member who tabulated the overall results and performed an item analysis on the questions. Table I displays the results from students who took both the Pre and Post Tests from Fall 2000 through Spring 2003.

TABLE I: BIO 100 PRE / POST TEST RESULTS

PreTest	Post Test	Change	% Improvement		
2000/01	11.32/25	14.89/25	3.57	32	
2001/02	11.56/25	16.18/25	4.62	40	
2002/03	10.70/25	14.68/25	3.98	37	
Cumulative	**11.19/25**	**15.25/25**	**4.06**	**36**	

The results of Pre/Post testing in 2002/03 are consistent with the previous two years' results. Beginning in the Fall 2002 semester, we began using a different textbook than we had been using. The Pre/Post Test was developed using questions derived from the test bank from the previous book. It is interesting to note that the 2002/03 test performance is essentially unchanged when compared with the average results from the previous two years. At one level, this is good news because it suggests that the material covered in the Pre/Post Test is conveyed to the students by the new book in a manner similar to that of the previous text.

However, this result is somewhat disappointing in that we chose the new book believing that it would be better for students (and presumably improve learning). One of the main differences between the previous text (*Life on Earth 2nd edition, Audesirk et al.*) and the new book (*Discover Biology 2nd edition, Cain et al.*) is the order of presentation of the material. The Audesirk text uses the traditional approach of beginning with atoms and molecules and moving into cell structure and function, genetics and evolution follow in turn, with ecology left to the end of the course. We had begun to believe that this approach may discourage the non-major students at the beginning of the course before they develop any significant interest in the material. We wanted to see whether a textbook which introduces some more approachable material first could help us to capture their interest and have something to relate to the more basic material when it is introduced later in subsequent units.

The Cain text begins with Biodiversity and we coupled that with the Ecology unit to start the course in 2002/03. We then proceeded through the units on Cells, Genetics and Evolution. The results shown in Table I indicate no difference in student performance on the Pre/Post Test between 2002/03 and previous years, suggesting that our hypothesis was incorrect. There may have been an improvement in student attitudes toward the course but this is not reflected in Pre/Post Test performance and we did not administer any type of attitude survey for comparison purposes.

Objective 1

In 2002/03, for the first time, we conducted item analysis on the Pre/Post Tests to determine which questions are answered incorrectly by the majority of the students. The results of this analysis are shown in Table II. Items above the dashed line were answered correctly by fewer than 50% of the respondents.

TABLE II: ITEM ANALYSIS OF BIO 100 PRE/POST TEST RESULTS

Question #	Content	Type	Correct	% Correct
4	Cells	Conc.	60	32
24	Ecology	Conc.	64	34
6	Cells	Fact.	74	40
8	Cells	Fact.	77	41
9	Cells	Conc.	77	41
20	Evolution	Fact.	79	42
7	Cells	Fact.	83	44
---	---	---	---	---
11	Genetics	Conc.	94	50
13	Genetics	Conc.	99	53
9	Evolution	Appl.	104	56
1	Sci Meth	Appl.	107	57
10	Genetics	Conc.	111	59
2	Sci Meth	Appl.	112	60
17	Evolution	Conc.	117	63
25	Ecology	Conc.	120	64
14	Genetics	Conc.	128	68
22	Ecology	Conc.	129	69
3	Sci Meth	Fact.	134	72
21	Ecology	Conc.	138	74
23	Ecology	Conc.	139	74
15	Genetics	Conc.	141	75
18	Evolution	Fact.	148	79
5	Sci Meth	Appl.	149	80
12	Genetics	Fact.	160	86
16	Evolution	Conc.	173	93

Total # Responses = 187

The results of the item analysis shown in Table II clearly indicate that BIO 100 students demonstrate the lowest level of learning in the area of Cell Structure and Function. This is not entirely surprising in that this material relies on developing some understanding of principles of chemistry, the functions of biological molecules, and their assembly into functional cellular structures. Most instructors are aware that these concepts are difficult for students to grasp, and this analysis reinforces that knowledge.

Objective 2

Evaluation of student performance on the four Pre/Post Test questions that address the students' ability to apply biological concepts to everyday life indicates that this skill is improved at levels similar to their improvement

in learning the fundamental course concepts. On the PreTest BIO 100 students answered these questions correctly 46% of the time. On the PostTest students gave correct answers 63% of the time. These results are similar to those obtained on the overall test – average PreTest score 45% vs. average PostTest score 61%.

Although, these results are consistent with those obtained from the questions testing mainly conceptual material, the small number of questions addressing this objective makes any conclusions rather tenuous. Therefore, it may be advisable to rewrite 3-4 additional questions so that they can address both content and daily application material.

2001/02 ACTION PLAN RESULTS

- The main action item from the 20001/02 Action Plan was to determine whether the change in textbook caused a change in student performance on the BIO 100 Pre/Post Test. As discussed above, the 2002/03 Pre/Post Test results are very similar to those obtained in the previous two years. Therefore, we feel comfortable in concluding that we will not have to modify the test to fit the new text.
- The other action item from 2001/02 was to evaluate the Pre/Post Test for correlation with student course grades. However, it was decided that item analysis of the Pre/Post Test questions was a higher priority task. This analysis was performed as discussed above and leads to an action item in the 2002/03 plan.

ACTION PLAN FOR IMPROVEMENT IN BIOLOGY GENERAL EDUCATION

- During the Fall 2003 semester, BIO 100 instructors will develop a student attitude survey on the Cell Structure / Function unit. The survey will be administered in the Spring 2004 semester and the results will be used to guide instructors in developing a new approach to teaching this material.
- Rewrite 3-4 of the Pre/Post Test questions so that they can be used to test both concept and daily application ability.

EARTH SCIENCES:

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 environment.

ESA 100OL -- Astronomy Online

a.   Departmental goals and Objectives

(as found in the syllabus)

Astronomy Assessment Objectives	
Course goals	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: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration • Apply analytical reasoning to both qualitative and quantitative evidence
Objectives 1	To accomplish this, you need a basic understanding of the following: 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

b.   List of assessment instruments

Course	ESA 100-OL Astronomy	
Assessment Type	PreTest	PostTest
Date of Assessment	20 Jan 03	16 May 03
Responsible Faculty	Perantoni	Perantoni
Student Participation	None	None
Data Review	22 May 03	22 May 03
Action to be Taken	Develop Self Quiz Add Video Lecture	
Date and Type of Next Assessment	Spring Semester 2004	Spring Semester 2004

c.   Narrative of Results:

1) Action from 2001-2002 Assessment
The action item from the previous assessment report was to create PreTest/Post Test assessments. That was completed prior to the start of the semester and implemented. There was no student input to the development of the assessment tool.

2) Procedure and Rationale
The PreTest was given on the first day of class. The PostTest was given during the final exam time period.   The intent of the PostTest was to see if the students learned when given materials in the online format.

The online format does not have the lecture mode. The students are expected to read and study the textbook. They are asked to research topics and present their findings through Threaded Discussions, Written Assignments and a major Project. These three modes require them to apply the information they have researched. In addition to the asynchronous Threaded Discussions a Synchronous mode, the Chat Room, was open for students to ask questions.

3) Results
The data and charts for Astronomy can be found in paragraph e below.

It can be seen from Data Table 1 that the average percent correct in the PreTest was 32% and in the PostTest it was 51% for a 59% improvement. That same result can be seen in Figure 1 for the three categories of Knowledge, Comprehension, and Analysis

It can be seen from Figure 1 that there was an improvement in the PostTest over the PreTest.

If 40% correct answers on the Post Test is used as a cutoff, Objectives 1, 2, 3, 8, and 10 were below that margin. They represent the following concepts:

Objective	Concept
1	Celestial mechanics
2	Contribution of past astronomers
3	Radiation
8	Solar system debris
10	The sun

4) Action taken as a result

Since the students are struggling with these concepts in the Online Mode, additional materials are needed. As a starting point, a self test needs to be developed as an aid to reviewing the material and as a preparation for the exam. Additionally, many students miss the lecture Mode. If the technology permits, a video form of the lecture should be developed or a tutorial that will address the hard concepts.

The 40% correct answers on the Post Test by Objective was a starting point this year. That standard will be monitored and eventually raised as the assessment process progresses.

d. **Action plan for next cycle of assessment**

Develop Self Test and Lecture Video in the Fall of 2003

e. Data and Charts

Year	2003	
Semester	Fall	
Test	Pre	Post
Objective 1	30%	25%
Objective 2	18%	38%
Objective 3	35%	39%
Objective 4	33%	72%
Objective 5	30%	60%
Objective 6	37%	61%
Objective 7	42%	60%
Objective 8	33%	36%
Objective 9	48%	68%
Objective 10	18%	36%
Objective 11	26%	55%
Objective 12	36%	47%
Objective 13	25%	64%
Average	32%	51%
Questions Correct	7	11
Bloom	Pre	Post
Knowledge	31%	53%
Comprehension	31%	54%

Application	39%	60%

Data Table 1 – PreTest/PostTest Percent Correct
by Objective and by Bloom Category for Spring 2003
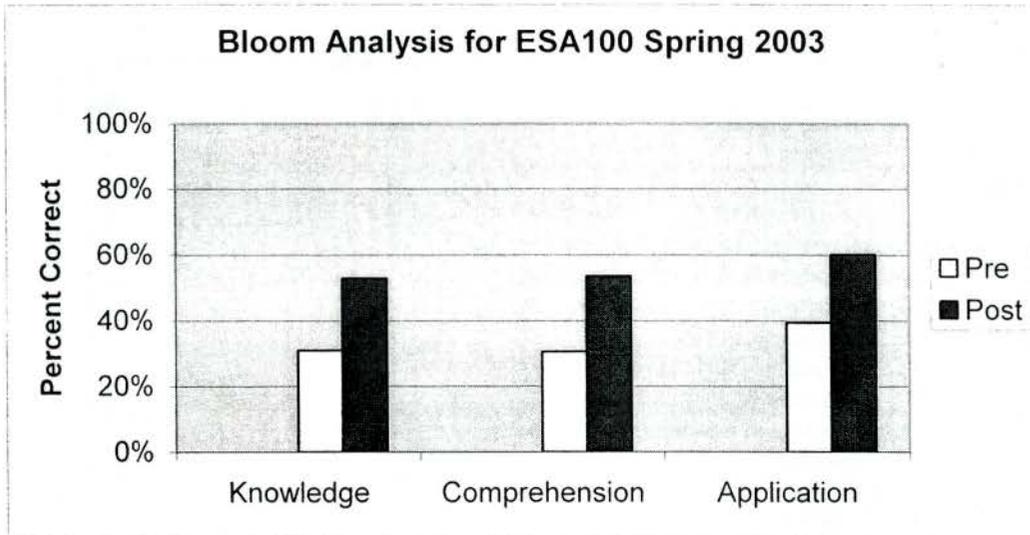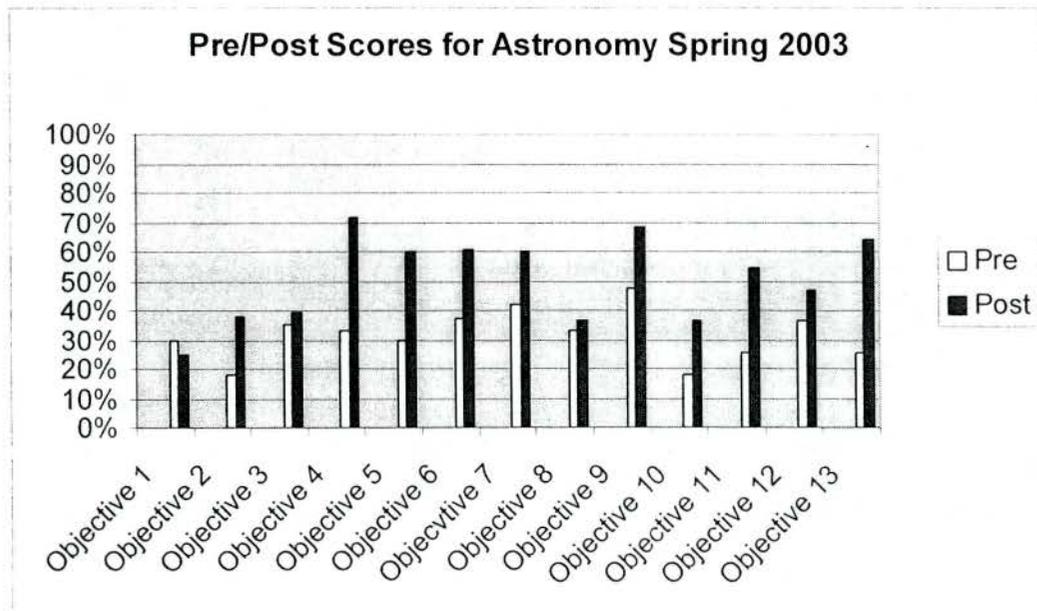

Figure 1 -- Bloom Analysis for Astronomy, Spring 2003

Figure 2 -- Percent Correct by Objective for Astronomy, Spring 2003

ESG 100 --Physical Geology

a. Departmental Goals and Objectives

(as found in the syllabus)

Physical Geology Assessment Objectives	
Course Goals	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: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration • Apply analytical reasoning to both qualitative and quantitative evidence
Objectives	To accomplish this, you need a basic understanding of the following concepts:
1	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

b. List of assessment instruments

   1) Fall 2002

Course	ESG 100 Physical Geology			
Section	Section 11		Section 12	
Assessment Type	PreTest	PostTest	PreTest	PostTest
Date of Assessment	26 Aug 02	9 Dec 02	26 Aug 02	11 Dec 02
Responsible Faculty	Heidenreich	Heidenreich	Heidenreich	Heidenreich
Student Participation	Yes	Yes	Yes	Yes
Data Review	22 May 03	22 May 2003	22 May 2003	22 May 2003
Action to be Taken	Change assessment tool		Change assessment tool	
Date and Type of Next Assessment	Spring Semester 2003	Spring Semester 2003	Spring Semester 2003	Spring Semester 2003

Course	ESG 100 Physical Geology			
Section	Section 13		Section 14	
Assessment Type	PreTest	PostTest	PreTest	PostTest
Date of Assessment	27 Aug 02	12 Dec 02	27 Aug 02	5 Dec 02

Responsible Faculty	Heidenreich	Heidenreich	Perantoni	Perantoni
Student Participation	Yes	Yes	Yes	Yes
Data Review	22 May 2003	22 May 2003	22 May 02	22 May 03
Action to be Taken	Change assessment tool		Change assessment tool	
Date and Type of Next Assessment	Spring Semester 2003	Spring Semester 2003	Spring Semester 2003	Spring Semester 2003

2)   Spring 2003

Course	ESG 100 Physical Geology			
Section	Section 11		Section 12	
Assessment Type	PreTest	PostTest	PreTest	PostTest
Date of Assessment	20 Jan 03	7 May 03	20 Jan 03	17 May 03
Responsible Faculty	Heidenreich	Heidenreich	Heidenreich	Heidenreich
Student Participation	None	None	Nine	None
Data Review	22 May 03	22 May 2003	22 May 2003	22 May 2003
Action to be Taken	Change assessment tool		Change assessment tool	
Date and Type of Next Assessment	Fall Semester 2003	Fall Semester 2003	Fall Semester 2003	Fall Semester 2003

Course	ESG 100/105 Physical Geology			
Section	ESG105-11		Section 14	
Assessment Type	PreTest	PostTest	PreTest	PostTest
Date of Assessment	21 Jan 03	8 May 03	21 Jan 03	1 May 03
Responsible Faculty	Heidenreich	Heidenreich	Perantoni	Perantoni
Student Participation	None	None	None	None
Data Review	22 May 2003	22 May 2003	22 May 02	22 May 03
Action to be Taken	Change assessment tool		Change assessment tool	
Date and Type of Next Assessment	Fall Semester 2003	Fall Semester 2003	Fall Semester 2003	Fall Semester 2003

c.   Narrative of results:
   1)   Action from 2001-2002 Assessment
        The action item from the previous assessment report was to break out the scores by objectives. That has been done.

   2)   Procedure and rationale
        The assessment tool was developed during the 2001-2002 academic school year. It was a joint effort between faculty and students. The new PreTest/PostTest was first administered in the Spring Semester of 2002. The analysis for that year was based only on an overall percent correct and was not tied to objectives. The analysis this academic school year was tied to objectives.

        The PostTest was administered as part of the final exam in Sections 11, 12, 13, and ESG105-11. The PostTest was administered a week before the final exam for Section 14, hence students ability to respond to the questions relied on their recall of the material during the semester and not as part of the study process for the final exam.

   3)   Results
        i.   Fall 2002
             Overall, improvement was borne out in the average scores as seen in Data Table II. There doesn't seem to be any difference in the scores based on the time of administering the PostTest. The chart below summarizes that improvement.

Section	PreTest	PostTest	Percent Improvement

11	40%	63%	58%
12	42%	60%	43%
13	44%	65%	48%
14	44%	65%	48%
Average	42.5%	63.3%	49.3%

Improvement is further substantiated in the Bloom Analysis seen in Figure 3.
It can be seen from Figures 4, 5, 6, and 7 that improvement occurred in 59 out of 64 times when viewing the 16 objectives for the four classes. Five of the cases indicated a decrease in the PostTest score over the PreTest score. This decrease can be attributed to the guess bias when using multiple choice questions.

If 40% correct answers on the PostTest is used as a cutoff , the following objectives fall below that mark:

Objective	Concept	Section
12	Mass wasting	11/12/13
15	Glacial erosion and deposition	11/12/13
16	Wind erosion and deposition in a desert	11/12/13

ii. Spring 2003

Overall, improvement was borne out in the average scores as seen in Data Table III. The chart below summarizes that improvement.

Section	PreTest	PostTest	Percent Improvement
11	42%	64%	52%
12	39%	62%	59%
13	43%	68%	58%
14	38%	64%	68%
Average	40.5%	64.5%	59.3%

Improvement is further substantiated in the Bloom Analysis seen in Figure 8.
It can be seen from Figures 9, 10, 11, and 12 that improvement occurred in 61 out of 64 cases. In three of the cases students score on the PostTest was lower than on the PreTest. Again, this can be attributed to the guess bias on multiple choice questions.

If 40% correct on the PostTest is used as a cutoff , the following objectives fall below that mark:

Objective	Concept	Section
5	Weathering and erosion	11/12/14
12	Mass wasting	11/12/13
15	Glacial erosion and deposition	11/12/13
16	Wind erosion and deposition in a desert	11/12/13

4) Action taken as a result
   i. Fall 2002

   Reviewing objective 12, the question missed most often was number 30. The format of the question is fill-the-blank and requires recall. This question probably should be changed to a multiple choice format.

Reviewing Objective 15, of the three questions, two, number 40 and 41, were answered incorrectly most of the time. The method of presentation of the material is lecture and lab exercises. It is suggested that the faculty member supplement the existing material in the lab with a hands-on practical exercise.

Reviewing Objective 16, the questions missed most were 44 and 45. It was determined that the faculty member had scheduled that objective to be covered at the end of the semester and ran out of time.

The administering time of the Post Test for Sections 11, 12, and ESG105-11 was changed to a week before the final exams to see if there would be any impact on the results.

ii. Spring 2003

Reviewing Objective 5, the faculty member did not cover the material due to time limitations. The chapter that covers that objective is usually plugged into the class schedule when there are slack periods and as a result, may not be covered in lecture.

Reviewing Objectives 12, 15, and 16, the same problems exist as in the Fall Semester.

When comparing the Percent Correct for Fall 2002 with Spring 2003, there does not seem to be any difference in the administering time of the PostTest. It appears that studying before the PostTest does not add value to the outcome.

d. **Action plan for next cycle of assessment**
Modify the assessment tool to correct the problem with Question 30 of Objective 12. As for the other objectives, the current faculty member is leaving, so changes to those lectures will not occur. Not much can be done until the new faculty member arrives and starts using the assessment tool.

e. Data and Charts
1) Fall 2002 Data

Year	2002							
Semester	Fall							
Section	Section 11		Section 12		Section 13		Section 14	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Objective 1	93%	96%	100%	97%	85%	87%	92%	100%
Objective 2	46%	67%	46%	66%	50%	71%	61%	89%
Objective 3	38%	60%	38%	61%	40%	57%	25%	45%
Objective 4	44%	83%	53%	81%	64%	87%	62%	71%
Objective 5	22%	55%	29%	51%	28%	62%	32%	40%
Objective 6	59%	78%	58%	86%	65%	86%	67%	85%
Objective 7	26%	59%	29%	58%	39%	51%	30%	42%
Objective 8	28%	73%	25%	66%	20%	78%	24%	64%
Objective 9	38%	94%	35%	86%	47%	86%	39%	81%
Objective 10	37%	56%	50%	52%	40%	59%	42%	46%
Objective 11	52%	71%	45%	77%	53%	82%	64%	76%
Objective 12	22%	31%	33%	23%	37%	32%	35%	64%
Objective 13	31%	60%	31%	45%	33%	61%	33%	55%
Objective 14	47%	76%	56%	75%	52%	80%	52%	78%
Objective 15	20%	18%	14%	18%	27%	26%	12%	59%
Objective 16	32%	28%	32%	23%	30%	36%	31%	47%
Average	40%	63%	42%	60%	44%	65%	44%	65%

	Sec 11 Pre	Sec 11 Post	Sec 12 Pre	Sec 12 Post	Sec 13 Pre	Sec 13 Post	Sec 14 Pre	Sec 14 Post
Questions Correct	21	33	22	32	23	34	23	35
Knowledge	39%	64%	39%	62%	45%	68%	44%	73%
Comprehension	35%	57%	42%	55%	40%	61%	43%	61%
Application	44%	70%	45%	65%	51%	68%	46%	56%

Data Table II -- PreTest/PostTest Percent Correct by Objective and by Bloom Category for Fall 2002

2) Spring 2003 Data

Year	2003							
Semester	Spring							
					ESG105 Section			
Section	Section 11		Section 12		11		Section 14	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Objective 1	96%	100%	100%	100%	100%	95%	89%	100%
Objective 2	47%	67%	46%	65%	51%	73%	48%	63%
Objective 3	35%	55%	36%	48%	36%	53%	33%	76%
Objective 4	50%	72%	48%	79%	54%	79%	44%	64%
Objective 5	29%	36%	28%	38%	25%	55%	21%	25%
Objective 6	57%	85%	64%	81%	64%	83%	42%	86%
Objective 7	35%	56%	24%	46%	30%	71%	30%	58%
Objective 8	34%	66%	24%	64%	24%	75%	14%	69%
Objective 9	55%	91%	39%	81%	33%	55%	48%	69%
Objective 10	30%	52%	28%	57%	36%	63%	32%	60%
Objective 11	55%	81%	43%	86%	57%	80%	53%	88%
Objective 12	28%	41%	23%	38%	35%	67%	19%	60%
Objective 13	29%	56%	36%	61%	31%	57%	32%	56%
Objective 14	51%	85%	43%	80%	55%	86%	42%	71%
Objective 15	17%	52%	19%	38%	21%	55%	30%	51%
Objective 16	31%	24%	29%	32%	35%	42%	33%	32%
Average	42%	64%	39%	62%	43%	68%	38%	64%
Questions Correct	23	34	21	33	23	36	20	34

	Sec 11 Pre	Sec 11 Post	Sec 12 Pre	Sec 12 Post	Sec 13 Pre	Sec 13 Post	Sec 14 Pre	Sec 14 Post
Knowledge	42%	66%	39%	65%	43%	69%	40%	64%
Comprehension	41%	58%	34%	62%	39%	69%	34%	63%
Application	45%	71%	44%	64%	49%	69%	42%	66%

Data Table III -- PreTest/PostTest Percent Correct by Objective and by Bloom Category for Spring 2003

3) Fall 2002 Charts
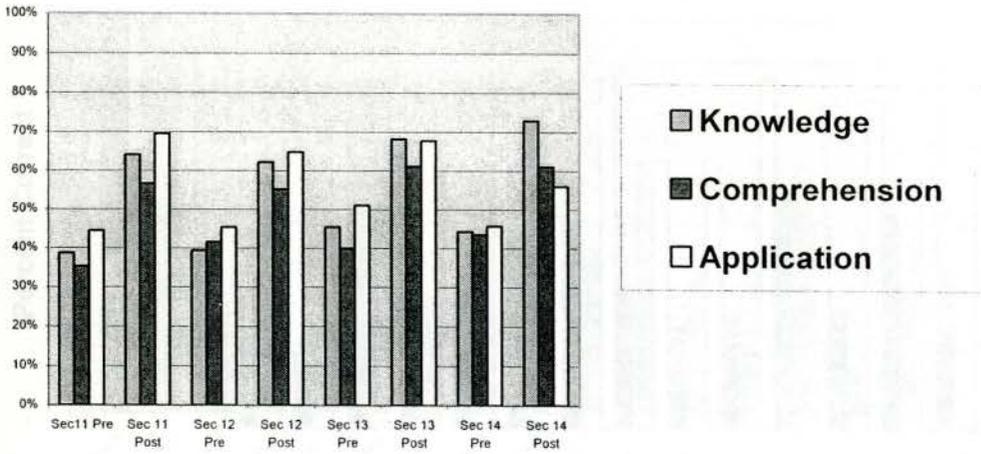
Bloom Analysis for ESG100 All Sections Fall 2002

Legend:
- Knowledge
- Comprehension
- Application

X-axis: Sec11 Pre, Sec 11 Post, Sec 12 Pre, Sec 12 Post, Sec 13 Pre, Sec 13 Post, Sec 14 Pre, Sec 14 Post

Figure 3 – Bloom Analysis for Fall 2002

Pre Test/Post Test Results for ESG100 Section 11 Fall 2002

Y-axis: Percent Correct

X-axis: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7, Objective 8, Objective 9, Objective 10, Objective 11, Objective 12, Objective 13, Objective 14, Objective 15, Objective 16
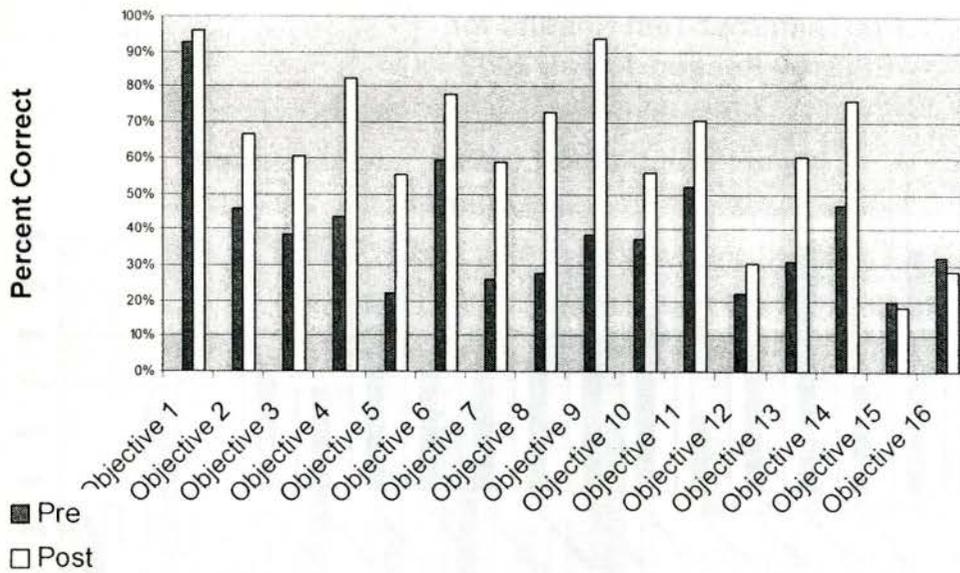
Legend:
- Pre
- Post

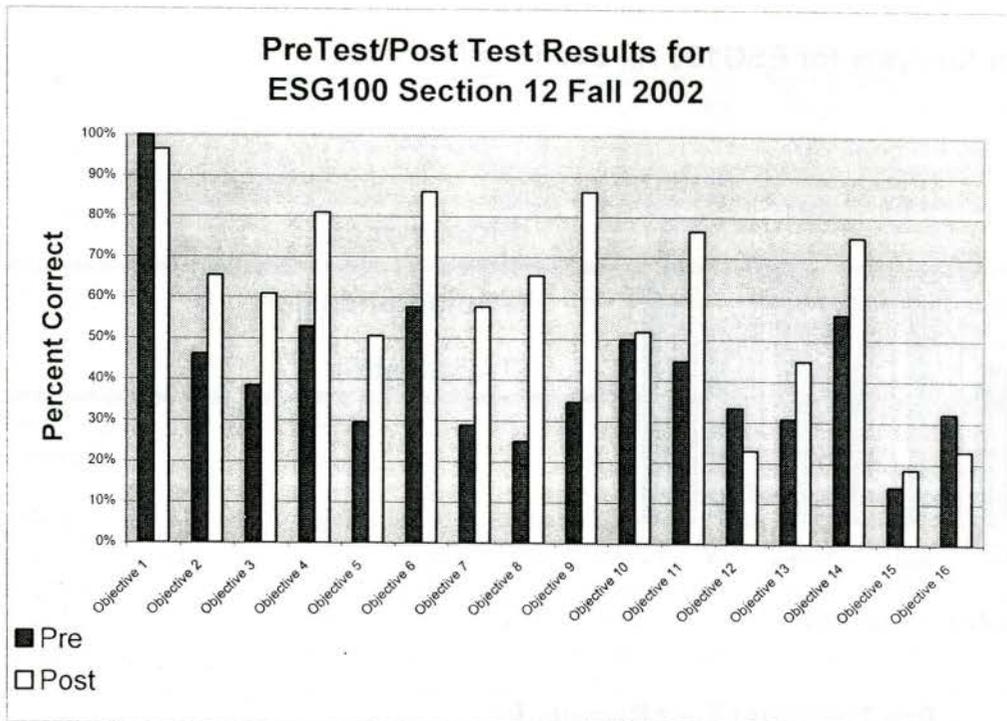Figure 4 -- Percent Correct by Objective for Section 11

Figure 5 -- Percent Correct by Objective for Section 12
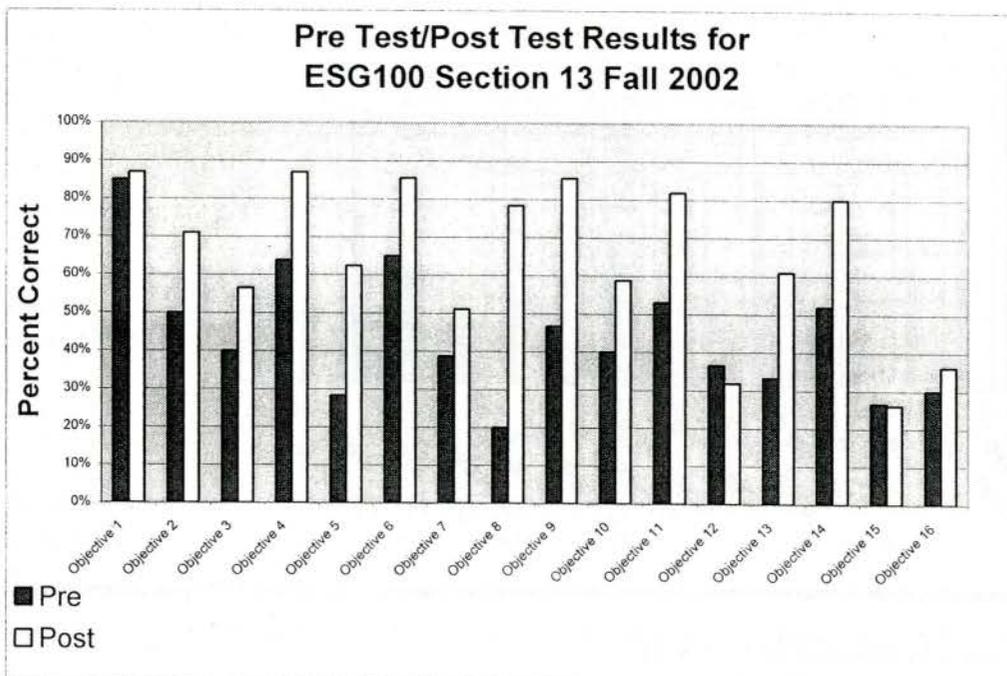
Figure 6 -- Percent Correct by Objective for Section 13

Pre Test/Post Test Results for ESG100 Section 14 Fall 2002
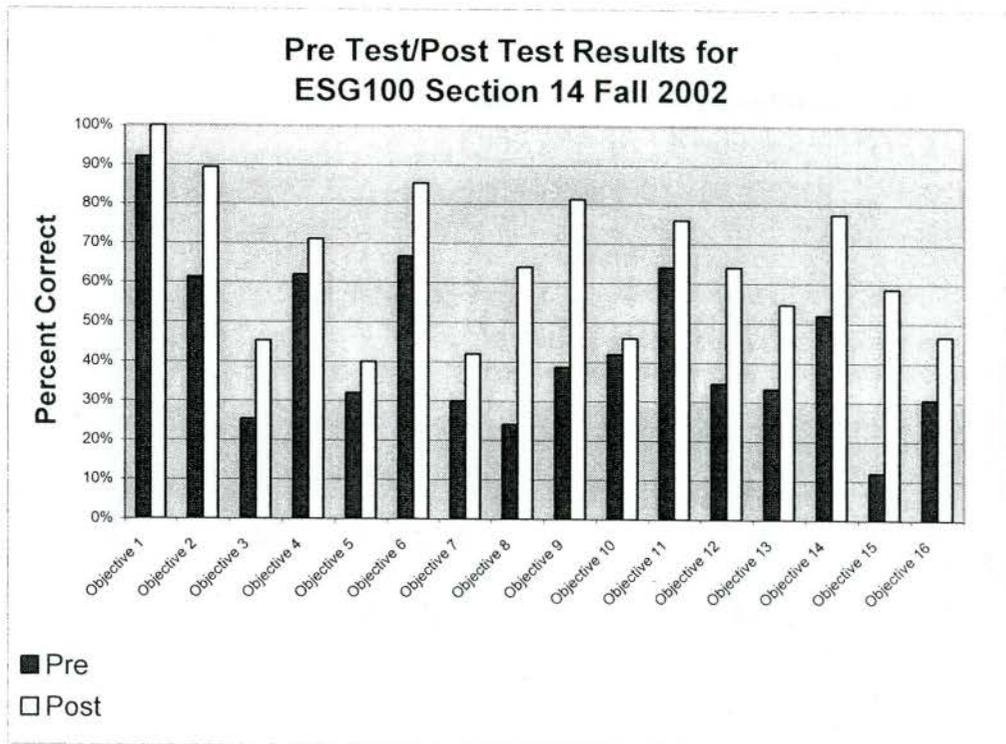
Figure 7 -- Percent Correct by Objective for Section 14

4) Spring 2003 Charts

Bloom Analysis for ESG100 All Sections Spring 2003

Figure 8 -- Bloom Analysis for Spring 2003

Pre Test/Post Test Results for ESG100 Section 11 Spring 2003

Figure 9 -- Percent Correct by objective for Section 11, Spring 2003

PreTest/Post Test Results for ESG100 Section 12 Spring 2003

Figure 10 -- Percent Correct by Objective for Section 12, Spring 2003

Figure 11 -- Percent Correct by Objective for ESG105-11, Spring 2003

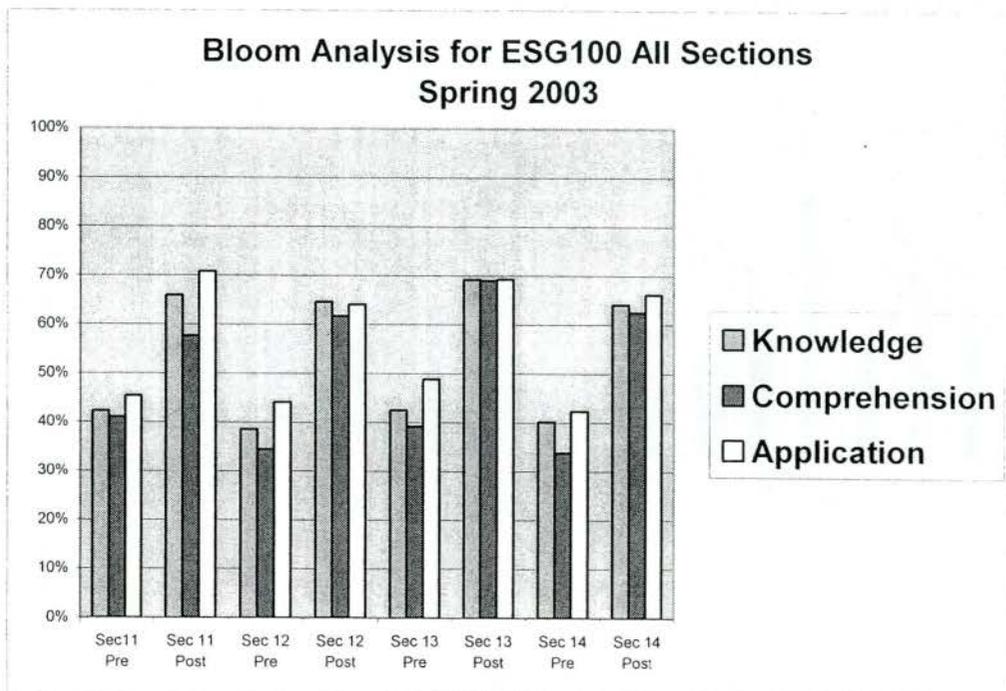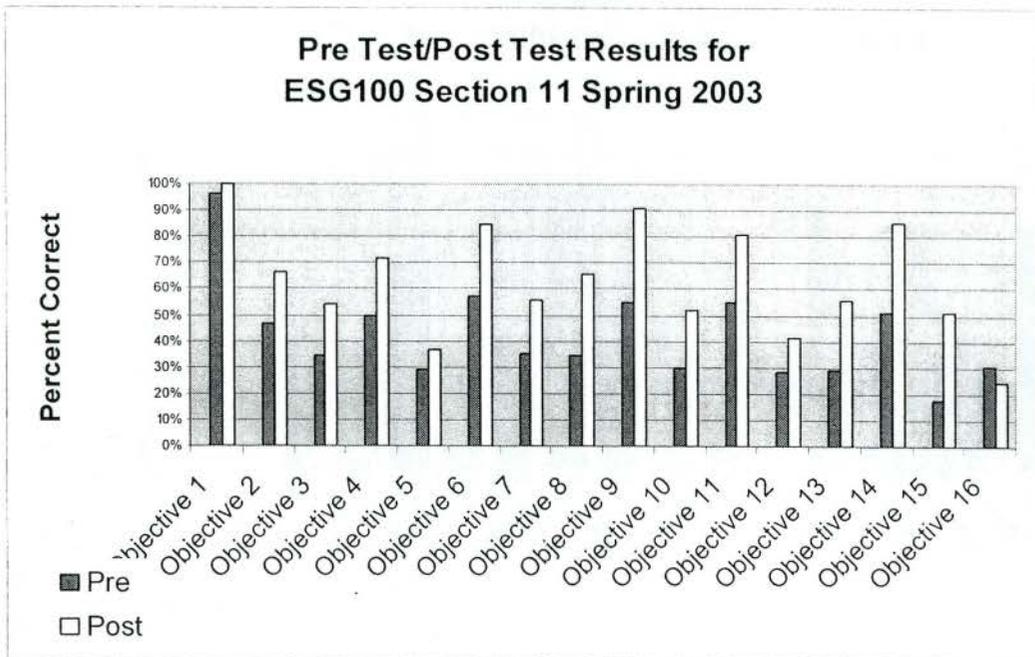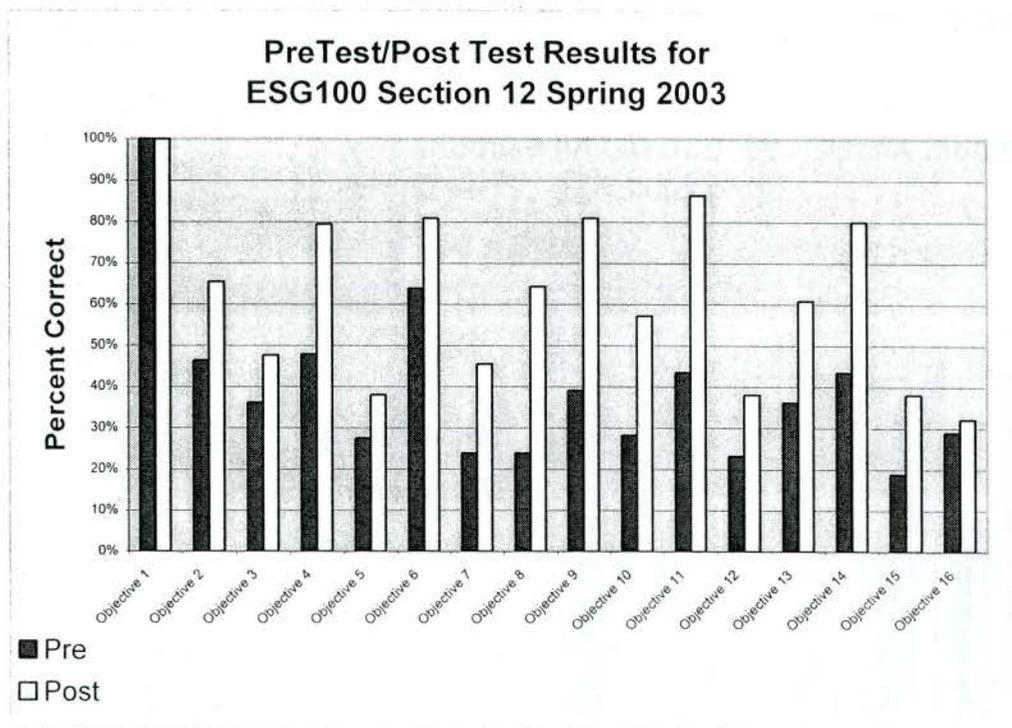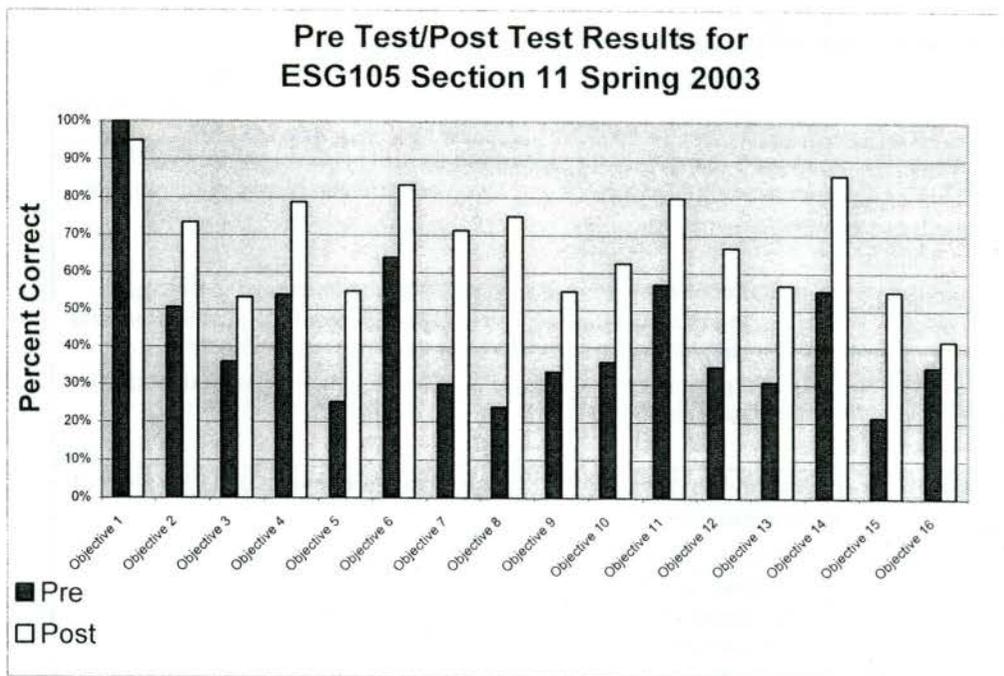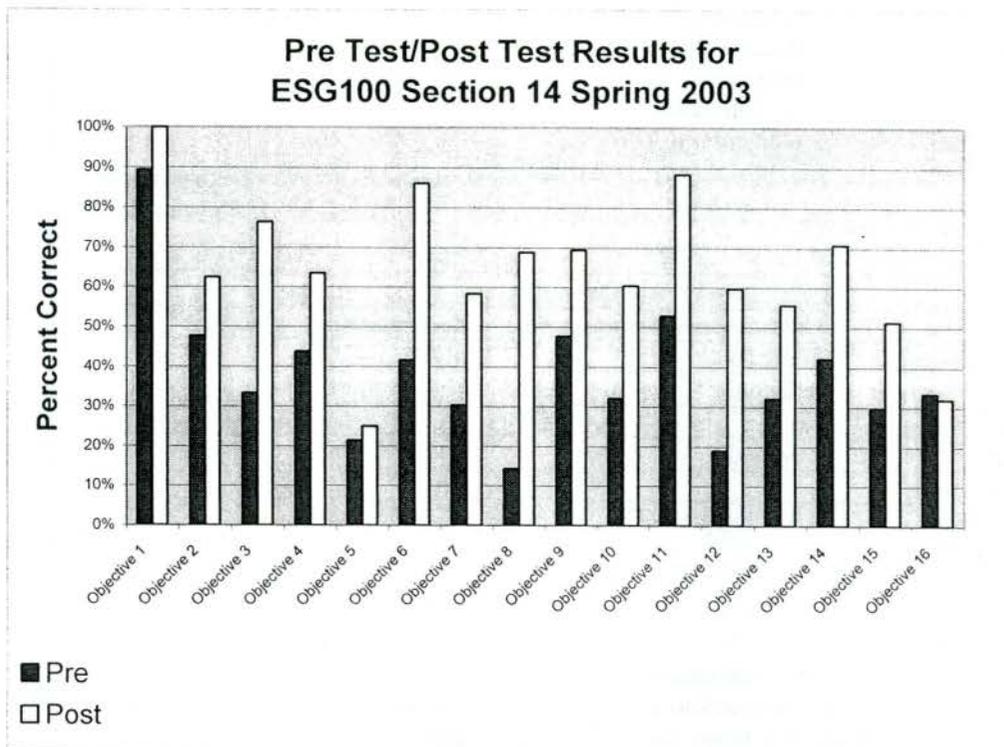Figure 12 -- Percent Correct by Objective for Section 14, Spring 2003

a. Departmental goals and objectives

(as found in the syllabus)

Meteorology Assessment Objectives	
Course goals	It is hoped that during the semester, you will achieve a higher level understanding of Meteorology. Two goals are paramount in the process. They are: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration. • Apply analytical reasoning to both qualitative and quantitative evidence
Objectives 1 2 3 4 5 6 7 8 9 10 11 12 13	To accomplish these two basic goals, you must gain an understanding of the following concepts: the structure of the atmosphere the impact of energy from the sun on the earth relative humidity cloud formation pressure and winds atmospheric circulation air masses fronts forecasting thunderstorms and tornadoes hurricanes air pollution climatology

b. List of assessment instruments

Course	ESM 100-11 Meteorology	
Assessment Type	PreTest	PostTest
Date of Assessment	20 Jan 03	5 May 03
Responsible Faculty	Perantoni	Perantoni
Student Participation	Yes	Yes
Data Review	22 May 03	22 May 03
Action to be Taken		
Date and Type of Next Assessment	Fall Semester 2003	Fall Semester 2003

c. Narrative of results:
   1) Action from 2001-2002 Assessment
      The action item from the previous assessment report was to create PreTest/Post Test assessments. That was completed prior to the start of the semester and implemented.

   2) Procedure and rationale
      The development of the Meteorology Assessment was a multi-stepped, multi-meeting process that involved both faculty and students. The following is a description of the process.

Step 1 – An assessment task force was created. The faculty member was Ed Perantoni. Student representation included: Andy Delehaunty, LeAnn Ahern, and Amanda Whitacre. All three were nontraditional students, education majors, and two held Bachelor's Degrees.

Step 3 – First meeting. Materials were distributed that covered Lindenwood Goals, Bloom's taxonomy, Gardner's multiple intelligences, and a previous assessment report.

Step 4 – Second meeting. The core concepts were agreed upon based on the text in use.

Step 5 – Questions for the assessment tool were written.

Step 6 – The questions were categorized based on Bloom's taxonomy.

Step 7 – Implementation. The assessment tool was implemented the Spring Semester of 2003.

3) Results
The data and charts for Meteorology can be found in paragraph e below.

It can be seen from Data Table IV that the average percent correct in the PreTest was 38% and in the PostTest it was 65% for a 71% improvement. This is further substantiated with the Bloom Analysis as seen in Figure 13.

It can be seen from Figure 14 that there was an improvement in the PostTest over the PreTest in all 13 objectives.

If 40% correct on the PostTest is used as a cutoff, no objectives fall below that margin.

3) Action taken as a result
None at this time other than to refine the lectures to include current material. The cutoff margin will be evaluated at a higher level during the next assessment cycle of the 2003-2004 academic school year.

d. **Action plan for next cycle of assessment**
None planned

e. Data and Charts

Year	2003	
Semester	Spring	
Test	Pre	Post
Objective 1	45%	54%
Objective 2	45%	60%
Objective 3	42%	74%
Objective 4	34%	65%
Objective 5	43%	78%
Objective 6	26%	72%
Objective 7	32%	61%
Objective 8	27%	87%
Objective 9	38%	64%
Objective 10	55%	71%
Objective 11	40%	57%
Objective 12	42%	67%

Objective 13	23%	43%
Average	38%	65%
Questions Correct	18	25
Bloom	Pre	Post
Knowledge	33%	61%
Comprehension	45%	62%
Application	49%	79%

Data Table IV – Percent Correct by Objective
for Spring 2003
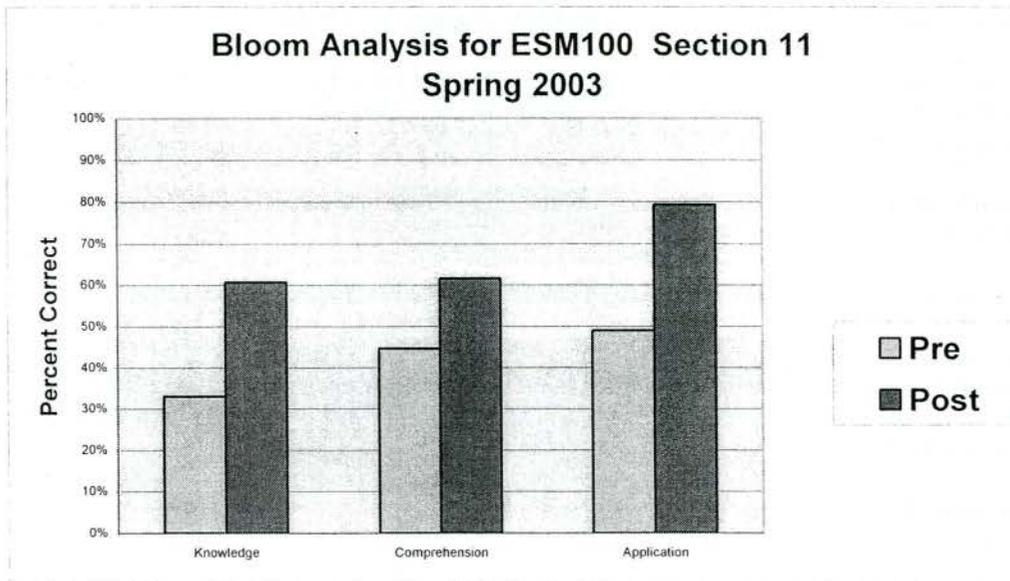
Figure 13 -- Bloom Analysis for Meteorology, Spring 2003

**Pre Test/Post Test Results for
ESM100 Section 11 Spring 2003**
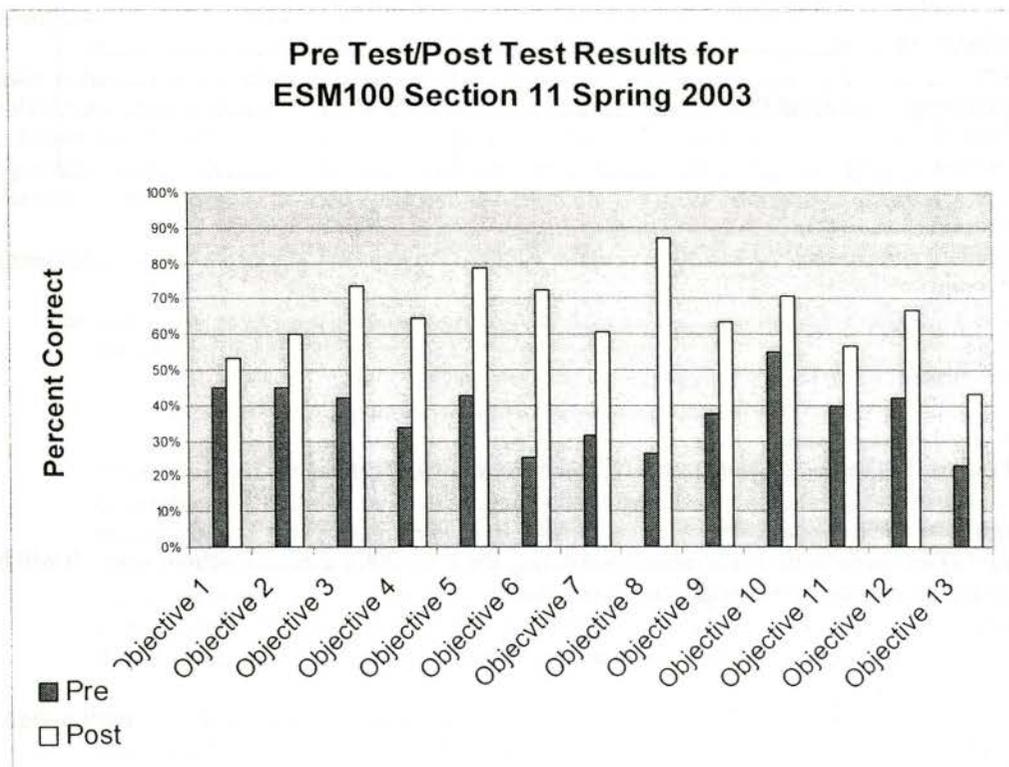
Figure 14 -- Percent Correct by Objective for Meteorology, Spring 2003

ESO 120OL -- Oceanography Online

a.   Departmental goals and objectives

(as found in the syllabus)

Oceanography Assessment Objectives	
Course goals	It is hoped that during the semester, you will achieve a higher level of understanding of Oceanography. Two goals are paramount in the process. They are: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration • Apply analytical reasoning to both qualitative and quantitative evidence
Objectives	To accomplish this, you need a basic understanding of the following:

b.   List of assessment instruments

Course	ESG 120 Oceanography	
Assessment Type	PreTest	PostTest
Date of Assessment		

Responsible Faculty	Perantoni	Perantoni
Student Participation		
Data Review		
Action to be Taken	Develop	Develop
Date and Type of Next Assessment		

c. Narrative of results:
   1) Procedure and rationale
      No comment

   2) Results
      No comment

   3) Action taken as a result
      A PreTest/PostTest assessment needs to be developed and administered.

d. Action plan for next cycle of assessment
   The PreTest/PostTest assessment will be developed during the 2003-2004 academic school year. It will be administered starting the 2004-2005 academic school year.
e. Data and charts
   None

PHYSICAL SCIENCES:

CHEMISTRY

CHM 100: Concepts of 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

A comprehensive final exam was administered and several questions from this exam were chosen for evaluation of the students understanding of the three basic categories of Bloom's taxonomy: knowledge, comprehension and application. The following shows the overall percentage of students answering these questions correctly.

Intelligence Level	Percent of Questions	
Year	01-02	02-03
Knowledge	69.3%	52.7%
Comprehension	54.6%	59.5%
Application	71.6%	68.9%

Analysis:
   These results may be the result of a variety of factors. One factor might be that the sample of questions used in the survey was small. The number of questions used for evaluation will be increased next year. Problem solving was used almost daily in the classroom and this hopefully is why the percentage of the application questions is higher than the other to levels. Students seemed to have some difficulty on the final exam with the "facts and figures" portion of the course content measured by the "knowledge" questions. Many of these questions were from the early in the semester. A comprehensive review at the end of the semester might help with this problem.

Other Classroom Assessment Techniques (CAT's)- minute paper/muddiest point

   The students were given a lecture on gas laws and the calculations involved with these processes.
   The students were then asked the following questions:
      1. What was the most important thing you learned during this class?
      2. What question do you have that remains unanswered?

   The majority of the students understood the focus of the lecture. The majority of students had good comprehension of the changes associated with the gas laws but some had difficulty with the mathematic manipulations. A few more practice problems should help. This assessment technique also brings out some questions from previous lectures that some students might hesitate to ask in class. This technique allows the instructor to review those specific points during the next lecture offering immediate clarification to the student. This technique will be used more frequently in future semesters. After a few semesters these minute papers will have been given on the majority of topics and the cycle will begin again.

Action Plan for 2003-2004 Academic Year:
   There will be three sections of CHM 100 offered in the Fall 2003 and Spring 2004 academic year. In two sections the assessment will include the comprehensive final and increased use of the CATs in multiple topic areas. These techniques will continue to evaluate knowledge, comprehension and application criterion. In addition the program will be running a trial assessment program in one section of 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.

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 2605 Lindenwood students have taken the exam since its inception through the spring of 2003. Across the state, about 97,143 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 were somewhat below the state mean. 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 Lindenwood	81%	87%	79%	80%	75%
State	86%	92%	82%	82%	82%
2000-2001 Lindenwood	81%	86%	79%	80%	74%
State	86%	91%	82%	82%	81%
2001-2002 Lindenwood	80%	86%	80%	81%	74%
State	85%	91%	83%	82%	81%
2002-2003 Lindenwood	79%	85%	80%	79%	74%
State	84%	89%	80%	79%	78%

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					
Lindenwood	60%	82%	65%	57%	53%
State	55%	66%	46%	50%	59%
2000-2001					
Lindenwood	54%	77%	68%	60%	52%
State	54%	65%	46%	49%	57%
2001-2002					
Lindenwood	52%	72%	65%	62%	52%
Sate	53%	64%	46%	49%	56%
2002-2003					
Lindenwood	55%	74%	65%	63%	51%
Sate	53%	64%	47%	49%	55%

National Teacher Examination Results (Praxis)
(2001-2002)

Since September 1998; Lindenwood students have been required to take the PRAXIS II examination for certification. During the 2001-2002 academic year, 146 individuals took the Praxis II examination. One hundred (100) percent passed the examination. This compares to ninety-seven (96) 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.

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 2001-2002 28 courses were assessed for general education; this total increased to 38 for the year 2002-2003.

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

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

ENG 110 (Effective English): The ability to use the English language correctly is fundamental to the ability to develop a written argument. The English Department continues to develop objective measures for basic

grammatical skills. A new 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 was minimal; both the instrument and methods of instruction will be evaluated. Goals for competencies are being devised.

Expressive Modalities(s):
　　Linguistic

ENG 150 (Composition I): A new 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. A pilot instrument designed to measured student appreciation of their learning gave the instructor a baseline and indicated that students generally realistically assessed their own learning. CAT's in two sections were used to assess the effectiveness of technology, individualized student-instructor conferences, and self-editing of papers. The English department will improve data collection, revise testing instruments as necessary, and share teaching methodologies to deal with areas of concern.

Expressive Modality(s):
　　Linguistic

ENG 170 (Composition II): Student development of skills necessary to write clear arguments is measured via Pre and Post –Tests that use objective questions measured in quantifiable ways and which generate information for revision of instructional and assessment methods. Tests 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)

A 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.

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

COM 110 (Oral Communications)

No assessment instruments other than instructor evaluation of student improvement in classroom presentations and informal polling of changes in student confidence were used. A pre and post-test is being developed for the next assessment cycle.

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 is 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. The test will be modified as experience warrants and analysis of essay examinations is being considered.

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

CJ 200 (Criminology): Student learning is 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.

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. As well, students are periodically asked to comment anonymously on course pace and structure and to evaluate their learning and study and work habits. Instructional methodologies and assessment procedures change as experience warrants.

Cognitive Operations:
    Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

SOC 102(Basic Concepts of Sociology): Student learning is assessed via a locally generated Pre and Post-Test. Instructional methods and assessment are changed as experience warrants.

Expressive Modality(s):
    Linguistic

Cognitive Operations:
    Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

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 371 (Dance in the 20th Century): The Dance faculty reported results from a locally-generated pre and post-test.

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 is 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

ESA 100OL (Astronomy Online): Student learning in course objectives is measured by a locally-generated pre and post-test. Instructional methods will be augmented as a result of this year's results.

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.) Assessment during the next cycle may be modified by a new instructor.

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 locally generated pre and post-test was administered to measure student learning. Results were disappointing and did not reflect student learning evaluated via interviews. A new instrument to measure changes in levels of moral reasoning will be developed and administered during the next assessment cycle.

REL 100 (Introduction to Religion), 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 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 28 to 40 of courses specifically assessed for General Education 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 three courses from the Fine and Performing Arts to general education assessment, to include Music 100 and one course each from Art and Theatre 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.

- Academic programs will specify minimum achievement standards tied to course and program objectives where not already included.

- Programs that do not report action plans for pedagogical and assessment changes will be encouraged to do so.

- Faculty will be encouraged to review and, where necessary, revise course objectives to reflect appropriate general education objectives.

EDUCATION DIVISION

GOALS AND OBJECTIVES

Note: In the spring of 2001, the Missouri Department of Elementary and Secondary Education conducted a re-accreditation visit. The results of the report indicated that all standards were met and all programs approved.

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

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

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

Undergraduate Teacher Education Objectives

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

Standard 1   The teacher understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2   The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Standard 3   The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4   The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5   The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6   The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7   The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard 8   The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

Standard 9   The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on 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 by the 11 Standards listed previously. Assessment procedures used in each course provide indications of progress in 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 2002-03 academic year, 85 % of all portfolios submitted received a passing score on the scoring rubric developed the previous year. The following is the Portfolio Scoring Guide used by the Education Division at this time. Portfolios are graded and students must continue to make the necessary corrections until the portfolio is finally accepted.

SCORING RUBRIC FOR PROFESSIONAL PORTFOLIOS

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

STANDARDS:

(0) Unacceptable – does not appear to understand the concept(s) underlying this
      standard. No description or justification in rationale. No artifacts or inappropriate
      artifacts.

(1) Below Expectations – limited understanding of concept(s) underlying this standard.
      Some key components are missing in artifacts and essay. Vague description and/or justification in
      rationale.

(2) Meets the Standard – demonstrates acceptable understanding of the concept(s)
      underlying this standard, supported by appropriate artifact(s). Artifacts provide evidence of emerging
      competence in this area. The essay contains satisfactory descriptions and demonstrates an ability to apply
      strategies in classroom practice.

(3) Above Expectations – clearly demonstrates understanding of the concepts underlying
      this standard. Artifacts provide clear evidence of competence in this area. Detailed description and
      thoughtful justification are apparent in the essay.
      standard. Artifacts provide evidence of careful planning, creativity and insight into the teaching/learning

(4) Outstanding – demonstrates superior understanding of the concepts underlying this
      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) <u>Unacceptable</u> – 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) <u>Below Expectations</u> – 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) <u>Meets the Standard</u> – 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) <u>Above Expectations</u> – 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) <u>Outstanding</u> – 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.

    _____/_____

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:

	Approved	Not Approved
Signature of Reviewer: _____ Date: _____	☐	☐
	☐	☐

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

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:** _____

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 divisions to advise students and to better align curriculum content to the PRAXIS II examination. C-Base and Praxis II results will be addressed latter 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 and EDU 111) that includes the equivalent of one semester hour of clinical experience. 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 111 keep a log of their experiences, discuss them with the university instructor, and are evaluated by the host teacher in the classroom. Along with the course Classroom Teaching and Management (EDU 321/322), students enroll in EDU 380, Pre-Student Teaching Practicum. This is a 30 dock-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 and 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. Two different professors review each portfolio 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 intervals after 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

Beginning in the fall of 1999, all pre-service teacher educators must complete a portfolio based upon the 10 (now 11) Standards as stated earlier 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 five (85) percent received a passing score on portfolios submitted during the 2002-03 academic year.

College Basic Academic Subjects Examination (C-Base)
Summary of 2002-2003 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 stand standard written English Write an organized, coherent, and effective essay
Mathematics	
General Math Proficiency	Use mathematical techniques in the solution of real-life problems
	Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision
	Use the techniques of statistical reasoning and recognize common misuses of statistics
Algebra	Evaluate algebraic and numerical expressions Solve equations and inequalities
Geometry	Recognize two- and three-dimensional figures and their properties
	Use the properties of two and three-dimensional figures to perform geometrical calculations
Science	
Laboratory and Field Work	Recognize the role of observation and experimentation in the development of scientific theories
	Recognize appropriate procedures for gathering scientific information through laboratory and field work Interpret and express results of observation and experimentation
Fundamental Concepts	Understand the fundamental concepts, principles, and theories of the life sciences
	Understand the fundamental concepts, principles, and theories of the physical sciences
Social Studies	
History	Recognize the chronology and significance of major events and movements in world history
	Recognize the chronology and significance of major events and movements in United States history
Social Sciences	Recognize basic features and concepts of world geography

Recognize basic features and concepts of the world's political and economic structures

Recognize appropriate investigative and interpretive procedures in the social sciences

Between summer of 2002 and spring of 2003, 210 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.

The C-Base examination has been in use since 1988, and Lindenwood students have been taking the examination since that time. A total of 2605 Lindenwood students have taken the exam since its inception through the spring of 2003. Across the state, about 97,143 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.

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. 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%	80%	79%	74%
State	84%	89%	80%	79%	78%

The passing rates for Lindenwood students are comparable, if in some areas slightly lower, in every case 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, concern as to why is still under discussion. **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 benefited their efforts. Lindenwood students' scores in Math and Science now match statewide scores. The attendance at the work help sessions and the work of the mathematics department on curricular issues may have contributed to these gains.

Ii is noteworthy that Lindenwood students of African-American descent have historically scored higher than state averages in most areas:

	English	Writing	Math	Science	Social Studies
Lindenwood	55%	74%	65%	63%	51%
State	53%	64%	47%	49%	55%

Praxis II

Since September 1998; Lindenwood students have been required to take the PRAXIS II examination for certification. During the 2001-2002 academic year, 146 individuals took the Praxis II examination. One hundred (100) percent passed the examination. This compares to ninety-seven (96) 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.

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.

2002-2003 Assessment Results

A random sample of graduate students who were M.A. graduates was conducted in the spring of 2002. Graduates responded to a series of open-ended questions related to their teacher-preparation program. Analysis of responses revealed a strong level of satisfaction related to the 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.

Forty-Two students completed the survey by checking their ranking on a Likert scale that contained the rankings: _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 (34) - (82%)
Does not meet goal (4) - (9%)
Insufficient evidence (4) - (9%)

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

Meets goal (37) - (89%)
Does not meet goal (3) - (7%)
Insufficient evidence (2) - (4%)

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

Meets goal (39) - (93%)
Does not meet goal (2) - (5%)
Insufficient evidence (1) - (2%)

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

Meets goal (39) - (95%)
Does not meet goal (1) - (2.5%)
Insufficient evidence (1) - (2.5%)

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

Meets goal (38) - (90%)
Does not meet goal (3) - (7.5%)

Insufficient evidence (1) - (2.5%)

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

Meets goal (36) - (86%)
Does not meet goal (3) - (7%)
Insufficient evidence (3) - (7%)

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

Meets goal (36) - (86%)
Does not meet goal (4) - (10%)
Insufficient evidence (2) - (4%)

8. to be able to effectively prescribe educational experiences for all learners.

Meets goal (39) - (93%)
Does not meet goal (0) - (0%)
Insufficient evidence (3) -(7%)

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

Meets goal (28) - (67%)
Does not meet goal (8) - (19%)
Insufficient evidence (6) - (14%)

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 (32) - (76%)
Does not meet goal (6) - (14%)
Insufficient evidence (4) - (105)

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

Meets goal (35) - (86%)
Does not meet goal (5) - (12%)
Insufficient evidence (2) - (2%)

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 (41) - (98%)
Does not meet goal (1) - (2%)
Insufficient evidence (0) - (0%)

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 scale)

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

Meets goal   does not meet goal   insufficient evidence

---42---0---0-------

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

Meets goal   does not meet goal   insufficient evidence
------40---2---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
------41---0---1---

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
------41---0---1---

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
------38---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
-------37---2---3--------

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

Meets goal   does not meet goal   insufficient evidence
--------41---1---0----------

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

Meets goal   does not meet goal   insufficient evidence
---------40---2---------

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
----------39---0---3----------

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
--------40--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
---------40--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
---------42--0--0-----------------

Recent Graduate Survey

A survey of first-year teachers who were 2001-2002 graduates was conducted in the spring of 2003.

Graduates responded to 36 forced-choice questions and four open-ended question related to their teacher-preparation program. Responses from 51 individuals have been received out of 125 surveys sent to our recent graduates. This year survey results did not reveal any perceived weaknesses in their preparation. Previous surveys did provide feedback that was used to make what we believe to be major improvements in our program, notably the addition of two Multimedia Interactive Networked Technology Classrooms as a direct response to student comments.

	Items Rated				
	Excellent	Superior	Adequate	Need Improvement	Weak
Spring 2002	31%	40%	29%	0%	0%
Spring 2003	31%	40%	29%	0%	0%

Employer Survey

A survey of building principals who employed recent Lindenwood University graduates was conducted in the spring of 2003. Employers responded to the eleven forced-choice questions and one summary question related to the effectiveness of the teacher in the job setting. Analysis of responses revealed the following: As of June 30, 87 of 125 surveys have been returned.

	Excellent	Above Average	Average	Below Average	Weak
Spring 2000`	68%	23%	9%	0%	0%
Spring 2003	55%	40%	5%	0%	0%

Conclusions and Action from All Surveys

Surveys from each group are carefully analyzed and program recommendations and modifications are made from this information. Two examples come to mind. First, students felt the need for more technology in their Teacher Preparation experience. We now use 6 "smart" 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 three years. 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 2002 and Spring 2003

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.)

Assessment of student learning was completed by each of the following means:
- Weekly application notes: students were given reading assignments and were required to explain how the material in the readings applied to their teaching/learning experiences. Due each Monday.
- Case Studies: students were given two case studies to which they were required to apply material discussed in class. Due mid-semester and at the end of the semester.
- 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 groups 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.
- Proctored Exams: Students completed two proctored exams during the semester, one at midterm and one at the end of the semester. Students could either take the test on campus under the supervision of the course professor or at a different location proctored by an identified school official. Proctor forms are on file.
- End of the semester comments: A summary of these comments is included below.

Weekly Discussions from spring 2003 semester:
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), then, the minimum number of individual posts should be 44. A summary of those discussion prompts is included below:

Individual Prompts by students:	Total	1529
	Range	28-164
	Average	76.45
Individual Hits to Site:	Total	20,255
	Range	274-1988
	Average	1,013
Individual Items Read:		
by students	Total	17,184
	Range	216-1690
	Average	859

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

The data from the individual weeks also indicates that during the weeks when discussion was required, the individual week postings ranged from 129 in week seven to 190 in week eight. If each student was required to post at least four times each week (twice on two different days-44 total), the data indicates that as a whole, this requirement from exceeded.

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 and were also asked to answer the first and fifth questions on a scale ranging from 1-5. A summary of the data collected follows:

Ability of the Professor to communicate clearly through this medium (1-5, 5 being excellent)   5
- o   Comments: Professor
  - Communicated just as well through this medium as with any regular course
  - Was clear with instruction
  - Was available when needed
  - Participated in daily discussions
  - Asked reflective/application questions
  - Graded assignments promptly and included helpful comments
  - Made use of WebCT, telephone, and email to answer questions

Professor knowledge of the subject matter:
- o   Comments: Professor   .
  - Encouraged students to pull from their own experiences
  - Was very knowledgeable
  - Had depth as well as breadth
  - Offered informative and helpful ideas and strategies for new and practicing teachers
  - Was very professional and well-informed
  - If she didn't know an answer to a question, found out immediately and responded to the group- served as excellent role model for teachers

Professor concern for students
- o   Comments: Professor
  - Wrote many positive comments
  - Was concerned that material was understood
  - Made sure no one felt belittled because of opinions
  - Was interested in students from the first day of class
  - Had an open door policy
  - Went above and beyond by allowing students to borrow resources
  - Very sensitive to her students' opinions
  - Tried to make the class as stressfree as possible for students
  - Understood that most of her students were working full-time and was flexible when need be

Professor preparation for the course
- o   Comments: Professor
  - Was Very prepared
  - Was available the same day when students had questions
  - Was an experienced teacher- enjoyed her insights and experiences
  - Materials were prepared on time and assignments graded promptly
  - Made assignments relevant; syllabus available; case studies related to material

Overall rating for the professor: 1-5 (5 representing excellent): 4.9

Reasons why students chose to enroll in an online course:
  - To have experiences with a variety of formats
  - Flexibly for childcare and travel reasons
  - Discussion less impeded because of faceless attributes

- Discussion less impeded by time structure of regular class
- Convenience (less travel time)
- Opportunity to work with the professor
- Less stressful in terms of attending class
- Distance from campus (southern Missouri and Chicago)

Top reason student would choose to take another online course:
- No commute- more time to read and participate
- Variety
- Flexibility
- Curious raised- logged on just to make sure student didn't miss something
- Can take more courses during a semester- does not conflict with family or teaching/career time schedules
- Everyone has the opportunity to be heard
- "I could work in my pajamas!"

Top reason student would choose not to take another online course:
- Time required to complete all the work
- Some topics do not lend themselves to this format
- If weekly deadlines were not required- lack of self-discipline

Would students recommend this course to others?
- All students stated that they would.

Main changes that need to be made to the course:
- Limit the amount of times a student can participate- some students wrote very lengthy comments many times during the week. This made it difficult for students and the professor to read everything students posted.
- Perhaps meet face-to-face at least once if possible
- Choose a program with spell check
- Include more discussion feedback
- Offer more online courses!
  No changes needed (most popular response)

FINE AND PERFORMING ARTS AND COMMUNICATIONS DIVISION

ART PROGRAM

GENERAL ASSESSMENT PROCEDURES

Lindenwood's Studio Art program for accreditation purposes has devised a test based on all of the core-required courses. The choice was made for accountability reasons. Freshmen, transfer students, and all upper level studio art majors must take these courses or be responsible for the knowledge in them regardless of the ultimate specialization. More specific pretests and exit tests will be administered in all of these courses.

We believe that the student progresses more rapidly at an intuitive level if they are first made responsible for the knowledge gathered in core coursework. The core can and should be completed within the first two full years. To be assured of its completion, we will stress diligent sequential advising.

The test will draw upon concepts made available in the following courses:

2-D Design
3-D Design
Color Theory
Introduction to Drawing
Figure Drawing
Introduction to Photography
Introduction to Graphic Design and Computer Art
Art History- Pre-1800
Art History- Post-1800
Senior Seminar

Lindenwood University Studio arts faculty has an opportunity to assess students' progress throughout their four year baccalaureate tenure. Through diligent academic advising we can place students in the proper level coursework.

Freshmen are given guidelines for enrollment and graduation during their first meeting with their arts advisor. Students are encouraged to obtain a catalog and familiarize themselves with it during their first semester at Lindenwood. The catalog clearly points out what is required to obtain a degree and correct policies for life at Lindenwood.

Studio art majors are given many opportunities to succeed in and out of the classroom. All art majors are given syllabi, which along with giving the student an overview of the course, gives tests and critique dates. The tests and critical group reviews are our major means of evaluation. Any deficiencies or proficiencies are noted and brought to the student's attention. The student is then given ample time to make corrections to successfully pass courses. The Fine arts faculty is a caring group of people, who are always looking for ways to improve the professionalism of their students. Special concern is given to students who are having difficulties in their coursework due to illness.

The Art students at Lindenwood are regularly notified of upcoming artistic competitions and professional activities that will enrich their Fine arts experience at Lindenwood. Many of the studio majors regularly exhibit in St. Charles and St. Louis.

In efforts to further facilitate our students' success we conduct out-of-class mentoring to assist them with resumes, letters of recommendations and assistance in graduate school selections.

The studio art program assessment plan is currently divided into two areas of activity.

The first area is the on-going quantitative class critique evaluation. In every studio class, students are evaluated during the first and last critique of the course on a numerical basis in the following categories:

- preparation for the critique
- presentation of work
- comprehension of the concept
- the synthesized concept (creative aspect of the work).

In each of the above four areas, students are graded as 1 for outstanding, 2 for average, or 3 for below average.

The second part of our assessment plan is the development of a sequential evaluation of the student's performance throughout the course of study.

As with most creative endeavors, understanding and skill development in the visual arts is most effectively assimilated over time through practice and repetitive experiences. We are currently in the process of developing a method of evaluation to be administered not within the constraints of a course, but after the successful completion of a sequence of courses in the core visual arts curriculum. The sequence under consideration includes Intro to Drawing, 2-D Design, 3-D Design, Color Theory, and Intro to Photography. The method of evaluation will probably take the form of an assignment designed to display a synthesis of the formal elements of visual communication.

In conjunction with the evolving portfolio and the capstone thesis exhibition (as described in the original assessment document), this early sequence evaluation will become an integral part of the assessment process.

FALL, 2002
In the Fall 2002 semester, the art department implemented entrance and exit exams for all art majors for the purpose of assessing the effectiveness of the department's teaching delivery.

The preliminary findings from the exams are discouraging and imply that the assessment process requires adjustment. The rate of failure on the exit exams was staggering, even for the best of the students whom we know possess a solid understanding of the material. In fact, we had a higher rate of failure on the exit exam then on the Praxis exam. Each of the four art faculty members doubted their own ability to pass the test as given.

The flaws within the exam have been identified as its overly specific questions, length and redundancy. A lot of the test questions focused on learning templates rather than acquired knowledge and skill. For instance, it is imperative for a draftsman to know how to depict depth on a two-dimensional surface but it is not necessary for the draftsman to verbally deconstruct the three formal devices of **scale, overlap,** and **placement on the page** once the concepts are ingrained.

The exam is currently being reworked.

Newly implemented for the Spring 2003 semester is the quantitative assessment process of individual student performance in the critique environment. A critique is a presentation and discussion of student artwork (individual or group) for the purpose of evaluation. Critiques occur in all studio classes in the art department and conform to departmental procedural standards (new). Students are rated on a numerical scale in the following categories:
- preparation for the critique
- presentation of work (visual)
- presentation of work (oral)
- comprehension of the concept
- the synthesized concept (the creative aspect of the work)

PORTFOLIO
The Portfolio is the first example of an entering students' work, whether they are transfer students or recent high school graduates. Lindenwood art professors expect to see a certain amount of disarray and confusion in the high school student's portfolio, even though many high school teachers go to great lengths to make this instrument professional. At this level, we do not judge the portfolio on those merits but one of handicraft. In short, we ask ourselves how well the student has performed artistically and if this progress will continue. We will use this first portfolio interview for purposes of scholarship and financial aid recommendations. We do not believe we can be all things to all students. We do believe, however, that we can serve and educate above average students effectively if

the faculty of the fine arts staff convenes the first portfolio interview. If this step is omitted, often a student will be enrolled based upon an inaccurate account of our philosophy, but an important and inaccurate picture of our studio facilities.

Secondly, the portfolio is a running account of a student's progress after enrollment. It will help the student and professors determine strengths and may help to illustrate a student's future specialization. After four years of refining and polishing these portfolios, most, at this point, have become formatted to slides which are more conducive for graduate school and gallery representation.

THE BACHELOR OF FINE ARTS THESIS EXHIBITION

The Bachelor of Fine Arts Thesis Exhibition is a process by which the faculty, colleges, and the public can view and discuss the student's coursework. This show is usually produced within the last year of a student's baccalaureate career. The works in the exhibition will undoubtedly be unique works to the student's coursework. This is the time for a student to produce and plan works that are outside of any of the core class assignments. We assess the student's professional development and their ability to communicate their ideas verbally, visually, and in text. The oral defense must take place during the exhibition. The written defense takes place in the written thesis, which will be produced when the student is enrolled in Senior Seminar.

The *written senior thesis* will demonstrate a student's literary skills in form and communication. This thesis allows the student time for literary defense of the culminating year of study with special attention noted of their artistic and personal influences. The art faculty will also look to the thesis to support the art student's personal vision and ultimate contribution.

Action:

Still missing in our assessment program is a quantitative evaluation of the BFA, MA and MFA thesis and exhibition exit requirements. A re-evaluation of all art degree exit requirements is a stated objective in our 2003-2004 Action Plan; assessment will be in the forefront of that discussion.

DANCE PROGRAM

Following are the assessments for the Dance Program's majors and general education courses compiled by Dance Program Manager, Rob Scoggins, and Assoc. Professor of Dance, Dr. Alice Bloch.

The document includes the assessment summary of Spring 2002 dance major graduates, the assessment summary of dance major graduates for the 2002-2003 academic year, and general education students for Spring, 2003. Note that the entry year evaluation is not applicable for dance majors because the 2002 and 2003 graduates began the dance program before the assessments were implemented.

PROGRAM AVERAGES, GRADUATING SENIOR MAJOR ASSESSMENT FORM , SPRING, 2002

NAME _____

ENTRY YEAR _____   EXPECTED GRADUATION _____

EXPLANATION OF SCORING: Students are evaluated on a 100 point basis: 90 – 100 = excellent, 80 – 89 = good, 70 – 79 = average, 60 – 69 = below average.

TECHNIQUE	ENTRY YEAR	GRADUATION YEAR
ALIGNMENT	NA	90
FOOTWORK	NA	89
CENTER	NA	89.57

WEIGHT USE	NA	89.85
PHRASING	NA	90.28
MUSICALITY	NA	91
QUALITY	NA	90
CHOREOGRAPHIC CONCEPT	NA	89.57
STYLISTIC CLARITY	NA	88
AVERAGE SCORE	**NA**	**89.76**

CHOREOGRAPHY	**ENTRY YEAR**	**GRADUATION YEAR**
SPACE/SHAPE	NA	88.14
QUALITY	NA	85.14
MOVEMENT INVENTION	NA	85.42
PHRASING	NA	86.14
MUSICALITY	NA	84.28
CONCEPT	NA	83.85
COMPOSITIONAL FORM	NA	84.85
PRODUCTION VALUES	NA	87.14
AVERAGE SCORE	**NA**	**85.60**

DANCE THEORY/HISTORY	**ENTRY YEAR**	**GRADUATION YEAR**
PRE-TEST	NA	NA
CLASS TESTS	NA	90.7
AVERAGE IMPROVEMENT	**NA**	**NA**

DANCE PROGRAM SCORE SHEET-SPRING, 2002

EXPLANATION OF SCORING: Students are evaluated on a 100 point basis: 90 – 100 = excellent, 80 – 89 = good, 70 – 79 = average, 60 – 69 = below average. The figures below are a combined average of each student's total score. See attached sample student score sheet for specific assessment categories. Individual score sheets for each student are on file. This score represents an average ranking of all students.

TECHNIQUE	ENTRY YEAR	GRADUATION YEAR
AVERAGE SCORE	N/A in first year of study.	89

COMMENTS   This score represents students who demonstrate average to excellent technique.   The faculty considers this score high given the demands of the dance field and the multiple focuses of dance education within a B. A. program.   The accomplishments of our students were validated by outside assessment. (See

Below) As the program grows, the dance faculty's goal is to offer more levels of technique so students can be challenged by technical work at the highest level of their capabilities.

CHOREOGRAPHY	ENTRY YEAR	GRADUATION YEAR
AVERAGE SCORE	N/A in first year of study	85

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.

In reviewing concert tapes, the faculty saw students' time divided into too many dances. To redress this issue, tighter limitations will be imposed on the number of dances in each concert, giving students more time to develop choreographic material. In addition, student choreographers and dancers will evaluate the performance tape according to the criteria on the score sheet.

DANCE AS ART/HISTORY	ENTRY YEAR	GRADUATION YEAR
AVERAGE SCORE	N/A in first year of study	91

COMMENTS   The faculty is very pleased with this score. Students showed an improvement in 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 has validated the structure of our program. This year, the Lindenwood Dance Program had choreography by Dance Program Director Rob Scoggins selected for inclusion in the American Dance College Festival Association's National Gala, at the Kennedy Center, Washington D. C. The dancers were singled out for praised for "dancing in a quite impressive manner," in this "raucous, jaw-dropping, flyapart celebration" (the Dance Insider, May 15, www.dancersider.com).   The dance was among 37 chosen from 215 schools, which sent 5000 student dancers to regional festivals this year.

Lindenwood is proud to have the Mid America Dance Company as its professional company-in-residence. It gives students an opportunity to intern and perform with a professional company. To date, 2 of our graduates have become full company members. In addition, three students are apprentices, and two are interns. This gives the faculty the rare opportunity to compare our students with professional dancers. It is the faculty's opinion that our students earned their positions with their dancing ability, and fully deserve their positions with this company.

OVERALL ASSESSMENT/ACTION TAKEN

The dance faculty is extremely pleased with the level of our students in the 5th year of our major. Our scores were well above average. Our success in the national arena is unprecedented for such a young program.

We will continue to work to refine our methods of developing technical, choreographic, and theoretical skills in our students, as noted above, with the increased emphasis on choreographic development being the most timely. By refocusing the students' time in rehearsal, their choreography should show improvement.

PROGRAM AVERAGES, DANCE MAJOR ASSESSMENT , GRADUATING SENIORS, FALL, 2002, SPRING, 2003

These figures represent an average score of graduating dance majors.

TECHNIQUE	ENTRY YEAR	GRADUATION YEAR
ALIGNMENT	NA	86.5
FOOTWORK	NA	86
CENTER	NA	87.75
WEIGHT USE	NA	85.25
PHRASING	NA	89.25
MUSICALITY	NA	88
QUALITY	NA	84.25
CHOREOGRAPHIC CONCEPT	NA	86.75
STYLISTIC CLARITY	NA	85
AVERAGE SCORE	**NA**	**86.55**

CHOREOGRAPHY	ENTRY YEAR	GRADUATION YEAR
SPACE/SHAPE	NA	83.5
QUALITY	NA	84.5
MOVEMENT INVENTION	NA	83
PHRASING	NA	84.25
MUSICALITY	NA	85.5
CONCEPT	NA	85.75
COMPOSITIONAL FORM	NA	85.5
PRODUCTION VALUES	NA	88.5
AVERAGE SCORE	**NA**	**84.925**

DANCE THEORY/HISTORY	ENTRY YEAR	GRADUATION YEAR
PRE-TEST	NA	80.66
POST TESTS	NA	91.22
AVERAGE IMPROVEMENT	**NA**	**10.56**

COMMENTS (see Dance Program Score Sheet-Spring 2003)

EXPLANATION OF DANCE PROGRAM SCORE SHEET-SPRING, 2003

EXPLANATION OF SCORING: Students are evaluated on a 100 point basis: 90 – 100 = excellent, 80 – 89 = good, 70 – 79 = average, 60 – 69 = below average. The figures below are a combined average of each student's total score. See attached sample student score sheet for specific assessment categories. Individual score sheets for each student are on file. This score represents an average ranking of all students.

TECHNIQUE	ENTRY YEAR	GRADUATION YEAR
AVERAGE SCORE	N/A in first year of study.	86.55

COMMENTS   This score includes students who came to us as beginners as well as those who were above average when they arrived. The faculty considers this score high given the demands of the dance field and the multiple focuses of dance education within a B. A. program. The slight difference between the 2002 and 2003 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. As stated in the 2002 assessment, separating the intermediate from the advanced levels of modern technique will enable students to be challenged by technical work suitable to their stage of development.

CHOREOGRAPHY	ENTRY YEAR	GRADUATION YEAR
AVERAGE SCORE	N/A in first year of study	84.925

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 2002 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. A third rehearsal space suitable for dance would address this issue.

DANCE AS ART/HISTORY	ENTRY YEAR	GRADUATION YEAR
AVERAGE SCORE	N/A in first year of study	91.22

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 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.

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.

MUSIC PROGRAM

MISSION:

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 are:

1. ENTRANCE AUDITION/INTERVIEW

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

ENTRANCE AUDITION

The following table lists the musical elements to be demonstrated by the performer and assessed by the faculty member. Both Instrumental and Vocal music candidates are asked to perform the musical materials required for either the district band or choir auditions and a selection with piano accompaniment. (Please note: At the time of the following assessment a total of 44 students had auditioned for entrance to Lindenwood University as music majors of Fall Semester, 2003.)

Musical Element and	% of students who attained the corresponding level for each musical element		
Criteria for Evaluation	Never	Some of the time	Almost all of the time
Sense of Pitch: (Does the student play or sing in tune with the piano?)	0%	12%	88%
Rhythm: (Does the student keep a steady beat and play or sing rhythms accurately?)	0%	10%	90%
Dynamics: (Does the student play or sing changes in dynamics that are audible and appropriate for the musical selection?)	0%	35%	65%
Style: (Does the student play or sing with a style appropriate for the historical context of the selection?)	0%	25%	75%
Scales: (Does the student play the correct notes in the scale requested?)	0%	40%	60%
Teachability: (Does the student accept positive criticism and try to incorporate the suggested changes during the teaching session.	0%	30%	70%

INTERVIEW

During the interview the prospective, incoming 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 students 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.

2002-2003 AUDITION/INTERVIEW RESULTS

60% of the students who have auditioned at this point have been accepted to the music program.
20% of the remainder have been accepted conditionally
20% were advised to major in another area.

2. SEMESTER ADVISING

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

3. SOPHOMORE STANDING JURY EXAMINATION/INTERVIEW

The student will be required to perform a Sophomore Standing Jury/Interview at the end of the fourth semester of study. The main purpose of this Jury will be to either affirm the student as a music major or to advise them to change majors before entering the junior year. This Jury will be required of both music education majors and music performance majors. Suggested materials and competencies for the Sophomore Standing Jury as well as the results from the 2002-2003 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)	40% (P)assed 60% F	40%P 60%F	40%P 60%F	40%P 60%F
Any Major, Augmented, Minor or Diminished Arpeggio (2 from each type)	80% P 20% F	80%P 20%F	80%P 20%F	80%P 20%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	40% P 60%F	40%P 60%F	40%P 60%F	40%P 60%F	40%P 60%F

40% of the students who took a Sophomore Standing Jury Spring Semester in 2003 passed with unqualified results. 50% 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, 2003. 10% failed the majority of all requested materials and will be advised about choosing another major.

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 is as follows:

1. The length of time of all combined musical selections will add up to a minimum of 30 minutes.
2. Compositions for the recital program will be chosen from a minimum of three contrasting eras in music history.
3. A minimum of three compositions will be accompanied with either piano or small ensemble with the exception of piano, organ or guitar recitals.
4. The recital will be evaluated by faculty members on the student's ability to:
   a. Produce a characteristic tone on the instrument with accurate intonation.
   b. Perform with accurate rhythm, technique and articulation.
   c. Perform in ensemble with the accompanying instrument(s).
5. It is the responsibility of the student to schedule the recital at least one year in advance of the date, choose the faculty evaluation committee, schedule rehearsal times, schedule the prerecital jury, publicize the event, and write and duplicate the recital program.

100% of all Music Education Majors who performed a recital during the 2002-2003 academic year passed 100% of all of the required criteria.

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

1. The length of time of all combined musical selections will add up to a minimum of 45 minutes.
2. Compositions for the recital program will be chosen from a minimum of three contrasting eras in music history.
3. A minimum of four compositions will be accompanied with either piano or small ensemble with the exception of piano, organ or guitar recitals.
4. The recital will be evaluated by faculty members on the student's ability to
   a. Produce a characteristic tone on the instrument with accurate intonation.
   b. Perform with accurate rhythm, technique and articulation.
   c. Perform in ensemble with the accompanying instrument(s).
5. It is the responsibility of the student to schedule the recital at least one year in advance of the date, choose the faculty evaluation committee, schedule rehearsal times, schedule   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 2002-2003 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 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 2002-2003 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 (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 pretest and post tests will be compared to determine the knowledge retained by the student and the effectiveness of the teaching methods used by the instructor to deliver information and concepts in a style that is effective. This test is generated by the music department.

50% of the students who took the Post Test Music History Exam at the conclusion of Spring Semester, 2003 earned either an A or B with scores ranging from 87% - 100%. These same students scored 20% or lower on the Pre Test. 40% of the students failed the test. These students were transfer students who had taken music history at other colleges or universities. So in the future transfer students will be required to seek remedial help in music history review prior to taking this exit exam. 10% of the students failed to adequately prepare for the test. All of the students who earned unacceptable scores will be required to retake and successfully pass the test with the grade C or better.

In order to more realistically assess the skills being taught to our Music Performance Majors a new development opportunity was initiated during the 2002-2003 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. At this point about 40% of our students have found employment.

ACTION PLAN FOR NEXT CYCLE OF ASSESSMENT

The music faculty will implement the following new assessment tools during the 2003-2004 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 Pretest to all incoming transfer students who have completed a Music History sequence of courses at other colleges or universities.

THEATRE PROGRAM

Mission:

The Theatre major at Lindenwood University consists of a carefully planned pattern of courses and experiences designed to produce a strong academic background and competencies necessary for the students to either continue more intensive study in a graduate program and/or enter the marketplace of the professional theatre. Students in the graduate program are also prepared for careers as actors, directors, designers, technicians and teachers.

The Theatre curriculum includes a number of goals and objectives designed to assist the students in achieving the knowledge and marketable skills essential for their development as successful professionals in the field. The nucleus of the major is both theoretical and practical. The theoretical component is satisfied through the following: aesthetic education - historical, cultural, and social content, principally through the fundamentals of aesthetic criticism and analysis. The practical aspect is accomplished through successful implementation and communication of the theoretical via the integrated activity of play production, thus necessitating an understanding and articulation of the major components of a collaborative artistic venture: acting, directing, design, technical support and even arts management.

Inherent in the program regardless of the area of emphasis is the application of analytical and critical thinking skills that lead students to the accurate interpretation of the playwright's intent. Therefore, this analysis enables theatre students to apply the theoretical information gained in coursework so it will lead to a dynamic and thought provoking production.

Departmental Goals and Objectives

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

> 1. Offer a comprehensive undergraduate and graduate education in Theatre. The program prepares students for graduate and post-graduate school, professional training programs and certain apprentice entry -level employment, and teaching at the secondary education level. Many students enter careers immediately after receiving their B. A. degree. All Theatre students must complete standard core requirements in Design and Technical Theatre, Acting, Directing, History, Literature

and Script Analysis. Students then select an emphasis in Acting/Directing, or Design/Technical Theatre.

2. Provide all Lindenwood students, faculty and staff with classroom and production experiences which foster accessible understanding, insight and appreciation of classical and contemporary plays.

3. Serve as a dynamic partner in the cultural and intellectual life of the University and community at large.

4. Provide students with a rich, diverse exposure to theatre in theory and practice: historical, literary and performance.

5. Demonstrate to students how all areas of the liberal arts relate to theatrical presentation. We take a very strong approach in the areas of history, literature and analysis that is then related to and experienced through production.

6. To train the student in critical thinking skills in written and production work. This is measurable by written assignments required in every course and assessing the students' ability to develop practical solutions during production periods within a collaborative team framework. This quantifiable data is concrete and visible and is overseen by the faculty, and as appropriate, other students.

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

The core courses in the Theatre program are as follows:
>TA101 Acting I
>TA111 Introduction to Technical Theatre I
>TA112 Introduction to Technical Theatre II
>TA201 Acting II
>TA 204 Stage Voice and Movement
>TA205 Scenography
>TA206 Script Analysis
>TA210 Stage Management
>TA216 Stage Makeup
>TA306 Directing
>TA371 History of Theatre I
>TA372 History of Theatre II
>Practica (3 credit hour minimum)
>Senior Project.

In theatre education, process is as, and often, more, important than product. Therefore, assessment within Theatre is focused on specified core and emphasis 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 of 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
		(new techniques to be applied in Spring 02-03 and Fall 03-04 in bold)
Directing		

	Script Analysis	***pre-test and post-test covering general knowledge, terminology, and theoretical application of process**
	Directing	*peer evaluations (3) by student actors *instructor evaluations (3) ***pre-test covering general knowledge, terminology**
	Adv. Directing	*peer evaluations by actors and stage manager *instructor's evaluation *review of written analysis *pre- and post-production conferences with peeers and instructor ***post-test (pre-test given at beginning of Directing)**
	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 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

Of particular importance in all of the areas of emphasis outlined above are critical thinking skills. In each case, careful written analysis is required by each director, actor or technician/designer in the development of a production. First and foremost, it is the responsibility of the theatre artist to accurately interpret the playwright's intent. In some cases this is an easy task because the actual words of the author may be available. In many more cases, the meaning of the play can only be determined by hours of research and study and even then a clear understanding of the author's intent may be illusive. In all cases, strong choices must be made based on the best information available. It is the responsibility of the actor, the director, the designer and the technicians to bring the words of the text to life: to make them three-dimensional, evocative and true. It is necessary to understand that the text of a play script (including its set design, italicized notes to the actors, etc.) is only a guide. The published script is generally a chronicle of the first production of the play. It is not a dictum of how each subsequent production must look, how each subsequent actor must play each part. In acting there is a principle called, "the magic 'if.' " It is a question: "What would I do if I were this character in these circumstances?" In many cases, the director must ask himself or herself the same question about each character in the play he or she is directing. This question is asked hundreds of times for each play that is produced. It cannot be answered without good critical thinking skills.

Fortunately, there are guidelines and formats to help actors, directors, and designers answer this basic question relative to each line, beat, unit, scene and act. Following is the form used in script (play) analysis which should be completed by every director and designer in advance of rehearsals of every scene or play and the character analysis form which should be completed by every actor in advance of rehearsals of every scene or play:

<center>Worksheet for Play Analysis</center>
<center>(from Play Directing: Analysis, Communication and Style by Francis Hodge)</center>

I.   *Given Circumstances**

*most of this pertinent information is not contained in the play but requires outside research, critical thinking, imagination and interpretation

    A.   Environmental facts.
        1.   Geographical location, including climate
        2.   Date: year, season, time of day
        3.   Economic environment
        4.   Political environment
        5.   Social environment

6.   Religious environment

    B.   Previous action

    C.   Polar attitudes of the principal characters, both in the beginning and at the ending

    D.   Significance of the facts in the total meaning of the play

II.   *Dialogue*

    A.   Choice of words

    B.   Choice of phrases and sentence structures

    C.   Choice of images

    D.   Choice of peculiar characteristics (for example, dialect)

    E.   The sound of the dialogue

    F.   Structure of lines and speeches

III.   *Dramatic Action*

    A.   Titles of the Units--Number the units in the scene or play and give a nominative phrase as a title for each unit

    B.   Detailed Breakdown of Action--Separate the action into numbered units. Express the action in each line by using the initial of each character followed by a present-tense verb (for example, *N pleads*)

    C.   Summary of the Action--Summarize the action of each unit by following the number of the unit with a compound sentence expressing reciprocal action (for example, *A* [present-tense verb] to *B* and *B* [present-tense verb] to *A*).

IV.   *Characters*

    Treat each character under the following headings:

    A.   Desire

    B.   Will

    C.   Moral stance

    D.   Decorum

    E.   Summary list of adjectives

    F.   Initial character-mood-intensity at the scene opening expressed as:

        1.   Heartbeat: rate

        2.   Perspiration: heavy, light, etc.

        3.   Stomach condition

        4.   Muscle tension

        5.   Breathing: rate, depth

V.   *Idea*

    A.   Meaning of the title

    B.   Philosophical statements in the play: Cite actual quotations.

    C.   How does the action lead directly to the idea (meaning)?

VI.   *Moods*

    After the number of each unit express the mood for that unit in two categories:"

    A.   A list of mood adjectives with one for each of the senses

    B.   A mood image

VII.   *Tempos*

    After the number of each unit, designate the rate of speed for that unit by using a rate word (i.e. fast, medium-slow, etc.). Also make a horizontal graph of the tempo relationships by inserting connecting perpendicular lines to a horizontal line in order to show the peaks and valleys of tempo change.

VIII.   *Tone*

    Summarize the analysis by finding a word or phrase to declare the play as a whole.

Character Analysis Form

Character's Name and Play_____

1. What is the character's major drive or goal in life and in the play?
2. What does the character want most? What are his/her drives and needs?
3. What is the character willing or able to do to get what s/he wants? How conscious is s/he of his/her motives? How badly does the character want the objectives and how vigorously does s/he pursue them?

The Character's Background

Father and mother--what influence did each have?

Type of discipline subjected to as a child
Brothers and sisters, if any, and quality of relationship to them (include names and ages)
Affection, overprotection or rejection in childhood
Economic status of the family
Religious attitudes of family and/or character
Special situations--drinking, divorce, illness, etc.
Character's innate intelligence? Educational background--level achieved in school, adjustment to school and peer?
Character's general interests and activities?
Character's political and sociological environment, ideals, beliefs, politics, opinions, heroes, etc.? List the effect that war, occupation, pioneering, travel, political and/or economic temper of the times may have had on the character and his/her family.

Adjustment to Background and Forces That Molded Character
Manners? Nature of friends?

Participation in social activities and organizations?
Role s/he plays in a group?
Dating, courtship, attitudes about sex?
Home and how s/he lives?
Hobbies and interests?

Marriage, Children, Career
Character's marriage, if applicable. Choice of mate? Success in marital adjustment?
Children and relationship to character?

Character's vocation and career--kind of work, how character feels about work? How did character get where s/he is professionally?
Does character spend most of his/her time indoors or outdoors?

Emotional Adjustments

The character's emotional adjustments (reaction to stress or conflict)--What kinds of outlets does s/he utilize under pressure and the amount of pressure the character finds tolerable. What is the character's tolerance level?

Which kind of the adjustments listed below apply to your character? If you're unsure how a word is used, look it up. Can you trace the source of these adjustments? To what degree or extent to they exist? Is the character aware they exist? Does the character fight or accept them?

Compensation	Rationalism	Aggression	Self-righteousness	Masochism	Sadism
Alcoholism	Narcotic use	Negativism	Suspicion and hostility	Fantasy	Regression
Anxiety	Phobias	Obsessiveness	Compulsiveness	Psychosomatic illness	
Hysteria					

(makes comments on another sheet; add additional words and explanation if necessary)

Does the character deal successfully with his/her own emotions?
What is his/her awareness of self?
Does s/he have a sense of humor?
What do others say about him/her? Are they speaking truthfully? Why do they react to your character the way they do?

Other Important Points
For each entrance, know and be aware of---

1. Where am I coming from?
2. What was I doing there?
3. Why did I leave?
4. Why have I come here and why right now?
5. What will I do here? What do I want?
6. Whom do I know here and what is my relationship to them?
7. Have I ever been here before?
8. What is the time of day and season of the year? Is either or both important? Why?

Make sure you understand every word you say.

Image
Use an animal, vegetable, mineral, color or texture to complete the sentence:
"My character is like a _____*."*

Assessment Instruments:
In addition to the two assessment tools detailed above and used in a variety of courses, other items are used to gauge how students are applying the material they learn in classes and how they are applying their knowledge and expertise in the practice of doing theatre. In addition, the standard Course Evaluation form required by the university is also a part of the assessment process but is not listed below.

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 assess.
Script Analysis	pre-test	1st day	faculty	1st day		last day
	post-test	last day	faculty	last day	amend lesson plans, delivery, and subject matter as needed	each term course is delivered and each time script analysis is required for another course
Direct'g	pre-test	1st day	faculty	1st day	maintain tests	end TA306
	scene eval.	after each scene	faculty and peers	after each scene	amend lesson plan as needed	next scene
	instruc. eval	after each scene	faculty	after each scene	faculty narrative	next scene
	script analysis	pre-perform.	faculty	post-perform.	faculty narrative	next scene and each time a script analysis is required in

	critique	post-perfom.	faculty and peers	post-perform.	observation and private interview w/ student(s)	next scene
	student assess.	last day	students	post-class	amend lesson plans, delivery, or subject matter as needed	each term course is delivered or during annual curriculum
Adv. Direct'g	instruc. eval	after each scene	faculty	after each scene	faculty narrative	next scene
	script analy.	pre-perform.	faculty	post-perform.	faculty narrative	each time a script analysis is required in another class
	critique	post-perfom.	faculty and peers	post-perform.	observation and private interview w/ student(s)	
Sr./Gr. Project	peer eval.	post-prod.	director and stage manager	post-prod.		
	fac. eval.	during and post-prod.	faculty	variable	intervention if needed during production process	
Thesis Project	eval. written and performance project	post-prod.	fac. committee	post-prod.	interview	
Act'g II	scene eval.	after each scene	faculty and peers	after each scene	amend lesson plan as needed	next scene
	instruc. eval	after each scene	faculty	after each scene	faculty narrative	next scene
	charac. analy.	pre-perform.	faculty	post-perform.	faculty narrative	next scene and each time a character analysis is

						required in another class
	critique	post-perfom.	faculty and peers	post-perform.	observation and private interview w/ student(s)	next scene
	student assess.	last day	students	post-class	amend lesson plans, delivery, or subject matter as needed	each term course is delivered or during annual curriculum review
Act'g Studios	instruc. eval.	after each scene	faculty	after each scene	faculty narrative	next scene
	charac. analy.	pre-perform.	faculty	post-perform.	faculty narrative	next scene and each time a character analysis is required in another class
	critique	post-perfom.	faculty and peers	post-perform.	observation and private interview w/ student(s)	next scene
Sr./Gr. Project	peer eval.	post-prod.	director and stage manager	post-prod.		
	fac. eval.	during and post-prod.	faculty	variable	intervention if needed during production process	
Thesis Project	eval. written and performance project	post-prod.	fac. committee	post-prod.	interview	
	critique	post-perfom.	faculty and peers	post-perform.	observation and private interview w/ student(s)	next scene
	student assess.	last day	students	post-class	amend lesson plans, delivery, or subject matter as needed	each term course is delivered or during annual curriculum

interview w/
student(s)

Sr./Gr. Project	peer eval.	post-prod.	director and stage manager	post-prod.		
	fac. eval.	during and post-prod.	faculty	variable	intervention if needed during production process	
Thesis Project	eval. written	post-prod.	fac. committee	post-prod.	interview	
Int. Tech. I	pre-test course eval.	first day last day	faculty students	first day post-class	maintain tests amend lesson plans, delivery, or subject matter as needed	end TA112 each term course is delivered or during annual curriculum review
Int. Tech II.	post-test	last day	faculty	last day	amend lesson plans, delivery, or subject matter as needed	each term course is delivered or during annual curriculum review
Prod. Projects	faculty and director written eval.	last day	faculty and director	post-prod.		
	pre-prod. interview	first day	faculty and director	pre-prod.	provide any additional information to complete project	each term course is delivered or during annual curriculum review
Sr/Gr. Project	director eval.	post-prod.	director	post-prod.	share w/student	
	faculty eval.	during and	faculty	variable	intervention if necessary post-production	post-prod.
	portfolio review	post-prod.	faculty	post-prod.	interview	
Thesis Project	eval. written and performance project	post-prod.	fac. committee	post-prod.	interview	

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 included within the division of Fine and Performing Arts. However, this degree is 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. There are no courses unique to this major. Assessment occurs within the various disciplines.

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: Procedure, Rationale, Results, and **Action***

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.

In the Directing I class taught in the spring of this year, all three types of assessment tools were used. In this class, student directors are assigned 2-3 student actors from the Acting II class to direct in three different scenes: a realistic scene, a historical scene, and a non-realistic scene. Peer evaluations are completed by each actor for the director for each one of the scenes. The evaluation forms is as follows:

1=Poor 2=Below Average 3=Average 4=Above Average 5= Excellent

1. The director was effective as a communicator.	1 2 3 4 5
2. The director was prepared for each rehearsal.	1 2 3 4 5
3. The director appeared organized.	1 2 3 4 5
4. The director gave you a vision for the scene and character.	1 2 3 4 5
5. The director allowed for the actor's input.	1 2 3 4 5
6. The efficiency of the rehearsal process.	1 2 3 4 5
7. The director analyzed the play thoroughly.	1 2 3 4 5
8. The director had a comprehensive knowledge of the directing process.	1 2 3 4 5

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.

Each student can receive a maximum rating of 40 from each actor for each scene. The total rating for all three scenes performed during the semester is 240. In the spring semester of 2002-03, the range of ratings was 159-234. The average for the class was 207.

Two of the students fell below a rating of 200 for their overall points due to lack of preparation and attendance. The other student directors took their work seriously.

Following is the distribution of the ratings for each question.

Question 1.   1(Poor)= 1 2(Below Average)=1 3(Average)=2 4(Above Average)=22 5(Excellent)=16

Question 2.   1(Poor)=2 2(Below Average)=1 3(Average)=3 4(Above Average)=8   5(Excellent)=28

Question 3.   1(Poor)=3 2(Below Average)=0 3(Average)=6 4(Above Average)=9   5(Excellent)=25

Question 4.   1(Poor)=1 2(Below Average)=1 3(Average)=6 4(Above Average)=9   5(Excellent)=25

Question 5.   1(Poor)=1 2(Below Average)=0 3(Average)=3 4(Above Average)=3   5(Excellent)=35

Question 6.   1(Poor)=2 2(Below Average)=1 3(Average)=8 4(Above Average)=10 5(Excellent)=21

Question 7.   1(Poor)=2 2(Below Average)=1 3(Average)=3 4(Above Average)=11 5(Excellent)=25

Question 8.   1(Poor)=2 2(Below Average)=0 3(Average)=1 4(Above Average)=12 5(Excellent)=27

The instructor reviewed each peer evaluation before it was given to the student director. In most cases, ratings below average were noted by the instructor and suggestions were made to the student about improvement in the respective areas. The instructor's critique and the grade of the scene were written on the evaluation form as well.

Students were also 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 300 points. The highest point total was earned by one student. The distribution was as follows:

1 student	300
3 students	275
1 student	260
1 student	200
1 student	0

These scores were factored into the students' grades. However, more important than the point total was the fact that some of the analyses were late. The students felt like they needed more time to develop a complete and critical analysis. A course of action has been chosen that will give the student more time to prepare a more complete analysis to facilitate a better 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.

The final assessment technique used in the Directing I class consisted of an assessment questionnaire distributed to the students on the last day of class. The documents were held in a sealed envelope and reviewed only after grades were assigned. The questionnaire consisted of the following questions:

1.   What is the single most important thing you learned in class?
2.   What, if anything, did you like about the class?
3.   What, if anything, did you dislike about the class?
4.   What would you change about the class to make it better?
5.   Do you feel you used critical thinking skills in this class? By this we mean, did you use

knowledge you had when you came to the class, combine it with new information you gained in the course and then have opportunities to apply the synthesis knowledge to class activities, projects, etc.? If, "Yes," please list one or two examples. If, "No", please give a short explanation.

The responses were as follows:

Question #1:	no comment	1
	right way to do analysis is important	1
	directing is a lot of work	2
	actors are bitchy	1
	be precise in all aspects	1
	thorough analysis makes for better decision-making	1

Question #2	learned to work with actors	2
	teamwork is important	1
	different perspectives on acting/direct'g	1
	it was fun	1
	seeing theatre from different perspective	1
	work in different historical periods was good	1
	liked seeing work performed	1

Question #3	need more time for directors to talk	1
	teamwork	1
	some actors could have worked harder	1
	hard working with some people	1
	nothing	3

Question #4	more group discussions with directors	2
	nothing	5

Question #5	no comment	1
	directorial techniques	1
	do correct analysis	1
	used knowledge from script analysis	1
	acting and stage management experiences helped me direct	1
	working with actors	1

With regard to the Advanced Directing courses taught in the Fall and Spring semesters, the members of the theatre department were able to validate that students who create a complete, detailed and insightful script analysis generally produce a successful play. Of the 16 students enrolled in Advanced Directing over the year, 11 completed the course with a grade of A (A on analysis and A on production) and 5 completed the course with a grade of B or below (B or less on analysis and production). 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."

The fact that nearly one third of the students who took Advanced Directing did less than A-level work was not acceptable. Analysis of the data produced the following findings:
1. 2 of the students were transfer students to Lindenwood. For any number of reasons these students did not develop adequate skills in script analysis;
2. 1 student failed to do adequate research on a significant factor in the script which resulted in poor directorial choices; and,
3. 1 student who was not a theatre major but had taken the prerequisite course in script analysis took the class in the Fall and Spring. Mediocre results in the first semester

resulted in a consultation and a "second chance" for Spring. The mediocre results in the second semester indicate that the student is more interested in product than process.

In the first case, the two students who may not have the skills will be assigned a faculty mentor to help them develop a fuller understanding of the critical skills necessary for script analysis. The students who failed to do adequate research has already spoken with two members of the faculty and understands the mistake. The third student will not be allowed to take Advanced Directing in subsequent semesters (the course is repeatable for credit).

Five graduate students took independent studies in Graduate Directing during the course of the academic year. Four successfully produced and directed plays for local high schools. Each more than adequately completed script analyses, prompt books and journals. The fifth student completed the directing project at a university and, while the grade assigned was satisfactory, the faculty in the Theatre Department at Lindenwood concurred that the process and the analysis produced by the student were less than adequate. (The faculty from the department had numerous conversations with the student and attended many rehearsals to supervise the production.) Attempts were made to encourage the student to concentrate in the areas of her strengths: technical theatre, theatre research and stage management rather than directing.

In the spring semester of 2002-2003, there was one student enrolled for Senior Project (directing emphasis). The student held auditions with the Advanced Directing students and professionally presented himself to the students who auditioned. He was totally prepared. The student did a thorough script analysis and had an efficient rehearsal process. He utilized his creative skills and designed a set that reversed the placement of the playing and audience areas thereby creating a kind of surreal physical environment for his play. The 4 actors were given the new standard evaluation for directors (see list used for Directing above):

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.

The production went up on time and was a success. After the production, the student met with two members of the faculty who critiqued and discussed the production.

*Acting: Procedure, Rationale, Results, and **Action***

The primary bases of assessment for acting are focused on three levels: peer evaluation, critiques including faculty and peers and faculty evaluation of character analyses. The only one of the three that actually factors into the grade is the character analysis.

In the Acting II class taught in the spring of the year, all three types of assessment tools are used. In this class, student actors are directed by students in the introductory directing class. Each actor and director performs in three scenes in class: a realistic scene, a historical scene, and a non-realistic scene. Peer evaluations are completed by each director for each actor in his or her scene. The evaluation form is as follows:

| 1=Never | 2=Seldom | 3=Half the time | 4=Almost Always | 5=Always |

1.	The actor was prepared.	1	2	3	4	5	
	Comments						
2.	The actor was on time.	1	2	3	4	5	
	Comments						
3.	The actor took and followed direction.		1	2	3	4	5
	Comments						
4.	The actor offered insights and input.		1	2	3	4	5
	Comments						

5.	The actor made a commitment	1	2	3	4	5
	to the role and the scene					
	Comments					

During the rehearsal process for the scenes, both the acting and directing instructors are in the studio space and observe the student actors and directors as they work their scenes. They are available to give suggestions and advice during and/or after each rehearsal. The faculty presence during studio rehearsals also helps to reduce the possibility that the peer evaluations will be skewed because of personality issues between students.

Each student actor can receive a maximum rating of 25. The total rating for all three scenes performed during the semester is 75. In the Spring Semester of 2002-03, the range of ratings was 37-75. The two lowest ratings were awarded to a Theatre major and a non-major taking the class. Following are the averages for the class:

Overall average	63	
Theatre major average	65.6/69.25*	
Non-major average	55.	

The second average in the Theatre major average category reflects the score minus one very low rating (37) for a theatre major who had numerous unexcused absences and was poorly prepared. Most of the students in the class took their scenework seriously.

Following is the distribution for majors and non-majors among the ratings for each question:

Question #1
Majors	1 (Never) =0	2 (Seldom) = 0	3 (Half time) = 5	4 (Almost Always) =6	5 (Always) = 16
Non-majors	1 (Never) =1	2 (Seldom) = 1	3 (Half time) = 1	4 (Almost Always) = 5	5 (Always) = 1

Question #2
Majors	1 (Never) =0	2 (Seldom) = 0	3 (Half time) = 4	4 (Almost Always) = 5	5 (Always) = 18
Non-majors	1 (Never) =0	2 (Seldom) = 1	3 (Half time) = 1	4 (Almost Always) = 5	5 (Always) = 2

Question #3
Majors	1 (Never) =0	2 (Seldom) = 0	3 (Half time) = 1	4 (Almost Always) =6	5 (Always) = 20
Non-majors	1 (Never) =1	2 (Seldom) = 1	3 (Half time) = 0	4 (Almost Always) =2	5 (Always) = 5

Question #4
Majors	1 (Never) =0	2 (Seldom) = 2	3 (Half time) = 3	4 (Almost Always) = 2	5 (Always) = 20
Non-majors	1 (Never) =1	2 (Seldom) = 2	3 (Half time) = 0	4 (Almost Always) = 6	5 (Always) = 0

Question #5
Majors	1 (Never) =0	2 (Seldom) = 0	3 (Half time) = 1	4 (Almost Always) = 8	5 (Always) = 18
Non-majors	1 (Never) =1	2 (Seldom) = 1	3 (Half time) = 1	4 (Almost Always) = 5	5 (Always) = 1

The instructor reviewed each peer evaluation before it was given to the student actor. In most cases, ratings below a 4 were noted by the teacher and suggestions were made to the student about improvement in the respective areas. The instructor's critique of the student's performance and the grade for the scene was written on the evaluation form, as well.

For the most part, the majors took their physical scene work seriously. As did most of the non-majors enrolled in the class.

The final assessment technique used in the Acting class consisted of an assessment questionnaire distributed to the students on the last day of class. The documents were held in a sealed envelope and reviewed only after grades were assigned. This questionnaire consisted of the following questions:

1. What is the single most important thing you learned in class?
2. What, if anything, did you like about the class?
3. What, if anything, did you dislike about the class?
4. What would you change about the class to make it better?
5. Do you feel you used critical thinking skills in this class? By this we mean, did you use knowledge you had when you came to the class, combine it with new information you gained in the course and then have opportunities to apply the synthesis knowledge to class activities, projects, etc.? If, "Yes," please list one or two examples. If, "No", please give a short explanation.

The responses were as follows:

Question 1:	be more comfortable on stage	5
	learn teamwork, work with others	4
	improve acting skills	1
	acting is harder than I thought	1

Question 2:	everything	4
	working with others	4
	friendly atmosphere	1
	artistic freedom	1
	love of performing	1

Question 3:	nothing	6
	other students not take it seriously	2
	the book	1
	memorizing line	1
	disorganized	1

Question 4:	nothing, I don't know	7
	remind students there is more than scenework	1
	no book	1
	remind people to do work	1
	scheduling	1

Question 5:	new ways to learn lines	1
	new jargon to apply	1
	applied what I learned	3
	understand leaving "you" behind and creating a whole new person	1
	no comment	1
	to slow down my speech	1
	don't be afraid or scared	2
	learned a lot from book	1
	rely on past experiences to make interpretation look real	1
	scenework	1
	critiques	1
	new techniques	1
	create new artistic levels	1

Students were also required to complete a character analysis for each of the roles they played. Each analysis was scheduled to be submitted by the second in-class rehearsal. The student was also required to make a copy of the analysis for the director. In far too many cases, the deadline was not met and character studies came in after the

scene was performed. Furthermore, of the 12 students in the class, only 6 completed all three analyses. Two students completed two analyses, 3 students submitted a single document and .1 student did not do any analysis at all.

The maximum score available for the three analyses was 150 points. The highest point total was earned by two students. The distribution was as follows:

2 students	129
1 student	128
1 student	125
1 student	115
1 student	100
1 student	92
1 student	80
1 student	40
1 student	30
1 student	20
1 student	0.

These scores were factored into the student's grade. However, more important than the point total was the lack of detail contained in most of the analyses. A complete, insightful and imaginative character analysis is critical to an actor's creation of a three-dimensional "person" on the stage. It is seminal actor's work. The disappointing scores on these projects have led the members of the Theatre department to review the course objectives and activities for this class. A course of action has been chosen that will place much more direct emphasis on the development of a complete character analysis in advance of any scene work being performed in the class. This means that the number of scenes scheduled for in-class production will be reduced from 3 to 2 to allow sufficient time for instructors to teach and students to learn this critical skill, which is necessary for the advanced classes---and a successful professional career. The instructor teaching the companion directing class concurs with the reduction of scene work: more time is needed to allow students to do full and complete script analyses of their scenes.

What can be said, however, is that students in the advanced acting studio offered in the Fall did a much better job of creating complete character analyses yet there were very few submissions that were well-thought-out, researched and sufficiently detailed to warrant an "A."

Fall Acting Studio Analysis Data

13	90% or above
25	80-90%
13	70-80%
6	below 70%

More attention will be paid to this necessary part of an actor's training in the early stages of his or her education to help improve this critical skill.

In the Acting Studio, Children's Theatre, students were taught storytelling and puppetry. During the course of the semester, the members of the class improved their storytelling skills and each acquired a satisfactory mastery. The concepts of puppetry and performing through a surrogate provided more challenges to these students who are used to using their own bodies as their artistic instrument.

The class was divided into four groups for the puppetry section and each group was given the assignment of writing a puppet play as well as building the puppets characters for the piece. These plays were performed for a group of pre-schoolers (ages 3-5). Two of the plays and presentations were very successful. Two were not as entertaining. The reason for the disparity was the less-than-successful plays were not tailored for the age group of the audience, i.e. the scripts and plot lines were too wordy and complicated for young children to comprehend and enjoy.

After the performances, all the students and the instructor participated in group critique. It was unanimously decided that puppetry could be a full 16-week class. It was also agreed that additional time should be spent studying the cognitive skills of different age groups of children. Perhaps a class in puppetry will be offered in the future. If it is, guest speakers from the Education Department will be arranged to give lectures on the topic of early childhood development.

*Technical/Design: Procedure, Rationale, Results, and **Action***

The assessment instruments for the undergraduate Theatre students are designed to measure competencies at the appropriate target levels of training. At the end of TA 112 the students will have had theoretical and practical exposure to basic stagecraft premises including set construction, lighting and sound equipment, properties and stage fabrics. The instructor's evaluation provides data on thinking, kinesthetic and interpersonal skill levels. The Project section narrates the process involved for the advanced level students. A separate section is reserved for the thesis project.

The pretest designed for Introduction to Technical Theatre I is as follows:

1. Name two contributions to the theatre world by the ancient Greeks; briefly discuss.
2. What theatrical mechanisms or scenic devices can we attribute to the 16th century Italian theatre?
3. Draw a simple groundplan of a wing and drop set and label the components.
4. What two sources of illumination were used in the theatre prior to the installation of electricity in the late 19th century? How was the intensity controlled?
5. Explain what happens to light in an ellipsoidal reflector lighting instrument.
6. Explain what happens to light in a Fresnel lighting instrument.
7. Sketch a standard stage platform labeling the two lumber types.
8. Sketch a standard "Hollywood" flat labeling the two lumber types.
9. Put the following terms in sequential order (a,b,c, etc.)____patch panel, ____circuit, ____instrument,____dimmer pack, ____control board.
10. Draw a simple groundplan of a box set showing the division of the stage into lighting areas "motivated" by a fireplace, a window and an overhead fixture.
11. What is mean by additive and subtractive mixing of color?
12. Define the following scenic styles: realism, constructivism, expressionism and naturalism.
13. What is the purpose of an elevation drawing to a technical director?
14. What considerations differentiate "hand" from "dressing" properties?
15. Briefly discuss what is meant by a "unit" set. What kind of production would this be useful and appropriate in and why?
16. What are some of the special considerations in lighting a dance performance as opposed to a straight drama and why?
17. How should the following fabrics be used onstage: scrim, muslin, burlap, and duvetyn, lame'?
18. Identify the basic functions of these pieces of sound equipment: microphone, mixer, and speaker.
19. What are some of the ways by which a scenic designer communicates a design concept to a director?
20. Diagram a basic method for lighting one acting area on an arena stage.
21. Describe some of the considerations in using projected scenery.
22. Define these hand tools: Radial arm saw, table saw, "chop" saw, hack saw, jig saw.
23. When do you use: a drywall screw, a carriage bolt, a lag bolt, a hinge, and a "c" clamp?
24. What are the three basic components of paint?

Following is the instructor's evaluation for Introduction to Technical Theatre I and II and for the Senior Project:

Conceptual (understanding of basic principles, equipment)

Plans/elevations	1	2	3	4	5	(5=superior)
Basic set units	1	2	3	4	5	
Basic fabrics	1	2	3	4	5	
Stage equip't.	1	2	3	4	5	
Paint / supplies	1	2	3	4	5	

Application (observed skills)

Hand tools	1	2	3	4	5
Lumber/hardw.	1	2	3	4	5
Power tools	1	2	3	4	5
Electrics	1	2	3	4	5
Scenic painting	1	2	3	4	5

Communication / work ethic (interaction with supervision, peers)

Stays on task	1	2	3	4	5	
Works with team	1	2	3	4	5	
Crew head	1	2	3	4	5	
Works safely	1	2	3	4	5	
Meets deadlines	1	2	3	4	5	score out of possible 75_____

Examiner_____

Position _____

Remarks:

Recommendations:

For the Production Project / Senior Project, the student participates in a pre-production interview with assigned faculty member to outline the scope and mandatory graphic materials.

Regardless of the area of application (design, technical) the Production Project / Senior Project student is expected to produce a written document journaling appropriate analysis, research, construction instructions, applied techniques and self-appraisal in context. Additional drawings, models and photographs accompany the text.

In the case of application in an actual production, the director provides a written evaluation of the student in terms of collaboration with the director's concept, scheduled delivery of project components and effective communication.

An exit interview is held in which the faculty member synthesizes the merits of the project, the director's remarks (as applicable), and observations and remarks from other faculty involved for the student with an opportunity for further discussion. A portfolio review is included to assist the student in professional presentation methods.

Directed thesis: Applications for All Areas of Emphases

The MFA thesis subject must be agreed upon by the student and his or her faculty mentor 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.

The subject and progress of the thesis is moderated by a faculty member who acts as the head of a committee of three selected by the student 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 acting, three with an emphasis in directing and one with an area of emphasis in directing. Three are in the process of re-writing sections of their theses. The performance/production aspects of their directed theses were outstanding.

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 are offered 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 2002-03 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)
> Actor, independent film starring Sean Penn (PSAG)
> English teacher, Memphis area (PNE)
> Actor, City Players' production (PAE)
> Technician, City Players' 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 (PAE)
> Drama teacher, Country Day School (PNE)
> Actor, New Line Theatre production (PAE)
> Actor, St. Louis Shakespeare Company (PNE)
> Actor, local industrial (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
> Voice over artist, Italian animated series (PSAG)
> 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)
> Actor, City Players (PAE)
> On-air personality, The River radio (NP)
> Teacher, local high school speech/theatre (PNE)
> Performers, The Magic House (PNE).

It should also be noted that all but one of the students in the Theatre department participated in at least two theatrical experiences at the University, local area community colleges and/or high school productions (directing and/or tech). This student who did not participate did not audition or offer to work in any aspect of any production at the University or elsewhere. He chooses instead to work an off-campus job and spend time in other pursuits. Because theatre students must participate in the process of theatre, he is not learning all that he needs to know to ultimately succeed in the field. He has already had one interview with the Dean of the division about this situation. Upon his return to Lindenwood in the fall, he will have another meeting with the Dean and members of the Theatre faculty who will attempt to involve him in the process or help him select another major.

COMMUNICATION PROGRAM

Mission Statement

The Lindenwood University Communication Division will develop the best independent university communication program to prepare students for the diverse, dynamic, and professional environments of the various communication careers. Our students will understand the ethical and moral obligations and responsibilities of communication professionals. The program will provide major courses of study, which will be relevant to the needs of business and education. In addition, the program will provide service courses for student needs in the skills of written, oral and facilitated communication.

Mass Communication Major

Goals for All Mass Communication Students

1. Assess the role(s) of the media as they influence, reinforce, and react to the development of cultural norms and values in modern society

2. Evaluate the ethical implications of the actions of media representatives and the implementation of new media technologies in modern society

3. Recognize the global character of modern communication technologies and the multicultural implications of global communication links through modern media systems

4. Analyze the impact of evolving communication and media technologies on modern communication system in light of outstanding theories of human communication

5. Use cognitive skills to make informed and educated decisions based on deductive and inductive reasoning.

Objectives for All Mass Communication Students

1. Demonstrate mastery of the factual knowledge appropriate to their chosen areas of emphasis

2. Identify major developments in the history of human and electronic communication systems; explain the functions of current communication systems; and examine the growth of future communication technologies

3. Operate equipment basic to the radio and television industry; recall Federal Communication Commission regulations; and define the broadcasting "on-air" process

4. Formulate and execute an interview and be able to evaluate its effectiveness

5. Recognize the roles, responsibilities, and techniques of news reporting, with particular emphasis on basic news gathering and news writing skills

6. Operate basic video production equipment; and produce a basic studio video production.

7. Describe the principles governing the preparation and presentation of newscasts and special news programs; describe the structure of a broadcast newsroom

8. Apply the principles, forms, and techniques of script writing for various electronic media

9. Recognize the basic principles of media privacy law, including the legal implication of First Amendment, libel, copyright, and privacy issues

10. Construct and analyze an effective on-line presentation.

11. Display a high level of professionalism in personal appearance and presentation.

Expectations for students with a Radio/Television/Electronic Media emphasis:

1. Explain the interaction among audience research, programming, promotion, and basic management/accounting practices in a communications business

2. Apply advanced news gathering and writing skills in the preparations of news, background, and interpretive stories, as well as documentaries for print and broadcast; analyze the legal, social, and moral responsibilities of news reporters

3. Apply the copyrighting and copy and digital editing skills appropriate to professional production of radio commercials, promos, stories, music beds, and news audio

4. Propose a video script, budget, and production for a client; team produce an industrial video for an external client; individually produce an original video documentary

Expectations for students with an Electronic Journalism emphasis:

1. Apply advanced newsgathering and writing skills in the preparation of news, background, and interpretive stories, as well as documentaries for print and broadcast; analyze the legal, social, and moral responsibilities of news reporters

2. Analyze traditional and computer-assisted techniques of editing, design, graphic production, and layout of a variety of print publications, including magazines, newspapers, brochures, yearbooks, and other business collateral material

3. Write and market non-fiction feature articles to a variety of popular print periodicals

Expectations for students with a Public Relations emphasis:

1. Analyze traditional and computer-assisted techniques of editing, design, graphic production, and layout of a variety of print publications, including magazines, newspapers, brochures, yearbooks, and other business collateral material

2. Apply skills in oral and written communication appropriate to a variety of the professional modes and media of formal business presentations

3. Describe the historical development of the four-part public relations process and analyze its application to the practical issues and concerns which arise as organizations seek to integrate their goals and objectives with the goals and objectives of their various constituent publics in society at large

Expectations for students with a Communication Management and Sales emphasis:

1. Apply skills in oral and written communication appropriate to a variety of the professional modes and media of formal business presentations.

2. Explain the interaction among audience research, programming, promotion, and basic management/accounting practices in a communications business.

3. Explain the interrelationship among basic communication principles and the organizational aims of business organizations as they are expressed in the marketing, promotion, and sales functions.

Expectations for students with a Multi-Media emphasis:

1. Analyze traditional and computer-assisted techniques of editing, design graphic production, and layout of a variety of print publications, including magazines, newspapers, brochures, yearbooks, and other business collateral material.

2. Apply the copywriting and copy and tape editing skills appropriate to professional production of radio commercials, promos, stories, music beds, and news audio.

3. Propose a video script, budget, and production for a client; team produce an industrial video for an external client; individually produce an original video documentary.

4. Apply basic computer operation and artwork skills on projects related to special effectors in the cinema, graphic art on the Internet, and interactive CD technology.

Expectations for students with a Sports Information emphasis:

1. Describe the historical development of the four-part public relations process and analyze its application to the practical issues and concerns that arise as organizations seek to integrate their goals and objectives with the goals and objectives of their various constituent publics in society at large.

2. Analyze traditional and computer-assisted techniques of editing, design graphic production, and layout of a variety of print publications, including magazines, newspapers, brochures, yearbooks, and other business collateral material.

3. Apply practical skills in sports statistical record keeping, reporting and promotion; explain those skills' relationship to the basic structure of gathering and reporting data for institutional and media needs.

4. Explain the principles and methods of sports management; the strategy, planning, research and marketing of sport promotion; and the lawful execution of policies in the practice of institutional sports management.

Mass Communication Assessment

Assessment in Radio/Television/Electronic Media Emphasis

Evaluation of student performance is conducted on three levels:

1. Comprehensive exams covering course material from texts and lecture, designed to assess the individual student's understanding and recall of important information

2. Multiple written projects and/or essays, designed to assess the individual student's ability to synthesize information and apply critical thinking skills to various topics

3. Performance-based samples, such as audition tapes or air checks, designed to assess the individual student's physical performance of emphasis-related tasks and concepts.

Assessment in Electronic Journalism Emphasis

Evaluation of student performance is conducted on three levels:

1. Comprehensive exams covering course material from texts and lecture, designed to assess the individual student's understanding and recall of important information

2. Multiple written projects and/or essays, designed to assess the individual student's ability to synthesize information and apply critical thinking skills to various topics

3. Performance-based samples, such as audition tapes or air checks, designed to assess the individual student's physical performance of emphasis-related tasks and concepts

Assessment in Public Relations Emphasis

Evaluation of student performance is conducted on two levels:

1. Comprehensive exams covering course material from texts and lecture, designed to assess the individual student's understanding and recall of important information

2. Multiple written projects and/or essays, designed to assess the individual student's ability to synthesize information and apply critical thinking skills to various topics

Assessment in Communication Management and Sales Emphasis

Evaluation of student performance is conducted on two levels:

1. Comprehensive exams covering course material from texts and lecture, designed to assess the individual student's understanding and recall of important information

2. Multiple written projects and/or essays, designed to assess the individual student's ability to synthesize information and apply critical thinking skills to various topics

Assessment in Multi-Media Emphasis

Evaluation of student performance is conducted on three levels:

1. Comprehensive exams covering course material from texts and lecture, designed to assess the individual student's understanding and recall of important information

2. Multiple written projects and/or essays, designed to assess the individual student's ability to synthesize information and apply critical thinking skills to various topics

3. Performance-based samples, designed to assess the individual student's physical performance of emphasis-related tasks and concepts

Assessment Sports Information Emphasis

Evaluation of student performance is conducted on two levels:

1. Comprehensive exams covering course material from texts and lecture, designed to assess the individual student's understanding and recall of important information

2. Multiple written projects and/or essays, designed to assess the individual student's ability to synthesize information and apply critical thinking skills to various topics

Corporate Communication Major

Goals for all Corporate Communication Students

1. Assess the role(s) of the media as they influence, reinforce, and react to the development of cultural norms and values in modern society

2. Evaluate the ethical implications of the actions of media representatives and the implementation of new media technologies in modern society

3. Recognize the global character of modern communication technologies and the multicultural implications of global communication links through modern media systems

4. Analyze the impact of evolving communication and media technologies on modern communication system in light of outstanding theories of human communication

5. Explain the basic business administration principles of marketing, public relations, and advertising

Objectives for all Corporate Communication Students

1. Identify major developments in the history of human and electronic communication systems; explain the functions of current communication systems; and examine the growth of future communication technologies

2. Formulate and execute an interview and be able to evaluate its effectiveness

3. Recognize the roles, responsibilities, and techniques of news reporting, with particular emphasis on basic news gathering and news writing skills

4. Operate basic video production equipment; produce a basic studio video production

5. Apply skills in oral and written communication appropriate to a variety of the professional modes and media of formal business presentations

6. Analyze traditional and computer-assisted techniques of editing, design, graphic production, and layout of a variety of print publications, including magazines, newspapers, brochures, yearbooks, and other business collateral material

7. Apply the principles, forms, and techniques of script writing for various electronic media

8. Explain how human communication systems function within business organizations and in the external process of integrating specific business goals and objectives with the social cultural, political, and economic systems in the society at large

9. Describe the historical development of the four-part public relations process and analyze its application to the practical issues and concerns which arise as organizations seek to integrate their goals and objectives with the goals and objectives of their various constituent publics in society at large

Corporate Communication Assessment

Evaluation of student performance is conducted on the following levels:

1. Comprehensive exams covering material from texts and lecture, designed to assess the individual student's knowledge and recall of important information.

2. Multiple written project and/or essays, designed to assess the individual student's ability to synthesize information and apply critical thinking skills to topics within the area of emphasis

3. Performance-based projects and samples

Course Assessment Methods

Mass Communication (major requirements)

    COM 130 – Written Exams/Essay Writing
    COM 151 – Written Exams/Physical Performance
    COM 242 – Written Exams/Writing Projects
    COM 254 – Written Exams/Writing Projects/Physical Performance
    COM 302 – Written Exams/Writing Projects/Oral Presentations
    COM 307 – Writing Projects/Written Exams/Oral Presentations
    COM 327 - Written Exams/Writing Projects
    COM 333 – Written Exams/Research Projects/Physical Performance
    COM 401 – Written Exams/Case Analysis/Oral Presentations
    COM 460 – Writing Projects/Oral Presentations

Mass Communication also requires 6 hours of experiential course work. Students are assessed in those courses on their physical performance of assigned duties related to their emphasis.

Corporate Communication (major requirements)

    COM 130 – Written Exams/Essay Writing
    COM 242 – Written Exams/Writing Projects
    COM 254 – Written Exams/Writing Projects/Physical Performance
    COM 302 – Written Exams/Writing Projects/Oral Presentations
    COM 303 – Writing Projects/Written Exams
    COM 305 – Writing Projects/Physical Performance
    COM 307 – Writing Projects/Written Exams
    COM 333 – Written Exams/Research Projects/Physical Performance
    COM 420 – Oral Presentations/Written Exams/Case Analysis
    COM 460 – Writing Projects/Oral presentations
    BA   350 – Written Exams/Writing Projects/Case Analysis
    BA   358 – Written Exams/Writing Projects

The following page is a sample Portfolio Evaluation

Portfolio Evaluation   Pass/Fail

____   Table of Contents
____   Portfolio Review Statement
____   Resume'
____   Material from an Internship or Experiential course work

Emphasis (minimum requirements)

Radio/TV   **Radio**
____   2 Video Scripts   ____   4 Radio Scripts
____   2 Radio Scripts   ____   Air-Check, news/commercial
____   Tightly Scoped Air-Check   ____   Sales Proposal
____   Video Demo (3 samples)
____   Sales Proposal

TV   **Electronic Journalism**
____   4 Video Scripts   ____   2 Radio Packages
____   Demo Reel (5 samples)   ____   2 Video Packages
____   Budget for Video Project   ____   News Release
____   Sales Proposal   ____   Print Layout

Public Relations   **Media Management Sales**
____   Cover Letter for a specific job   ____   Marketing Proposal
             or   ____   Scripted Sales Presentation
____   Cover Letter to a real person   ____   Ad Campaign/Plan
        requesting an informational interview
____   Pitch Letter
____   Business Letter
____   Critical Biography

Professional Presentation Standards

____   Professional Case
____   Tapes/CD's/Disks are Professionally Labeled
____   Written work is "packaged" in plastic
____   Tapes/Discs/CD's are secured and written explanation is included.
____   Submissions are of poor quality and do not exemplify A or B work

Suggested Additions/substitutions

Overall Comments

2003 Assessment of Senior Performance

2002-2003 Assessment Results: Comprehensive Exam and Senior Portfolio

> 51 students were enrolled in 2 sections of COM 460, Senior Seminar, during the Fall 2002 and Spring 2003 semesters. All 51 completed the course.

16 posted satisfactory results on the first round of comprehensive exams, indicating an excellent level of knowledge of the components of the major.

20 posted satisfactory results on the second round of comprehensive exams, indicating a good level of knowledge of the components of the major.

8 students required 3 attempts before satisfying the comprehensive exam requirements.

5 students required tutorial sessions in order to pass the exam on the 4th attempt.

2 students required tutorial sessions in order to pass the exam on the 5th attempt.

The required Senior portfolios of 47 of the 51 were judged adequate upon initial submissions.

4 students were required to resubmit their portfolios following a tutorial session designed to enhance their professional presentation skills.

No portfolios were rejected due to lack of academic adequacy.

The 51 students' majors/areas of emphasis were as follows:
18 - Radio/Television 6 - Corporate Communication 9 - Public Relations 9 - Management & Sales 5 - Electronic Journalism 3 - Sports Information 1 - Multimedia

The Communication Department is working to develop the most effective assessment tools possible. As with the assessment process itself, the development of that tool is never final. Continuous feedback and revision are necessary components of that procedure.

Assessment in Transition

As previously stated, specific goals and objectives have been written for all Communication students, and more targeted goals and objectives have been put in place for the various Emphases in the degree plan. To achieve these goals and objectives, a Lindenwood Communication graduate should have demonstrated a mastery of skills and a thorough cognitive understanding of knowledge, theories, and practices in the following areas of competency: Media History, Media Ethics, Media Law, Media Literacy, Interviewing, Writing, Technical Production, Computer Skills, Professionalism/Management, Problem Solving, Critical Thinking, Art/Aesthetics.

The table on the following page shows where each of the areas of competency is addressed in the Communication curriculum. The letter "H" is used to indicate which courses are designed to give heavy instruction and student work in particular areas of competency. The letter "r" indicates which courses either reinforce areas of competency and/or provide rudimentary use of those competencies. The distinction between heavy and rudimentary instruction allows for a more thorough evaluation of course content in terms of overall program curriculum and minimizes the possibility of unnecessary redundancy or unintentional omission.

One of the essential tools in assessing the success of meeting the academic goals of the program is the Comprehensive Test. The purpose of the Comprehensive Test is to provide a quantifiable method of assessing students mastery of the areas of competency listed above. Six questions have been written for each of the twelve specific competencies. The questions are in a multiple-choice format to assure subjectivity and quantifiable results. The exact structure, nomenclature and wording of the Comprehensive Test is consistently reviewed and, as

necessary, changed to improve its effectiveness. The changes implemented would be the result of analysis and feedback derived from prior tests and other assessment tools.

This particular implementation of the Comprehensive Test was just put into use in 2002. This was the first time incoming freshmen took the baseline test.

The seventy-two-question test is to be given twice: once as a baseline test and once as an exit exam. The baseline test is given in the fall semester within the first five class hours of COM 130 – Survey of the Professional Media. The vast majority of students in these classes are first semester Communication students - most of them first semester college freshmen. This provides a more accurate sample of baseline data. The test is not administered in the spring semester.

The Comprehensive Test is given a second time in COM 460 Senior Communication Seminar, the capstone course for Communication. This exit exam will demonstrate the level of proficiency attained by any given student. Since each question represents an individual area of competency, quantifiable data can be gathered on the levels of proficiency demonstrated over the average college undergraduate program curriculum.

Neither the baseline test nor the exit exam is designed to track the progress of any individual student, but has been developed to compare the overall performance of a group of students defined by the academic year in which they are given the test. This is the rationale behind giving the baseline test only in the fall semester and the exit exam in both the fall and spring semesters. The vast majority of students entering the curriculum do so in the fall semester. Most students taking COM 130 in the spring will have taken some communication course prior to the start of that spring semester. Those students would not render scores that would give a true baseline. There are a sufficient number of students in fall semesters to determine an adequate baseline number.

Over a four-year period the actual number of students who started the program as freshmen will decline. Some of those students will not follow the traditional curriculum timeline and will either finish the program quicker or take longer than eight consecutive semesters to finish the program. Many students will transfer to Lindenwood from other colleges and universities. As a result, it is not as important that the exit test be given only one semester a year. The combined number of students taking COM 460 in the fall and spring semesters will give a tally of students closer to the number of students who took the corresponding baseline test, four years earlier.

In order to insure that the competencies being tested are truly a reflection of cumulative and comprehensive knowledge, no study materials specifically designed for either the baseline test or the exit exam will be distributed to students. Neither will instructors specifically teach or "re-teach" materials on the test.

Once that information is compiled, analysis is made to determine the curriculum's ability to achieve the highest possible levels of success in the areas of competency. By separating the results of each set of questions, comparisons can be made that will identify strengths and weaknesses of the curriculum. Having specified which courses address which areas of competency, the next step will be to trace the effectiveness of each course.

The Comprehensive Test procedure as described was implemented in the fall semester of 2002. The corresponding exit exam will be given in the spring semester of 2006. Prior to this date no baseline test has been given, even though a comprehensive exit exam has been a part of COM 460 Senior Communication Seminar for several semesters.

The next step in restructuring the Communications programs assessment process is developing a more uniform procedure from course to course within the curriculum. Having identified the areas of competencies addressed in each course, there is a need to more closely examine the instruction and assessment tools in each course. This will occur in the coming months.

Areas of Competency/Course Evaluation

	History	Ethics	Intrvw	Writing	Tech	Comput	Law	Mgt/Pro	Prblm	Crt Thk	Litrcy	Art
120		r		H						r	H	

Course	1	2	3	4	5	6	7	8	9	10	11	12
130	H	H		r				H			r	r
151	H	H	H	r	H	H	H	H			r	
242	r	r	r	r		r	r	r			r	
254		r		r	H	r			r	r		r
301 R		r	r	r	H	H			r			
301 V			H	r	H	r			r			
301PR			r	H		r			r			r
301 P			r	H	r	r	r		r		r	H
301 S		r	r	r	r	r		r	r			
302	r	H	r	r				H	r	r	r	
303		r		H		r		H	H	H		
304	r	r	r	H			r	r			r	r
305					r	H			r			H
307	r			H		r			r	r	r	r
311				r								
315	r	H	r				r		H	H	r	
327	r	r					r				r	
333	r	r			H	H			r			r
342				H		r	r		r		r	
350				r	r	r		H	r	r		
352					H	H			r			
354		r	r	H	H	H	r	r	r	r		r
356		r	r	r	r				r			
357					H	H						H
360	H		H	r		r	H	H		r		
370												
401	r	r		r		r	H		r	r		
404	H	r		H	r			H	r	H		
433				r	H	H			r			H
450		r	H	r	H	r			H			
460	r	r		r			r	r	r	r	r	

Communication Courses Listed in the current (2002-2003) Undergraduate Catalog

Course Number	Course Name
COM 120	American Dialect for International Students
COM 130	Survey of Professional Media

COM 151	Radio Production
COM 242	Basic Reporting
COM 254	Video Production
COM 301	Applied Mass Communication
	Radio
	Video
	Public Relations
	Publications
	Sports Information
COM 302	Seminar in Professional Practice and Ethics (Junior Seminar)
COM 303	Written Communication for Business
COM 304	Broadcast Newswriting
COM 305	Desktop Publishing
COM 307	Writing for the Electronic Media
COM 311	Communication Performance
COM315/EDU315	Argumentation and Debate
COM 327	Media Literacy
COM 333	Electronic Resources and Communication
COM 342	Professional Copywriting
COM 350	Practicum in Media
COM 352	Advanced Audio Production
COM 354	Corporate Video
COM 356	Production for Television
COM 357	Intermediate Non-linear Video Editing
COM 360	Media Management
COM 370	History of Film and Visual Media General Education
COM 386	Special Topics
COM 401	Mass Communication Law
COM 404	Managerial and Corporate Communication
COM 433	Advanced Web Design
COM 450	Communication Internship
COM 460	Senior Communication Seminar

MULTIMEDIA PROGRAMS

Multimedia Degree programs are new to Lindenwood University and are part of the Art/Communications Division. The Multimedia program is divided into three parts. First, as part of the Art Department, the program offers the Bachelor of Fine Arts in Studio Art, Graphic and Computer Art and Bachelor of Fine Arts in Studio Art-Animation and as part of the Communications program, a Bachelor of Arts in Communications degree plan with a concentration in Multimedia Production.

These programs were initially designed with the multimedia production industry in mind and the need for students to compete in the multimedia production industry. As an example of how the program was developed, initially skills-based informational surveys were distributed to over 250 major multimedia production companies across the United States. Information was gathered about equipment and software use, the use of internships, importance of portfolios, general hiring practices and required job skills. Based upon this information, the Multimedia Program was created to provide students with the necessary job skills to compete in the multimedia job market. The program is improved on an on-going basis based upon information garnered from local multimedia production professionals, alumni as well as current and graduating student surveys.

Assumptions

Multimedia production is a performance-centered industry and is one based predominantly upon specific job skills. Therefore, the Multimedia Program requires students to learn through hands-on instruction. Memorizing facts and figures will do little to impress a potential employer. It is the skills necessary to do the work that an employer is looking for.

Supporting the goals and objectives of the Lindenwood University Art/Communications Division.

Multimedia courses meet or exceed the expectations set forth as goals established by Lindenwood University's Art/Communications Division. They include:

- To acquire an awareness of the role which the visual arts have as a means of communication between individuals and as an expression of the ideas of a given culture
- To have a command of the necessary communication skills to write and speak effectively about Art
- To acquire knowledge of historical styles in the arts of Western and Non-Western cultures
- To develop an awareness and understanding of contemporary movements in the visual arts
- To develop the analytical and critical skills needed to effectively evaluate works of Art
- To gain an understanding of the nature of the creative process
- To learn the procedures for the effective use of source materials for conducting research on a topic related to the visual arts
- To acquire knowledge of the requirements and necessary preparation for vocational opportunities, including teacher certification, in the visual and related arts areas
- To understand the elements and principles of Art from both theoretical and practical points of view
- To acquire the foundation in drawing as preparation for creative work in other areas of the studio arts
- To obtain knowledge of the traditional techniques associated with varied media and of the possible application of new technology to the visual arts
- To develop a particular area of competence within the studio arts
- To acquire knowledge of appropriate ways of presenting works of Art in portfolio form, in slides and for exhibition
- To gain practice in the processes of self-evaluation and maturation as a creative artist

Course Notes.

- Successful progression through the units of these courses, provides a solid base for the final unit where students demonstrate their achievements as independent thinkers.
- Use of empirical, normative, and conceptual approaches in the first units leads students through the research and thought processes that are vital for the preparation of a culminating project.

Classroom Safety and Course Considerations

- Health and safety in the classroom must be a priority when dealing with materials, equipment, and routines. Proper ventilation is essential when using materials that pose potential health and safety concerns. As well, strict adherence is essential regarding safe storage, handling, and disposal of toxic substances as described in OSHA's Workplace Hazardous Materials.
- Environmental concerns related to the production of fine art, works in applied design, and works in craft should be discussed at the beginning of every unit to inform students of any potential hazards and teach them to be responsible when dealing with such materials.
- Access to a wide variety of visual, historical, and technical resources to support the curriculum is important.
- Portfolio development is an important student assessment tool for visual arts. Students should document their studio development in both technique and expression using portfolios, CD ROM storage of projects and sketchbooks journals. The presentation portfolio, which showcases students' best work, although

submitted near the end of the course of study, should be part of an ongoing process of organization, layout decisions, documentation, and revision throughout all art courses. Ongoing feedback is a vital part of both the portfolio and journal process.

- The teachers should introduce the parameters for the final portfolio presentation interview early in the course of instruction.
- Students should be reminded that as image-makers, they have a responsibility to the public for their images and their context.
- Students should keep a sketchbook/resource/digital journal to document and evaluate their creative process and studio development in both technique and expression.
- If students are using the Career Cruising website (careercruising.com), access to an updated version of Internet Explorer or Netscape Navigator is essential.

Multimedia Teaching/Learning Strategies

Methods Used To Present Materials:

- brainstorming
- classifying
- community involvement
- computer-assisted learning
- conferencing
- critiquing
- discussion
- demonstrating
- evaluating
- refinement and preparation of work for formal display
- exploration, experimentation with a variety of materials and techniques
- field trips
- homework; skills practice
- inquiry
- interview
- lecture
- oral explanation
- peer practice
- peer teaching
- presentation, ongoing; oral, visual, and written
- problem posing
- research
- visualization

Assessment & Evaluation of Student Achievement

- Assessment and evaluation is based on the curriculum expectations and the achievement levels outlined in the listing of objectives found in each course description. Its primary purpose is to improve student learning by allowing the teacher as well as other students to provide descriptive feedback to students and suggesting strategies for improvement.
- Sixty percent of the grade is based on assignments, assessments and evaluations conducted throughout the courses.
- Twenty percent of the grade will be based upon a midterm and final comprehensive assignments.
- Twenty percent of the grade will be based on day-to-day attendance and in-class participation. We try to impress upon students that regular daily attendance is vital to their skill-based learning and application of the principals presented in class.
- The assessment plan includes the following:
  - o written and oral critiques
  - o research projects and assigned art work

- o student-professor conferences
- o ongoing verbal feedback
- o reflections
- o rubrics
- o final evaluation of comprehensive projects
- o formal presentations
- o pre and post-self assessment surveys
- o culminating tasks
- o museum tours
- o research and written papers

Prior Knowledge and Skills Required for Courses

- Some computer knowledge is recommended but is not essential. ART 120, Introduction to Graphic and Computer Art, introduces students to the MacIntosh Operating System and computer and provides basic computer operation skills.
- Basic understanding of the fundamentals of art, design and production skills is recommended but not essential.
- General knowledge of history and how art plays a part in history is important but not required.
- Capability to organize and plan complex activities is required.

Assessment Process

All courses in multimedia are designed using an Instructional System Design (ISD) approach identifying specific course objectives and/or skill set. Each objective or job knowledge skill set is tied to an assignment that reinforces and exercises that specific skill. All courses are built around a performance-demonstration approach. A brief lecture period introduces a skill followed by a demonstration of that skill by the professor. The student performs the skill with the instructor. Next, the student is given an assignment designed to exercise that skill. Finally, each student is asked to present assignments in front of the class and participate in an in-class critique of their work.

At the end of the semester, each student is asked to complete a course assessment form identifying weaknesses in the program and areas of course improvement as well as self-improvement. Also included in the survey is an assessment of their skill knowledge, which is based upon individual course objectives.

As indicated in our professional survey, an internship and portfolio is a vital part of a student's education. This provides the link between the student and potential employer. Upon completion on the Multimedia Degree Program, the student must participate in an internship, and produce a portfolio that presents an accurate representation of what the student has learned throughout his/her course of instruction.

To provide an overview of the method of instruction, the following are samples of course objectives, rubrics, assignments and assessment forms:

Sample Objective:

2. Form
   (Week 2 Lecture/ Vocabulary Quiz 1/ Vocabulary Handout 2 / Assignment 1)
   2.1 The Vocabulary of Form
   2.2 Form and Visual Ordering
   2.3 The Seven Principles of Organization
       2.3.1 Harmony (1)
               2.3.1.1 Repetition
               2.3.1.2 Rhythm
               2.3.1.3 Closure or Visual Grouping
               2.3.1.4 Visual Linking
       2.3.2 Variety (2)

2.3.1.1 Contrast

2.3.1.2 Elaboration

2.3.3 Balance (3)

2.3.3.1 Symmetrical Balance

2.3.3.2 Approximate Symmetrical Balance

2.3.3.3 Radial Balance

2.3.3.4 Asymmetrical (occult) Balance

2.3.4 Proportion (4)

2.3.5 Dominance (5)

2.3.6 Movement (6)

2.3.7 Economy (7)

2.4 Space: Result of Elements/Principles

2.5 Form Unity: A Summary

Sample Rubric:

Rubric –Assignment 1 – Vocabulary of Form

Description:

Select a painting and analyze it by identifying how the artist utilized the seven principals of organization to create unity. Provide sketches showing each principal of organization and where on the painting the principals apply.

The following objectives are evaluated in this rubric: (2.1, 2.2, 2.3, 2.4, 2.5)

Category	Level 1 (50-59%)	Level 2 (60-79%)	Level 3 (80-89%)	Level 4 (90-100%)
Knowledge/ Understanding Demonstrates an understanding of the application of the seven principals of organization.	Demonstrates a limited understanding of the principals of organization.	Demonstrates some knowledge of the pre-production process	Demonstrates a considerable knowledge of the pre-production process	Demonstrates a thorough knowledge of the pre-production process

Application Shows evidence of research into the history of the painting and understands how the artist used the principals of organization	Does not participate and provides little or no ideas for consideration	Partially participates in the session and provides some feedback	Participates to a great extent and provides substantial input and feedback	Participates fully in the session and provides constructive criticism
Communication Communicates ideas and concepts thoroughly and is capable of expressing his/her ideas clearly	Does not communicate well in the group and provides little or no verbal input to the group	Communicates somewhat and expresses ideas well	Communicates ideas and concepts in a clear manner	Communicates ideas and concepts in a clear and concise manner and leads discussions
Thinking/Inquiry Analyzes the painting and clearly indicates how the artist applied the seven principals of organization to the work to create unity.	Does not analyze a painting well and poorly describes how the artist utilized the principals of organization.	Analyzes a painting describes how the artist utilized some of the principals of organization.	Analyzes a painting well and describes how the artist utilized most of the principals of organization.	Analyzes a painting well and accurately describes how the artist utilized the principals of organization.

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Sample Assignment Form: Assignment 1

| Art Department |
| Lindenwood University Assignment Sheet |

Assignment Number		NAME	
_____106_____01			

Height	Width	Assignment Date:	Due Date/Time:
17"	22"		

Description of Assignment

Point

Point is the most basic element of design and even became the premier element of a movement of art called "Pointalism."

- Using a pencil, pen or crayon, create an illustration of a still life object using only points. Change the size, the orientation, character and space between points to properly illustrate the object. Do not outline the object or create an outline of points to depict the shape of the object. Use only points and the contrast between groups of points to establish shape and form for the object.

Comments:

Professor:	Phone:	Time spent on assignment:

Sample Assessment Form: Project/Assignment Self Assessment

Art Department Lindenwood University Self Assessment Sheet		
Assignment Number _____106_____01	**NAME**	

Description of Assignment

1. Before I completed this assignment, I reviewed the following topics:

2. I could have done better on the assignment if I had done the following things:

3. Before my next assignment, I will change my study routine in these ways:

4. I am currently studying the following topics for my next assignment:

5. I am working on the following long-term projects for this class:

6. I worked _____ hours on this assignment.

7. The topics I study in class help me with my project in these ways:

8. I can improve my work by taking these steps:

9. I need to ask questions about these topics:

10. I am going to ask my professor or mentor to help me in these ways:

11. I participated on this assignment to a level of: 1 2 3 4 5 (circle one)

Student Printed Name	**Student Signature**
Professor:	**Phone:**

Sample Final Course Assessment Form

Art Department
Lindenwood University Self Assignment Sheet

Assignment Number	**NAME**

Please rate yourself on the level of knowledge you had/have about the following elements and principals of design.
Please circle the appropriate number. (1 = little or no knowledge, 5 = a great deal of knowledge)

Topic	Start of Class	Now	Chg
1. Point	1 2 3 4 5	1 2 3 4 5	
2. Line	1 2 3 4 5	1 2 3 4 5	___
3. Shape		1 2 3 4 5	1 2 3 4 5	___
4. Direction		1 2 3 4 5	1 2 3 4 5	___
5. Size		1 2 3 4 5	1 2 3 4 5	___
6. Texture		1 2 3 4 5	1 2 3 4 5	___
7. Color	1 2 3 4 5	1 2 3 4 5	___
8. Value		1 2 3 4 5	1 2 3 4 5	___
9. Balance		1 2 3 4 5	1 2 3 4 5	___
10. Gradation		1 2 3 4 5	1 2 3 4 5	___
11. Contrast		1 2 3 4 5	1 2 3 4 5	___
12. Harmony		1 2 3 4 5	1 2 3 4 5	___
13. Dominance	1 2 3 4 5	1 2 3 4 5	___
14. Center of Interest/focal pnt	1 2 3 4 5	1 2 3 4 5	___
15. Unity		1 2 3 4 5	1 2 3 4 5	___
16. Proportion	1 2 3 4 5	1 2 3 4 5	___
17. Movement	1 2 3 4 5	1 2 3 4 5	___
18. Variety		1 2 3 4 5	1 2 3 4 5	___
19. Repetition		1 2 3 4 5	1 2 3 4 5	___
20. Form		1 2 3 4 5	1 2 3 4 5	___

21. Please provide a short answer for the following questions:
   a. Were there any gaps between what you expected to receive in the way of instruction and what you received?
   b. In what ways would you improve this class or the method of instruction?
   c. Where there too many or too few assignments and were those assignments appropriate with the level of instruction?
   d. What did you like the most about this class?
   e. What did you like the least about this class?
   f. Was the level of instruction too technical, just right or not technical enough?
   g. Were the physical facilities of the classroom conducive to learning or did they hinder your educational experience? In what ways could the classroom be improved?
   h. Did this class challenge you creatively, artistically or academically?
   i. Would you recommend this class to other students?
   j. To what level did you participate in class. 1 2 3 4 5 (circle one)

Professor:	**Phone:**	**Time spent on assignment:**

Results of Assessment Process

As students complete assessment forms for individual assignments and present their assignments, each student receives immediate verbal and written feedback from both their peers as well as the professor. Critiques include comments about improvements on production techniques, elements and principals of design, computer program and system use and artistic techniques.

A course completion assessment result includes a self-assessment portion keyed to individual objectives as shown in the sample above. Students rate themselves based upon where they feel their level of knowledge rates on a scale of one through five at the beginning of the course and they rate themselves based upon their level of knowledge at the end of the course. They then calculate the difference between the start and end of the course. That difference is then provided on the form.

Sample Final Assessment Results (course: ART 120.11 for 22 students, spring 2003)

SURVEY QUESTION - Student Survey Number =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	20	21	22	TOT	AVG
Macintosh Operating System	2	3	2	2	2	1	1	1	2	3	3	3	3	2	2	2	1	3	1	1	0	40	2
Memory Usage	2	4	2	2	3	0	0	1	3	3	2	3	2	2	2	0	1	2	1	1	2	38	2
Internal Components	2	3	2	2	1	0	0	2	2	3	3	2	2	2	3	0	1	1	0	0	0	31	1
Use of RAM and ROM	2	2	2	3	3	0	0	1	1	3	2	2	1	2	3	0	0	1	0	1	0	29	1
Virtual Memory	2	3	2	4	3	4	0	2	4	3	2	3	2	2	4	1	1	2	0	1	2	47	2
Macintosh History	2	3	2	3	1	1	0	2	1	3	2	0	2	3	1	2	2	2	1	1	0	34	2
Drawing Tablet Use	2	4	3	4	3	2	0	4	4	3	4	4	2	3	4	4	3	4	0	1	1	59	3
Zip Drive Use	2	4	3	4	2	0	0	0	0	3	3	2	4	4	2	4	3	4	0	3	2	49	2
Use of Painter Program	2	3	3	3	4	3	1	4	3	3	3	4	2	3	4	3	2	4	0	3	2	59	3
Use of floaters in Painter	2	2	3	3	4	4	1	4	4	4	3	4	2	3	4	3	2	3	2	2	3	62	3
Saving a file	1	4	4	0	0	0	0	0	1	4	2	3	4	4	0	0	2	4	0	2	0	35	2
Use of Illustrator Program	1	3	2	3	2	4	1	2	2	4	3	1	2	3	3	3	2	3	1	3	2	50	2
Vector Based Graphics	1	4	2	3	1	2	1	3	4	3	3	4	2	3	1	1	1	2	0	3	1	45	2
Use of Gradients	2	4	3	4	1	4	1	3	4	4	2	4	1	3	2	3	1	3	1	2	2	54	2
Use of Gradient Mesh	1	3	2	4	1	3	0	3	2	3	2	2	1	3	1	2	1	1	1	3	0	39	2
Realistic Computer Illustration	2	4	3	4	2	3	2	4	4	4	2	2	2	3	3	2	2	3	3	3	2	59	3
Use of Photoshop program	4	4	3	3	2	1	1	3	3	3	3	3	2	3	3	3	2	4	1	3	2	56	3
Pixel based graphics	3	4	2	3	3	2	1	2	3	4	2	4	2	3	1	0	1	2	3	3	1	49	2
Photo Retouching	4	4	3	4	4	4	0	2	3	4	2	4	4	3	3	2	2	3	2	3	2	62	3
Use of Scratch discs	4	4	4	4	3	0	1	0	4	4	3	4	4	3	4	3	2	4	0	3	2	60	3
Gaps in instruction (yes - 2, no - 1)	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	1
Too few too many assignments (few - 2 , many 1, OK - 0)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	3	0
Recommend Class (yes - 1, no - 2)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	22	1
Assessment forms scale 1 to 10	4	8	4	6	2	9	9	10	8	9	9	10	5	9	3	8	7	2	9	8	7	146	7

Course of Action Based Upon Assessment Results

Based upon the assignment results, individual critiques and assessment forms, adjustments to later assignments are made immediately. Student progress is tracked on a daily and weekly basis and corrective action is also taken immediately. Using this approach, each student receives a detail-oriented individualized course of instruction.

Course assessment forms are analyzed and the areas that indicate a low level of knowledge improvement are stressed more in the course for the following semester. The objectives are reviewed based upon current multimedia industry requirements and adjustments to those objectives are made on a regular basis not only at the end of the course, but also throughout the course presentation, when needed.

HUMAN SERVICES DIVISION

CRIMINAL JUSTICE PROGRAM

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.

....

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 an appreciation for 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.

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 2003 were administered the new pre-test/posttest designed in 2002.

Procedures:
The assessment test had been prepared using the new CJ textbook for 2002. 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 and 2003 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 2003, the CJ students were tested with the above assessment instrument as a pre-test. Thirty-seven students were examined and the resulting mean was 57.1. A posttest was administered at the conclusion of the course and the mean score was 77.2. This class will again be tested (posttest) when they complete their Senior Seminar class in 2004.

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

	Students	Questions	Pretest	Posttest	Change
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%

Contents Areas (2002 Pretest):

	Questions	#Incorrect	Percentage
Police-	42	16	38.00%
Courts	28	13	46.44%

Corrections   30   16   53.32%

Contents Areas (2002 Posttest):

	Questions	#Incorrect	Percentage	Change
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):

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

Content Areas (2003 Posttest):

	Questions	#Incorrect	Percentage	Change
Police	42	7	16.73%	+23.78%
Courts	28	9	32.12%	+21.51%
Corrections	30	7	23.34%	+36.66%
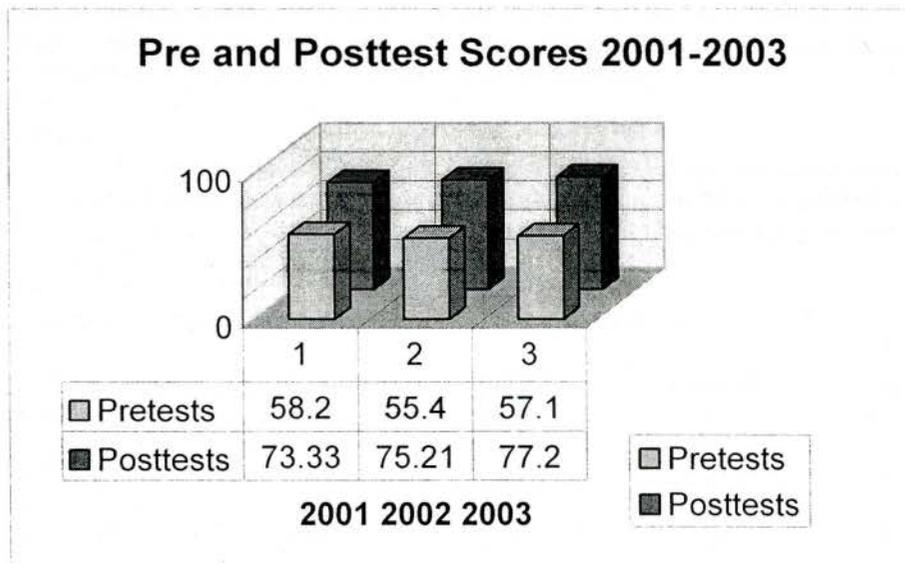
Pre and Posttest Scores 2001-2003

	1	2	3
Pretests	58.2	55.4	57.1
Posttests	73.33	75.21	77.2

2001 2002 2003

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

Intelligence Level	Number of Questions	Percent of Questions

Knowledge	62	62%
Comprehension	31	31%
Application	9	9%

Senior Seminar Assessment Results (2003)

The most recent graduating class (2003) 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 83.21 for the eleven (11) graduating seniors. This is slightly higher than the previous graduating class of 2002, which had a mean score of 82.3. The posttest scores reflect a gradual improvement in the overall scores from 2001 through 2003 (8.1%).

All members (n=11) of the 2003 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. All eight of the students (100%), 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=7 or 63.7%) indicated they learn more through class discussions. The second highest category was guest speakers (n=3 or 27.2%). Question 19 asked the student to identify the strengths of the CJ program. The number one response was concentration on practical studies (n=6 or 54.5%). The next category with the most votes was class scheduling (n=4 or 36.3%). Question 20 asked the students to identify weaknesses in the Criminal Justice Program. The number one response was number of faculty (n=5 or 45.5%). 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=6 or 54.55%) suggested a course in laboratory forensics. The next most popular course suggested was computers (n=3 or 27%).

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 2003. 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):

Year	Students	Scores
2001	12	76.11
2002	8	82.30
2003	11	83.21

Analysis:

The results from the most recent assessment test (2003), indicates that the students are learning the material. This is reflected in the approximately 27.3% improvement in tests scores when comparing the pretest with the posttest.

Within the content areas (2003) of police, courts, and corrections, the majority of the questions missed are somewhat evenly distributed within the police, courts, and corrections 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 2003 (8.1%). 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 and 2003, 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.

Senior Posttest Scores 2001-2003

Year	Score
2003	83.21
2002	82.3
2001	76.11
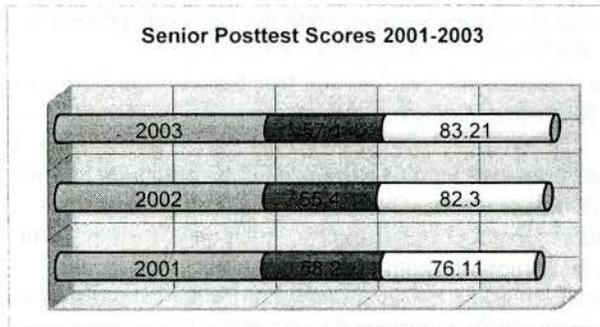
The Senior Assessment indicates that the students are very satisfied with the existing program. They especially like the courses that allow for discussion of the topics and the employment of guests speakers. The students like the emphasis on practical studies versus more theoretical ones. Also, some 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.

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next Assessment
CJ-210	Pretest	Aug & Jan	Faculty	Jan & June	none	Aug 04
CJ-440	Posttest	Dec & May	Faculty	Jan & June	Modify test and/or presentation	Dec 04

material

Alumni Assessment	Dec 03	Faculty	June 04	Revise Course Offerings	Dec 04

HUMAN SERVICE AGENCY MANAGEMENT PROGRAM

Mission
The Human Service Agency Management (HSAM) program, both graduate and undergraduate at Lindenwood University is designed to prepare future and current nonprofit professionals to work with America's youth and families. 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 accounting practices and procedures 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 developmental needs of youth and adults and will be able to appropriately identify how nonprofit agencies can meet these developmental needs.

- Students will demonstrate knowledge of the historical and philosophical foundations of nonprofit agencies.

- Students will display skills, both written and verbal, so as to effectively communicate with members of various constituent groups.

- Students will be oriented to the wide variety of nonprofit roles and career opportunities and have opportunities for networking and skill enhancement to increase employability upon graduation.

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

Review of Previous Assessment Procedure:

The assessment of the HSAM program for 2000—2001 included the numbers of students involved in American Humanics, the number of majors in the program, and accomplishments and activities of these students. These are significant statistics to maintain, but this information does not reflect academic achievement and goal accomplishment.

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

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

Results of the Human Service Agency Management Procedures for 2002-03:
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 non-profit organizations, management and leadership and theory. A second exam utilizing potential difficult situations for non-profit managers was also administered to assess higher learning cognitive processes, particularly competence in evaluation. Both of these exams were given after the first class of Introduction to Human Service Agency Management for data for the pre-test.

These same exams were administered to graduating students during the last week of classes during the Spring Semester. These data will be used for post-test results. Both exams were also administered to graduate students in the Management of Human Service Agencies course in the Spring Quarter of 2003 to begin to serve as a comparison of depth of knowledge and understanding expected in these curricula. The results of the pre/post exams are per the following:

Pre/Post Scores Analysis by Content Area
% Correct

Data

Content Area		2002-03	
		Undergraduate	Graduate
Defining Non-profits	Pre-test Scores	88%	
	Post-test Scores	92%	89%
	Differential	+4%	
Theory	Pre-test Scores	63%	
	Post-test Scores	77%	89%
	Differential	+14%	
Management and Leadership	Pre-test Scores	62%	
	Post-test Scores	78%	91%
	Differential	+16%	
GRAND MEAN	Pre-test	65%	
	Post-test	80%	90%

Analysis: As this is the first year of pre/post test administration, it is not possible to definitively determine the validity of these results. If subsequent years remain consistent with these data, it is expected to reflect an improvement in HSAM students' knowledge in these significant content areas similar to this 15% increase.

Pre/Post Scores Analysis per Process/Intelligence

<div align="center">% Correct</div>

Competence		2002-03	
		Undergraduate	Graduate
Evaluation	Pre-test Scores	33%	
	Post-test Scores	53%	60%
	Differential	+20%	

Data Analysis: This measurement of the difficult nonprofit management scenario requires the student to utilize the knowledge, theory and skills expected of a management employee in order to make the most ethical, non-harmful to clients, productive choice to a leadership dilemma. Through forced choice ranking, students are bringing together all of the competencies expected of an effective nonprofit manager. The significant gain pre to post appears to indicate a growth in the HSAM students' ability to utilize the 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.

Youth & Human Services Nonprofit Management and Leadership Certification:

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

<div align="center">HSAM Baccalaureate Graduates Receiving Certification</div>

	2001-02	2002-03
Number of graduates	13	17
Number receiving certification	7	4
Percent certified	54%	24%

Post-graduation plans

Post-graduation plans were surveyed for the seventeen (17) Baccalaureate graduates. This is an indicator of how to orient curriculum for student satisfaction and to maximize student learning. Results are per the following:

Plan	2001—2002	2002—2003
Employed at human service agency	39%	0%
Seeking human service agency employment	31%	88%
Military service	15%	0%
Graduate school	15%	6%
Other	0%	6%

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

2002-2003 Conclusions and Action Plans
This assessment data suggest the following conclusions and recommendations for learning enhancement:

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. Student feedback reflected some misunderstanding and confusion as to the questions. The HSAM faculty will

review, and as necessary, rewrite the questions for clarity for test-takers without changing the content of the question.

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 portfolios including major course reports, projects, community service involvement and other pertinent data will be collected beginning Fall 2003 as another measurement of student growth and development throughout tenure in the HSAM program.

4. Mentoring and advising will address the goal of certification from American Humanics. Due to staff changes in the HSAM Program, emphasis on this credential has not been emphasized.

5. A more effective and systematic means of assessing the HSAM Graduate Program will begin with Summer Quarter of 2003 utilizing the pre/post instruments currently in use.

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.

- 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.

2002—2003 Assessment:

Review of Previous Assessment Procedures

Social Work Program assessments at the beginning of the program (1999, 2000) were limited to a review of student portfolios and data regarding post-graduation plans. Both continue to be a part of forthcoming assessments of the program assessment.

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.

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.

This data is important to collect and assess, however, there were many drawbacks to utilizing this procedure as the sole source of assessment. The most overriding concern is that the portfolio review is very subjective as an assessment technique. Reviewing the written materials and viewing the videotapes certainly reveals the growth of students as they progress through the program and offers information about her/his readiness for entry-level social work practice, but does not offer any quantifiable data as to the student's knowledge, skills and abilities about the profession of social work. It was, therefore, decided to include testing, pre and post, to quantify the student's abilities at the beginning of the social work curriculum and after completion of the curriculum. Such data, in addition to the portfolio review, provides information that could be more readily compared on a multi-year basis and provide Lindenwood with feedback that would identify where skills and knowledge deficiencies exist and most frequently develop. This information would then be translated into more improved student learning as courses and curriculum would be revised to address these identified deficiencies.

Social Work Program assessments beginning in 2001-02 included two tests that were implemented to address the need for more quantifiable data. 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 class. The Case Responses questionnaire is a case scenario 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 client needs 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 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).

Results of the Social Work Program Assessment Procedures for 2002—2003
The 2002-03 assessment utilized the previous measures for a multi-year comparison analysis. In addition to incorporating data from Faculty Member and Course Evaluations (the form utilized across campus to be administered in all classes) to include feedback from students in Social Work classes. Results of all the assessment measures were per the following:

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
The History and Profession of Social Work	**Pre-test Scores**	78%	78%
	Post-test Scores	86%	94%
	Differential	+8%	+16%
Social Welfare Programs and Policy	**Pre-test Scores**	75%	77%
	Post-test Scores	100%	100%
	Differential	+25%	+23%

Social Work Practice	Pre-test Scores	68%	79%
	Post-test Scores	78%	98%
	Differential	+10%	+19%
GRAND MEAN	**Pre-test**	74%	78%
	Post-test	88%	97%

Data Analysis: Students consistently improved in their knowledge, skills and abilities across the Social Work curriculum. The post-test results in Social Welfare Programs and Policy content area reflect the students' more current coursework prior to taking the post-test (Social Welfare Policy and Services). The scores in Social Work Practice improved substantially from 2001-02. Changes in course content were implemented to address the lower scores. The majority of students in this class also had taken the curriculum sequentially, i.e., Introduction to Social Work then Human Behavior in the Social Environment then Social Work Practice which is likely to have influenced their pre-knowledge as well as enhance their post-knowledge.

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

Competency		**2001-02**	**2002-03**
Knowledge	Pre-test Scores	89%	77%
	Post-test Scores	97%	96%
	Differential	+8%	+19%
Application	Pre-test Scores	75%	82%
	Post-test Scores	90%	93%
	Differential	+15%	+11%
Comprehension	Pre-test Scores	83%	78%
	Post-test Scores	90%	93%
	Differential	+14%	+22%
Synthesis	Pre-test Scores	56%	82%
	Post-test Scores	66%	95%
	Differential	+10%	+13%
Analysis	Pre-test Scores	89%	80%
	Post-test Scores	90%	95%
	Differential	+1%	+15%
GRAND MEAN	Pre-test	79%	80%
	Post-test	80%	96%

Data Analysis: Students consistently improved in processing the Social Work curriculum demonstrating an average of a 16% gain this year than last year based on post-test results. Analysis and synthesis appear to be skills that have significant positive change as a result of more attention in course content and students sequencing social work classes.

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

Competency		2001-02	2002-03
Application	Pre-test Scores	47%	56%

	Post-test Scores	61%	60%
	Differential	+14%	+4%

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.

Portfolio Assessment

The Social Work Program graduated thirteen (13) students in 2000, fifteen (15) students in 2001, nine (9) students in 2002 and nine (9) students in 2003. 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. Portfolios include:

Practice Measurements—a 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
Excellent	46%	40%	33%	45%
Good	31%	27%	45%	44%
Average	23%	27%	11%	11%
Poor	0%	6%	11%	0%

Data Analysis: Portfolio quality appears to be consistent over the past two years.

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. As a result, the curriculum has been focused on generalist social work practice primarily and on graduate school preparation secondarily.

Social Work Student Post-Graduation Plans—Multi-Year Comparisons

Plan	1999-2000	2000-2001	2001-2002	2002-2003

Social Work Employment				
	85%	74%	67%	78%
Graduate School	0%	13%	22%	22%
Other	15%	13%	11%	0%

Data Analysis: A consistent percentage of students are expressing an interest in graduate programs in Social Work upon graduation. This year, upper-level course content was changed somewhat to include material to prepare students for more in-depth specialist study and research as expected in a Masters of Social Work program. At this time, however, the primary focus of the curriculum will remain on entry-level social work employment to meet the post-graduation plans of the majority of social work majors and minors.

Faculty Member and Course Evaluation Summary
A summary of 72 student evaluations completed at the end of six social work classes offered during Fall Semester 2002 and Spring Semester 2003.

1. The instructor communicated:	a. in a clear and understandable manner	b. in a somewhat clear and understandable manner	c. in a somewhat confusing manner	d. in a thoroughly confusing manner
2002-03	100%	0%	0%	0%
2. The instructor's knowledge of the subject matter appeared to be:	a. excellent	b. good	c. fair	d. poor
2002-03	99%	1%	0%	0%
3. The instructor seemed genuinely concerned for the student's understanding of the material:	a. almost always	b. most of the time	c. occasionally	d. rarely
2002-03	99%	1%	0%	0%
4. The instructor seemed well prepared for class meetings:	a. almost always	b. most of the time	c. occasionally	d. rarely
2002-03	99%	1%	0%	0%
5. In general, this class met for the full time allowed:	a. almost always	b. most of the time	c. occasionally	d. never
2002-03	99%	1%	0%	0%
6. The instructor missed class without explanation or proper notice:	a. never	b. seldom	c. often	d. very often
2002-03	100%	0%	0%	0%
7. Overall, I would rate this instructor:	a. above average	b. average	c. below average	
2002-03	99%	1%	0%	0%

Data Analysis: Student satisfaction with this Social Work professor appears to be extremely high, averaging 99.9% on the highest ranking of these seven indicators.

2002-03 Conclusions and Action Plans:
These 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.

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. Minor changes in classroom material did appear to result in gains in synthesis and analysis. This will continue to be monitored in future assessments.

4. **Action for learning enhancement**: 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 in the future.

5. **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. Greater emphasis on practice scenarios (not the ones used in the instrument) will be integrated into the curriculum to evaluate if this is valid.

6. **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.

7. Social Work Program graduates are obtaining jobs in the field and are being admitted to graduate schools in social work. The emphasis on curriculum will continue to be on entry-level employment, but minor changes as made this year to focus on expectations of graduate school will continue to ensure that this successful post-graduation trend continues.

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) Assessment
See General Education Program, Humanities, Literature Courses.

English 236 (American Literature II) Assessment
See General Education Program, Humanities, Literature Courses.

English 276 (African-American Literature) Assessment
See General Education Program, Humanities, Literature Courses.

Senior Assessment

Procedure and Rationale:

In 200- and 300-level English courses, two copies of assigned papers are collected from English majors: one is graded and returned to the student; the other is placed in the student's portfolio.

Until this year, we have evaluated the portfolios holistically, arriving at a rating for each one during a meeting of the entire English faculty; however, this year we have changed our method in an effort to make the results both more quantifiable and to reflect more clearly our program objectives. We have instituted a scoring rubric whereby 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 1 to 5 (1=unacceptable, 2=below average, 3=average, 4=good, and 5=excellent) in the following six areas: variety of style, critical acumen, sophistication of research, command of language, growth as a writer, and capacity for graduate study. 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.

We attempted to use two rubrics, one for literature majors and another for writing majors; however, the differences between the two rubrics were slight and proved to be confusing. This confusion resulted in some unusable scores being recorded for our only two writing majors, and so they have been omitted from this report. The following results are drawn from the nine literature majors who graduated in May of 2003.

Results:

Student → Area↓	1	2	3	4	5	6	7	8	9	Average Score by Area
Variety of Style	4.3	2.9	3.3	4.0	3.9	3.9	3.4	4.5	3.4	3.7
Critical Acumen	4.6	2.7	2.7	4.1	3.9	3.7	3.3	4.4	3.1	3.6
Sophistication of Research	3.6	2.5	3.0	4.3	4.1	4.1	3.2	4.4	2.9	3.6
Command of Language	3.8	2.5	2.3	3.9	4.1	4.0	3.6	4.2	2.9	3.5
Growth as a Writer	4.1	2.8	3.1	3.9	3.1	3.7	3.3	4.3	3.2	3.5
Capacity for Graduate Work	4.0	2.2	2.4	4.2	4.4	3.8	3.1	4.6	2.7	3.5
Average Score by Student	4.1	2.6	2.8	4.1	3.9	3.9	3.3	4.4	3.0	3.6

Although not evident in the data reported above, scoring in most categories for each student tended to be very consistent among the 12 faculty members who read the portfolios; occasionally, of course, a rating was significantly

higher or lower than the others. Average scores by area were very consistent, ranging from 3.5–3.7. The overall average performance was 3.6 out of a possible 5.

"Growth as a Writer" proved to be a difficult category to evaluate because some portfolios contain too few papers to provide representative samples over time. However, even where there is a sufficient number of papers some faculty reported having a difficult time recognizing the student's growth, which may simply indicate that there was little or no growth to discern.

The category "Variety" needs to be clarified for the evaluators as referring to variety of style, especially sentence structures, rather than variety of topics.

In the table below, we compare these nine students' grade point averages in English, their portfolio average scores, and, where available, their Praxis examination scores. For purposes of comparison, the portfolio scores have been adjusted from the 1-5 range we actually used to a 0-4 range so that GPAs and portfolio scores are expressed on the same scale. Students in Missouri are required to pass the Praxis examination in their area of specialization before they are certified to teach at the secondary level, and so only those students applying for certification will have Praxis scores. The minimum score needed to pass the Praxis in English is 158.

Student →	1	2	3	4	5	6	7	8	9	Averages
GPA in English	3.6	3.3	2.5	4.0	3.6	3.8	3.8	3.9	2.9	3.5
Adjusted Average Portfolio Score	3.1	1.6	1.8	3.1	2.9	2.9	2.3	3.4	2.0	2.6
Praxis Score	182				200	184	167		158	

We would hope to see a correlation among all three of these measurements; and, in fact, when we look at the numbers for the five students for which we have the three measurements, they do seem to make sense: The three highest Praxis scores are closely grouped (182, 184, 200) and match up with the three highest portfolio scores (3.1, 2.9, 2.9), also closely grouped; and, with one exception, these scores also match up with the highest GPAs (3.6, 3.6, 3.8). The exception, student 7, has a 3.8 GPA, one of the two highest among the five with Praxis scores, and a Praxis of 167, which seems low given the GPA; however, the 167 does fit with the 2.3 portfolio score. At the low end of the spectrum, student 9's measurements in all three categories are the lowest in the group: 2.9 GPA, 2.0 portfolio, 158 Praxis (the minimum needed to pass).

Obviously, it is difficult to draw meaningful conclusions from such a small sample, but generally the comparisons may prove useful. For example, the portfolio scores are all at least a half point lower than the corresponding GPAs, and the average portfolio score of 2.6 is nearly a full point lower than the average GPA of 3.5. 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.

Action Plan:

We will revise the new form to (1) clarify the category of variety of sentence structures and style, (2) eliminate the distinction between literature and writing majors (because what we expect from one, we expect from the other), and (3) perhaps revise the rating scale to allow for more flexibility and range. We also intend to monitor the numbers of student papers in each portfolio more carefully. To that end, one faculty member will be responsible for reviewing the collection of papers at the end of each semester. Additionally, individual faculty members will be more forceful

in requiring that majors submit two copies of each paper. We also will require a significant research paper in all 300-level literature courses to ensure that each portfolio contains an adequate sample of writing and to ensure that writing receives the emphasis it should in our upper-level classes. We will continue our review and analysis of GPAs, portfolio scores, and Praxis scores.

Program Action Plan 2003-2004

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 2003-2004

Course	Assessment Type	Date of Assessment	Faculty, student participation	Data review	Action	Date, type of next assessment
English 110	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty; student assistants	Depends on results	Fall, 2003; same type
English 150	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty; student assistants	Depends on results	Fall, 2003; same type
English 170	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall, 2003; same type
English 201	Pre/Post test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall, 2003; same type
English 202	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Faculty	Faculty, student assistants	Depends on results	Fall, 2003; same type
English 235	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Tretter, Heyn	Faculty, student assistants	Depends on results	Fall, 2003; same type
English 236	Pre/Post Test (locally	Fall and Spring	Tretter, Heyn	Faculty, student	Depends on results	Fall, 2003; same type

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

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 hour and final examinations given in these courses. The syllabi are matched to the Program Goals and Objectives to ensure that all

courses relate to them and that all Goals and Objectives are covered. The examinations will then be tallied to measure the extent to which the Program Goals and Objectives, translated into course goals and objectives, were achieved and measured in the examination process.

2. Course Related Assessment Examinations

All 100 level courses have a pre- and post-test assessment tool. The purpose of the tool is to determine the level of improvement in knowledge of the students at the end of the semester. This information is for use by the department to determine if areas of focus need to be added or strengthened. These 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 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, 2002-2003

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 ind. Faculty)	Fall and Spring semesters at least one per section	Faculty Kirksiek, Griffin, others (?)	Faculty Student assistants Faculty	Class being revised to better reflect current world concerns. Test being revised Depends on results	Fall, 2003 Increased faculty participation
History 400	Essay (locally generated) Objective questions Transcript analysis	Fall and Spring semesters Spring semester	History faculty grade. Exit interviews with students Faculty	Faculty Faculty	Class being revised to better reflect the needs of both future teachers and graduate students.	Fall, 2003 January, 2004
History 105	Pre/Post Test (locally generated, objective)	Fall (His 105) Spring (His 105 and 106)	Whaley, Smith, Heidenreich	Faculty, student assistants	Test being revised based on class revisions and new text	Fall, 2003
History 106	Pre/Post Test (locally generated,	Fall (His 105) Spring (His	Whaley, Smith, Smith	Faculty, student assistants	Depends on results	Fall, 2003

	objective)	105 and 106)				
History 200	Pre/Post test (Locally generated, objective) CAT	Fall Fall	Griffin	Faculty	Depends on results	Fall, 2003
History 301	Pre/Post Test (locally generated, objective)	Fall	Kerksiek	Faculty	Depends on results	Fall, 2003
Geography 201 (all sections)	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Griffin, SmithHeidenreich	Faculty	Depends on results	Fall, 2003

2001-2002 Assessment Results

Ongoing Syllabus/Examination analysis indicates course syllabi do reflect and carry into the classroom our goals and objectives, examinations do reflect material specified as important in the various syllabi and history syllabi are matched to the program mission and objectives.

History 100 Assessment
See the General Education Program, Civilization.

History 200 Assessment
Fall Semester, 2002

The assessment instrument for History 200 is a 30 question multiple-choice test developed by the instructor. He administered it to 34 students at the beginning of the semester and again at the end of the semester as part of the final examination to 28 students. Gross analysis by averages is as follows:

	Pretest (all)	(students taking both)	Posttest (all)	(students taking both)
# correct	16/30	15/30	20/30	21/30
# improvement				6/30
percentage correct	53%	50%	67%	70%

The test was also administered as a pilot during Fall Semester 2001; students completing the class also scored an average of 70%. The instructor would prefer to see this score at 75%. However, the results do demonstrate that students learned during the course of the semester.

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)	60% correct	74%	+14%
U.S. International Policies and Relations (6 questions)	53%	64%	+11%
The International Economy (5 questions)	50%	78%	+28%

The Communist World (8 questions)

29%		60%	+31%

Decolonization (3 questions)

42%		76%	+34%

Third World Politics and Development (5 questions)

44%		69%	+25%

Islam and the Worlds (2 questions)

53%		75%	+22%

Important Individuals and Movements (5 questions)

41%		88%	+47%

Areas that will require more coverage include the Cold War, U.S. International Policies and Relations, Third World Politics and Development, and the Communist World.

More specifically, the questions revealed deficiencies in:
>U.S. policy in Latin America
>Communism in China during the 1940's
>African politics and development in the 1960's and 1970's
>The USSR's relations with Eastern Europe in the 1950's
>The transition from Communism in Eastern Europe during the 1990's

Action plan:
- Address above deficiencies in class lecture and discussion.
- Add two books to required list:
  >World on Fire by Amy Chua – addresses development problems associated with globalization in Africa and elsewhere
  >Blowback by Chalmers Johnson – addresses consequences of U.S. policies
- Enlarge test by five questions in order to expand testing of Islam and the World to reflect expanded coverage in class in Fall 2003
- Use CAT's to evaluate student comprehension and assigned readings.

History 301 and 302 Assessment

Due to the lack of a historical methods course History 301 and 302 have been modified to cover some the ground that would otherwise be covered in that course.

History 301and 302
>Students were assigned a number of written projects from book reviews to research paper based solely on the *New York Times* to give them some experience working with primary source materials.
>Students read two articles to practice looking for the thesis and the topic, summarizing the article, etc. The second article was difficult to read so it probably was not too useful for this exercise.
>A bibliography exercise was given to the students. They had to correctly write nine bibliographical citations. Most students seemed to get it pretty well.
>All reviews had the bibliographical citation first thing on the book review.

Results:
Students exhibited a number of deficiencies in their historical writing:
>Footnotes/endnotes not done correctly.
>Weakness in formulation of a thesis and a conclusion.
>Weakness in Research techniques and the accumulation of data
>Limited proofreading before turning in work.
>Improved cosmetic of papers this year over last.

Action:
- Further concentration on writing history is required.
  - A worksheet and assignment on writing endnotes.

o   An assignment on writing works cited page
o   More emphasize in class on the need to cite everything that is not common knowledge, having a thesis, and having a topic in one sentence.

An upper division class in historical writing is being proposed to focus on addressing these problems.

History 400 Assessment

2002-2003 was the eighth year of the comprehensive examination. Eight graduating seniors took the exam in the Fall semester and nine in the Spring (one of these was repeating the examination). The examination continues to be divided into six areas:

1. Ancient World
2. Medieval/Early Modern Europe
3. Modern Europe
4. The West and the World
5. Early United States History
6. Modern United States History

Students are furnished in advance with four potential questions from each area and are then asked to write one of three of these questions. Our intent is not to surprise the students, but to assess their accumulated learning so that we can continue to evaluate our courses and departmental requirements.

For the spring semester, 2000, we revised our previous rubric in order to more meaningfully weight the various questions.

% of total	Question
25%	The student answered the question completely.
20%	The student made appropriate use of current and correct historical data and interpretations to support conclusions.
20%	The student demonstrated a command of historical chronology.
20%	The student demonstrated an understanding of causation.
10%	The essay was well organized.
5%	The essay had a minimum of gross grammatical and spelling errors.

In response to student concerns, we changed the schedule for administering exams. Students took the exams over a six-week period, one per week (one hour) starting with question six.

The examination was given on a "pass/fail" basis, with a pass in all questions being required.

1. Medieval/ Early Modern Europe
2. Medieval/ Early Modern Europe
3. Modern Europe
4. The West and the World
5. Early U.S. History
6. Modern U.S. History

Comparison with past results:

The rubric in this form was first used during the Spring semester, 2000. Comparative results are as follows:

Spring semester, 2000	1	2	3	4	5	6	Average
Average Total score	79.1	73.1	73.3	74.8	71.8	71.1	74.3/100
Fall semester, 2000							
Average Total Score	78	70.5	72.1	71.3	83	77.5	75.4/100
Spring semester, 2001							
Average Total Score	76.2	77.8	71.7	71.4	75.8	70.2	73.9/100

(For Fall, 2001, the question order was changed as follows:)
1.   Modern US

2. Early US
3. West and the World
4. Modern Europe
5. Medieval/ Early Modern Europe
6. Medieval/ Early Modern Europe

Fall semester, 2001	1	2	3	4	5	6	Average
Average Total Score	77	83	80	72	79	80	81/100
Spring semester, 2002							
Average Total Score	81	68.4	73.6	67.4	74.8	68.2	72.2/100
Fall semester, 2002							
Average Total Score	83	70	59	87	81.5	89	78.25/100
Spring semester, 2003							
Average Total Score	75.9	70.6	65.9	73.3	74.5	76.3	73.15/100

These scores suggest that faculty evaluations and/or student scores are reasonably consistent. Variations in the scores may be a result of the varied student interests each semester.

Analysis:

A comparison of overall GPA's His 400 results for 2001 – 2002 indicated that the History class GPA are indicative of student performance in that those in the 3.0 and higher range did better than those in the 3.0 and lower, but that the gap in the range 1.5 to 3.0 was not as large as might intuitively be expected. This may be a single year event, but does require further examination.

History class GPA range	Number of Students 2001-2	His 400 Score Average 2001-2	Number of Students 2002-3	His 400 Score Average 2002-3
4.0-3.5	3	83, 84, 92	3	80,81,84
3.49-3.00	4	64, 74.3, 76, 79	4	79,76,71,70
2.99-2.50	0	0	4	66,81,76,64,
2.49-2.00	1	74	3	65,68,73
1.99-1.50	2	70, 68.5	1	62

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

Retakes for 2000-2001 were as follows:

	Fall semester	Spring semester
Ancient World	0	1 (59)
Medieval/Early Modern Europe	0	0
Modern Europe	0	1 (55)
The West and the World	0	3 (55, 55 and 56)
Early United States History	0	3 (56, 56, and 60)
Modern United States History	0	2 (47 and 57)

Action for 2002-3:

- This class will be revamped within the next academic year:
  - The class will be redesigned to go from 6 essay exams to 3. The questions will be designed to be broader requiring the students to perform more analysis of the information they have at hand and to limit the possibility of simply reciting memorized facts.
  - The categories will be the World (Formerly Ancient and West and the World), Europe (formerly Medieval/Early Modern Europe and Modern Europe) and The United States (formerly Early United States and Modern United States History).
  - The number of readers for each exam will increase.

- o Students will still be furnished in advance with four potential questions from each area and then asked to write one of three of these questions. Our intent is not to surprise the students, but to assess their accumulated learning so that we can continue to evaluate our courses and departmental requirements.
  - o The second half of the course will require the completion of a written project that will be designed to serve both as an introduction to the requirements of the profession, but also as a tool for their later work or research.
- The West and the World question tended to have the lowest average score. That this question requires the greatest synthesizing of information from multiple classes may account for this.
  - o Consideration will be given over the next year as to how to assist students in doing this synthesis more effectively.

The Praxis Examination

The State of Missouri now 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 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 2002-3 academic year four (4) Lindenwood History majors took the Praxis examination. Of these:

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

2 passed on their first attempt.	164 average (range: 164-164)
2 failed on their first attempt,	first scores 134 and 151
1 passed after multiple efforts	
Average of all first efforts	153.25

During the 2001-2 academic year seven (7) Lindenwood History majors took the Praxis examination. Of these:

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

6 passed on their first attempt.		180.2 average (range: 159-189)
1 failed on his first attempt, passed on the 2nd		first scores 149, second 159
1 passed after multiple efforts		
Average of all first efforts	172.3	
1 did not have his grades sent to LU		

From July, 2000, through May, 2001, 14 Lindenwood History majors took the Praxis examination. Of these:

Scores

10 passed on their first attempt.	166.4 average (range: 156-186)
1 failed on his first attempt, passed on the 2nd	140, 156
2 failed and have not retaken	127, 145
1 failed after 3 attempts.	145, 148. 149
Average of all first efforts	158.6

All of these students have passed History 400.

Average History 400 Score	First Praxis Score 2001-2	First Praxis Score 2002-3
100-90	173	
89-80	189, 189	
79-70	182, 175, (149)	134, 164
69-70	173	164, 151*

*One student took history 400 in the previous year while taking the Praxis within the last academic year

The ETS Institutional Summary report provides profiles listing student performance by quartile in United States and World History and geography. As of June 15, the Lindenwood Education Division had not received this report.

The Paris results from this year are from too small a base to give any effective indication of trends for the history department. Past results indicate that our program can produce students whose competency is demonstrated by national examinations as well as local instruments. Generally, performance on the Praxis fits with history faculty expectations based on classroom performance. Students who pass HIS 400 generally pass the Praxis. Students who have completed our program with a GPA of 2.25 and above usually pass the exam. Our current goal is to have at least 80% of students who have taken a minimum of 50% of their history requirements from the Lindenwood faculty pass on the first attempt, and 100% by the second attempt. We are not there yet.

History GPA	Below 2.00	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
GPA/Score(s) 2002-3 (* fail)	1.63/151*	2.33/134*	2.67/1643.25/164		
2001-2 (* fail)		2.30/175 · 2.37/148*		3.00/1733.73/189 3.20/1823.83/179 3.42/149*	3.89/189

ACTION for 2003-2004

- The faculty is considering the question of establishing portfolios for individual students.
- The History department has sent out a survey for our graduates working in secondary education to get their suggestions for improving our program.
- The West and the World (HIS 400) was more of a struggle in the Spring semester than in most. This situation will be monitored to determine if this was an anomaly or a problem that must be addressed.
- As detailed above, we are changing the Comprehensive course to better suit the needs of both those becoming certified as teachers and those who are not.
- Praxis results will be further integrated into our assessment program. We will ask students to furnish us with the detailed results they receive from ETS. These will give us a better basis to judge the effectiveness of our program. It is important to keep in mind that the Praxis exam covers areas other than history and geography.
- Initiative to improve advising:
  Beginning in Fall 1999, all history majors are advised by both their history faculty advisors and their education advisor (if they are pursuing teacher certification.)
  Students will be advised so that 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.
- New assessment initiatives will be undertaken per the following calendar:

Assessment Calendar, 2003-2004

Course	Assessment Type	Date of Assessment	Faculty, student participation	Data review	Action	Date, type of next assessment
History 100	Pre/Post Test (Locally generated, objective)	Fall and Spring semesters	Faculty	Faculty; student assistants	Two versions of test concurrently	Fall, 2003

	CAT (generated by ind. Faculty)	At least one per section)	Kirksiek, Griffin, others	Faculty	Depends on results	Increased faculty participation
History 400	Essay (locally generated) Objective questions Transcript analysis	Fall and Spring semesters Spring semester	History faculty grade; exit interviews with students Faculty	Faculty Faculty	Depends on results	Fall, 2003 January, 2004
History 105	Pre/Post Test (locally generated, objective)	Fall (His 105) Spring (His 105 and 106)	Hamilton, Smith, Heidenreich	Faculty, student assistants	Depends on results	Fall, 2004
History 106	Pre/Post Test (locally generated, objective)	Fall Spring	Hamilton, Smith, Heidenreich	Faculty, student assistants	Depends on results	Fall, 2004
History 200	Pre/Post test (Locally generated, objective) CAT	Fall Fall (min. 1)	Griffin	Faculty	Depends on results	Fall, 2004
History 301	Pre/Post Test (locally generated, objective)	Fall	Kerksiek	Faculty	Depends on results	Fall, 2003 History 302, Spring 2004
Geography 201 (all sections)	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Griffin, Heidenreich	Faculty	Depends on results	Fall, 2003

History Newsletter Survey

In April 2003 the Department of History mailed a departmental newsletter to 65 students who had graduated with a major in history since the fall semester of 1996. Included in this newsletter was a survey seeking feedback regarding their current employment, courses taught and what they wish had been included in their history preparation. To date (May 23) 3 have been returned by the post office undeliverable and no new address has been found for them and 4 surveys have been returned. The current data is insufficient to make any analysis. Further results will be considered by the department over the coming year as we evaluate the major.

Students' Assessment of Instructors:
The following results are from the Fall Semester, 2001, student responses to LU's Course and Instructor Evaluation Form.

History	HIS 100-World History	HIS 105/6 – U.S. History	Upper Level- 200and 300 level classes	All Levels
	Percent Responding	Percent Responding	Percent Responding	Percent Responding
Above Average	61.80%	72.70%	76.36%	67.64%

Average	32.70%	24.20%	22.72%	28.46%
Below Average	5.50%	3.10%	0.92%	3.90%
Geography				
	Percent Responding			
Above Average	62.12%			
Average	34.84%			
Below Average	3.04%			
Humanities Division				
	Percent Responding			
Above Average	82.0%			
Average	16.0%			
Below Average	2.0%			

Due to the large number of General education courses offered and the requirement for all students to take History 100 (World history) we consider the student responses to be within acceptable levels. Administration of CAT's in various classes may allow us to address specific problems.

MODERN 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 as follows:

- 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 2002-2003

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 embedded in 101 final	Pre-test : Aug. 2002 101 final: Dec. 2002	Durbin	May 2003	Revise and shorten pre-test. Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Aug. 2003 101 final: Dec. 2003
FLF 101	End of semester student evaluations of	Dec. 2002	Durbin	May 2003	Suggest changes to evaluation form to include analysis of	Dec. 2003

	course				course—not just of instructor	
FLF 101	Analysis of scores on comprehensive final exam	Dec. 2002	Durbin	May 2003	Revise final exam and instruction of some material	Dec. 2003
FLF 102	Grammar pre-test with items embedded in 102 final	Aug. 2002	Durbin	May 2003	Revise and shorten pre-test. Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Jan. 2004 102 final: May 2004
FLF 102	End of semester student evaluations of course	May 2003	Durbin	Aug. 2003	N/A—evaluations not yet available	May 2004
FLF 102	Analysis of scores on comprehensive final exam	May 2003	Durbin	May 2003	Revise final exam and instruction of some material	May 2004

FLF 201	Grammar pre-test with items embedded in 201 final	Aug. 2002	Rhodes	May 2003	Revise and shorten pre-test. Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Aug. 2003 101 final: Dec. 2003
FLF 201	End of semester student evaluations of course	Dec. 2002	Rhodes	May 2003	Suggest changes to evaluation form to include analysis of course—not just of instructor	Dec. 2003
FLF 201	Analysis of scores on comprehensive final exam	Dec. 2002	Rhodes	May 2003	Revise final exam and instruction of some material	Dec. 2003
FLF 202	Grammar pre-test with items embedded in 202 final	Aug. 2002	Rhodes	May 2003	Revise and shorten pre-test. Revise final exam. Revise instruction of areas that proved weak through assessment process.	Pre-test: Jan. 2004 102 final: May 2004
FLF 202	End of	May 2003	Rhodes	May 2003	N/A—	May 2004

	semester student evaluations of course				evaluations not yet available	
FLF 202	Analysis of scores on comprehensive final exam	May 2003	Rhodes	May 2003	Revise final exam and instruction of some material	May 2004
FLF 370 20th-c French Autobiography	Pre-test questionnaire on knowledge and perceptions about material to be covered in course compared to an end-of-semester questionnaire	Jan. 2003 and May 2003	Durbin	May 2003	Add periodic assessment measures throughout the semester	May 2005

FLF 101:

The pre-test showed 4.5% correct answers to questions over grammar to be covered in the course. When compared to the same items embedded in the final exam, the number of correct answers increased to 68%. This percentage is slightly lower than the average score for the comprehensive final in which the items were embedded. The average score on the final was 70.3%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 8; 80 or above: 8; 70 or above: 5; 60 or above: 5; below 60: 9.

Students' overall satisfaction with the course was very high, based on the end of semester evaluations, although these evaluations focused primarily on the performance of the instructor, rather than also critiquing the course itself.

Based on the data of the assessment pre-test and comprehensive final exam, the instructor will isolate areas that show a low level of understanding and modify the course syllabus to spend more time on these areas. These areas include present tense conjugations of irregular verbs, irregular past participles, interrogatives, partitive articles.

FLF 102:

In the future, a separate pre-test will be given for FLF 102 at the beginning of the Spring term rather than relying on the pre-test given in August. Under the current system, only 18 of the 44 students who took the pre-test in August 2002 took the 102 final in May 2003. However, 29 students took the 102 final.

The pre-test showed 1.4% correct answers to questions over grammar to be covered in the course. When compared to the same items embedded in the final exam, the number of correct answers increased to 60%. This percentage is slightly lower than the average score for the comprehensive final in which the items were embedded. The average score on the final was 65.6%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 1; 80 or above: 8; 70 or above: 6; 60 or above: 6; below 60: 7. 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 eight). Instructor will review and seek to improve the 102 final.

Students' overall satisfaction with the course was very high, based on the end of semester evaluations, although these evaluations focused primarily on the performance of the instructor, rather than also critiquing the course itself.

Based on the data of the assessment pre-test and comprehensive final exam, the instructor will isolate areas that show a low level of understanding and modify the course syllabus to spend more time on these areas. These areas include the present tense conjugations of certain irregular verbs, the comparatives using *mieux, meilleur*, and *autant*, the superlative with adjectives appearing after the noun, the *passé compose* vs the *imparfait*, relative pronouns *dont* and *où*, sentences with "if" and "when".

Action plan pertaining to 100 Level French classes:

As a result of these findings, the instructor will revise and shorten the pre-test and 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 is a question as to the students' own perceptions concerning 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, but measuring progress will be introduced in Fall 2003.

Writing skills are tested with each chapter test and through compositions given as homework. Future assessment exams will have a composition element.

FLF 201:

The 200-level assessment process was flawed due to the fact that the instructor changed the finals for 201 and 202 and did not include all items from the assessment pre-test. Nonetheless, some data was able to be collected. Of those items occurring on both tests, the pre-test showed 39% correct answers—indicating that these students might not need to spend much time at the 200 level working on the *passé compose/imparfait* distinction or the use of pronouns. On the final exam, these items were 81% correct. This percentage is slightly higher than the average score for the comprehensive final in which the items were embedded. The average score on the final was 75%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 3; 80 or above: 5; 70 or above: 1; 60 or above: 2; below 60: 2.

The 80% average of correct answers on the assessment items and 75% final exam average are found to be very acceptable.

Students' overall satisfaction with the course was very high, based on the end of semester evaluations, although these evaluations focused primarily on the performance of the instructor, rather than also critiquing the course itself.

FLF 202:

Of those items occurring on both the pre-test and 202 final, pre-test showed 5.8% correct answers and on the final exam, these items were 81% correct. This percentage is almost the same as the average score for the comprehensive final in which the items were embedded. The average score on the final was 70%. Scores on the final broke down in the following fashion according to percentiles: 90 or above: 2; 80 or above: 3; 70 or above: 1; 60 or above: 2; below 60: 0.

The 81% average of correct answers on the assessment items and 80% final exam average are found to be very acceptable.

Students' overall satisfaction with the course was very high, based on the end of semester evaluations, although these evaluations focused primarily on the performance of the instructor, rather than also critiquing the course itself.

Based on assessment results, the instructor should spend less time on the comparative and superlative, and more time on the following: If and When sentences, relative pronouns, interrogative and possessive pronouns when used with prepositions.

Action plan pertaining to 200 Level French classes:

As a result of these findings, the instructor will revise and shorten the pre-test and 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 is 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 Interview based on the ACTFL guidelines) is being considered.

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

Writing skills are tested with each chapter test and through compositions given as homework. Future assessment exams will have more in the composition section.

FLF 370: 20th-century French Autobiography

At the start of the semester, students were given a questionnaire on Autobiography as a genre. Their answers revealed that all eight students had very limited notions as to how to define Autobiography as a genre and the problems inherent to the genre. Most had only ever read one or two autobiographies.

By the end of the semester, they had studied various theoretical approaches to the genre and had read the autobiographies of four major French authors. The answers given to the exit survey (mirroring the pre-test survey) and final exam questions showed a very satisfactory increase in all eight students' understanding of the complexities of the genre and that they had acquired the necessary tools to approach autobiographies from a more critical perspective. Eight-page final papers, kept on file, demonstrate the same.

Assessment of Majors

Starting in Fall 2003, assessment measures similar to the one implemented in the Autobiography course will be introduced in each literature course. In addition, students' perceptions about the course and about their understanding of the material will be assessed throughout each semester.

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.

Action plan pertaining to Assessment in French

In addition to the changes and improvements indicated in the above sections, the French program will introduce the assessment of reading, composition, listening comprehension, oral proficiency and grammar in the

311-312 (Conversation and Composition) series and develop an assessment tool for the History of French Civilization course.

GERMAN:

Elementary German (FLG 101/102)

Course	Assessment types	Dates of assessment	Responsible Faculty	Data review	Action to be Taken	Dates and types of next assessment
FLG 101	Grammar pre-test with items embedded in 102 final	August 2002: 1st day of classes	Bell	May 2003	Revise some grammatical terminology used in class and on tests.	Pre-test: August 2003
FLG 102	Grammar Post-test embedded in final exam	May 2003: day of final exam	Bell	May 2003	Revisions stated above.	Post-test: May 2004

Action plan:
The pre-test given in August resulted in no students with a score of 60% or above, while 33% of the group of students taking the post-test who had also taken the pre-test (9) had a score of 60% or higher; 67% therefore scoring under 60%. The main problems lie in the realm of verb conjugation and grammatical terminology. The latter seems to have confused some students; next year the instructor will use simplified terms (i.e. *simple past* instead of *imperfect*).

Intermediate German (FLG 201/202)

Since the course in Intermediate German is offered 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. None is planned for 2003-2004.

SPANISH:

Elementary Spanish (FLS 101/102)

Assessment Calendar

Course	Assessment types	Dates of Assessment	Responsible faculty	Data review	Action to be taken	Dates and types of next assessment
FLS 101	Grammar, Reading, and Vocabulary Pre-test with items embedded in 102 final	August 2002: 1st day of classes	Heyder Zyck	May 2003	Revise pre-test. Revise instruction of areas that proved weak through assessment process.	Pre-test: August 2003
FLS 102	Grammar, Reading, and Vocabulary Post-test embedded in final exam	May 2003: day of final exam	Heyder Zyck	May 2003	Revise post-test in accordance with pre-test revisions.	Post-test: May 2004

The pre-test consisted of items having to do with the elementary vocabulary and grammar points to be covered in the two-semester course. All of the students scored under 60% on this initial test. On the final exam at the end of the second semester, on these same items embedded there as a post-test, 24% of those who had taken the pre-test (49 students) scored 60% or higher on these sections, while 76% scored under 60%. The percentage of those scoring higher than 60% needs to increase.

Action plan:

Since the fundamental problem seems to be one of attention to detail, in the coming year the faculty will try to find additional instructional strategies to encourage more responsible student behavior with regard to accuracy in the learning of linguistic elements and rules. 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.

Intermediate Spanish (FLS 201/202)

Course	Assessment types	Dates of Assessment	Responsible faculty	Data review	Action to be taken	Dates and types of next assessment
FLS 201	Pre-test	August 2002: 1st day of class	Zyck	May 2003	Revise pre-test items. Revise instruction in areas that proved weak through assessment process.	Pre-test: August 2003
FLS 202	Post-test embedded in final exam	May 2003: day of final exam	Zyck	May 2003	Revise post-test items to reflect change in pre-test.	Post-test: May 2004

15 students who had taken the pre-test also took the post-test. On the pre-test, none of the participants scored 60% or higher, while on the post-test, 40% did so. The average initial score was 27%; the average final score was 51%. Students scoring below 60% on post-test on average added 17% to their score, while those scoring over 60% added 36%. These statistics show a slight increase compared with the percentage of students who scored 60% or higher at the end of 2001-2002. In the coming year faculty will take additional instructional measures to reinforce this upward tendency.

Oral Proficiency

Oral Proficiency continues to be demonstrated through various types of individual 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.

Assessment of Majors

At present we have only a few students doing upper-division work. Many of these are 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. In view of this apparent disinclination to invest the necessary time and effort in the field, it does not yet seem advisable to impose additional requirements over and above those of the individual upper-division courses themselves. Nevertheless, Professor Heyder has developed systematic guidelines for oral presentations and research papers in Spanish, 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 section on French above, Professor Durbin has described her use of the portfolio with regard to upper-division French courses.

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 elementary and intermediate Spanish final exams, reading assessment is already part of our procedures.

Nevertheless, there seem to be certain points in the development of the major or minor at which a specific assessment is especially pertinent. Within the context of our present program, the best place seems to be the end of the first Advanced Conversation and Composition course (FLF 311 / FLS311). 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. Professors Durbin and Zyck, as the instructors responsible for these courses, have been working to develop assessment tools for this level.

The PRAXIS Exam

This year we have had five students who passed the PRAXIS exam (two in Spanish, three in French). Two students intend to take the exam during the coming months. (There was also student from another university, who is now working on a Masters in Teaching at Lindenwood, who took and failed the PRAXIS this year; however, we have had no contact with this student.)

Action Plan for 2003-2004

Most of the specific efforts for the coming year have already been indicated above. With or without quantitative data, the necessity for more intensive training at the advanced level of language learning is clear, and the French and Spanish programs were revised to require two semesters of Advanced Language work (FLF 311 and 312; FLS 311 and 312 or 314), instead of the one semester (311) previously required.

Impossible to measure, but very much in evidence, is the unwillingness of too many students to practice intensively on a daily basis, something absolutely necessary to establish the reliable foundation that is the goal of the course requirements at 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 have tried to strengthen this part of our program. All elementary and intermediate language instructors require regular laboratory practice as an essential component of the semester grade and will continue to do so. 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). Our efforts to improve the computer section of the lab has met with some success, as we were able to establish internet access and foreign-language software for use at the more advanced levels; the search for appropriate review software for the earlier stages continues. However, the lab has suffered a setback, in that our space has been cut almost in half, thereby reducing the number of computers available, limiting the space for doing the taped exercises, reducing the opportunities for conversational practice as a result of the cramped area now available for this activity, and thereby diminishing the welcoming atmosphere we were in the process of establishing. We will do what we can to surmount these new obstacles in the coming year.

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 underlie much discussion of contemporary problems facing the world today.
    5. For students to develop their own world-views and understanding of philosophical questions, to cogently argue for their views, and to understand perspectives and views different from their own.

Assessment Instruments

Assessment of PHL102, The Moral Life: A Study in Ethics, may be found under General Education, Humanities Requirement, Philosophy Courses.

Action Plan:
In addition to PHL102, the Philosophy faculty will assess two courses and develop a pilot program to assess majors.

RELIGION PROGRAM

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

OBJECTIVES:
    1. To develop the students' abilities 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.

Assessment of REL 100: Introduction to Religion and REL 200: World Religions may be found under General Education Requirements, Humanities, Religion Courses. All of the religion courses assessed below may be taken to fulfill the humanities requirement; however, most students take either REL 100 or REL 200.

REL 202 - Religion in America

One of the stated objectives of REL 202 is that students should be able to "explain the characteristic problem of the relations between church and state, religion and government, in the United States." A part of understanding this problem is knowing what the First Amendment to the U.S. Constitution says about religion. It says two things: that there shall be no establishment of religion, and that free exercise of religion is guaranteed. A pre-test was given to students in REL 202 in the spring of 2003 on the first day of class, before anything else had been done. One question on the pre-test asked what the first sentence of the First Amendment says. Twenty-nine students took this pre-test. Only one student (3.4% of the students taking the test) gave both parts of a complete answer (free exercise and no establishment). Seventeen (58.6%) got it partially correct, using some phrase like "freedom of religion." Thus a total of 62.1% of the students got this question at least partially correct on the pre-test.

A post-test was also administered, after the final exam. Twenty-two students took the post-test. The same question about the First Amendment was asked on the post-test. This time three students (13.6%) got it exactly right, giving both parts of the complete answer. Twelve students (54.5%) got it partly right, though this time some of them got the "no establishment" or "separation of church and state" part right but neglected to mention free exercise. Thus a total of 68.2% of the students got the question at least partly right on the post-test. The gain in knowledge here from taking REL 202 seems to be very modest, to say the least. It may be that a part of the reason for this is that the major discussion of the meaning of the First Amendment guarantees was done early in the course, when the post-Revolutionary period was being studied, and this was long before the post-test was taken, so that students had forgotten what they had learned.

Another stated objective of REL 202 is that the students should be able to "give an account of the history of religion in the United States from the English colonial period until the present as a movement 'from diversity to pluralism.'" Other objectives concern knowing about the histories of "Puritans," Protestants, Catholics, and other religious groups in the United States. In order to test students' general knowledge of these matters, two other questions were asked on the pre-test and post-test. One asked what the most numerous religious group was in the country today. The looked-for answer was "Catholics," though admittedly the question is too vague and other answers (such as "Christians") would, in fairness, have to be accepted. The last question asked what the dominant religious group was in America in the colonial period. The looked-for answer here was "Protestants," though "Puritans" would have been an even better answer. Again, the question is vague, and if a student answered "Christians" the answer could hardly be said to be wrong. For the fall of 2003, questions will be re-worked to be more specific. Forced choice or directed questions will be considered.

On the pre-test, twenty-two students (75.9%) gave an answer to the question about the most numerous religious group in the U.S. today that could be called correct. Most said "Catholic," but a few said "Christian." On the post-test, twelve students (54.5%) gave a correct answer to this question – a serious decline! The reason suggested above for the small increase in knowledge of the first question could not apply so well here, since the class studied the history of Catholicism in America in the nineteenth and twentieth centuries in the second half of the semester, not all that long before the post-test was taken. Many students answered "Protestant" to this question. Perhaps the course's emphasis on the Protestant character of the *early* United States, before the Civil War, was so much in students' minds that they misunderstood this question. Certainly, the class did better on the last question, about the Protestant dominance in early America.

To the final question, about the dominant religious group in the colonial period, thirteen students (44.8 %) gave an acceptable answer on the pre-test. Eighteen students (81.8%) gave an acceptable answer on the post-test.

Action Plan:
- Content of the First Amendment will be emphasized more strongly, and throughout the course.
- Vagueness of assessment questions about numerous or dominant religious groups
- The topic of the growth of Catholicism in America more adequately emphasized.

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 2002 on the first day of class in which they were asked to provide this list. One of the required questions on the mid-term test also asked them to do this. The question on the test was worth ten points. A perfect or near-perfect list of books got a ten; a slightly less perfect list got a nine; and so on.

Twenty-nine students took the pre-test, of which one student scored a ten and one a nine. This means that at the beginning of the course, only 6.9% of the students in REL 210 possessed to at least a fairly high degree this requisite skill for looking up passages in the Old Testament as measured by getting a nine or a ten on this question.

Twenty-six students took the mid-term. Eighteen of them got a score of either nine or ten. This means that 69.2% of the students possessed this skill by the time of 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 twenty-nine students (0.0%) could tell anything about the Documentary Hypothesis. On the post-test, sixteen out of twenty-four, or 66.7%, gave at least a minimally acceptable account of it.

A third question on the pre-test, growing out of another course objective, asked students to name one of the prophets of the Old Testament and to tell something about that prophet's message. The same question was asked on the post-test. On the pre-test, 48.3% of the students could name a prophet, and 24.1% could tell at least something about that prophet's message. On the post-test, every student (100%) could do both of these things. It appears, then, that these three objectives of REL 210 were achieved in the fall semester, 2002.

Action Plan:
For the fall semester, more development will be attempted 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.

REL 211 - New Testament

A stated objective 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, 2003 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.

Fifty students took the pre-test. Four students scored a ten and two scored a nine. This means that at the beginning of the course 12.0% of the students in REL 211 possessed to at least a fairly 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. Forty-one students took the post-test. Seven scored a ten and seven scored a nine. That is, by the end of the course 34.1% of the students possessed this skill to this degree.

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, only three students (6.0%) had any idea about the meaning of "Q". On the post-test, thirty students (73.2%) could define "Q" to a fair degree of accuracy.

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, seven students (14%) could do this. On the post-test, twenty students (48.8%) could do it. This reflects the fourth competency (Analysis) of Bloom's General Model of Human Competencies.

Conclusions and action:
These results indicate that these three objectives of REL 211 were met to some degree in the Spring Semester, 2003. The results are somewhat disappointing, however. On the mid-term test in REL 211 in the spring of 2002, 89.3% of the students could list the books of the New Testament, as compared to only 34.1% on the post-test in 2003. This is probably at least partly explained by the difference in timing of the assessment tests in these two years. It is always announced in advance that listing the books of the New Testament will be a question on the mid-term test, so it is not surprising that students are primed to do this by mid-semester. However, there is no further explicit requirement to list the books after the mid-term, and students apparently allow this skill to deteriorate. One student this year even wrote next to the incomplete list of books on his post-test "I knew this perfectly at mid-term!" Similarly, the material on "Q" and the material on the apostle Paul are introduced early in the semester, and, while knowledge of these matters is assumed in the remainder of the course, it apparently grows rusty by the end of the semester. Ways must be found to keep students sharp on these points. Thought will be given to this before REL 211 is taught again.

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 0f 14 in REL 300) have already developed at least a moderate appreciation of the diversity of world views, moral systems, and religious beliefs existant 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.)

Action:
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.

REL 325 - Philosophy of Religion

One of the stated objectives of REL 325 is that students should be able to explain the major traditional arguments for the existence of God. These arguments, as taught in the course, include four classical ones, i.e. the Ontological, Cosmological, Design, and Moral arguments. On the first day of class in the Fall Semester, 2002, before anything else had been done in the course, students in REL 325 were given a pre-test in which they were asked to summarize any reasons they knew of which an intelligent person might give for believing in God. The aim of asking this question was to elicit any knowledge students might possess of these four classical arguments already at the outset of the course . Seventeen students took this pre-test. Three of the students each presented as part of their answers what were recognizable as two or more of the classical arguments. (One student presented fairly clear statements of all four. The other two each presented somewhat more vague statements of just two arguments each.) Another eight students each presented just one of the classical arguments. In every case, if a student gave any classical arguments at all, one of the ones given would be the Design Argument, the most famous and beloved of the arguments. Two students gave versions of the Cosmological, two of the Moral, and one of the Ontological. Six students gave no classical arguments at all. To sum up: 17.6% of the students could explain two or more of the classical arguments for the existence of God at the outset of the course, as indicated by the pre-test.

On the mid-term test in the course, two essay questions required the students to explain particular classical arguments. Fifteen students took the mid-term. Thirteen of them explained the two arguments well enough to get at least a "C" on those particular questions. The other two got at least a "C" on one question each. This means that by the mid-term test, 86.7% of the students could explain at least two of the classical arguments for the existence of God.

These results would seem to indicate that this key objective of REL 325 was met with a large degree of success in the fall of 2002. However, there are criticisms to be made of the method of assessment. One of these is that students were not asked on the pre-test to present any of "the four classical arguments," but just asked to give reasons an intelligent person might give for believing in God. The question was phrased in that more informal, nonspecific way because the specific phrase "classical arguments," as well as the traditional names of specific arguments (e.g. "Ontological Argument") might have meant nothing to anyone who had not previously studied the philosophy of religion. Thus the students might conceivably have heard of the classical arguments but not think to present them in response to a question phrased the way it was. Instead, they may have simply given whatever informal reasons came to mind, and neglected to show what they knew of the classical arguments. Clearly, on the mid-term test they knew (or should have known) exactly what was being asked of them, and so showed their knowledge of the classical arguments. Thus the increase in student's knowledge of these arguments from the pre-test to the mid-term may not really be as great as indicated above.

Action:
Thought needs to be given as to how to improve the pre-test to remedy this difficulty.

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

In the January Term of 2002, a special topics course was developed and offered that addressed 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.

As a pilot project, students were asked at the beginning of the course to define religion or spirituality and to develop a subjective scale of their own religious or spiritual stature. In group discussions and through personal exercises, the participants developed an understanding of an ideal life, of a "spirituality" goal, or of a "perfect" or desirable personhood, and of their relationship to those benchmarks. At the end of the term, they were asked to rate themselves honestly on the progress they had made toward their goals, and the likelihood that they would continue on that path.

Subjective numbers based on individual perceptions of scale are hard to measure objectively, but the participants indicated that they had improved an average of 23.7% during the course of the term. Before the course is offered again, if it is offered, research will be conducted into measurement instruments used in the social sciences that might give more substantive and quantifiable results.

Action:
During the fall semester of 2003, the course will be presented to the Council of Deans for possible inclusion in the Lindenwood University catalog as a regular course. 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

REL 100:
- Spring and fall semester of 2004, 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. Attention will be paid to any need to change the way the course is taught.
- Further thought on Second Measurement for fall 2003. 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
- Before the fall of 2003, 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 2003 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.

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
- Fall semester 2003, course presented to the Council of Deans as a regular course.
Develop a course number that realistically reflects difficulty and level of participation.

MANAGEMENT DIVISION

Mission Statement

In support of the University's overall mission, the Division of Management utilizes theoretical and practical knowledge in an integrated manner to create a comprehensive learning environment for the student. This dynamic approach is designed to meet the needs of students, employers, and the community.

Introduction: The Management Division Assessment Process—More Than Just a Beginning But With Hurdles to Overcome

The Management Division in its collective thinking regarding the assessment process (as can be seen from Management Division files regarding divisions meeting on assessment) felt that the central issue was to make our assessment process meaningful. Part of the problem stemmed from the fact that the Management Division is something of an umbrella covering eleven majors at the undergraduate level (Accounting, Finance, Human Resource Management, International Business, Management, Marketing, Management Information Systems, Political Science, Public Management, Retail Merchandising, and the recently acquired major Sports Management). How do we put together assessment in some meaningful way so that information can be shared and used by such a cross section of majors? Most of these majors fall under the more traditional area of study "Business Administration" but that did not necessarily make the issue of assessment an easy one.

Eventually, a pre-test/post-test format was agreed upon with 45 questions (initially only 15 questions were on a "first run" pre-test/post-test) with three categories included in these tests (Basic Knowledge, Substantive Knowledge, and Course Knowledge)—and this test was administered in two courses within the Management Division that were part of Lindenwood

University's General Education program (BA 211 Microeconomics and PS 155 American Government: The Nation).

Several problems arose at this juncture:

FIRST--While conceptually it was possible to state that three categories of evaluation would be included in this test (Basic, Substantive, and Course Knowledge categories), at a more practical level it was not always easy to create mutually distinct categories. In the assessment for the PS 155 American Government: The Nation course, this overlap of categories of knowledge is discussed. It might be possible with feedback from several tests over several years to move toward a more clearly delineated separation of the categories, but it is realistic to assume that purity of categories may never be completely achieved. The distinction of the three categories, however, provides a promising start and foundation for assessment. We are interested in what basic or foundation information students possess and how that affects their ability to learn within a course or a major.

- The 45-question three-category format emerged out of a period of "trial and error." The initial tests for BA 211 and PS 155 were 15-question three-category tests. Tests were also being administered for BA 200, Principles of Financial Accounting in the Fall Semester 2002 and the Spring Semester 2003 (this was a 20-question test that did not focus on the three-category format). In addition, BA 201, Principles of Managerial Accounting administered tests in the Spring Semesters of 2001, 2002, and 2003 and BA 320, Principles of Finance administered tests in the Spring Semester 2003 (these were 25-question tests which also did not focus on the three-category format).
- The Management Division courses that will administer pre-test/post-test assessment in the Fall Semester 2003 (using the 45 question three-category format) are on-file in the Management Division.

SECOND—A great deal of thought was devoted to applying the pre-test/post-test format with three categories to evaluation and assessment of each major offered by the Management Division. This process has been accepted and is being applied in the Fall Semester 2003 (Management Division files contain the pre-tests/post-tests that will be administered in the Fall Semester 2003). There are some difficulties that have not been ironed out—but are being addressed. For example, while we use the categories Basic, Substantive, and Course Knowledge in the pre-test/post tests for BA 211 and PS 155, three categories are still possible in a 300 or 400 level course (meaning, a course which students take with at least several of the previous courses in that major under their belt), but what constitutes these three categories is not necessarily the same as at a lower level course that is part of the General Education program. At a more advanced undergraduate course level, what constitutes Basic Knowledge may be less of a reference to some general knowledge and more of a reference to knowledge accumulated from courses taken in a major. The same issue arises regarding Substantive Knowledge, at the more advanced level, a higher degree of deductive reasoning may be expected than was the case for Substantive Knowledge in an introductory course. Again, this may not appear to create clearly mutually exclusive categories, but the Management Division is committed to a standardized approach to pre-test/post test format (45 questions with three categories) that may allow us to compare apples and oranges, or, in our case, Marketing and Public Management majors.

- The originally proposed Management Division assessment program, anticipated that a pre-test/post-test would be administered in BA 330, Principles of Management, with the post-test administered in BA 430, Management Policy. While the pre-test/post-test format has been retained (although modified as discussed above), it has been decided that it makes more sense—and will make the pre-test/post-test more relevant—if we assess each major within the Management Division separately. By focusing the test on each major, the results of the test may mean something in the long run. It was also felt that a test that addressed the division majors as a whole might yield information that would be less than useful to specific majors. Since the overall purpose of the assessment program is to yield information that can be acted upon in some useful ways, that was not seen as possible coming from the initially proposed division pre-test/post-test in BA 330 and then again in BA 430. Management Division files contain schedules of the various pre-test/post-tests that will be administered in the Fall Semester 2003.

- Changes were also made regarding assessment of the Political Science and Public Management majors. For example, the original proposal was to give a pre-test in a 300 level course and then the post-test in the PS 370 Governmental Research course. The changes that were made to PS 370 (the entire content of the course was thrown out and it was made to emphasize statistical applications to public policy research), means that the pre-test/post-test needs to be done only within the PS 370 course. Since students will have taken MTH 141, Basic Statistics, before PS 370, then the Basic Knowledge and Substantive Knowledge categories of the test will address knowledge derived from that course.

THIRD—The Management Division expressed concern about creating a pre-test/post-test format and using it as the sole focus of our assessment program. The problem was that this might lead to a "see the forest for the trees" situation—so much focused on data collection and lulling ourselves into a false sense of security regarding the overall effectiveness and relevancy of our assessment program. As a result, we also focused on clearly defining course objectives in Management Division syllabi. As the section on course objectives points out, this is seen as important toward helping students develop a sense of inter-relationships within a course. We want students to develop an understanding that lectures, assignments, readings, and exam are all inter-related and support each other. We want students to understand that this inter-relationship is a process of mutual reinforcement.

- This process of focusing on course objectives is important. A Management Division file contains the critiques of course syllabi by the Management Division Assessment Coordinator regarding how to approach the writing of course objectives.
- The process of focusing on course objectives was expanded to include adjunct faculty as well as full-time faculty. A Saturday morning meeting was held in the Spring Semester 2003 at which adjunct faculty were officially introduced to the Management Division Assessment Program—and their role in this assessment process. They were furthermore introduced to a web site (WebCT) set up to help them with writing course objectives. Information on this web site is in a Management Division file

FOURTH—We are proceeding with a program for assessment at the graduate level. Some of the problem, again, comes back to the three categories discussed earlier. At the graduate level, what constitutes Basic Knowledge is decidedly different than at the undergraduate introductory course level or the advanced undergraduate course level. In addition, Substantive Knowledge, again, takes on a conceptual difficulty that does not exist at the undergraduate level. We are committed to using this format at the graduate level (again, 45 questions in three categories). We will address in the Fall Quarter 2003 which courses we should use to administer the pre-test/post-test. There is some degree of sequencing of graduate courses (students need Accounting before taking Finance), but in most courses we find students just beginning the MBA programs and others close to completing their degrees. A question placed on the tests (e.g., Before taking this course how many MBA course have you taken?) may allow us to place student tests into different piles for assessment depending on how many courses they have taken. We can create two categories based this question: students who have taken six course or less in one category, students who have taken six courses or more in another category. Since the MBA requires twelve courses this may provide us with a manageable assessment breakdown.

- The first pre-tests/post-tests in graduate courses were administered in six graduate courses in the Spring Quarter 2003—all taught by adjuncts. These did not utilize the previously noted question format.
- The first division faculty meeting in the Fall Semester 2003 on assessment will address graduate course assessment.
- In the originally proposed Management Division assessment program, the pre-test/post-test format was proposed—and will still be applied. But, initially we anticipated that students would take a pre-test in a required MBA course (which one was never decided) and then the post-test in the MBA 601, Business Policy. This has been changed so that the pre-test/post-test format (using the 45 questions and three categories) will be administered—but instead, the pre-test/post-test will be administered in specific courses (which ones has not been decided). We want to collect information or data that can be used in some relevant way. The idea of collecting information for the sake of just collecting information and not using it is what we want to avoid. Therefore, spending time on designing and then administering a test that yields useful results is worthwhile.

This introduction provides some insight into the Lindenwood University Management Division assessment process. Various sections in this report, as well as Management Division files, address specifics regarding our assessment program.

- Since we have agreed to use the 45-question, three-category, pre-test/post-test format throughout our courses, there is, understandably, some confusion regarding the definitions or explanations for the three categories (Basic Knowledge, Substantive Knowledge, Course Knowledge). First off, defining or explaining these three categories for the BA 211, Microeconomics and PS 155, American Government: The Nation courses, is seen as somewhat different than other Management Division courses. These two courses are part of the General Education program and so Basic Knowledge and Substantive Knowledge are seen as different than in a, for example, 300-level course which is taken after prerequisites.

- For the BA 211 and PS 155 courses the following is how we define and explain the three categories:

A) BA 211 and PS 155

Basic Knowledge: Considered to be basic knowledge that we assume is understood by many—and not necessarily acquired through previous educational experience. The type of question for this section might be similar to a question on a television game show where knowledge is not seen as deriving from any particular course previously taken or program studied. Is there knowledge that we assume is understood by many that in the course of a conversation (or lecture) it requires no explanation? Admittedly, this knowledge may change depending upon a variety circumstances, such as age. At what point does a faculty member, referring to the Beatles, feel forced to explain who the Beatles were. That might not have been the case fifteen years ago, but may be necessary now.

Substantive Knowledge: Considered to require a degree of reasoning, possibly through deductive reasoning or a process of elimination to reach the correct answer. The choice of available answers may appear to be somewhat similar and not easily distinguishable.

Course Knowledge: Questions in this category of the tests are seen as coming from lectures or required readings so they are solely course-centered.

B) Other Management Division Courses

Basic Knowledge: There may be some overlap with the explanation of Basic Knowledge above, but in addition, since students are taking the pre-test/post-test in a course with prerequisites, Basic Knowledge may include questions developed from knowledge received in prerequisite courses.

Substantive Knowledge: There may be some overlap with the explanation of Substantive Knowledge above, but the difference might lie in the degree of difficulty regarding the capability of students to apply deductive reasoning or a process of elimination to reach the correct answer.

Course Knowledge: Similar to the above explanation of Course Knowledge, questions in this category are seen as developed from lectures and required readings.

- Regarding the three categories of Basic Knowledge, Substantive Knowledge, and Course Knowledge, it may not be completely possible to create mutually exclusive categories of questions—there may be some overlap (the assessment of the PS 155 American Government: The Nation course in the Management Division file, addresses this issue). What we hope to do in our feedback from these exams for all the courses is to develop a method of refining the questions for each category--the more we give

these pre-tests/post-tests the better our ability to create questions that more directly "fit" the categories.

Management Division Timetable for Assessment Process

Fall Semester 2001
Pre-tests/post-tests were administered in BA 211, Microeconomics and PS 155, American Government: The Nation. These first tests consisted of a 15-question three-category format.

Spring Semester 2002
Pre-tests/post-tests were again administered in BA 211 and PS 155. Changes were made after these tests were given to administer the tests in the Fall Semester using the three-category format but expanding the test to include 45 questions. It was felt that it was difficult to draw some reasonable observations or assessment from a 15-question test (5 questions in each category) and that a 45-question test (15 questions in each category) might lead to more substantive observations or assessment that can be used in re-evaluating these courses. BA 201, Principles of Managerial Accounting, administered a 25-question pre-test/post-test that did not focus on the three-category format.

Fall Semester 2002
Pre-tests/post/tests were administered in BA 211 and PS 155 using the 45-question three-category format. BA 200, Principles of Financial Accounting administered a 20-question pre-test/post-test that did not focus on the three-category format.

The focus on course objectives, ensuring that division syllabi were expanded to show linkages between and among lectures, readings, assignments, and exams was begun. Division meetings were held that began to address the importance of course objectives (the notes from these meetings are on file in the Management Division). The Management Division Assessment Coordinator critiqued division syllabi as a way to give feedback to division faculty regarding the writing of course objectives (the critiques are on file in the Management Division).

The Management Division held meetings addressing "gaps" in the expanding Management Division Assessment Program, issue was that adjuncts needed to be included in the administering of our assessment program.

Spring Semester 2003
Pre-tests/post-tests were administered in BA 211 and PS 155 using the 45-question three-category format. BA 200 administered a 20-question pre-test/post-test and BA 201 administered a 25-question pre-test/post-test, both tests did not use the three-category format. BA 320, Principles of Finance administered a 20-question pre-test/post-test that did not focus on the three-category format.

Division meetings were held addressing expanding the division assessment program to include graduate courses. A proposed graduate program statement (or set of objectives) was discussed (this statement or set of objectives is in the Management files). Discussion will continue in the

Fall Semester 2003 about this statement or set of objectives as well as establishing pre-tests/post-tests to be administered in more graduate courses.

- The first graduate courses administering pre-tests/post-tests took place in the Spring Quarter (which begins in March, after the Spring Semester begins, and ends in June, a month after the Spring Semester ends). These tests were administered in six courses taught by adjuncts. Addition pretest/post were administered in the summer quarter. The intention is to have future graduate pre-tests/post-tests conform to the 45-question, three-category format. Copies of the tests are on file in the Management Division.

A Saturday morning meeting was held with the adjunct faculty at which they were introduced to the division assessment program—and their expected participation in this program. A webCT site was created to help the adjuncts understand how to write course objectives.
A more developed assessment of the pre-tests/post-tests in BA 211 and PS 155 was conducted (the results are presented in this report).

Fall Semester 2003
The first division meeting scheduled to address the assessment program will focus on faculty feedback to this report. In addition, that meeting will discuss the expanded pre-tests/post-tests that will be administered in division courses offered in the Fall Semester—in addition to BA 211 and PS 155.

- A Management Division file contains copies of pre-tests/post-tests that will be administered in the Fall Semester 2003. Many Management Division courses are taught on an alternative-year basis so that students can receive a greater variety of courses. As a result, not all courses for each major will be offered in the Fall Semester 2003 or even Spring Semester 2004, however, by including courses offered in the Fall Semester 2004 and Spring Semester 2005, all courses in a major will have been offered, and will have administered a pre-test/post-test.
- The proposed graduate-course part of the Management Division Assessment program will be addressed in the Fall Semester 2003 with the intention of having pre-tests/post-tests administered in more graduate courses.
- The critiquing of course objectives by the Management Division Assessment Coordinator will be refined to address having course syllabi show linkages between and among questions on the pre-tests/post-tests and course objectives. The first critique (conducted in the Fall Semester 2002) addressed showing division faculty how to see linkages between and among lectures, readings, assignments, and exams.
- The Fall Semester 2003 will, again, include a meeting with adjunct faculty to ensure that they participate in the assessment program.
- The graduate student survey begun during the 2002-2003 academic year, will again be administered during the 2003-2004 academic year.

Overview of the Management Division Assessment Program

PART ONE-Pre- Test/Post- Test Format

1)Management Courses within the General Education requirements—pre-test/post-test format

This applies to two courses (BA 211-Microeconomics and PS 155-American Government: The Nation). All students who graduate with a degree from one of the majors offered through the Management Division will take at least one (if not both) of these courses. Both courses will conduct a pre-test and post-test consisting of 45 multiple choice questions. Three categories (15 questions each) will be tested:

   A) Basic Knowledge
   B) Substantive Knowledge
   C) Course Knowledge

OBJECTIVES

To compare and contrast the relationship between Basic Knowledge and Substantive Knowledge and between both Basic and Substantive Knowledge and Course Knowledge. Is it possible to see improvements in these categories of knowledge from the beginning compared to the end of a course?

RESULTS OF THE FIRST PRE-TEST/POST-TEST (2001-2002) COMPARED WITH SECOND PRE-TEST/POST-TEST (2002-2003)—What Changing the format from 15 to 45 Questions Might Mean; Results from BA 211, Microeconomics and PS 155, American Government: The Nation

This three-category breakdown was administered both semesters during the 2001-2002 academic year using a 15-question test (5 questions per category). For the 2002-2003 academic year, we expanded to the 45-question format. It is our hope that with more questions in each category a better measurement of the results can be achieved.

Based on the first pre-test/post-test results, there is an indication that students "learned." The word learned is put in parenthesis in order to briefly define it for quantitative purposes. By "learn" we were interested in whether students showed an increase in Course Knowledge-which we could be measured by comparing the results in that category of the pre-test with the post-test. For example, in BA 211-Microeconomics, the overall average on the Course Knowledge category was 1 (out of 5) for the pre-test and increased to an average of 2.7 (out of 5) on the post-test. Similarly, based on one of the sections of the PS 155-American Government: The Nation course, the overall average on the Course Knowledge category was 1.7 (out of 5) for the pre-test and increased to an average of 3.1 (out of 5) on the post-test.

Interestingly, students had higher averages on both the pre-test and post-test in the American Government: The Nation course compared with the Microeconomics course. We expected to see this since students are more exposed to issues associated with politics than they are with issues associated with economics (one study on the role of television and politics called it "the great leveler"-the point being that television helped to somewhat educate those with no knowledge of politics).

The assessment of the pre-test/post-test results for BA 211 and PS 155 using the 45-question three-category format included in this report shows that with more data more assessment is possible.

2)Pre-Test/Post-Test in Management Division Majors

In the Introduction it was pointed out that some changes were made regarding how we would administer the pre-test/post-test to our division majors—separate from division courses in the General Education program. The various majors will administer a 45-question pre-test/post-test using the three categories (Basic Knowledge, Substantive Knowledge, Course Knowledge). A Management Division file contains the tests that will be administered in the Fall Semester 2003. As our schedule shows, we plan to administer pre-tests/post-tests in all our division courses, phasing this in over the 2003-2004 and 2004-2005 academic years.

By assessing pre-tests/post-tests for all courses taken in a major, we may be able to develop an understanding if students learn somewhat evenly across all courses within a major or seem to make greater strides in learning in some courses as opposed to others within a major. For example, an introductory Accounting course or an introductory Finance course may provide students with so many new terms (or "language") that they may not advance as far in the pre-tests/post-tests in these courses as in a more advanced course in which they enter feeling comfortable about previously acquired knowledge. At this point this is pure speculation so developing a data base to compare pre-test/post-test results of all courses within a major may provide some interesting observations that can be used to improve how courses are integrated within a major.

3)Pre- Test/Post- Test in the Graduate Program

In the introduction it was pointed out that there has been a revision in how we intend to approach the administering of a graduate pre-test/post-test. Part Six of this report addresses aspects of our graduate program assessment process—but does not include a pre-test/post-test example, or designate in which course or courses the test will be given. We see this as a weakness of our assessment program, but expect that it will be corrected by the Fall Semester.

It is not that we have ignored the graduate program in our assessment program, since there is a student response survey that has been added to our assessment which was not proposed in our initial assessment program (discussed in Part Six of this report), but the issues raised in the Introduction to this report have delayed implementing a useful pre-test/post-test for the graduate program.

PART TWO: Management Division Guidelines for the Writing of Objectives to be included in Course Syllabi

Course Objectives in Syllabi and the Role of the Management Division Assessment Coordinator

As spelled out in the Overview, part of our division assessment program includes addressing course objectives in syllabuses in well-developed language. This is seen as a useful way to help students see the relationships between and among lectures, assignments, readings, and exams. Another way of considering the course objectives is as a means to support the pre-test/post-tests that have been and will be administered. Since we want students to develop an awareness that

they can think in a "before and after" mode ("Here's what I knew when I came into this course, and here's what I now know."), then well defined course objectives can help to create another aspect to learning where students see the reason for certain lectures or assignments or readings—and how they all reinforce each other.

The role of the Management Division Assessment Coordinator was to critique the division syllabi and give feedback to faculty members regarding their course objective sections in their syllabuses. In the case of the Management Division, this individual (Joe Cernik) has served for the past several years on the university's General Education Committee which has spent some considerable amount of time addressing the topic of course objectives. Since Cernik spent some time developing an understanding of how to write course objectives, it was understandable he would "educate" the Management Division faculty members on how to approach writing course objectives.

- A file is in the Management Division that contains critiques of division syllabi
- The next step for critiquing syllabi is to ensure that course objectives relate to the pre-tests/post-tests for each course.
- The meeting held on a Saturday morning in the Spring Semester 2003 with adjuncts introduced them to the Management Division Assessment Coordinator who will critique their syllabi beginning in the Fall Quarter 2003. The WebCT site created to help them regarding writing course objectives proved to be somewhat useful (several adjuncts used it).

The quality of division syllabuses regarding course objectives is still uneven—but is moving in the right direction. Division faculty have developed a clearer understanding of the advantages of well-developed course objective statements and have repeatedly asked the assessment coordinator to comment on what they are doing.

Of importance to the Management Division, was that the adjunct faculty were not "left out of the loop." A Saturday morning session was arranged (with most full-time and adjunct faculty in attendance, meeting in the Spring Quarter 2003), at which the Management Division Assessment Program was discussed—with particular focus for the adjuncts on the course objectives issue. An internet-accessible tool called "WebCT" which Lindenwood faculty can use, also can serve as a way to interact with faculty in general--and adjuncts in particular. A WebCT site was developed which includes information regarding the division assessment program and specifically addresses course objectives. Through this site, the adjuncts that are entered into it (this is the distinction between INTERnet and INTRAnet—with WebCT as intranet), are immediately email linked to the Management Division Assessment Coordinator. We see this a way of reaching out to ensure that the adjunct faculty are incorporated into our assessment program.

A) Each Undergraduate Course Syllabus, preferably after the Introduction or Course Description, but, in any case, on the first page will include the following:

"The objectives of this course are the following:"

(The number of objectives will vary, however, what is important is to demonstrate how the objectives are linked to exams, assignments, lectures, exercises, etc.) For example, using the PS 155-American Government: The Nation course, objectives are shown as tied to specific examinations, assignments, and lectures--as well as parts of the syllabus.

The objectives of this course are the following:

l) To help students develop good writing skills. Three categories are emphasized as essential to good writing (critical reading, analytical thinking, clear writing). Each of these categories is clearly explained in the syllabus and how they are used in determining grades on the three essay examinations.

2) To encourage students to develop an understanding of the limitations of television as the primary means of learning about American government and politics. The first essay assignment (together with its required readings)~ is designed to help students learn how to develop skills associated with "media analysis." Hopefully, students will develop an appreciation for reading newspapers-particularly since so many are easily accessible through the Internet-and which are hyper-linked through the WebCT site for this course.

3) To help students develop an understanding of how American Government is studied within the academic discipline called "Political Science." Through the lectures associated with the first examination, students are introduced to "the process of conceptualization." These lectures help students develop an understanding of how to take seemingly complex and, at times, confusing issues and break them down into manageable smaller "parts that make up the whole."

4) To encourage students to register to vote-and vote. Voting is not seen as confined to Presidential elections alone, but includes the variety of state and local elections--addressing both candidates and issues on which citizens are asked to vote. Students will be given information on where they can register to vote or, in some cases, voter registration will be conducted on campus.

B) Basics of the Objectives Section in the Syllabus

Management Division faculty will need to expand on the objectives-not the number per se, but the relationship of an objective to course content is important to demonstrate.

Action plan
The Graduate Programs set of Objectives. A set of objectives for the graduate program separate from a set of objectives for a graduate course will be considered at a Fall Semester 2003 division meeting focusing on graduate assessment. The notion that graduate students should develop a clear understanding that they are taking a program not just separate and distinct courses, is an issue that the division faculty feels the need to address. One of the ways of addressing this is through a statement that would appear in each graduate course syllabus. This statement does not prevent faculty from adding their own course objectives. In fact, we want to distinguish program from course objectives. A proposed graduate program set of objectives is on-file in the Management Division and will serve as a starting point for division discussion on this issue in the Fall Semester 2003.

PART THREE. Graduate Student Survey

This was not part of our initially proposed assessment program. Since all course offerings will be in the recently opened Spellmann Center, it was felt that it was important to get feedback from graduate students regarding the moving of all graduate courses from various buildings on campus to the Spellmann Center. In the process, this survey (which is included in a Management Division file), covered a range of questions which will provide us with feedback from students regarding a variety of aspects of the services at Lindenwood available to assist them, as well as the quality and relevance of our courses and program.

PART FOUR. Feedback and Taking Action

At this stage, we are in a wait and see stage since we really do not have enough information to make many proposed changes. But that may only be the case if we assume that the idea of assessment is to make massive reforms—which might not be the case. For example, the assessment of the pre-test/post-test in PS 155 American Government: The Nation makes a proposal for a change based on the test results from 2002-2003. In a similar way the Graduate Survey, provides us with some ways to consider the type of people that we might want to hire when considering faculty (full or part-time) for graduate courses. It is possible that the direction our assessment is taking us in, is that there may be several or many small proposals rather than some major overhaul of our programs.

PART FIVE. Assessment Methods for Management Division Majors

We were interested in some degree of standardization regarding the testing format, so that it might be possible to do cross-sectional analysis (or rather cross-major analysis). For example, suppose we take the results from these different tests and notice that one or two tests had higher (perhaps defined of as statistically significant) improvements from the pre to post tests than other tests in other majors. That might not mean a great deal with one year's results, but with tests administered over several years, perhaps some long-term trends might emerge that give insight into collectively examining the Management Division majors. In other words, there is a hope (perhaps an aspiration) that by the various majors using a standardized approach to cover the diversity of our majors, we might learn something using a comparative perspective.

Furthermore, if a major has a requirement of 12 or 16 courses and tests are administered in most or all of those courses then it might be possible to determine if students learn significantly more in one course over another course within a major. By assessing the amount of learning among courses within the same major, we feel this may provide a useful basis for assessment of our majors, thereby going beyond individual course assessment.

- The phase-in of the Management Division pre-tests/post-tests began in the Fall Semester 2003. The courses that will administer tests have completed copies of the test on file in the Management Division.
- There will be a scheduled phase-in over the 2003-2004 and 2004-2005 academic years. Many of our division courses are taught on an alternate year basis so it takes at least two years to cover most division courses.

PART SIX. Graduate Program Evaluation and Assessment

This is the part of our evaluation and assessment that needs to be worked on. Last year the first graduate student survey was conducted. This survey was not just focused on the MBA program, but also on a more holistic view of Lindenwood University, addressing questions toward various parts of the university (such as the bookstore and the registrar's office), which have an impact on graduate students. The intention is to administer this survey again during the 2003-2004 academic year.

The debate that was conducted within the division about the use of a pre-test/post-test focused on which courses this should be administered in. It has been decided that the pre-test/post-test (again, 45-questions, three categories) will be administered on a scheduled basis.

The other aspect of our division assessment program is the topic of course objectives. The division assessment coordinator critiqued syllabuses, but focused solely on undergraduate syllabuses. One way to look at this is that many of the faculty who were critiqued, teach at both the undergraduate and graduate level, so what they learned from that critique, they can apply that critique at both levels. Nevertheless, graduate syllabuses should be focused upon in the same way that undergraduate syllabuses were critiqued.

The issue of a graduate program set of objective separate from graduate course objectives (discussed earlier in this report) will be addressed in a Fall Semester 2003 division meeting on assessment.

- The graduate student survey and its assessment are in a file in the Management Division.
- As discussed earlier in this report, the first graduate course pre-tests/post-tests were administered in the Spring and Summer Quarter of 2003 in ten courses taught by adjuncts. A Fall Semester division faculty meeting focusing on assessment will focus on the assessment related to these courses. Earlier in this report, it was pointed out that one of the issues that has been raised regarding graduate course tests may be the need to include a question designed to place these tests into different groups (e.g., students with few graduate courses completed separate from students close to completing their MBA degrees). The tests administered in the Spring and Summer Quarters 2003 are on file in the Management Division.

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 control 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 2002-2003

Assessment of the Biology Majors Program consists of four components: Pre/Post Testing of the General Biology I & II sequence; assessment of academic performance and career success of graduating students; student input; external testing of selected students (i.e., PRAXIS, MCAT, GRE, etc). The results of our 2002/03 assessments in these four 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	Faculty	Jan	None	Aug 03
BIO 151	PostTest	Dec	Faculty	Jan	Modify Test and/or Revise presentation of material	Dec 03
BIO 152	PreTest	Jan	Faculty	June	None	Jan 04
BIO 152	PostTest	May	Faculty	June	Modify Test and/or Revise presentation of material	May 04
Graduating Students	PostTest	May	Faculty	June	Data Evaluation	May 04
	Exit Interview	May	Faculty Students	June	Data Evaluation	May 04
Graduates	6-12 month Survey	Dec	Faculty Graduates	March	Data Evaluation	Dec 03
	3 year Survey	March	Faculty Graduates	June	Data Evaluation	March 04
	5 year Survey	March	Faculty Graduates	June	Data Evaluation	March 06

ASSESSMENT OF GENERAL BIOLOGY AND BIOLOGY 401

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.

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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	7/25
Conceptual Understanding	13/25
Application	5/25
Evolution of Biological Diversity	12/25
Animal Form & Function	13/25

TABLE II: GENERAL BIOLOGY I & II PRE/POST TEST RESULTS

	Pre Test	Post Test	Change	% Improvement
BIO 151 Fall 02	7.20	10.63	3.43	48%
BIO 151 Avg To Date	7.35	10.81	3.46	47%
BIO 152 Spring 03	7.90	16.40	8.50	108%
BIO 152 Avg to Date	8.44	17.25	8.81	104%

RESULTS: The results of the Pre/Post Tests show marked improvement in scores for both BIO 151 and BIO 152. However, the level of improvement demonstrated on the BIO 152 test is more than double that seen for BIO 151. 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 in 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. We will return to the discussion of the differences between the BIO 151 and 152 Pre/Post Tests when we discuss Exit 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 9 students enrolled in BIO 401 along with 7 Environmental Biology students graduating in May or December 2003. The material included in these two tests covers most of the important areas that our students have studied in the Biology Program at Lindenwood University, so we feel that it can serve well as an Exit Exam for the program. (One major exception is Ecology / Environmental Biology. This material is not covered in General Biology so it is absent from the Pre/Post Tests. Our plan to address this deficiency is discussed further below.)

TABLE III: PRE/POST TEST RESULTS OF 2003 GRADUATING SENIORS COMPARED WITH THOSE OF GENERAL BIOLOGY STUDENTS

	Part I*	Part II*	Total
Graduating Students	12.81/25	14.88/25	27.69/50
Biology Majors	14.78/25	17.33/25	32.11/50
Env Biol Majors	10.29/25	11.71/25	22.00/50
General Biology Avg.[+]	10.81/25	17.25/25	28.06/50

* *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.

RESULTS: The overall performance of the graduating students on Part I of the Pre/Post Test was 18% 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. When the results for Biology majors and Environmental Biology majors are analyzed separately, significant differences are observed between the two groups of students, consistent with the types of coursework required for the two majors.

Item analysis was performed on the Part I Pre/Post Tests of the graduating seniors. Six questions were answered incorrectly by more than 2/3 of the respondents. Answer choices to two of these questions have been revised to eliminate ambiguous or confusing wording. Of the remaining items, three questions concern topics that are covered in both General Biology I and Cell Biology or Genetics. On two of these questions, the Biology majors (who take both Cell Biology and Genetics) performed somewhat better than the Environmental Biology majors (who take a single course, Cells & Heredity, covering mostly Genetics). The final question concerns a topic in Evolution, which all Biology and Environmental Biology majors are required to take. Instructors of the relevant courses (General Biology I, Cell Biology, Genetics, Cells & Heredity, and Evolution) will consider options for improving student learning in these areas. (See Action Plan below.)

In contrast to their performance on Part I of the Pre/Post Test, the graduating students scored 14% lower than the General Biology students on Part II of the Pre/Post Test. This actually represents an improvement, since in 2002 the average score of the graduating seniors was 30% lower than that of the General Biology students. In last year's assessment report, we speculated that one possible explanation for this result was that over 40% of the questions on the Part II test were of the Factual Recall type. Since most of the students do not take any other courses (such as Comparative Anatomy & Physiology or Developmental Biology) that reinforce the animal structure / function material, they have not had recent opportunities to refresh their knowledge in this area, and therefore, perform poorly on the Part II exam.

In 2003, the Part II exam was modified to reduce the number of Factual Recall questions and to more strongly emphasize higher order thinking skills. Comparison of the 2003 Part II results for the Biology majors and the Environmental Biology majors shows that the graduating Biology majors (several of whom had taken Comparative Vertebrate Anatomy & Physiology in Fall 2002) scored as well as the General Biology students who had just finished studying this material. Whereas, the Environmental Biology students, most of whom had taken BIO 152 three years ago and taken no other courses in this area, scored significantly lower.

Five of the questions on the Part II exam were answered incorrectly by more than 2/3 of the graduating seniors. These questions will be reviewed to determine whether they should be revised or whether these are areas of real deficiency in student learning that should be addressed though changes in course content or delivery. This analysis will be undertaken during the Fall 2003 semester after a new faculty member, who will teach General Biology II and related courses, has arrived. Pre/Post Test modifications and/or pedagogical changes will be developed and implemented when General Biology II is offered during Spring 2004. (See Action Plan below)

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 have decided to wait until new faculty members are in place before continuing with this action item. (One new faculty member will join us in July 2003 and another will probably arrive in Summer 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 Spring 2005.

CAREER SUCCESS OF GRADUATING STUDENTS

Another measure of the quality of the education offered by the 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. Six to twelve months post-graduation, we again surveyed the graduates about their employment or educational status. We have continued this pattern in 2002/03 – a Pre Graduation survey, a survey 6-12 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.

Twelve Biology students have graduated or will be graduating between December 2002 and August 2003. Six of these students majored in Environmental Biology and five of them hope to obtain immediate employment in that field. (The sixth is joining a family business.) Three Biology graduates hope to attend medical school – one has already been admitted for the Fall 2003 semester, one is on the waiting list for the same class, and one is applying for admission in 2004. One May 2003 biology graduate has applied for admission to a Physician Assistant program and another intends to apply to a nursing program. One May 2003 graduate intends to teach high school biology and is actively pursuing a position for the upcoming school year. We will survey these students in December of 2003 to learn whether they have succeeded with their post-graduation plans.

In December 2002, we surveyed students who graduated December 2001 through August 2002. We were able to obtain information on 13 of the 15 students. Of the three students who intended to teach High School Biology, all three had obtained teaching positions. Of the four Environmental Biology majors seeking employment in that field, two of them had obtained such positions, one is employed in a retail position and one did not respond to the survey. Of the three students who had planned to attend graduate school, one had been admitted and was pursuing a graduate degree, the other two were completing the application processes for their desired programs. One student who had originally planned to attend Pharmacy school had changed her mind and was working as a technician in a commercial chemistry laboratory. A student who had planned to enter the Peace Corps had done so, and two students who had hoped to attend medical school had delayed their application plans to coordinate with career plans of future spouses. We will survey these students again in March 2005.

In March 2004 we will survey the students who graduated December 2000 through August 2001 to determine their status approximately 3 years post-graduation. These results will be reported in the 2003/04 Assessment Report.

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 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 in Biology and in Environmental Sciences. Several students also suggested that the laboratories and laboratory equipment available to the students in classes and in their Independent Research projects need modernization. Both of these concerns are being addressed beginning in Fall 2003. We have recently hired an additional biologist whose area of expertise is field zoology. This will provide an additional instructor in the Environmental area and bring the opportunity to offer courses in zoology-related areas. During the summer of 2003 we are carrying out major laboratory renovation projects in Biology and Chemistry that will provide state of the art laboratory classrooms, along with separate spaces dedicated to student research.

EXTERNAL TESTING

Our final assessment measure consists of test results of graduating students who have taken national or state assessment tests, such as PRAXIS, MCAT and GRE. In 2002/03 one graduating biology major took the PRAXIS exam – he passed the exam on his first attempt. No students took the MCAT in April 2003, one is planning to take it in August 2003. None of our graduating students took the Biology GRE this year.

Although the data from external testing is limited, it is encouraging to us that our students are performing well. We plan to continue collecting these results and to gather what information may be available regarding test areas where our students can improve.

RESULTS OF ACTION PLAN FROM 2001/02 ASSESSMENT

- Develop assessment tools to be used in Ecology (BIO 365) and Advanced Environmental Biology (BIO 362) to address this deficiency area in the current Part I & Part II Test.
    - This item will be delayed until Spring 2005 as discussed above.

- Identify areas of MCAT where student improvement is necessary and incorporate this information into the relevant courses.
    - We have been unable to obtain this information from the MCAT service.

- Continue development of plans for remodeling Y211 for upper division biology labs; propose completion of project during summer 2003.

- This project will be completed by start of Fall 2003 semester

- Establish lab space and equipment for students to utilize when they are working on their Independent Research projects.
  - This project will be completed by start of Fall 2003 semester

ACTION PLAN RESULTING FROM 2002/03 BIOLOGY ASSESSMENT

- Biology faculty will meet during the faculty workshop in August 2003 to discuss approaches to improving student learning in areas of difficulty identified by Pre/Post Testing of graduating seniors. Instructors of the relevant courses (General Biology I & II, Cell Biology, Evolution, Genetics) will develop and implement changes in those courses and evaluate student learning in the critical areas. Results will be reported in June 2004.

- Biology majors will be strongly encouraged to do lab-based Independent Research projects, rather than library-based ones, to take advantage of the new student research lab space.

- The Biology Program Manager will conduct a comparative analysis of biology programs at similarly sized universities to gather data regarding course offerings, math and science requirements, student research opportunities, etc. This data will provide baseline information for the Biology faculty to evaluate the Lindenwood Biology program as we respond to upcoming changes in faculty.

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	Comprehensive Final From which knowledge, comprehension and application are assessed	Dec 2002, May 2003	Faculty	May 2003	Evaluate presentation of material	Fall 2003
CHM 100	CAT – 1-minute paper/muddiest point – gas laws	Spring 2003	Faculty-student	Immediate	Evaluate presentation of material	Fall 2003 – as needed
CHM 151	PreTest	Aug 2002	Faculty	August 2002	None	Aug 2003
CHM 151	Post Test	Dec 2002	Faculty	Jan 2003	Modify Test – Evaluate presentation of material	Dec 2003
CHM 151	CAT – 1 minute question – atomic structure	Sep 2002	Faculty – Student	Sep 2002	Modified Subsequent Lecture to cover additional material	As needed In Fall 2003
CHM 151	CAT – Muddiest Point – Empirical Formula	Sep 2002	Faculty-student	Sep 2002	Modified Subsequent Laboratory to cover additional material	As needed in Fall 2003
CHM 151	CAT – 1 minute question – nomenclature	October 2002	Faculty-student	October 2002	Modified Subsequent Laboratory to cover additional material	As needed in Fall 2003
CHM 151	CAT – 1 minute question – balancing reactions	October 2002	Faculty-Student	October 2002	None – lecture material was clear to 90+% of class	As needed in Fall 2003
CHM 151	CAT – 1 minute question – VSEPR/Covalent Bonding	November 2002	Faculty-student	November 2002	Modified Laboratory schedule to cover material that week in lab	As needed in Fall 2003
CHM 152	Pre Test	January	Faculty	January	None	January

		2003			2003		2004
CHM 152	Post Test given as part of the final exam	May 2003	Faculty		June 2003	Modify Test – Evaluate presentation of material	January 2003
CHM 152	CAT – 1 minute question – Equilibrium expressions	Feb 2003	Faculty-student		Feb 2003	Modified Homework assignment	As need Spring 2004
CHM 152	CAT – muddiest point – weak acid/ strong acid equilibrium	March 2003	Faculty – student		March 2003	Modified Lab that week to cover this topic	As needed Spring 2004
CHM 361	Comprehensive Final From which knowledge, comprehension and application are assessed	Dec 2002	Faculty		May 2003	Evaluate presentation of material	Fall 2003
CHM 362	Comprehensive Final From which knowledge, comprehension and application are assessed	Dec 2002, May 2003	Faculty		May 2003	Evaluate presentation of material	Fall 2003

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

CHM100, Concepts of Chemistry
    Assessment of Concepts of Chemistry may be found under General Education, Physical Sciences, Chemistry

CHM 151 and 152, General Chemistry I and II
    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. CHM 152 covers intermolecular forces and solution dynamics, reaction and nuclear kinetics, general and acid/base equilibrium, as well as advanced thermodynamics and electrochemistry. The objectives for CHM 152 are much more structured to build upon the broad based knowledge of the CHM 151 course into specific applications for problems solving skills in the topics listed previously.

During the 2002-2003 academic year the CHM 151/152 sequence was assessed using Pre/Post Tests and multiple Classroom Assessment Techniques (CATs) as outlined in the table below.

Course	Pre Test Class Average	Post Test Class Average	% Change
CHM 151	31.20 %	68.67 %	+37.47 %
CHM 152	15.07 %	65.03%	+49.96 %

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	38.10 %	64.88 %	+26.78 %
Comprehension based questions	25.32 %	72.29 %	+46.97 %

As a result of the pre and post test, the test will be reconfigured to eliminate questions that appeared to be difficult to understand and to include more competencies. In addition, certain key topics that are knowledge based such as nomenclature will be evaluated for more effective retention of material.

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 qualitative improvement in the comprehension of the material in laboratories and exams. Qualitative analysis may be considered in future semesters and will be discussed by the chemistry faculty during the 2003-2004 academic year.

CHM 152: The pre and post tests for CHM 152 were evaluated based upon overall percentages. The post test was given as part of the final exam. Areas of Knowledge, Comprehension and Application were included. The overall improvement in the pre and post test scores indicated that students entered the course with far less knowledge of the material than those entering CHM 151 – this is not surprising due to the advanced nature of the material and limited coverage that a student would see of this material in high school. To be more effective the pre and post tests will be re-written and evaluated based on multiple competencies for the 2003-2004 academic year.

In analyzing the effectiveness of the CATs students showed short term qualitative improvement on exams and laboratories for the two topics in which CATs were utilized. Given this improvement the use of more CATs in Spring 2003 semester will be evaluated by the chemistry faculty for feasibility. In addition the linkage of the CAT topics to post test questions will also be evaluated for feasibility.

CHM 361 Organic Chemistry I

A comprehensive final exam was administered and several questions from this exam were chosen for evaluation of the students understanding of the three basic categories of Bloom's taxonomy: knowledge, comprehension and application. The following shows the overall percentage of students answering these questions correctly.

Intelligence Level	Percent of Questions
Year	02-03
Knowledge	76.2%
Comprehension	52.4%
Application	33.3%

Analysis: The percentages show an expected decrease in the learning levels. More time will be spent on problem solving during the course to try to increase the percentage of students answering the comprehension and application portion of the exam.

CHM 362 Organic Chemistry II

A comprehensive final exam was administered and several questions from this exam were chosen for evaluation of the students understanding of the three basic categories of Bloom's taxonomy: knowledge, comprehension and application. The following shows the overall percentage of students answering these questions correctly.

Intelligence Level	Percent of Questions
Year	02-03
Knowledge	79.4%
Comprehension	82.4%
Application	41.2%

Analysis: The percentages of students correctly answering the knowledge and comprehension questions are about the same. But the percentage of students answering the application questions correctly decreases by about half. The students seemed to have difficulty performing multi-step synthesis problems and problems that required two or three concepts combined. More time will be spent developing these skills.

Program Action Plan:

1. A Pre and Post Test Evaluation will be added for CHM 371 and 372 – the Physical Chemistry Series. In addition a mid-semester evaluation will be added for these courses for student self-evaluation as well as instructor effectiveness evaluation.
2. The chemistry faculty will explore the use of the Praxis and MCAT scores for majors as tools to evaluate the overall competencies of majors.
3. The chemistry faculty will evaluate various options including Pre/Post Testing of freshman and seniors for improving the assessment of the majors.

COMPUTER SCIENCE PROGRAM

Mission Statement

The Lindenwood Computer Science Department mission is to

1. Provide all Lindenwood students an opportunity to appreciate and understand Computer Science and its role in our society.

2. Prepare Computer Science students for careers in the field of computing and information technologies.

3. Prepare interested students for graduate study in the filed of Computer Science.

4. Serve the Computer Science discipline by encouraging faculty and students to understand, apply, and develop skills in the area of programming and information technologies independent of a formal setting.

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 303
Computer Graphics and Visual Computing	CSC 402, CSC 405
Data Structure Analysis	CSC 407
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 220, 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

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).

Assessment Report

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 they taught. 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 first year in which the computer science program has been formally assessed. Between five and eight objectives were written for each of the lower level computer science courses taught this year. These include CSC 100, CSC 101 (now CSC 144), CSC 102 (now CSC 184), CSC 255. Course objectives were also written for CSC 305. For each of these courses appropriate data were collected from each student who finished the course. This data were averaged for each objective. If there were multiple sections with different instructors, the data were pooled. In most cases, test scores, problem scores, or assignment scores throughout the semester from each of the units where the particular objectives were covered were used to provide the data. In addition, matrix tables are on file for the above mentioned courses relating each course objective to the appropriate program objective.

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 course will be evaluate 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.

We have added a new major this year in Computer Information Systems. Although many courses in this program are the same as for the Computer Science program, there are some differences in mission statement, objectives and come courses. These will have to be developed in the coming year.

Course Results

Fall 2002

There were 8 sections taught by 3 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 2002	Number of	COURSE OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	Students
CSC 100	2	71.2	71.2	77.4	75.5	73.9	90.0	73.9	73.9	35
CSC 101	2	78.6	83.1	77.2	76.6	77.2	77.2	64.0	71.0	36
CSC 102	1	79.1	78.5	73.3	83.8	78.5	80.8	80.8	78.5	8
CSC 255	1	77.3	80.9	76.6	72.2	80.8	78.8	84.9	72.4	15
CSC 305	1	84.0	88.0	74.0	76.0	77.0	85.0	86.0	90.0	22
CSC 405 *	1	NA	NA	NA	NA	NA	NA	NA	NA	NA

NA - Indicates Course Objectives not yet developed.

X - Indicates objective not covered or not tested this semester

* Course Objectives not yet developed

Spring 2003

There were 9 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

Spring 2003	Number of	COURSE OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	Students
CSC 100	1	69.3	69.3	74.1	73.1	71.2	81.1	66.2	66.2	25
CSC 101	2	81.0	77.0	80.0	75.5	75.0	74.0	74.0	70.0	32
CSC 102	2	74.1	65.2	78.0	72.0	70.3	71.0	71.0	68.8	24
CSC 303 *	1	NA	NA	NA	NA	NA	NA	NA	NA	NA
CSC 402	1	87	88	78	81	80	74	77	76	24
CSC 406 *	1	NA	NA	NA	NA	NA	NA	NA	NA	NA
CSC 407 *	1	NA	NA	NA	NA	NA	NA	NA	NA	NA

NA - Indicates Course Objectives not yet developed.

X - Indicates objective not covered or not tested this semester

* Course Objectives not yet developed

Program Results

The following tables show how well each course supported each program objective.

FALL 2002	Number of	PROGRAM OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7		Students
CSC 100	2	76.7	78.9	74.4	72.6	79.3	73.9	82.8		35
CSC 101	2	75.6	75.6	75.6	X	X	X	X		36
CSC 102	1	79.2	79.2	79.2	X	X	X	X		8
CSC 255	1	79.1	77.6	78.0	77.3	X	77.6	X		15
CSC 305	1	NA	NA	NA	NA	NA	NA	NA		22
CSC 405	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.

Spring 2003	Number of	PROGRAM OBJECTIVES								Number of
Course	Sections	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7		Students
CSC 100	1	71.4	74.5	76.3	67.8	71.2	66.2	77.1		25
CSC 101	2	75.8	75.8	75.8	X	X	X	X		32
CSC 102	2	71.3	71.3	71.3	X	X	X	X		24
CSC 303	1	NA	NA	NA	NA	NA	NA	NA		NA
CSC 402	1	NA	NA	NA	NA	NA	NA	NA		24
CSC 406	1	NA	NA	NA	NA	NA	NA	NA		NA
CSC 407	1	NA	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.

Actions

Both of the computer science instructors are relatively new to Lindenwood having arrived in the Fall semester of 2001. This is only the first year in which the Computer Science Department has employed the assessment format employed successfully by the Mathematics Department. We have adopted 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 concentrated our assessment development efforts on the lower level classes. This is where we have the most students and thus assessment at this level would have the greatest immediate impact. 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.

As our initial efforts to develop a new assessment program for computer science concentrated on lower level courses, we have not developed objectives for most of our upper division courses. Future plans call for the development of course objectives for all upper division courses. This will be done on an evolving basis as the courses are taught.

We attempt to schedule instructors so that they teach the same course at least twice in succession. This allows us to make rapid adjustments and improvements to courses. 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 2002-2003 are shown in the above tables. Each of these will now be addressed in turn.

Fall 2002

The only area of concern was in CSC 101. The results for Objective 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.

Spring 2003

In the CSC 100 course, Objective Numbers One, Two, Seven and Eight were below 70%. The first two objectives dealt with the technical subjects of computer hardware and number systems respectively. Objectives seven and eight deals with networks and telecommunications. More time will be spent on these areas with more examples included to help the student understand the material.

In the CSC 102 course, Objective Numbers Two and Eight were below 70%. Objective Two dealt with the students' first exposure to writing programs in C++. Objective Eight dealt with the concept of group data into more useful units called arrays. In future classes more time will be spent on these areas with more examples included to help the student understand the material.

Action plans for the next cycle assessment

1. Review the course objectives where needed. The is done on a 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.
4. Plan to improve our data by assigning weights to course objectives as well as program objectives.
5. Develop course objectives for all upper division courses as they are taught or have been taught in the previous year.
6. Develop Correlation Matrices for the upper division courses in conjunction with Objective 5.
7. Develop a separate assessment program (mission statement, set of objectives, etc.) for the new Computer Information Systems program.

EARTH SCIENCE

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 environment.

Assessment of the following Earth Science courses will be found under General Education, Mathematics and Natural Science Requirement, Earth Sciences

    ESA 100OL – Astronomy Online
    ESG 100 – Physical Geology
    ESG 105 – Survey of Geology
    ESM 100 – Introductory Meteorology
    ESG 120 – Oceanography

Environmental Geology

    a. Departmental Goals and Objectives

Environmental Geology Assessment Objectives	
Course Goals	It is hoped that during the semester, you will achieve a higher level of understanding of Environmental Geology. Two goals are paramount in the process. They are: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration • Apply analytical reasoning to both qualitative and quantitative evidence
Objectives	The primary focus of this course is to: • Explore the dynamics of how the planet Earth works • Explore the relationship between natural and man-made systems to changing conditions on Earth • Evaluate the role that humans and developing technologies play in maintaining and altering these planetary conditions

    b. List of assessment instruments

Course	ESG 310-11 Environmental Geology	
Assessment Type	PreTest	PostTest
Date of Assessment		
Responsible Faculty		
Student Participation		
Data Review		
Action to be Taken	Develop	
Date and Type of Next Assessment		

    c. Narrative of results:

1) Procedure and rationale
   No comment

2) Results
   No comment

3) Action taken as a result
   A PreTest/PostTest assessment needs to be developed and administered.

d. Action plan for next cycle of assessment
   The PreTest/PostTest assessment will be developed during the 2003-2004 academic school year. It will be administered starting in the 2004-2005 academic school year. Students will be involved in the process

Data and charts
None

Geographic Information Systems

a. Departmental goals and objectives

(as found in the syllabus)

GIS Assessment Objectives	
Course goals	It is hoped that during the semester, you will achieve a higher level of understanding of GIS. Two goals are paramount in the process. They are: • Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration • Apply analytical reasoning to both qualitative and quantitative evidence
Objectives	To accomplish this, you need a basic understanding of the following concepts:

b. List of assessment instruments

Course	ESG 305-11 GIS	
Assessment Type	PreTest	PostTest
Date of Assessment		
Responsible Faculty	Perantoni	Perantoni
Student Participation		
Data Review		
Action to be Taken	Develop	Develop
Date and Type of Next Assessment		

c. Narrative of results:
   1) Procedure and rationale
      No comment

2) Results
No comment

3) Action taken as a result
A PreTest/PostTest assessment needs to be developed and administered.

Action plan for next cycle of assessment
The PreTest/PostTest assessment will be developed during the 2003-2004 academic school year. It will be administered starting the Spring of 2004.

MATHEMATICS

Mission

The Lindenwood Mathematics Department mission is to

1. Provide all Lindenwood students an opportunity to appreciate and understand Mathematics and its role in our culture

2. Prepare Mathematics students for careers secondary education, science, computer science, engineering

3. Prepare students interested in Mathematics for graduate study

4. Serve the Mathematical Science discipline by encouraging faculty and students to understand, apply, and develop Mathematics independently.

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

1. Understand the basic concepts (CONC) of each knowledge area.

2. Understand the basic skills and tools (SKAT) associated with each knowledge area.

3. Understand the logical foundations (LOGF) of mathematics.

4. Know the historical development (HISTD) of mathematics.

5. Understand the applications (APPL) of mathematics to our culture

6. Recognize the interrelationships between knowledge areas (INTER) of mathematics.

7. Read and communicate mathematics independently (SEM).

Assessment

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

Each instructor will submit for the file
- A copy of the course syllabus
- A copy of the final for each course taught.
- Performance records on each course objective
- The instructor's epilogue 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 2002
There were 7 sections taught by 3 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	2	60	75	0	66	0	0	0	X	28
MTH 172	1	62	76	71	68	0	53	82	0	17
MTH 200	1	88	84	90	84	0	X	X	X	12
MTH 303	1	77	75	68	88	62	63	70	X	12
MTH 320	1	79	60	64	60	0	71	X	X	10
MTH 321	1	65	73	78	92	62	78	X	X	17

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 2002	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 60	Identify the graphs of linear, quadratic, exponential, trigonometric, and power functions, and to apply these basic functions to a variety of problems.	X						

FALL 2002	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ2 75	Find limits both graphically and algebraically.	X	X	X				
OBJ3 0	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 66	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 0	Approximate the definite integral using limits.	X	X	X				
OBJ6 0	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 2002	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 62	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	X				
OBJ3 71	Determine the convergence or divergence of improper integrals;	X	X	X				
OBJ4 68	Apply the concept of integration in areas such as geometry, probability, and physics.				X	X		
OBJ5 0	Understand and determine the convergence and divergence of sequences and series.	X	X	X	X		X	
OBJ6 53	Determine the Taylor approximation of a function.	X	X	X			X	
OBJ7 82	Solve basic differential equations.	X	X			X	X	
OBJ8 0	Develop models using differential equations	X	X		X	X	X	

Objectives MTH 200 Introduction to Advanced Mathematics

FALL 2002	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM

OBJ1 88	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 84	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proof.	X	X	X	X		X	
OBJ3 90	Use the basic elements and algorithms of number theory.	X	X		X			
OBJ4 84	Use mathematical induction	X	X	X				
OBJ5 0	Use recursion in definitions, algorithms and proofs.	X	X	X			X	

Objectives MTH 303 Calculus III

FALL 2002	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 77	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 68	Solve unconstrained and constrained optimization problems	X	X			X	X	
OBJ4 88	Use integrals in Cartesian, polar, spherical, and cylindrical coordinates	X	X			X		
OBJ5 62	.Model motion in space using parametric functions	X	X					
OBJ6 63	Apply vector fields to model flows and fluxes	X			X	X		

| OBJ7 70 | Use the three fundamental theorems of multivariate calculus in computations | X | X | | | X | X | |

Objectives MTH 320 Algebraic Structures

	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
FALL 2002								
OBJ1 79	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 60	Use the well ordering principle and mathematical induction as logical basis for the arithmetic of the natural integers.			X	X			
OBJ3 64	Study the basic elements of the structures of groups, rings and fields as abstractions of the arithmetic of the natural integers.			X	X			
OBJ4 60	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 71	Apply these structures and techniques to the theory of equations and to geometry			X	X		X	

Objectives MTH 321 Discrete Mathematics

	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
FALL 2002								
OBJ1 65	Use mathematical reasoning.	X	X	X				
OBJ2 73	Specify, verify and analyze algorithms.					X	X	
OBJ3 78	Specify the order of growth of complex functions in terms of simpler functions.		X		X			
OBJ4 92	Encode and decode messages using RSA encryption as an application of number theory					X		
OBJ5 62	Enumerate abstract objects.		X			X	X	
OBJ6 78	Examine and use discrete structures such as sets, permutations, relations, graphs, trees and finite state machines	X	X					

Spring 2003

There were 8 sections taught by 3 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	0	69	50	66	41	85	0	X	17
MTH 172	2	75	84	78	74	68	63	66	X	19
MTH 200	1	84	82	80	84	0	X	X	X	12
MTH 303	1	61	71	58	78	59	56	X	X	13
MTH 311	1	67	61	76	57	16	0	0	0	13
MTH 315	1	90	74	80	90	80	84	X	X	23
MTH 341	1	95	82	75	79	73	X	X	X	12

Objectives for MTH 171 - Calculus I

SPRING 2003	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 0	Identify the graphs of linear, quadratic, exponential, trigonometric, and power functions, and to apply these basic functions to a variety of problems.	X	X					
OBJ2 69	Find limits both graphically and algebraically.	X	X	X				
OBJ3 50	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 66	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 41	Approximate the definite integral using limits.	X	X	X				
OBJ6 85	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(revised)

SPRING 2003	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM

	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 75	Explain the connection between Riemann sums and definite integrals; approximate definite integrals with Riemann Sums and other numerical methods(e.g., trapezoidal)	X	X					
OBJ2 84	Use approximate methods for evaluation of definite and indefinite integrals.	X	X	X				
OBJ3 78	Use limits to determine the convergence or divergence of improper integrals;	X	X	X			X	
OBJ4 74	Use integrals in various applications: geometry (areas, volumes lengths), physics (work, force, centroids), and economics.				X	X		
OBJ5 68	Use tests to determine the convergence or divergence of series.	X	X	X	X		X	
OBJ6 63	Find the Taylor series expansions for various functions; determine their convergence properties	X	X	X			X	
OBJ7 66	Compute the dot and cross products of vectors; use them to represent lines and planes in thre dimensions	X	X				X	

Objectives MTH 200 Introduction to Advanced Mathematics

SPRING 2003	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM

OBJ1 84	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 82	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proof.	X	X	X	X		X	
OBJ3 80	Use the basic elements and algorithms of number theory.	X	X	X	X		X	
OBJ4 84	Use mathematical induction	X	X	X				
OBJ5 0	Use recursion in definitions, algorithms and proofs.	X	X	X			X	

Objectives MTH 303 Calculus III

SPRING 2003	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 61	Use vectors to study and describe geometrical objects.	X	X					
OBJ2 71	Use the derivative and integral to analyze and use functions of one and several variables.	X	X				X	
OBJ3 58	Solve unconstrained and constrained optimization problems	X	X			X	X	
OBJ4 78	Use integrals in Cartesian, polar, spherical, and cylindrical coordinates	X	X			X		
OBJ5 59	.Model motion in space using parametric functions	X	X					
OBJ6 56	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 311 Differential Equations

SPRING 2003	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 67	Solve and apply differential equations (DEs) of order one.	X	X					
OBJ2 61	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 57	Apply linear DEs of order 2 to vibration problems.	X	X			X		
OBJ5 16	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 315 Linear Algebra

SPRING 2003	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 90	Support mathematical statements with proofs	X	X					
OBJ2 74	Use the axioms of a vector space as a basis for these proofs	X	X				X	
OBJ3 80	Perform vector operations	X	X			X	X	
OBJ4 90	Perform matrix operations	X	X			X		
OBJ5 80	Solve linear systems of equations by several methods	X	X					

		CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ6 84	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 2003	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 95	Summarize and display data, calculate measures of central tendency, variation, and position	X	X					
OBJ2 82	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 78	Develop theory for mathematical models to describe random experiments for discrete random variables	X	X	X		X	X	
OBJ4 79	Develop theory for mathematical models to describe random experiments for continuous random variables	X	X	X		X	X	
OBJ5 73	Use mathematical models to compute the probability of events	X	X			X	X	

Actions

This is the second 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. Most of our courses in this group are taught at least twice in succession by the same instructor. 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.

As a result of our assessment process, MTH 171 and MTH 172 Calculus I and II have been shifted from the Reform approach previously used to an approach that is more traditional yet still retains the flavor of the Reform Calculus

with respect to numerical, graphing and algebraic applications. These changes to the curriculum will better serve the growing number of students in our Pre-engineering program. Consequently, the objectives for Math 172 were revised for the Spring semester to reflect this shift in approach. Textbook changes are also being considered for the Calculus sequence based on the revisions already made and continued assessment. Based on our assessments in the fall semester of Calculus I (MTH 172) the review material related to Objective 1. (Identify the graphs of linear, quadratic, exponential, trigonometric, and power functions, and to apply these basic functions to a variety of problems.) were reviewed just prior to its use, this allowed the course to further develop the uses of the derivative in graphing and to introduce the definite and indefinite integral. The objectives for Calculus I will be modified for the Fall Semester 2003. The rigorous calculus course needed by students of Mathematics and Pre-engineering is not suitable for all students. A one-semester Survey Calculus course will be proposed for next year.

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. This material will be moved to Discrete Mathematics (MTH/CSC 321).

Abstraction and the role of proof in Mathematics This is revealed in the assessment scores below 70 in objectives 2,3,4. Be sure that results are thoroughly understood via concrete examples before any proof is discussed or presented. Specifically assign practice exercises before formal proof are tried.
Objective5 for Algebraic Structures requires that the structures developed be used to trace the historical development of the concept of number. The readings, problems and classes in the course deal with this topic implicitly. This objective was not adequately explicitly assessed.

Objectives 5,6,7,8 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.

The departmental objective " read and communicate mathematics independently" (SEM) has not been met. 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. Plan to improve our data by assigning weights to course objectives as well as program objectives.
5. Develop and propose one semester Survey Calculus course which would exploit technology such as graphical calculators to develop the derivative and integral and use these to models from the life and social sciences as well as business and economics. Plan to introduce this course in Spring 2004.
4. Introduce projects and presentations in our upper level courses to achieve the departmental objective " read and communicate mathematics independently" (SEM). Fall and Spring Semester 2003-2004.
5. Consider the development a one hour "capstone" course and an associated examination which tests the core knowledge of Undergraduate Mathematics Majors. Plan this in Fall 2003 for possible inclusion in the next catalogue and implementation by Fall 2004.

PSYCHOLOGY

The Psychology Program assessment report will be provided during Fall 2003.

Assessment for PSY 100 Principles of Psychology, may be found under General education, Social Sciences requirement, Psychology

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.

EXPERIMENTAL PSYCHOLOGY (PSY 202)

Experimental psychology is the first course we offer in our program that focuses on logic and methods of psychological research. In addition to the principles of psychology class, students are required to take basic statistics before enrolling in experimental psychology. Two exceptions were made based on the students' status and previous academic records.

At the beginning of the semester, 20 students were enrolled in the experimental psychology class. Two of them subsequently dropped out of the course (both were business administration majors). Of the 18 students, data from four students were omitted from the overall analysis because they had either taken experimental psychology or research methods class prior to this semester, and data from two more students were omitted because they were not present at the time of the post-test. This resulted in the final evaluation being based on 12 students from the experimental psychology class of the spring semester in 2003.

As a comparison group, the students from the Adolescent Psychology course were asked to provide pre- and post-test data on the same tests. The only prerequisite for the adolescent psychology class is the principles of psychology class. Although this class is not a requirement for our majors, it is a requirement for education majors who would like certification in reading, as well as for human services majors with special emphasis on social science. Based on availability of students at the time of testing and after eliminating data from students who have taken experimental psychology and/or research methods classes previously, the total number of students included in the final analysis from this class was 13 students.

Two versions of the assessment test were employed. Half of the students enrolled in the experimental psychology class and half of the students enrolled in the adolescent psychology class received Test A at pre-test. The remaining half of all students received Test B at pre-test. Toward the end of the semester, students were

administered the test they had not received previously as their post-test. The students in the experimental psychology class were not informed of when they would be given the post-test.

SOCIOLOGY/ANTHROPOLOGY PROGRAM

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.

INSTITUTIONAL UNDERSTANDING FOR SOCIOLOGY AND ANTHROPOLOGY STUDENTS

Students should have a cross-cultural understanding of the different forms of family structure and marriage, educational institutions, the major religious belief systems and institutions, and economic and political systems that exist throughout the world. This objective measures the knowledge, comprehension, analytical, and evaluation competencies 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.

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,"

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 major essays	May 2004	Review portfolios according to standardized criteria: Scoring portfolio	Fall 2004 Department meets 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.

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.

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 twice 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 172 undergraduate and 206 graduate students:

Year: June 2002 to May 2003

Major	Undergraduate Culminating Projects		Graduate Culminating Projects or Capstone Courses	
	No. of Students	Average	No. of Students	Average
Business Administration	94	3.2	138	3.9
Communications	17	3.5	22	3.9
Human Resource Management	12	3.4	25	4.0
Gerontology	1	2.7		
Health Management	7	3.2	2	4.0
Valuation Sciences				
Criminal Justice	10	3.7	19	3.8
Information Technology	31	3.3		

This method of assessing culminating projects began in June of 2001 and so there are two years of data. Summary statistics were kept on 131 undergraduate students and 157 graduate students from June 2001 – May 2002. The table that follows indicates some trends but is skewed by the lack of information on the number of graduates in each major in 2001-2002. For example, the 2.7 in gerontology in 2002 – 2003 represents a single student whose culminating project was weak. There is no information on the number of gerontology students who were measured in 2001 – 2002 to produce the score of 3.6. Future assessments will be sufficiently complete to allow a statistical evaluation of the scores.

Comparison of June 2001 – May 2002 and June 2002 – May 2003

Major	Undergraduate Culminating Projects		Graduate Culminating Projects or Capstone Courses	
	2001-2002	2002-2003	2001-2002	2002-2003
Business Administration	3.4	3.2	3.8	3.9
Communications	3.3	3.5	3.7	3.9
Human Resource Management	3.5	3.4		4.0
Gerontology	3.6	2.7		
Health Management	3.6	3.2		4.0
Valuation Sciences	3.7			
Criminal Justice	4.0	3.7	4.0	3.8

Information Technology	3.5	3.3

Student Evaluations in the Clusters

The L.C.I.E. Action Plan for 2002-2003 states that student evaluation forms will be designed for each of the general education clusters and for each of the clusters in the majors. Instructors will begin to use these forms in September of 2002. These preliminary forms will be revised throughout the 2002-2003 academic year until a uniform method of identifying and documenting the level of achievement of necessary skills is developed. This information will allow the program directors and instructors to improve teaching techniques and materials.

This portion of the Action Plan was implemented. Directors of programs and the faculty teaching in those programs met and agreed upon a set of objectives for each of the clusters taught in the fall quarter of 2002. These objectives were revised in some clusters in the winter quarter of 2003. The objectives for each cluster and the activities used to measure each objective are listed in the cluster syllabus. The process will continue as all clusters listed in the catalog cycle through the schedule.

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. A copy of the form used to review syllabi is attached at the end of this report.

The following is a sample evaluation form. Brief versions of each form for each cluster will follow at the end of this report.

LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION
SUMMARY EVALUATION OF THE STUDENT

Student's Name_____ Quarter of Evaluation _____
Faculty Advisor's Name _____

Course Number	Course Title	Sem. Hrs.	Grade
ICM-400.	HISTORICAL DEVELOPMENT & TRENDS	3	
ICM-405.	MEDIA & SOCIETY	3	
ICM-406.	THEORIES OF COMMUNICATION	3	

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

___ 1. Demonstrate the ability to compose an essay and articulate a thesis clearly and concisely.
Comment:

___ 2. Correctly use punctuation, grammar and syntax.
Comment:

___ 3. Employ correct word choice and diction.
Comment:

___ 4. Identify, analyze, and use appropriate reference materials.
Comment:

___ 5. Apply MLA rules for format and documentation in written work.
Comment:

___ 6. Demonstrate competency in oral communication skills and techniques.
Comment:

___ 7. Recognize, analyze, and demonstrate understanding of major communication theories.
Comment:

___ 8. Demonstrate an ability to work effectively in a small group.
Comment:

___ 9. Demonstrate a knowledge of the various fields within communications, including a knowledge of historical factors, significant current trends, and future developments.
Comment:

_____ 10. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.
Comment:

_____ SKILLS ASSESSMENT INVENTORY SCORE _____ TOTAL POINTS POSSIBLE ON SKILLS ASSESSMENT

Rating 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.

Instructor:_____
                    Print Name   Signature

Student: If you disagree with this evaluation, please send a written
         explanation to your INSTRUCTOR and to your FACULTY ADVISOR.

Skills Assessment Inventories in the Clusters

L.C.I.E. 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) has been 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. This standardization and the weight of the SAI in determining grades is included in the 2003-2004 Action Plan.

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 fall quarter 2002 and the winter quarter 2003. Blank cells indicate either that the cluster was not offered in the corresponding quarter or that the instructor(s) did not use the indicated tool.

| Cluster | Fall 2002 | | | Winter 2003 | | |
	Students	Evaluation	SAI	Students	Evaluation	SAI
General Education	Number	Eval %	SAI %	Number	Eval %	SAI %
Communications	122	88	79	123	82	79
Humanities	43	91	82	69	91	90
Social Sciences	45	83	92	42	82	82
Mathematics	65	83	79	62	91	88
Natural Sciences	52	91	86	51	86	85
CC Africa	23	91	89	22	89	
CC Russia	20	91	87	25	98	94
CC Native Americans	27	100	100	19	96	89
CC Japan	11	80		13	77	68
CC Latin America				6	88	78
Business Administration	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Undergraduate						
Accounting	26	80	82	41	84	73
Management	50	90	94	49	85	87
Marketing	40	91	85	36	86	84
Economics	31	94	88	32	91	81
Business Law	34	92	90	41	91	87
Graduate						
Accounting	35	90	75	36	92	79
Marketing	52	89	88	45	90	90
Management	89	92	92	46	94	90
Finance	22	92	84	14	94	85
Communications	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Historical Trends	12	86	83	10	84	80
Advertising	25	95	84	23	97	76
Written Com. for Business	6	100	100			
Advanced Creative Writing	10	98	66			
Organizational Com. Theory	22	94	84	24	98	87
Desktop Publishing	13	99	98	12	100	89
Public Relations	17	98	97	11	100	100

	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Business Graphics				12	100	97
Communications Capstone	8	96	94	10	99	100

Criminal Justice	Number	Eval. %	SAI %	Number	Eval. %	SAI %
CJ Systems	12	99	99			
CJ Administration				12	88	94
Policing	13	98	99			
CJ Communications				11	95	98
Criminal Procedure				11	95	95
Critical Issues	12	87	91			
Administration of Justice				12	99	99

Gerontology	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Resource Allocation	8	98	96			
Mental Health Issues				8	90	83

Health Management	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Ethical Issues	11	89	89			
Health Care Finance	8	97	94			
Strategies				11	88	83
Health Care Policy/Resources	7	99	99			
Legal Issues				11	98	88
Management in Health Care				6	98	90

Human Resource Management	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Employee Supervision	50	96	88	50	93	86
Adult Learning	15	90	89	8	91	90
Group Dynamics	16	94	96	20	96	94
Organizational Assessment	13	97	95	22	94	94
Strategies for HRM	12	81	72	15	80	68

Information Technology	Number	Eval. %	SAI %	Number	Eval. %	SAI %
Management Information Systems	20	94	92	13	100	100
Networking Essentials	13	94	93	12	93	90
Operating Systems	11	98	86	13	97	71
Project Management	11	93	86	6	98	92
Web Design	12	89	96			
Database Design				12	94	85
Essential Computer Mathematics	11	89	90	11	85	84

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.

As data is standardized and collected over the next few quarters, it should indicate trends in student performance as in the following example in business administration. This example shows that in the fall quarter there was a moderate positive correlation between student evaluations and SAIs.

Business Administration Winter 2003

Chart: X-axis "Student Evaluations" (80, 85, 90, 95); Y-axis "Skills Assessment Inventories" (0, 20, 40, 60, 80, 100). Legend: ◆ Winter 2003; — Linear (Winter 2003). $R^2 = 0.1698$
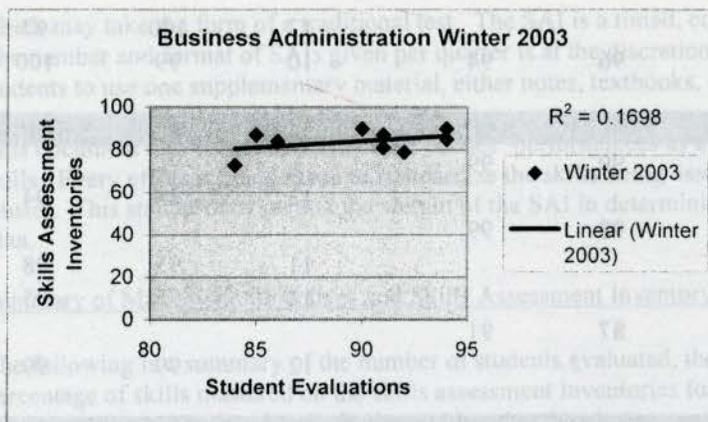
Objectives as Listed on Student Evaluation Forms

As previously stated, each instructor in each cluster assesses the students' performances on evaluation forms. These forms state the objectives for the cluster, the degree to which the student has accomplished the objectives, and the summary score on the in class skills assessment inventories. A sample of the form used in the communications cluster appears earlier in this report. It is followed by a table entitled Summary of Mastery of Objectives and Skills Assessment Inventory Scores. Instead of reproducing all of the forms, the section that follows lists the objectives that are being measured in each of the clusters in that table.

General Education Clusters:

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 considered individually between the two years as follows. As the evaluation forms evolve into their final format, this technique will be extended to all clusters, allowing instructors and program directors to determine strengths and weaknesses of the programs.

Fifty-two students in the introductory communications cluster were assessed with such a tool in the winter quarter of 2002, January through March. The scores are as follows:

Objective	1	2	3	4	5	6	7	8	9	10
Mean of scores	4.1	4.1	4.0	3.9	4.2	4.5	4.7	4.3	4.6	4.6

245 students in the introductory communications cluster were assessed with a tool that is the same for the first 10 objectives in the fall quarter of 2002 and the winter quarter of 2003. The scores are as follows:

Objective	1	2	3	4	5	6	7	8	9	10	11
Mean of scores	4.3	4.2	3.9	4.1	4.3	4.5	4.2	4.0	4.3	4.3	4.1

There is some variation between the two sets of scores. At this point it is premature to discuss the statistical significance of this variation. The tools themselves and the instructors' usage of the tools need to be refined. Some generalizations might be made. A glance at objective 7 on the following graph suggests a drop from fall 2002 to winter 2003 in the students' ability to identify, analyze, and use appropriate reference materials.

Communications Cluster
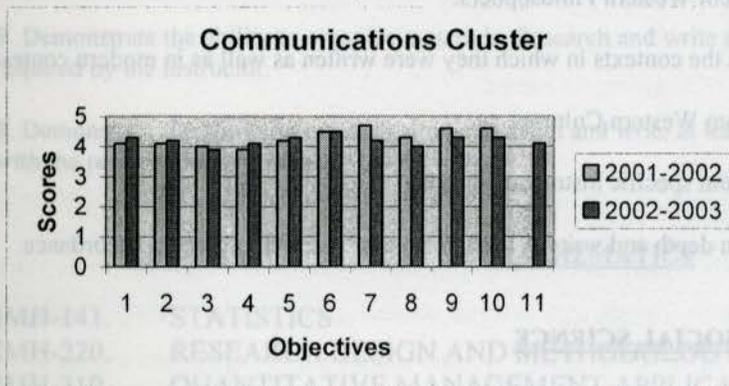
Comparison of Competencies and Objectives in the Communications Cluster

Competencies

A. Basic Knowledge (accuracy and completeness of content)
B. Comprehension (abstractness of expression)
C. Analysis (thoughtfulness, reasoning)
D. Synthesis (organization and clarity of expression)
E. Evaluation (critical thinking)

(An x indicates which objectives measure which competencies. The degree to which the competency is measured is stated in the tables and chart above.)

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7	Obj 8	Obj 9	Obj 10	Obj 11
A	x	x	x	x	x	x	x	x	x	x	x
B	x				x		x			x	x
C							x			x	x
D										x	x
E											

The following pages list the objectives for clusters as of winter quarter 2003. Program directors and instructors have met throughout the past year developing these objectives which are used in the syllabi and on the student evaluation forms. Some of the sets of objectives are not yet finalized. Because of these changes, analyzing objectives individually as in the communications cluster is not yet plausible. Such an analysis will occur at the end of the 2003 – 2004 academic year.

HUMANITIES

IEN-201.   WORLD LITERATURE & IDEAS
IPH-100.   INTRODUCTION TO PHILOSOPHY
IRT-210.   CONCEPTS OF VISUAL ART

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Identify the historical contexts within which the literature, philosophy, and art of Western Culture developed.

2. Have an understanding of various literary themes representative of Western and Non-Western Culture and understand the relevance of these themes for modern readers.

3. Recognize various literary devices utilized by the authors studied.

4. Be familiar with the philosophies of prominent Western Philosophers.

5. Be able to discuss those philosophies within the contexts in which they were written as well as in modern context.

6. Analyze and interpret major works of art from Western Culture.

7. Identify the characteristics of Western art from specific historical periods.

8. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

SOCIAL SCIENCE

IPY-100.   PRINCIPLES OF PSYCHOLOGY
ISC-102.   CONCEPTS OF SOCIOLOGY
IPS-155.   AMERICAN NATIONAL GOVERNMENT

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Demonstrate college-level competency in writing composition, grammar and the content of the written material.

2. Demonstrate that s/he has completed written assignments through participation in class discussion.

3. Demonstrate an understanding of the bio-psycho-social construct of social science.

4. Demonstrate an understanding that the lives of individuals are shaped by forces larger than her/himself.

5. Demonstrate that s/he is capable of analyzing social science information.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

NATURAL SCIENCE

INS-101.   MODERN TOPICS IN ENVIRONMENTAL SCIENCE
INS-202.   SCIENCE IN THE 21ST CENTURY
INS-303.   SCIENCE, PUBLIC POLICY AND PUBLIC VALUES

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Attend all classes, complete all assignments.

2. Recognize accurate application of scientific terminology.

3. Evaluate the efficacy of scientific endeavor.

4. Participate in classroom presentations and discussions of scientific articles.

5. Research and debate controversial scientific issues, recognizing biases.

6. Speculate on feasible resolutions of controversial local/global issues, using knowledge acquired from outside research and in-class discussion.

7. Demonstrate the ability to organize materials. Research and write about scientific topics through short papers as required by the instructor.

8. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

MATHEMATICS

IMH-141.   STATISTICS
IMH-220.   RESEARCH DESIGN AND METHODOLOGY
IMH-310.   QUANTITATIVE MANAGEMENT APPLICATIONS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Learn the essentials of descriptive statistics: to organize, summarize, and graph data as well as derive meaning from the data.

2. Define and use measures of central tendency, measures of variation, correlation, and linear regression.

3. Explain the fundamentals of probability and probability distributions.

4. Describe the principles of sampling and sampling design.

5. Summarize the methods used in statistical inference: methods for drawing conclusions from data using confidence intervals and tests of significance.

6. Demonstrate a mastery of basic problem solving skills as applied to business situations: solving problems by hand, using a calculator, and using a computer when appropriate.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

CROSS CULTURAL

IHS-100.	HISTORY OF HUMAN COMMUNITY
ICL-330.	JAPANESE ART AND CULTURE
ICL-331.	ISSUES IN MODERN JAPAN

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Be able to understand the basics of *Kana* syllabary and Japanese pronunciation.

2. Submit independent study guides as complements to reading assignments.

3. Complete team projects (written and oral) in the spirit of harmony (*Wa*).

4. Contribute to class discussions and participate in Japanese culture activities.

5. Interpret, write, and document assignments on Japanese art, theater, and/or others.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

7. Recognize the culture studied in the context of larger world culture.

IHS-100.	HISTORY OF HUMAN COMMUNITY
ICL-361.	ART AND CULTURE OF LATIN AMERICA
ICL-362.	ISSUES IN MODERN LATIN AMERICA

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Recognize the ways in which contemporary Latin American culture and society reflect both past and present realities.

2. Become acquainted with some of the major personalities and currents of thought emerging from the history of the area.

3. Learn to appreciate the regional differences and the great diversity of customs within Latin America as a whole and going beyond them, to discover the essential unity that characterizes Latin America today.

4. Get to know some of the available English-language resources for independent study of the region.

5. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

6. Recognize the culture studied in the context of larger world culture.

IHS-100. HISTORY OF HUMAN COMMUNITY
ICL-341. POLITICS & CULTURE OF 20TH CENTURY AFRICA
ICL-342. AFRICAN CONTINUUM

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Recognize and name 20 or more physical and cultural geographic locations of ancient and contemporary African kingdoms and nations.

2. Compare and contrast ethnological societies, biological classifications, and linguistic information in relation to evolutionary economics in Africa.

3. Determine the cause/effect of New World trading and its consequences in changing the course of politics in the Caribbean and West Africa.

4. Identify and define the components and leaders of Black Jacobinism, Nkrumahism, and Pan-Africanism.

5. Analyze and evaluate varying forms of corruption in pre-independence South Africa and contemporary African-American urban communities.

6. Demonstrate familiarity with ancient African visual and performance arts.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

8. Recognize the culture studied in the context of larger world culture.

IHS-100. HISTORY OF HUMAN COMMUNITY
ICL-350. MYTH & CIVILIZATION
ICL-210. NATIVE AMERICAN INDIANS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Recognize and categorize the various types of Native American literature, demonstrating an understanding of the "oral tradition," symbolism, and all it encompasses.

2. Research a topic of student's choice on an assigned area of North America.

3. Evaluate the various aspects of American history through the eyes of the conquered as well as those of the conqueror.

4. Explore and then summarize in a written report a visit to Cahokia Mounds National Historic Site.

5. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IHS-100.	HISTORY OF HUMAN COMMUNITY
ICL-212.	HISTORY OF RUSSIA
ICL-337.	RUSSIAN AUTHORS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Demonstrate the ability to learn from class discussions and lectures.

2. Demonstrate an understanding that power and social change are especially significant factors in Russian culture.

3. Apply and perfect the use of MLA documentation, demonstrated in research paper and other essays.
Comment:

4. Relate Russian history and culture to world events and world social movements.

5. Write and present a cogent scenario for future developments in Russia based on class readings.

6. Demonstrate an understanding of the historical importance of Peter the Great.

7. Demonstrate an understanding of the significance of Russian authors in the development of Russian history and culture.

8. Demonstrate an understanding of the roles of women in Russian culture compared to American women.

9. Demonstrate an understanding of the significance of Mayakovky's *The Bed Bug* in Russian culture and history.

10. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

Clusters in Majors:

BUSINESS ADMINISTRATION

IBA-200.	PRINCIPLES OF ACCOUNTING
IBA-308.	MANAGERIAL ACCOUNTING
IBA-320.	PRINCIPLES OF FINANCE

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Demonstrate an understanding of the accounting cycle, transaction analysis and recording, the general and special journals and ledgers, and adjusting and closing entries.

2. Demonstrate a comprehension of the four basic financial statements.

3. Demonstrate the ability to use job order and process cost systems, standard costs, responsibility accounting, cost-volume relationships, and variance analysis.

4. Demonstrate an understanding of discounted cash flow analysis, valuation models, risk and rates of return, financial forecasting, working capital management, capital budgeting, the cost of capital, and long-term financing decisions.

5. Demonstrate the ability to financially analyze a publicly held corporation's annual report.

6. Continue to demonstrate written, oral communication, research and documentation skills in a clear, concise and analytical manner.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IBA-211.	PRINCIPLES OF MICRO ECONOMICS
IBA-212.	PRINCIPLES OF MACRO ECONOMICS
IBA-412.	MONEY AND BANKING

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Explain the underlying assumptions necessary for the construction of economic models. This would include establishing the parameters or scope of the analysis, identifying and assigning a weight representing the significance of a variable, and identifying a mathematical expression which specifies the significance of related variables.

2. Define and explain the key concepts of macroeconomic analysis and policy. These would include but are not limited to increasing opportunity cost, GNP, GDP, National income, Real GDP, Cost-Push Inflation, Demand-Pull Inflation, Unemployment, Aggregate Expenditure, Aggregate Output, Aggregate Demand and Supply, Fiscal and Monetary Policy.

3. Demonstrate an understanding of marginal analysis and its applications, including input mis, output and pricing, price, cross, and income elasticity, and tax policy.

4. Demonstrate an understanding of the inter-relationship between consumption spending, saving, investment, government spending and tax policy, importing, exporting and economic growth.

5. Demonstrate an understanding of the various organizational structures or operating systems for an economic entity. The student should be able to compare/contrast the positive and negative aspects of each system.

6. Demonstrate an understanding of the organizational structure of the Federal Reserve System, its role in coordinating monetary and economic stability within the context of the banking system and other financial intermediaries.

7. Demonstrate an understanding of the factors which contribute to economic growth and development and to evaluate the effectiveness of government policies in manipulating those factors.

8. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IBA-360.	BUSINESS LAW
IBA-323.	PERSONAL FINANCE
IBA-420.	INVESTMENTS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. List and define the principles, terms concepts and strategies of personal financial management and planning.

2. Compare and contrast mutual funds, stocks, bonds and other investment products and explain the principles of risk and return.

3. Demonstrate a knowledge of the legal topics involving business transactions and issues, including contracts, property, employer/employee relations, and insurance.

4. Design a personal financial plan using information gleaned from the aforementioned principles, terms, products, concepts, strategies and other financial resources.

5. Continue to demonstrate written and oral communication, organization, research and documentation skills in a clear, concise and analytical manner.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IBA-330.	PRINCIPLES OF MANAGEMENT
IBA-332.	HUMAN RESOURCE MANAGEMENT
IBA-430.	MANAGEMENT POLICY

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Define/understand the current and historical roles of management and leadership in domestic and international business.

2. Evaluate the application of management and leadership theories in organizations.

3. Compare successful strategic management applications based on strategic planning and ethical business practices.

4. Define the term human resources management(HRM)and describe the strategic importance of HRM activities performed in the organization.

5. Explain the roles that HRM specialists and operating managers play in performing HRM activities.

6. List and understand the legal requirements that govern the practices of HRM.

7. Develop an understanding of the formulation and scope of general and specific policy to direct the activities of the organization.

8. Continue to develop written and oral communication skills in a concise and analytical manner.

9. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IBA-350.	PRIN OF MARKETING
IBA-353.	INTERNATIONAL MARKETING
IBA-453.	MARKETING MANAGEMENT & PLANNING

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. List and define the four controllable marketing variables with respect to the consumer/corporate sector, profit/non-profit sector, public & service sector.

2. Evaluate in an intelligent & articulate manner five cases using the case analysis method of study, demonstrating proficiency in the use of the marketing principles, terms, concepts and strategies gleaned from the text and class discussions.

3. Compare and contrast the functions of marketing and its role in the domestic sector versus the international sector.

4. Compose a marketing plan for a viable product or service designed by the student, using information gleaned from the above and other primary and secondary marketing resources researched by the student.

5. Develop and demonstrate satisfactory written, oral communication, research and documentation skills.

6. Explain in oral presentation and written format the four marketing variables with respect to marketing internationally.

7. Translate current outside research from the internet and other outside resources into information to be used in case analysis, oral presentations, and marketing plan.

8. Summarize and evaluate information from the texts during class discussion.

9. Demonstrate an understanding of the readings from the text using Skills Assessment Inventories.

10. Develop marketing skills applicable to "real world" business situations and/or graduate level of study.

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.

IBA-510.   FINANCIAL ACCOUNTING CONCEPTS
IBA-511.   MANAGERIAL ACCOUNTING
IBA-512.   CASE STUDIES IN ACCOUNTING

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Construct, analyze and translate the four basic Financial Statements.

2. Calculate and explain Liquidity, Turnover, Debt, Profitability, and Market Ratios to determine the strengths and weakness of a company.

3. Formulate and design management strategies using accounting data.

4. Demonstrate an understanding of Cost Behavior and how Cost Control can be used to increase profitability.

5. Identify a Case Problem, define the facts, determine the potential solution to the problem through analysis and class discussion.

6. Evaluate and list the theories, facts, and solutions from accounting cases and apply this data to "real world" business situations and/or problems.

7. Continue to develop written, oral communication, research and documentation skills in a concise and analytical manner.

8. Demonstrate the ability to research a topic in depth and write at least one major research paper in accordance with the required MLA format.

IBA-530.   FINANCIAL CONCEPTS
IBA-531.   FINANCIAL POLICY
IBA-532.   MANAGERIAL FINANCE

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Construct and interpret a complete financial statement analysis.

2. Demonstrate knowledge of time value of money concepts and calculations.

3. Define the weighted average cost of capital for any corporation.

4. Evaluate capital projects based on the six decision rules.

5. Explain the concepts of business and financial risk and the implications on optimal capital structure.

6. Identify the sources and cost of all short-term financing.

7. Continue to demonstrate written, oral communication, research and documentation skills in a clear, concise and analytical manner.

8. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IBA-540.   MANAGEMENT AND ADMINISTRATIVE THEORY
IBA-541.   ORGANIZATIONAL BEHAVIOR
IBA-543.   PERSONNEL MANAGEMENT AND LABOR RELATIONS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Demonstrate knowledge of the functions of management, leadership styles and empowering employees.

2. Define the manager's job and the changing world of work in relation to practice management; decision and monitoring systems; organizing tasks; and shaping the organization culture.

3. Identify the evolution of Organizational Behavior including the OB researchers theories of McGregor, Mayo, and Follett.

4. Understand and apply knowledge of the Labor Relations Process, the Legal Influences, and the Key Participants in the Labor Relations Process. Negotiate a Labor Agreement.

5. Evaluate methods for managing conflict and managing occupational stress. Explain the role of organizational communication in relation to the generational differences within organizations.

6. Continue to demonstrate written, oral communication, research and documentation skills in a clear, concise and analytical manner.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IBA-550.   MARKETING CONCEPTS
IBA-551.   MARKETING STRATEGY & MANAGEMENT
IBA-552.   ISSUES IN MARKETING

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. List, define, compare and explain the four controllable marketing variables with respect to the consumer, business (profit/nonprofit), and the e-marketing markets.

2. Demonstrate & summarize an understanding of the marketing principles, terms, concepts and strategies.

3. Address the case method of study, utilizing marketing principles and concepts to compare/contrast the issue(s) presented, with the goal of evaluation and design in solving the case problem(s).

4. Design a strategic marketing plan, using internal and/or external sources of information, to reveal the classification and application of the marketing concepts in a professional manner.

5. Develop the skills necessary to prepare not only well organized, coherent and grammatically correct written papers in accordance with MLA guidelines, but also deliver well organized and interesting oral presentations that encourage active student involvement and a positive learning experience for all students.

6. Become sufficiently knowledgeable about the role and responsibilities which E-Marketing has assumed in order to explain and/or apply its usefulness and many advantages in contrast to the similarities and differences of "brick and mortar" marketing.

7. Indicate patterns of interest, alertness, and an intellectual curiosity in marketing in both classroom behavior and written assignment.

8. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IBA-555.   PRODUCT MANAGEMENT AND DEVELOPMENT
ISA-552.   MARKETING SEGMENTATION RESEARCH
ISA-553.   PRODUCT POSITIONING STRATEGY

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and/or other assessment measures, will:

1. Understand and apply the four controllable marketing variables with respect to the consumer/corporate sector.

2. Become familiar with marketing principles, terms, concepts and strategies.

3. Identify the executive level relationships that the marketing process has with the firm, society, legal, ethical and business environments.

4. Use case analysis to develop the strategic thought process to include analysis, solution and presentation.

5. Develop a marketing plan, including global consideration, using internal and external marketing resources.

6. Continue to develop written, oral communication, research and documentation skills in a concise and analytical manner.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IBA-355/555	INTRO TO SMALL & GROWING COMPANIES
IBA-357/557	NEW VENTURE FORMATION
IBA-358/558	SMALL BUSINESS MANAGEMENT

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Write a workable business plan.

2. Understand the process of raising capital.

3. Understand basic management concepts and techniques pertaining to small business management including supervisory issues when dealing with less than twenty employees.

4. Understand basic laws applicable to small business development and management.

5. Demonstrate an awareness of a "macro" view of business.

6. Demonstrate an understanding of political, economic, and cultural causes and consequences of small business management.

7. Demonstrate an understanding of basic accounting principles applicable to small business management.

8. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

COMMUNICATIONS

ICM-534.	ADVANCED BUSINESS GRAPHICS
ICM-565.	ELECTRONIC RESOURCES
ICM-595.	MEDIA PROJECT PLANNING

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Demonstrate knowledge and understanding of business graphics and their part in the communications field.

2. Know how to apply business graphics effectively in a business plan.

3. Demonstrate a thorough knowledge of the electronic resources available to the communications professional.

4. Identify the resources needed to produce an effective media plan.

5. Know the elements of an effective media plan.

6. Analyze a communications problem and develop an effective strategy toward solving this problem.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICM-311/511	ADVANCED CREATIVE WRITING
ICM-351/551	MODERN POETRY
ICM-380/580	SELECTED TOPICS IN LITERARTURE

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Demonstrate skill and development in creative writing techniques through written projects and exercises.

2. Demonstrate knowledge and understanding of the development of modern poetry in English through presentations, discussions, and journal reactions to readings and papers.

3. Demonstrate a grasp of trends and themes in world poetry through journal writings and discussions.

4. Demonstrate knowledge of Beat Generation writers through oral presentations, papers, journal writings, and class discussions.

5. Demonstrate development of aesthetic judgment through critiques of student writings and journal reactions to assigned readings.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICM-350/550	PRINCIPLES OF ADVERTISING
ICM-390/590	PROMOTION MANAGEMENT
ICM-389/589	PRINCIPLES OF PUBLIC RELATIONS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Comprehend the strategic function of advertising principles within the broader context of business and marketing.

2. Demonstrate a knowledge of how advertising supports the whole field of communications.

3. Be able to evaluate and appreciate the impressive artistic, creativity, and technical expertise professional advertising requires to achieve advertising objectives and goals.

4. Discover what people in advertising and related disciplines do, how they do it, and what kind of career opportunities are out there in Advertising.

5. Design a complete advertising plan for a product, service or idea, including sales promotion techniques and public relations tactics relying on course textbooks, instructor lectures and examples, as well as current advertising reference material and advertising trade journals, such as Advertising Age and others.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICM-500.   COMMUNICATION IN THE CORPORATE ENVIRONMENT
ICM-501.   USE OF MEDIA FOR PRESENTATIONS
ICM-504.   COPY WRITING AND EDITING

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Explain the importance of writing from audience's point-of-view.

2. Design and produce an effective company newsletter.

3. Design and produce a commanding product brochure.

4. Identify the components of persuasive visual presentation.

5. Design and product a persuasive visual presentation.

6. Write, edit, organize and edit copy for common business projects including reports, newsletters, proposals, news releases, video scripts and speeches.

7. Continue to demonstrate written, oral communications, research and documentation skills in a clear, concise, and analytical manner.

8. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICM-305/550   DESKTOP PUB IN WORK
ICM-445/545   INFO SYS PROJECTS
ICM-463/563   COMP BASED GRAPHICS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Understand the design and layout concepts of QuarkXPress.

2. Understand the design and layout concepts of Photoshop.

3. Understand the basics of Illustrator.

4. Develops skills needed to solve real-world problems using these programs.

5. Submit weekly desktop publishing assignments

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICM-460/560.   ORGANIZATIONAL COMMUNICATION THEORY
ICM-461/561.   COMMUNICATION PROCESS ANALYSIS
ICM-462/562.   PRACTICAL APPLICATION OF COMM PROCESS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Analyze leadership styles drawn from their management or team experiences and recommend alternatives to improve motivation and performance.

2. Assess current performance management tools and develop a system that reduces communication distortion and focuses on employee development and increased productivity.

3. Identify situation appropriate communication power strategies within our texts that can be implemented to improve organizational decision making.

4. Select strategically the appropriate electronic modality to deliver a message with maximum impact.

5. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICM-442/542	PUBLIC RELATIONS ETHICS
ICM-443/543	PR RESEARCH AND PLANNING
ICM-441/541	GROUP COMMUNICATIONS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Demonstrate knowledge of the influence of the PR profession on various constituencies and society.

2. Demonstrate ability to compare/contrast PR in corporate, institutional, governmental, political, and promotional arenas.

3. Evaluate public perceptions/opinions/interests and their influence on PR programs, policies, and procedures.

4. Analyze PR methodology and strategies designed to manage activities, issues, and crises.

5. Demonstrate oral communication skills.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

7. Develop a research paper which recommends change in organizational communications, leadership, performance appraisal to effectively support the organizational mission and maximize profitability in the delivery of goods and services.

8. Assess their own skill level of leadership, communication, strategic thinking, and performance appraisal, and identify specific strategies to improve their skills in these areas.

9. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICM-400.	HISTORICAL DEVELOPMENT & TRENDS
ICM-405.	MEDIA & SOCIETY
ICM-406.	THEORIES OF COMMUNICATION

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Demonstrate the ability to compose an essay and articulate a thesis clearly and concisely.

2. Correctly use punctuation, grammar and syntax.

3. Employ correct word choice and diction.

4. Identify, analyze, and use appropriate reference materials.

5. Apply MLA rules for format and documentation in written work.

6. Demonstrate competency in oral communication skills and techniques.

7. Recognize, analyze, and demonstrate understanding of major communication theories.

8. Demonstrate an ability to work effectively in a small group.

9. Demonstrate a knowledge of the various fields within communications, including a knowledge of historical factors, significant current trends, and future development.

10.Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICM-303.   WRITTEN COMMUNICATION FOR BUSINESS
ICM-446.   NEWSLETTER WRITING AND LAYOUT
ICM-448.   JOURNALISTIC WRITING

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. List and explain the five characteristics of effective business messages.

2. Demonstrate a knowledge of the six phases required of communicating.

3. Define the functions of internal communications within organizations and explain the role newsletters play in effective communication.

4. Create a communications plan (term paper), incorporating business writing strategies learned during course studies, that effectively communicates a clear message and mission on a key issue selected by the student.

5. Demonstrate oral communication skills that deliver clear and concise messages concerning assignments prepared for course work in this cluster.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICM-601.   COMMUNICATIONS POLICIES & STRATEGIES

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Demonstrate a thorough knowledge of the range of technologies available to communicators.

2. Demonstrate an understanding of how current technologies can aid the communicator.

3. Identify the resources needed to produce an effective media plan for a well-defined set of circumstances.

4. Analyze a communications problem and develop an effective strategy based on that analysis.

5. Demonstrate the ability to assemble the needed elements to coordinate a large event for the release of communications to targeted audiences.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

CRIMINAL JUSTICE

ICJ-341.   CRIMINAL JUSTICE COMMUNICATIONS
ICJ-342.   THE MEDIA AND CRIMINAL JUSTICE
ICJ-343.   CRIMINAL JUSTICE ALTERNATIVES

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Provide essential insight and knowledge to understanding cultural diversity
and its importance within society as well as the criminal justice system.

2. Foster an understanding of and sensitivity toward diverse cultures in the community as well as in law enforcement.

3. Understand the effects of media interaction within the criminal justice system and its effect on modern culture.

4. Understand the implications and effects of media portrayals of criminal justice.

5. Examine alternative sentencing options utilized by the criminal justice system in criminal convictions.

6. Understand the effectiveness and consequences of criminal justice alternatives.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICJ-301.   CRIMINAL PROCEDURE
ICJ-310.   CRIMINAL LAW
ICJ-340.   SOCIAL TOPICS IN CRIMINAL JUSTICE

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Demonstrate a general knowledge of the elements of various property and violent crimes.

2. Explain a number of different defenses that are commonly used.

3. Define how the exclusionary rule operates and the exceptions to the rule as pertains to the fourth amendment.

4. Summarize how the U.S. Supreme Court has ruled in the area of custodial interrogation.

5. Categorize the various forensic science procedures that may be used during the course of a criminal investigation.

6. Demonstrate an appreciation of the Investigation and Courtroom evidentiary issues that can arise particularly in the concept of chain of custody.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICJ-200.   CRIMINOLOGY
ICJ-210.   CRIMINAL JUSTICE SYSTEMS
ICJ-311.   THE JUVENILE JUSTICE SYSTEM

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Be able to list the components of the criminal justice system and be able to compare and contrast the duties and responsibilities of each component.

2. Be able to categorize the various constitutional concerns that influence the operation of procedural criminal law and be able to summarize the differing
elements that comprise substantive criminal law.

3. Be able to recite the names and contributions made to the various schools of
criminological thought by the major historical and contemporary criminologists.

4. Explain the differences in criminological theories beginning in the mid-1700's to present day and shall be able to compare and contrast those ideas in constructing their own ideas as to the cause of crime.

5. Compare and contrast the workings of the American juvenile justice system to the adult justice system.

6. Identify the major problems unique to juvenile justice and, while demonstrating
an understanding of previous attempts to address these unique concerns, be able to design possible solutions of their own.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICJ-300.   POLICING
ICJ-305.   INSTITUTIONAL AND COMMUNITY CORRECTION
ICJ-440.   SENIOR SEMINAR IN CRIMINAL JUSTICE

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Evaluate rehabilitation/punishment regarding the correctional philosophies and innovations in treatment and punishment.

2. Evaluate the treatment of different correctional populations and recent attempts to make the system more efficient.

3. Explain how police organizations are structured and examine how they seek effective management of often scarce resources.

4. Compare the positives and negatives of American law enforcement.

5. Compare how different media programs provide distorted images of crime and the response to it.

6. Summarize why the media may also encourage more aggressive behavior by criminal justice employees.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICJ-500.   CRITICAL ISSUES IN CRIMINAL LAW
ICJ-501.   CRITICAL ISSUES IN CRIMINAL PROCEDURES
ICJ-502.   CRITICAL ISSUES IN POLICE LIABILITY

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Evaluate the impact of the prosecutor, defense counsel, judge, and jury relative to various criminal court related issues.

2. Demonstrate an appreciation of the various criminal defenses that are advanced either to excuse or justify an individual's conduct through examination of actual criminal law case studies.

3. Explain the types of warrantless searches and seizures permitted under the U.S. Constitution.

4. Summarize the limitations on the scope of the Miranda Rule.

5. In the area of police civil liberty, compare the operation of state tort law to the area of federal liability under section 1983.

6. Demonstrate an appreciation of the legal liability issues that can arise relative to police high speed vehicle pursuits and abandoning citizens in dangerous places and situations.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ICJ-525.   ADMINISTRATION OF JUSTICE
ICJ-526.   POLICE IN SOCIETY
ICJ-593.   SPECIAL TOPICS IN CRIMINAL JUSTICE

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Identify the leadership and management theories that are utilized in police administration.

2. Define the process of planning and identify the effect this process has on the financial management of the police organization.

3. Evaluate recruitment, selection, training, and the federal laws the pertain under the Equal Employment Opportunity Commission.

4. Design plans to solve community problems using police resources for maximum effects.

5. Summarize the role of police and develop an understanding of the various factors that determine the active role that they play in the community.

6. Compare the controversial issues facing society that tend to reflect upon the function of policing.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

GERONTOLOGY

IGE-320/520.	COMMUNITY ORG. AND RESOURCE ALLOCATION
IGE-321/521.	SOCIAL POLICY IN GERONTOLOGY
IGE-322/522.	SERVICE PROVISION TO THE ELDERLY

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Explain how economic and political factors influence communities as they operate health, housing, social and nutrition programs for older adults.

2. Define the administration, organization, financing and management of services for the elderly.

3. Explain political forces that shape the development of policies for services and programs for seniors.

4. Explain how politically vested especial interest groups have influenced implementation and enactment of legislation impacting the elderly.

5. Define programs and services designed to provide psychological services to the elderly and their caregivers.

6. Identify and explain variations of existing programs and consider innovations in service delivery for the aged.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IGE-440/540.	MULTIDISCIPLINARY GERIATRIC ASSESSMENT
IGE-441/541.	COUNSELING OLDER ADULTS
IGE-443-543.	MENTAL HEALTH ISSUES IN THE ELDERLY

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Identify and evaluate tools and instruments designed to measure the levels of physical, psychological, and social functioning in older adults.

2. Identify the components of comprehensive multidisciplinary geriatric assessment.

3. Demonstrate interpersonal skills for conducting assessments/evaluations.

4. Identify characteristics and considerations of counseling older adults.

5. Demonstrate basic helping skills of listening and responding emphatically, as well as basic interviewing and problem solving skills.

6. Identify specific group techniques and settings for group work with older adults.

7. Identify common mental health disorders faced by older adults.

8. Define symptoms, assessment, treatment, and coping methods of depression in older adults.

9. Define the symptoms, assessment, treatment, and coping methods of dementia.

10. Define the symptoms, assessment, treatment, and coping methods of Alzheimer's disease.

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.

HEALTH MANAGEMENT

IHM-360/560 HEALTH CARE DELIVERY IN THE USA
IHM-361/561 HEALTH CARE POLICY AND RESEARCH
IHM-362/562 HEALTH CARE REFORM

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Discuss the issues that impact the policies that have formed the health care delivery system and their relationship regarding health care trends.

2. Explain the complex factors regarding the delivery of healthcare in the USA and the barriers to health care delivery with in the system.

3. Identify the needs of health care consumers and explore the types of health care delivery that would encompass those needs.

4. Explore the issues related to program cost, current health care delivery systems identify the barriers to the delivery of such program.

5. Define the necessary components used in the design and execution of a detailed health care policy, including program purpose, implementation measures, and outcome measurements tools.

6. Summarize the processes used to identify, track, trend and address major health care issues within the United States and their impact on health care policy and research.

7. Explain how the current structure of government mandating public health measures and national health care issues evolved.

8. Define the significance of the development, structure, and the administration of programs of health care policies in the United States.

9. Discuss health care financing at the national, state and local levels.

10. Explain the impact that political, social and economic factors have on the ability of America to consider health reform and general health care coverage issues.

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.

IHM-350/550   STRATEGIC MGMT IN HEALTH CARE ORG
IHM-351/551   HEALTH CARE MARKETING
IHM-352/552   AMER HEALTH CARE AND INT'L EXPERIENCE

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Explain the importance of strategic planning in health care.

2. Define the basic principles of strategic planning in health care.

3. Explain the meaning of the mission, vision, values of an organization.

4. Explain the key strategies of marketing in health care.

5. Define the purpose of a SWOT analysis.

6. Identify the key financial indicators that drive marketing decisions in health care.

7. Define the various health care models internationally.

8. Explain the purpose of managed care and the challenges America has faced related to this model.

9. Explain the original Clinton Plan and how today's model differs from that original plan.

10. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IHM-325/525   HIST. OVERVIEW OF THE NURSING HOME INDUSTRY
IHM-326/526   ROLE OF MANAGEMENT IN LONG-TERM CARE
IHM-327/527   REGS. GOVERNING THE LONG-TERM CARE INDUSTRY

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Identify how historical perspectives affected the Long-Term care industry.

2. Explain the history of the nursing home industry and the political, social, and economic conditions that existed and that shaped the industry then an now.

3. Define the factors in the health care delivery system that caused an increase in the number and type of Long-Term care available today.

4. Define and discuss Long-Term Care organizational structures.

5. Explain the management roles and functions and the various approaches to managing a Long-Term Care organization.

6. Explain how the management role in the Long-Term Care organization has grown and changes over the years.

7. Identify the federal, state, and local regulations affecting Long-Term Care organizations.

8. Define how the Long-Term Care industry will be affected in the future by current legislation and changes in reimbursement methodologies.

9. Prepare and present a plan for Long-Term Care option that does not include a nursing home but must be within the existing regulations as set forth by federal, state, and local agencies.

10. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IHM-333/533.   LEGAL ISSUES IN HEALTH CARE
IHM-334/534.   GOVERNMENT ORG. AND THE HEALTH CARE INDUSTRY
IHM-335/535.   CASES IN HEALTH CARE ADMINISTRATION

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Discuss the dynamics of health law and its impact on the nation's health care system.

2. Explain the organization of our government and the various federal, state and local administrative departments relative to the health care industry.

3. Discuss how the government formulated health care policy and the decisions within these entities as well as its relevance to the health care industry and the health care working professional.

4. Explore the issues related to health care case law and health care administration.

5. Define the process and components involving tort law, criminal law, contract law and civil procedures.

6. Summarize the effects of both political and economic laws on the health care system and explain the processes used to identify, track, trend and address these issues of change.

7. Explain the significance of landmark cases, which set the precedence in the health care industry.

8. Define the significance of landmark cases and their impact of such cases at the institutional, local, state, and national levels.

9. Discuss access to health care information and the responsibilities of those handling that information including health care professionals, institutions, health plans, and its use.

10. Explain the impact that health care laws have had regarding both the practice and delivery of health care in the United States.

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.

IHM-360/502   MANAGEMENT IN HEALTH CARE
IHM-364/540   ORGANIZATIONAL CONCEPTS
IHM-301/501   ETHICAL ISSUES IN HEALTH CARE

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Define basic models of health care systems in the United States.

2. Explain the management tools necessary for the health systems overall functioning.

3. Compare and contrast the forces that drive decision-making and methods of health care delivery.

4. Explain how organizational behavior affects the management of health care facilities.

5. Define the diversity inherent in the health care delivery system.

6. Identify organizational behaviors that adversely and/or positively affect the student's own organization.

7. Identify and explain the ethical issues facing health care practitioners and consumers.

8. Define issues of social and biomedical ethics in health care and differentiate these issues, such as allocation of scarce resource in social ethics, from biomedical ethics including but not limited to death and dying and abortion.

9. Define the role of the ethics committee in the health care organization, their function and role and how this committee can affect change and patient advocacy.

10. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

HUMAN RESOURCE MANAGEMENT

IOD-360.   ADULT LEARNING PROCESSES
IOD-361.   CAREER/STAFF DEVELOPMENT
IOD-362.   EMPLOYEE TRAINING AND DEVELOPMENT

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Identify and evaluate the functions and roles of each of the steps in the Instructional Design Process.

2. Demonstrate an understanding in the special needs of the Adult Learner and Active Training.

3. Select an appropriate Needs Assessment Technique, design and implement the technique and reduce data to identify training needs.

4. Compare, contrast and distinguish between Learning Goals and Learning Objectives and be able to write examples of each.

5. Design and Execute an Opening Exercise.

6. Demonstrate an understanding of different training methods: lectures, alternative methods to lectures, and experiential learning.

7. Design a training module using identified job skills and competencies. Competency Based Training Technique.

8. Design, sequence and plan an Active Training Program.

9. Compose an Active Training Activity, evaluate and modify as necessary using small group tryout techniques.

10. Design and execute a Team Building Exercise.

11. Identify his/her own special skills necessary for the ideal career and the strategic plan to attain this ideal career.

12. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IOD-357/557	EMPLOYEE SUPERVISION
IOD-358/558	LEGAL ISSUES FOR HUMAN RESOURCES MANAGEMENT
IOD-359/559	PERFORMANCE MANAGEMENT/APPRAISAL

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Define the functions and roles of a supervisor/manager.

2. Explain and demonstrate an understanding of the differences between management and leadership.

3. Identify and define job skills and competencies. Use the skills and competencies to design and implement a process for employee selection/appraisal.

4. Conduct a selection interview and/or an appraisal interview.

5. Evaluate and discuss formal and informal methods of employee evaluation.

6. Design, develop and use a job description and a performance appraisal tool; using the job description to design the performance appraisal tool.

7. Evaluate and demonstrate an understanding for the relationships that exist among the following: motivation, goals, performance and compensation.

8. Explain and evaluate current legal issues in the workplace, including the nature of the employee relationship, labor-management relations, and all potential forms of discrimination under various Federal and state laws. Apply court decisions to situations under student consideration.

9. As a Human Resources person, explain and demonstrate the process to legally manage a sexual harassment case.

10. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

11. Demonstrate time management skills by meeting deadlines and attending class.

12. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IOD-370.	GROUP DYNAMICS
IOD-371.	CONFLICT RESOLUTION
IOD-410.	LABOR ECON & INDUSTRIAL RELATIONS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Demonstrate an understanding and be able to identify what a labor organization is and how current labor law under the National Labor Relations Act impacts the organized and unorganized workplace.

2. Identify and evaluate basic labor law as it results to concerted activity, employment discrimination based on union activities, the obligation of the employer to bargain in good faith.

3. Demonstrate an understanding of basic labor law as it relates to the rights of union members in regards to their own unions.

4. Identify and explain the impact of labor law violations and their consequences on management.

5. Identify an organizing campaign and explain its ramifications.

6. Compare and contrast the methods of alternative dispute resolution.

7. Demonstrate an understanding of the grievance/arbitration system.

8. Compare and contrast arbitration and mediation.

9. Compare the advantages and disadvantages of arbitration and mediation.

10. Identify and explain the elements of good and bad faith bargaining as it relates to labor negotiations.

11. Identify how a labor contract affects an organization's method of motivation.

12. Demonstrate an understanding of leadership principles in a labor organization.

13. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IOD-577.   ORGANIZATIONAL ASSESSMENT
IOD-579.   TRAINING, DESIGN AND IMPLEMENTATION
IOD-580.   SELECTED READINGS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Identify the need for organizational change by examining and evaluating an organization's culture (i.e. values, vision, behaviors).

2. Explain and evaluate human resource's role in creating an organization's culture.

3. Compare and contrast today's organizational attitudes toward adult learning with past approaches and strategies toward adult learning.

4. Assess, prepare and measure terminal learning objectives toward employee performance.

5. Assess, develop, design, implement and measure an instructional design project and/or structured learning experience.

6. Compare and contrast traditional training methods to facilitated structured learning experience.

7. Identify and evaluate current trends in organizational assessment and their impact on employees, organizations and global efforts.

8. Design and implement a fully developed structured learning experience.

9. Continue to demonstrate written, oral communications, research and documentation skills in a clear, concise and analytical manner.

10. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IOD-590.	STRATEGIES FOR HRM
IOD-591.	ISSUES IN EMPLOYEE SELECTION
IOD-592.	EMPLOYEE BENEFITS & COMPENSATION

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Design, develop and conduct structural job interviews.

2. Analyze and evaluate employment applications for EEOC impact.

3. Explain the importance of job analysis and its relationship to internal consistency.

4. Explain the different pay policy positions and the consequences of using each.

5. Explain all the steps involved in designing a pay survey.

6. Demonstrate an understanding in the use of pay ranges and their relationship to internal consistency and external competitiveness.

7. Explain reasons for the popularity of alternative rewards systems.

8. Understand the cost and motivation associated with merit pay guidelines tied to employee position in pay grade and level of performance.

9. Demonstrate an understanding of compensation factors involved to determine a merit review annual budget.

10. Develop a comparative benefit matrix of each student's respective business.

11. Cost out two compensation packages (benefits and wages) in order to meet desired package cost.

12. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

INFORMATION TECHNOLOGY

IIT-377.	FUNDAMENTALS OF HTML
IIT-378.	APPLICATIONS IN WEB DEVELOPMENT
IIT-379.	APPLICATIONS IN WEB SITE PLANNING

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Learn the essential of HTM development to plan, design, code and publish a website.

2. Learn the concepts related to formatting a web page using tables and frames.

3. Explain the fundamentals of hosting a web site.

4. Learn the concepts related to forms and processing form data.

5. Demonstrate a master of file creation, management, and debugging using Visual Interdev 6.0.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IIT-477.	FUNDAMENTALS OF USER INTERFACE DESIGN
IIT-478.	OBJECT-ORIENTED WEB DEVELOPMENT
IIT-479.	MULTI-TIERED WEB PROGRAMMING

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Learn the essentials of User Interface Design.

2. Learn the concepts related to connecting a web page front end to a back end Access database.

3. Explain the fundamentals of adding security to a web site.

4. Learn the concepts related to sending and receiving data from the client machine.

5. Demonstrate a mastery of procedures for testing and debugging web pages using Visual Basic Interdev 6.0. Comment:

6. Demonstrate an understanding of basic object-oriented concept.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IIT-240.	INTRODUCTION TO MANAGEMENT SYSTEMS
IIT-362.	FUNDAMENTALS OF MANAGEMENT INFO SYSTEMS
IIT-365.	APPLICATIONS IN MANAGEMENT INFO SYSTEMS

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Learn the fundamental concepts of computer hardware, software, operating systems, and system development in today's business environment.

2. Learn to work with and integrate the major common Office applications including Word, Excel, and Access, with lesser emphasis on PowerPoint and/or Front Page.

3. Participate in class analysis of a business case study and create a simple Access database solution including table designs, queries, simple forms, and simple reports.

4. Document a solution to a computer problem that the student personally encountered and present the solution as an oral presentation to the class.

5. Understand the historical basis for PCs and be able to discuss these concepts.

6. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format and present the material to the class as an oral presentation accompanied by PowerPoint slides as appropriate.

IIT-321.   NETWORKING ESSENTIALS
IIT-322.   NETWORKING APPLICATIONS
IIT-323.   NETWORKING CASE STUDY AND IMPLEMENTATION

The student, through class discussion/participation, written case analysis, written research papers, oral presentations, and skills assessment inventories, will:

1. Learn the fundamental physical components of computer networking and the basics of the use of each component.

2. Understand basic networking communication concepts such as packets, protocols, IP addressing, and the OSI model.

3. Be able to analyze a small computer installation and prepare a thorough proposal for a networking solution and present the proposal orally.

4. Independently perform an entire process of installing the necessary software and properly configuring a peer-to-peer network in lab.

5. Understand the historical basis for PC's, networking and internet technology and be able to discuss these concepts.

6. Understand the basic issues involved in security for a small network.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IIT-311.   OPERATING SYSTEMS CONCEPTS
IIT-312.   PRACTICAL OPERATING SYSTEM SKILLS
IIT-313.   OPERATING SYSTEM EVALUATION

The student, through class discussion/participation, written case analysis, written research papers, oral presentations and skills assessment inventories, will:

1. Be conversant in and recognize accurate application of operating system terminology.

2. Demonstrates the knowledge, skill, and initiative to cooperate, with and respond to, the requirements of the academic situation in an appropriate and timely manner.

3. Participate in classroom presentations and discussions of operating system topics.

4. Be able to generalize principles and reduce constraints in research and debate of operating system issues, recognizing biases.

5. Theorize and speculate on feasible resolutions of operating systems problems, using knowledge acquired from outside research and in-class discussion.

6. Demonstrate the ability to organize materials, and research and write about scientific topics through short papers as required by the instructor.

7. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

IIT-331.	Project Management Models
IIT-432.	Implementation of Management Controls Systems
IIT-433.	Systems Approach to Software Management

The student, through class discussion/participation, written summaries and analyses, written research papers, oral presentations and skills assessment inventories will:

1. Learn the theory and practical uses of project management.

2. Apply cost and schedule applications.

3. Describe relationships in implementing PM in business organizations.

4. Learn the fundamentals of Decision Sciences.

5. Identify and use principal types of schedule techniques and improve problem solving skills.

6. Learn parameters required as input to software estimating models and the sensitivity of each.

7. Develop computational skills involving costing, scheduling and reporting.

8. Demonstrate the ability to research a topic in depth and write at least one major research project in accordance with the required MLA format.

ACTION PLAN

By the end of the 2003-2004 academic year:

1. Student evaluation forms will be completed and standardized for all clusters.

2. Skills assessment inventories will be standardized within each cluster. These inventories will account for fifty percent of the grade in the cluster.

3. Analysis of each cluster following the example of the introductory communications cluster will be done.

4. Graduate students will assist in the data entry necessary for the completion of the first three actions.

5. The competencies being measured will be identified 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)

Sample Comparison of Competencies and Objectives in the Communications Cluster in Winter 2003

	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											

6.   The faculty advisors will continue to monitor syllabi using the attached form.

7.   A program will be devised to follow up on graduates of L.C.I.E.

8.   Pretests and posttests will be considered in appropriate areas.

PROFESSIONAL AND SCHOOL COUNSELING PROGRAM.

Mission Statement

The Professional and School Counseling Program at Lindenwood University is based on the conceptualization of Counseling as both a Science and an Art. The curriculum emphasizes both the theoretical models and technical knowledge (the Scientific Aspects) and then relates these into practice (the Artistic Aspects). Utilizing this framework, the mission is to prepare ethical, reflective practitioners to work in school and mental health settings with individuals, groups and families. The program provides the academic credentials for graduates to be licensed as Professional Counselors and/or to be certified as Professional School Counselors.

Goals & Objectives

Graduates of the Professional and School Counseling Program will develop the awareness, knowledge, skills, and techniques to function effectively and ethically in a mental health or school system.

Objective #1: Human Development and Psychopathology

      The student demonstrates knowledge and understanding of theories of individual and family development, and how transitions across the lifespan impact variations in learning and personality development including developmental crises, disabilities and psychopathology. He/she routinely integrates these principles in working with clients.

Objective #2: Cultural and Systemic Awareness

      The student demonstrates knowledge and understanding of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts clients and how culture affects the counseling relationship. The student consistently and competently demonstrates systemic and cultural awareness and modifies his/her counseling approach based on this awareness.

Objective #3: Assessment

      The student demonstrates sound knowledge of measurement constructs and effectively selects, administers and interprets assessment and evaluation instruments. He/she systematically integrates assessment results within the counseling process.

Objective #4: Careers

      The student demonstrates understanding of career development and the planning process across the lifespan. He/she effectively selects and applies career counseling models to assist all clients in their career exploration, decision-making and planning through various assessment techniques and the use of current career information.

Objective #5: Counseling Theory and Technique

The student knows and understands a variety of individual and small group counseling theories and techniques and integrates this information to develop therapeutic alliances with clients, to formulate goals and to generate appropriate strategies in accordance with clients' needs.

Objective #6: Research and Evaluation

The student knows, understands and uses various research and evaluation tools to monitor and assess the effectiveness of interventions with individuals, groups and within the school and mental health systems.

Objective # 7: Ethics

The student demonstrates knowledge and understanding of ethical principles of the counseling profession and employs ethical decision-making and models ethical behavior in his or her work.

Objective #8: Professional Development

The student demonstrates a commitment to on-going professional growth and development through personal reflection and self-appraisal, consultation and supervision.

Objective #9: Comprehensive Model Guidance (For Professional School Counselors Only)

The student demonstrates the ability to effectively develop, manage, advocate for and evaluate a comprehensive guidance program and consult with parents, staff and administration to successfully serve the needs of all learners

Forms of Assessment

(I)   ASSESSMENT IN INDIVIDUAL COURSES

As part of the assessment process, course syllabi have been reviewed for clarity of information regarding course objectives, competencies to be developed, class assignments and evaluation criteria. Course objectives and assessment techniques are also standardized to ensure uniformity for multiple sections across the curriculum. Continual assessment of students' competencies takes place throughout the program through a variety of assessment techniques including multiple-choice and essay exams, research papers, case studies and projects demonstrating application of theory to practice, demonstration tapes of counseling skills and reflection papers. Instructors have developed matrices to indicate the cognitive domains of Bloom's taxonomy assessed by the various assessment procedures; these are attached to each syllabus.

(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 to Summer 2000, all students in the professional and school counseling were required to complete a 5-chapter research-based thesis (ICU 599:Culminating Project) in order to graduate. Proposals for the thesis were completed as part of the 6-hour cluster requirement, IPC 541 and ICU 599 that covered both Research Methods and Statistics. Students completed the proposal as part of the course requirement, thereby receiving a grade in IPC 541 and continued to work on the thesis with the guidance of their advisor and two readers until the project was

completed. When the thesis was completed and the committee had approved the final copy a grade of "P" was awarded for ICU 599.

In May 2001, concurrent with the implementation of graduation exit exams (CPCE and applied essays), the thesis project became optional. From that point on, students were given the choice to take exams or complete a thesis to graduate. IPC 541: Research Methods and Statistics was restructured as a 3 hour requirement and renamed Research Methods and Program Evaluation. The course content was revised to better prepare students for the core research requirement on the CPCE exam and the National Counselor Exam required for licensure in Missouri. Students planning to complete a thesis in lieu of taking exams work closely with their advisor and sign up for IPC 599 Culminating Project when they are prepared to complete a proposal for their study. When students complete their research proposal they are encouraged to take IPC 542 Statistical Analysis when they are in the data collecting stage. Students are taught the basics of hypothesis testing and the process of data analysis using SPSS statistical hardware. Students with a sound statistical background may take a different elective of their choice to meet the 48-hour graduation requirement. The advisor continues to work with the student until the thesis is complete. A grade of "P" is submitted when the project is complete. Copies are submitted to the Lindenwood University Library. A detailed explanation of the writing requirements (following APA style) and the procedure for completing the thesis is outlined in the counseling handbook. Beginning Fall 2003 trimester students will be required to submit a detailed proposal to the Institutional Review Board for approval, prior to gathering data for research purposes

The numbers of students enrolled in IPC 599 since the exit exams were implemented have ranged from 0 (Summer 2003) to 6 (Summer 2003) 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:

In Spring 2001, comprehensive exams were adopted as an alternative to the thesis as an exit requirement. The comprehensive exams consisted of two parts: (i) a 3-hour essay exam and (ii) the Counselor Preparation Comprehensive Exam (CPCE) developed by the National Board for Certified Counselors (NBCC), which is a 4-hour knowledge-based multiple-choice exam covering the eight core curriculum areas approved by CACREP (Council for Accreditation of Counseling and Related Educational Programs). These eight core areas are also reflected in the eight objectives for both the professional and school counseling programs. The rational for the adopting these changes were as follows.

- Given the size of the student enrollment and limited resources in terms of full-time faculty & research facilities, the thesis was found not to be an efficient way of matriculating students as many took a long time to complete the process
- The thesis was not the most appropriate form for evaluating the competencies we wanted our students to master. Hence, a decision was made to develop or adopt assessments that would measure student's knowledge base and ability to apply their knowledge and develop counseling interventions in specific case studies.
- We needed a rigorous assessment that would maintain the integrity of the program, and provide an objective standardized assessment of student's performance norms with which to evaluate the program and to meet the requirements by Missouri Department of Elementary and Secondary Education (DESE) for nationally normed exam scores on our school counseling graduates.
- The CPCE was also considered a suitable assessment to evaluate the degree to which the program was adequately preparing students in the eight core areas specified by the NBCC for the state licensure exam for professional counselors.

The exams consist of:

Essay questions:

The objective of the essay questions is to assess student's ability to integrate their learning across the curriculum and apply theoretical knowledge to specific situations. There are 3 case studies covering three broad areas of (i) group interventions, (ii) assessment (including interpretation of psychological reports and careers, and (iii) intervention for individual cases. The case studies cover the 8 objectives of the program as well as address the domains of Bloom's taxonomy. The breakdown of our analysis of the three case studies and the several specific questions addressed in each case study are as follows:

Essay Questions	Objectives assessed	Bloom's taxonomy
Question 1:	Human & Personality Development	Application
(Focus:	Counseling Theories & Techniques(groups)	Analysis
Group Intervention)	Ethics	Synthesis
	Research methods & evaluation	Evaluation
Question 2:	Assessment	Application
(Focus:	Careers	Analysis
Assessment &	Counseling Theories & Techniques (individual)	Synthesis
Careers)	Consultation	Evaluation
Question 3:	Human & Personality Development	Application
(Focus: Individual)	Counseling Theories & Techniques (individual)	Analysis
	Cultural Awareness	Synthesis
		Evaluation

Students respond to 2 out of the 3 case studies, with the several questions to each case study addressing different content areas & objectives (see Table 1). Each part of each question is assessed on a rating scale of 0 to 4, and then weighted scores are totaled and scaled on a 0-4 rating for each case study. Students must obtain a passing grade of at least 2 pts by 2 of the 3 readers on each of the case study question. Students failing just one of the two essay questions are given a second chance through oral comprehensive examinations.

Students failing the essay exams are allowed to retake the exams again the following trimester. Students also have the option of switching to a thesis as their exit requirement.

If they fail the essay exam a second time, they are required to retake the appropriate courses and then demonstrate their mastery of the knowledge and competencies in that core area through oral presentation involving application to specifics case scenarios

Results:

The exams were administered in Spring 2001. Initial analysis of the essay results revealed that

(i) student's ability to conceptualize cases and apply specific counseling strategies from a theoretical framework did not consistently meet our standards

(ii) some students did not have a sound grounding in career theories nor were able to apply them adequately to specific cases

(iii) school counselor knowledge of counseling theories and ability to apply theory into practice with specific age group populations did not consistently meet our standards

Action taken based on initial assessment:

(1) Provided feedback to faculty to include application questions and case studies as assignments

(2) Adopted new textbooks that provides application of theoretical knowledge to specific individual cases
(3) Implemented a more thorough coverage and testing of theoretical knowledge across the curriculum
(4) Developed separate courses and adopted textbooks for school counselors that, while providing a broad-based theoretical framework, focused specifically on application to school populations.

Current results

The results for the written essay question for the past three trimesters are as in Table 2. Ratings were averaged across the three examiners and categorized into outstanding (3-4), average (2-3), fail (<2). The table indicates the number of students whose responses fell into the 3 categories.

	Rating	3-4 (OUTSTANDING)	2-3(AVERAGE)	<2 (FAIL)
Summer 2002	Question 1	8 (36.4%)	13(59.1%)	1 (4.5%)
	Question 2	0	5 (100%)	0
	Question 3	7 (31.9%)	13 (59.1%)	2 (9%)
Fall 2002	Question 1	5 (29.4%)	10 (58.8%)	2 (11.8%)
	Question 2	2 (16.7%)	10 (83.3%)	0
	Question 3	6 (25%)	14 (58.3%)	4 (16.7%)
Spring 2003	Question 1	8 (53.3%)	7 (46.7%)	0
	Question 2	0	1(100%)	0
	Question 3	7 (36.8%)	12 (63.2%)	0

(i) *A nationally normed multiple choice test (CPCE)*

The Counselor Preparation Comprehensive Exam (CPCE) developed by the National Board for Certified Counselors (NBCC) is a 4-hour, 120-item, knowledge-based multiple-choice exam covering the eight core curriculum areas approved by CACREP (Council for Accreditation of Counseling and Related Educational Programs). These eight core areas are also reflected in the eight objectives for both the professional and school counseling programs: Human Growth & Development (Obj #1); Social & Cultural Foundations (Obj #2); Helping Relationships (Obj #5), Group work (Obj #5); Career & Lifestyle Development (Obj#4); Appraisal (Obj #3); Research & Program Evaluation (Obj #6); Professional Orientation & Ethics (Obj # 7, 8).

Norms for the program were set through three administrations of the test for graduating students for the Spring, Summer and Fall of 2000. Based on the outcomes of these initial tests, a passing criteria of 80 points (out of a possible 120) was decided upon as the pass rate. This was approximately one standard deviation below the national mean on the multiple-choice test.

Students failing the CPCE exams are allowed to retake the exams again the following trimester. If students fail the CPCE exam a second time, they are required to take subtests (20 multiple choice questions each) in those of the 8 core areas of the CPCE exam in which they obtained a failing score. Failing the subtests would require them to retake the appropriate courses and retake the sub-tests at the end of the course to show they have mastered the basic knowledge and competencies of that area.

Results:

The first administration of the CPCE to decide students' graduation from the program was Spring 2001. Students' outcome based on their mean score on the total and 8 separate core areas of the CPCE for each trimester from Spring 2001 to Spring 2003 are on file.

The initial analyses of the results highlighted the following:

(a)   A drop in mean scores from the first administration in the subsequent trimesters, due mainly to (i) students who had failed to complete their thesis for several years and were attempting to graduate by switching to comprehensive exams (these were generally weaker students who had also been away from the course materials for a while) and (ii) students who failed the first time and were retaking the exams the second time.

(b)   While the program had a strong clinical focus, students were being less assessed on theoretical concepts and knowledge, and this was reflected in their performance. In the past, the program had been, as part of the adult education program, promoted as a program that de-emphasized testing, and this in addition to the lack of admission standards thus attracted students of varying caliber.

(c)   Areas that were in need of improvement included the upper level courses such as Careers, Research Methods & Evaluation & Appraisal. In addition, there were inconsistent performances in the areas of Helping Relationships and Social & Cultural foundations.

CPCE Results (Spring 2001-Summer 2003)

(I)   MEAN SCORE FOR EACH OF THE 8 SECTIONS OF THE CPCE:

	Human Grwth (Obj 1)	Cultural Fds (Obj 2)	Helping Rel (Obj 5)	Group work (Obj 5)	Career (Obj 4)	Appr (Obj 3)	Resrch & Eval (Obj 6)	Prof & Ethics (Obj 7 & 8)
Max possible	17	17	17	17	17	17	17	17
National Norms-Mean	12.21	10.26	13.17	13.29	11.13	10.94	9.98	11.39
Std Deviation	2.28	2.18	2.36	2.29	2.27	2.23	2.35	2.13
Spring 2001 (n=34)	12.21	11.26	13.35	13.03	9.38	11.65	10.15	12.62
	2.58	1.73	2.21	2.21	1.99	1.97	2.34	1.99
Summer 2001(n=27)	11.3	9.74	12.74	11.89	9.78	10.3	8.81	10.41
	2.49	2.09	2.52	2.17	1.65	2.33	2.68	2.52
Fall 2001(n=27)	10.19	10.33	10.44	11.63	9.44	10.04	8.52	10.93
	2.34	1.24	2.36	2.24	1.87	1.99	1.78	2.16
Spring 2002 (n=39)	11.28	9.33	12.26	12.77	10.41	10	8.85	11.03
	2.35	2.32	2.67	2.5	2.09	2.19	1.89	1.69
National Norms-Mean	11.24	10.28	11.32	12.7	10.95	10.81	9.82	11.58
Std Deviation	2.42	1.92	2.25	2.46	2.26	2.39	2.37	2.31
Summer 2002 (n=29)	10.62	11.21	10.41	11.93	8.55	9.28	9.69	11.48
	2.62	2.3	2.24	2.58	2.44	1.81	2.55	1.7
Fall 2002 (n=32)	11.25	11.19	9.84	12.09	9.03	9.19	9.63	11.69
	2.24	2.33	2.58	2.63	2.53	2.13	2.46	1.91

Spring 2003 (n=23)   11.7   10.22   11.87   13.43   10.65   10.91   10.04   11.52
                     1.89   2.07   2.28   1.83   1.99   1.88   2.51   2.17

Summer 2003 (n=12)   11.33   10.42   11.5   12.25   10.92   10.58   9.67   11.17
                     2.46   1.93   1.51   3.33   1.73   1.73   1.92   1.75

(II) MEAN TOTAL CPCE SCORE

TRIMESTER	Total	Passrate	>100	90<x<99	80<x<89	<80(fail)
Max possible	136					
National Norms	92.37					
(Std Deviation)	12.30					
Spring 2001	93.65	88.00%	29.00%	38.00%	21.00%	12.00%
	11.61					
Summer 2001	84.96	59.00%	7%	30.00%	22.00%	41.00%
	12.94					
Fall 2001	81.52	63.00%	0%	15.00%	48.00%	37.00%
	8.46					
Spring 2002	85.92	69.00%	13.00%	33.00%	23.00%	31.00%
National Norms	88.71					
(Std Deviation)	12.52					
Summer 2002	83.17	62.00%	10.00%	21.00%	31.00%	38.00%
	18.26					
Fall 2002	83.91	66.00%	6.00%	41.00%	19.00%	34.00%
Spring 2003	90.35	86.96%	13.04%	43.48%	30.43%	13.04%
	11.31					
Summer 2003	87.83	83.33%	8.33%	33.33%	41.67%	16.67%

Action taken

General:

(i)   Provided 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)   Adjunct instructors have also been encouraged 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 have allowed us to maintain a more rigorous academic standards. As a result of the exit exam requirements and the shift to increased testing across the curriculum, we are also attracting a stronger caliber of students. It is hoped that the net outcome of these action 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.

Specific courses

(iii)   Added new or additional textbooks to some classes (e.g. Careers and the Counseling Theories & Techniques) that reinforced student's understanding of theoretical knowledge by demonstrating how they could be incorporated to analyze cases and develop counseling interventions. A student manual and workbook with objective exercises were also added to the Counseling Skills Lab, which gave students more practice in applying their knowledge of theories.

(iv)   Incorporated a broader range of developmental theories in the course on Human development

(v)   Revamped the research methods class to incorporate a focus on program evaluation, which was a main area being assessed by the CPCE exam.

(vi)   Removed the mid-term mastery test in the Appraisal class, which limited student's focus on statistical concepts to a broader assessment of measurement constructs throughout the trimester.

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).

IPC 590, IPC 591: Internship

For each internship experience, students receive weekly group supervision from a university faculty member in a structured class setting, as well as weekly individual and sometimes, group supervision by their on-site supervisor.

Formal assessment for the course require students to submit (i) audio tapes of their counseling session with clients, (ii) Process Notes and (iii) a self-evaluation based on the degree to which they demonstrated Treatment Principles (see syllabus).

Treatment Principles: Each student evaluates him/herself on a 5-point scale in each of 6 Treatment Principles for a possible 30-point total. Skills evaluated include: establishing a concrete focus, identifying themes, demonstrating receptivity, utilizing openings for therapeutic exploration, demonstrating advanced empathy and facilitating therapeutic movement. Each tape is also evaluated by the university supervisor using the same scale. Objectives measured by this evaluation include Human Development and Psychopathology (#1); Cultural and Systemic Awareness (#2); Counseling Theory and Technique (#5); Ethics (#7).

Process Notes: In addition, students submit Process Notes with each tape (Teyber, 2002). A student may receive up to 10 points per submission. Process Notes include information on hypothesis development, relational themes, and evaluation of strategic interventions. Objectives measured include: Human Development and Psychopathology (#1), Cultural and Systemic Awareness (#2), Counseling Theory and Technique (#5) and Research and Evaluation (#6). Students also present one case formulation for which they may receive up to 10 points (Teyber, 2002). Although the type of information presented is similar to that of the Process Notes, the Case Notes are expected to more thoroughly explore these areas along with noting the developmental context and impediments to change.

Supervisor's Ratings: Students also receive an evaluation from their site supervisors. Scores are based on a 5-point Likert scale. The evaluation scale is presented in the Counseling Handbook. This scale assesses mastery of Objectives 1 through 8.

Assessment:

Mean scores obtained by or professional and school counseling students for the afore-mentioned areas of assessment for the internship during the last three terms are noted here. Scores are separated by whether students are in their first or second trimester of internships.

			Treatment Principles	Process Notes	Site Supervisor's Ratings
		Max:	30	10	5
Summer 2002	1st trimester students (n=19) :	Mean:	19.81	8.54	4.63
		Range:	15.8 – 27.2	6.9- 9.9	3.51-5
	2nd trimester students (n=11)	Mean:	25.27	9.53	4.46
		Range:	23 – 27.8	9.08 -10	3.7 -5
Fall 2002	1st trimester students (n=19)	Mean:	21.01	8.58	4.59
		Range:	17.4 –25.1	7.2 –9.8	3.32-5
	2nd trimester students (n=9)	Mean:	23.88	9.37	4.53
		Range:	22-27.5	8.2- 9.88	3.83-4.98
Spring 2003	1st trimester students (n=13)	Mean:	19.81	8.58	4.49
		Range:	16.0 – 28.6	7.0 – 10	3.9 - 5
	2nd trimester students (n=14)	Mean:	24.39	9.34	4.64
		Range:	21.4 – 27.6	8.1 – 10	3.7 -5

Action taken:
Previous assessment results suggested that students were entering internship with a less than ideal level of mastery of ability to conceptualize cases and apply a broad range of counseling treatment principles and skills. As a result, the following measures were taken :

For Professional Counseling:
a)	Developed the Counseling Skills Lab facility and revised Counseling Theory and Practice II to focus more on developing counseling skills and more hands-on practice (Jan 2002)
b)	Added a new textbook and other learning resources (e.g. video demonstrations) for the Skills Lab class that focused specifically on a broader range of counseling skills and techniques (Jan 2002)
c)	Added a prerequisite Grade of A or B in Counseling Skills Lab prior to enrolling in an Internship (Fall 2001)
d)	Added individual conferences to the internship class requirements.
e)	Continued developing assignments across the curriculum that focus on applying counseling strategies & skills to various contexts and required students to self-evaluate and reflect on the process.

For School Counseling:
The school counseling program does not have a skills lab course but mastery of counseling skills was ensured through the following steps:
(a) Utilizing more demonstrations and opportunities for practice within the classroom and the skills lab to facilitate skill development across the curriculum
(b) Developed a separate group counseling class for school counselors that focused specifically on children and adolescents and allowed for more hands-on learning in the skills lab
(c) Continued developing assignments across the curriculum that require students to demonstrate their ability to apply their counseling skills to various contexts as well as reflect on the process (e.g. IPC 575: Family & School Consulting; IPC583: Analysis of the Individual)

IPC 592/3/4 : Field Placement

School counseling students enrolled in Field Placement complete 300 hours of internship work in an elementary of secondary supervised by certified school counselors. At the end of the Field Placement, on- site supervisors complete a "Competency Evaluation" which utilized a 6-point likert scale to evaluate the student's performance for all 9 objectives. The "Competency Evaluation" may be found in the Counseling Handbook.

The mean scores for students enrolled in Fall 2002 was 5.28 with scores ranging from 4.09 to 6.

As a result of the assessment information and feedback from site supervisors and school counseling interns, the Field Placement class is regularly updated to include the most current topics and intervention strategies required of today's school counselors such as terrorism, school violence, relationship violence, bullying, etc.

Student Evaluation of Internship sites:

Evaluation data also includes student feedback on their internship experience and the quality of supervision they receive both formally (through questionnaire) and informally (to their faculty internship supervisor. These are available in bound folders in the counseling department for students looking for potential internship sites. An area of concern is the unevenness of supervision received by students due to varying degree of training and qualifications of their on-site supervisors. Future action to address this may include training sessions and supervision courses for CEU credits for site supervisors.

(III) SURVEY OF RECENT GRADUATES & EMPLOYERS

(a) Survey of Graduates

In the spring of 2003, a survey of graduates was conducted to assess the degree to which the Professional and School Counseling Program effectively prepared graduates for reflective, ethical practice. The survey consisted of three sections: 1.) a demographic sheet to gather information on the student's status following graduation, including post-degree supervision and licensure status, employment settings, and additional education, 2.) a subjective questionnaire to assess the student's perception of the value of their education at Lindenwood, competency of instructors, quality of advising and the extent to which the program adequately prepared the student for practice and 3.) a Likert scale assessment to evaluate the degree to which the program prepared the student for practice based on the content of the core curriculum and program objectives.

The survey was sent to graduating students for the May 2000 to May 2003 and the results were tabulated as follows:

PROFESSIONAL COUNSELOR GRADUATE SURVEY (n=32)

Rating : 1 - Exceeds   **2 - About the same**   **3 – Less**   **4 - Far less**

	Mean rating
1. How do you think the breadth and quality of your professional training compares with that of other counseling programs?	1.53 (SD= .567)
2. How do you think your employer would evaluate the quality of your performance compared to that of graduates of other counseling programs?	1.48 (SD= .508)

Rating : 4 – excellent, 3 – good, 2 – adequate, 1 – poor   **Mean rating:**

	Mean rating:
1. Knowledge and competence of your instructors.	3.41 (SD= .615)
2. Faculty use of varied instructional approaches.	3.22 (SD= .659)
3. Faculty responsiveness to students.	3.16 (SD= .767)
4. To what extent did the internship provide a good preparation	**3.47 (SD= .567)**

for your professional adjustment?

5. To what extent did the entire program provide the skills and
background for you to function competently?   3.22 (SD= .608)

Degree to which Lindenwood University counseling program prepared you for the following aspects of your job

Rating : 4 – excellent   3 – good   2 – adequate   1 – poor:

		Mean rating:
1. Provide developmentally appropriate counseling services in accordance with client needs.	Obj1	3.33 (SD= .661)
2. Integrate understanding of personality theory into the counseling process.	Obj1	3.17 (SD= .711)
3. Develop positive therapeutic alliance with clients.	Obj5	3.80 (SD= .407)
4. Help clients establish goals and develop personal resources to achieve their goals.	Obj5	3.23 (SD= .679)
5. Apply appropriate therapeutic strategies in accordance with client needs.	Obj5	3.13 (SD= .681)
6. Know, understand and use career exploration and counseling techniques.	Obj4	2.83 (SD= .913)
7. Demonstrate accurate and appropriate interpretation of assessment information.	Obj3	2.93 (SD= .691)
8. Provide counseling to small groups with identified needs/concerns	Obj5	3.27 (SD= .691)
9. Understand the principles, methods and tools used in performing research and program evaluation.	Obj6	2.97 (SD= .669)
10. Know, understand and practice in accord with the ethical and legal principles of the counseling profession.	Obj7	3.53 (SD= .571)
11. Promote your professional development and well-being.	Obj8	3.50 (SD= .777)
12. Know and understand how human diversity affects counseling and development within the context of a diverse community.	Obj2	3.57 (SD= .626)

SCHOOL COUNSELOR GRADUATE SURVEY (n=29)

Rating : 1 - Exceeds   2 - About the same   3 – Less   4 - Far less

Mean rating

1. How do you think the breadth and quality of your professional training   1.59 (SD= .568)
compares with that of other counseling programs?

2. How do you think your employer would evaluate the quality of your

performance compared to that of graduates of other counseling programs? 1.61 (SD= .497)

Rating : 4 – excellent, 3 – good, 2 – adequate, 1 – poor **Mean rating:**

1. Knowledge and competence of your instructors. 3.41 (SD= .628)

2. Faculty use of varied instructional approaches. 3.21 (SD= .559)

3. Faculty responsiveness to students. 3.21 (SD= .774)

4. To what extent did the internship provide a good preparation 3.28 (SD= .841)
for your professional adjustment?

5. To what extent did the entire program provide the skills and 3.28 (SD= .591)
background for you to function competently?

The degree to which Lindenwood University counseling program prepared you for the following aspects of your job:

Rating: excellent – 4   **good – 3**   **adequate – 2**   **poor – 1**

		Mean Rating
1. provide a comprehensive and developmentally appropriate guidance program in collaboration with school staff	Obj1, 9	3.24 (SD= .689)
2. understand human development and personality and how these domains affect learners, and assist learners in developing healthy lifestyle and learning style	Obj1	3.34 (SD= .614)
3. in collaboration with parents, helps students establish goals and develop and use planning skills	Obj5	3.21 (SD= .861)
4. know, understand and use classroom guidance methods and techniques	Obj9	3.28 (SD= .882)
5. demonstrate accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information	Obj3	3.59 (SD= .568)
6. counsel individual students and small groups of students with identified needs/concerns	Obj5	3.52 (SD= .634)
7. consult effectively with parents, teachers, administrators, and other relevant individuals	Obj5,9	3.31 (SD= .761)
8. implement an effective referral process in collaboration with parents, administration, teachers, and other school personnel	Obj9	3.17 (SD= .759)
9. use a variety of technology in the delivery of guidance and counseling activities	Obj9	2.69 (SD=.967)
10. conduct program evaluations to monitor and improve the guidance program	Obj6	3.03 (SD= .906)
11. know, understand and practice in accord with the ethical and legal principles of the school counseling program	Obj7	3.72 (SD= .528)
12. develop positive interpersonal relations with students,	Obj9	3.52 (SD=.509)

educational staff, and parents/patrons

13. promote his/hers professional development and well-being   Obj8   3.59 (SD=.628)

14. know and understand how human diversity affects learning and   Obj2   3.55 (SD=.632)
development within the context of a diverse community of families

The results of the survey were gratifying as it demonstrated that students viewed their training as being good to excellent in most all counseling competencies. Measures have already been implemented to improve the program in the areas of career counseling, assessment and research methods. These have been addressed elsewhere in the report. With the recent addition and expansion of the university facilities in technology and availability of smart technology in classrooms, it is expected that future surveys will indicate student's increased satisfaction and competency in this area as well.

(b) Survey of Employers

A survey of employers of Lindenwood graduates was also conducted to assess the quality of their work performance in relation to program objectives and the content of the core curriculum. Separate surveys were constructed for the school and professional counseling graduates respectively. The survey was sent to graduating students for the May 2000 to May 2003 and the results were tabulated as follows:

EMPLOYER EVALUATION OF PROFESSIONAL COUNSELOR   (n=27)

Ratings: **4- excellent**   **3- good**   **2- adequate**   **1-poor.**

		Mean rating
1. Provides developmentally appropriate counseling services in accordance with client needs.	Obj 1	3.59 (SD =.636)
2. Integrates understanding of personality theory into the counseling process.	Obj 1	3.42 (SD = .703)
3. Develops positive therapeutic alliance with clients.	Obj 5	3.78 (SD = .506)
4. Helps clients establish goals and develop personal resources to achieve their goals	Obj 5	3.59 (SD = .636)
5. Applies appropriate therapeutic strategies in accordance with client needs.	Obj 5	3.38 (SD = .637)
6. Knows, understands and uses career exploration and counseling techniques	Obj 4	3.52 (SD = .586)
7. Demonstrates accurate and appropriate interpretation of assessment information.	Obj 3	3.52 (SD = .653)
8. Provides counseling to small groups with identified needs/concerns.	Obj 5	3.36 (SD = .658)
9. Understands the principles, methods and tools used in performing research and program evaluation.	Obj 6	3.43 (SD = .746)

				Mean Rating
10. Knows, understands and practices in accord with the ethical and legal principles of the counseling profession.	Obj 7			3.63 (SD = .742)
11. Promotes his/her professional development and well-being.	Obj 8			3.74 (SD = .594)
12. Knows and understands how human diversity affects counseling and development within the context of a diverse community.	Obj 2			3.63 (SD = .565)

EMPLOYER SURVEY OF SCHOOL COUNSELOR (n =20)

Ratings: Exceeds Expectatons (1)	Meets Expectations (2)	Progressing Toward Expectations(3)	Does Not Meet Expectations(4)

		Mean Rating
1. Teaches guidance effectively.	Obj 1, 2, 9	1.5 SD= .946)
2. Encourage staff involvement to ensure effective implementation of the guidance curriculum.	Obj 9	1.7 (SD = .923)
3. In collaboration with parents, helps students establish goals and develop and use planning skills.	Obj 1, 5	1.35 (SD= .671)
4. Demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	Obj 3	1.5 (SD= .513)
5. Counsels individual students and small groups of students with identified needs/concerns	.Obj 5	1.2 (SD= .410)
6. Consults effectively with parents, teachers, administrators and other relevant individuals.	Obj 5, 9	1.2 (SD= .410)
7. Implements an effective referral process in collaboration with parents, administration, teachers, and other school personnel.	Obj 5, 9	1.15 (SD= .366)
8. Provides a comprehensive and developmentally appropriate guidance program in collaboration with school activities.	Obj 9	1.35(SD= .489)
9. Uses a variety of technology in the delivery of guidance and counseling activities	Obj 9	1.70(SD= .733)
10. Conducts program evaluations and to monitor and improve the guidance program.	Obj 6	2.00 (SD=1.03)
11. Provides support for other school programs.	Obj 9	1.50 (SD= .607)
12. Demonstrates positive interpersonal relations with students.	Obj 5	1.25(SD= .444)
13. Demonstrates positive interpersonal relations with educational staff.	Obj 5, 9	1.30 (SD= .470)
14. Demonstrates positive interpersonal relations with parents/patrons	.Obj 5, 9	1.30(SD= .366)

15. Demonstrates a commitment to ongoing professional growth.   Obj 8   1.30 (SD= .470)

16. Possesses professional and responsible work habits.   Obj 8   1.15(SD= .366)

17. Follows the profession's ethical and legal standards and guidelines   Obj 2, 7   1.10 (SD= .308)
as well as cultural diversity and inclusivity in school policy and
interpersonal relationships.

We were pleased to note that the employer surveys reflected that graduates from both our professional and school counseling programs demonstrated competencies that met or exceeded their expectations, suggesting that we have been very successful in preparing our students for their field.

ACTION PLAN FOR NEXT CYCLE OF ASSESSMENT:

1. An area of concern is the lack of baseline data for the CPCE (from entry-level students) against which to evaluate students who are graduating. Possible future action would include exploring how other counseling programs incorporate the CPCE develop baseline data.

2. In order to obtain data on student progress through the curriculum, a counseling skills inventory is currently being developed in conjunction with the faculty teaching the introductory classes, the counseling skills lab, and internship classes. 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). Training to ensure uniform ratings by faculty of their students would be necessary.

3. Another area of concern is the need for greater uniformity in site supervisor's ratings of our students, as well as to increase the quality of supervision our students are receiving. Future action would include increased consultation with site supervisors, more monitoring of student feedback on internship sites, and providing training in supervision

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 will continue to provide important program evaluation data that will be utilized to identify areas that could be further improved.

Campus Life Program

Goals and Objectives:

The Campus Life Program has a number of goals, which flow from the College mission statement. The Campus Life main objective is to see students grow spiritually, socially, physically and mentally. This process begins before students start classes through a series of orientation, leadership experiences, assessments and career planning. The journey is structure to establish individual values to accelerate the process of producing good citizens.

Goal: To provide students with life-long learning opportunities through practical work experience.

Assessment and Action Plan:

1. Determine the growth in work attitudes and performance of students participating in the Work and Learn Program through Comprehensive Student Assessment Program analysis of supervisor report and time sheets.

See submission from Darrel Tadsen

Goal: Increase Career awareness, and provide career planning and placement opportunities that will lead to employment or graduate school.

Assessment and Action Plan:

1. Determine the number of students who participated in career planning and placement activities.

2. Track the daily use of the Career Development Center.

3. Measure the number of workshops, job fairs, and on-campus interviewers offered.

4.   To administer the ACT at Lindenwood.

See submission from Dana Wehrli

Goal: To promote academic growth through an individualized mentoring program designed specifically for each student needing assistance. These students may be identified through; previous semester grades, monitored weekly attendance reports, current semester grade reports, or identified by instructors. Statistics for this department are kept in the office of the Director of Success, campus-mentoring program.

    Assessment and Action Plan:

1.   To focus on mentoring students suspended from the University due to poor academics. GPA's for the suspended students ranged from 0.0 to 0.99. The students met with their mentor once a week to assess their progress academically as well as to determine their needs and provide them with appropriate referrals.

2.   To monitor and track each student's attendance.

See submission from Lynn Russell

Goal: To increase levels of social interaction through student involvement in extracurricular activities.

    Assessment and Action Plan:

1.   Determine the participation of students in recreational activity courses, sponsored organizations, and student activities.

2.   Giving students an offering of diverse groups or organizations sponsored by faculty and staff.

See submission from Eric Click

Goal: To increase levels of student leadership through campus culture.

    Assessment and Action Plan:

1.   Development of Letter Winner's Club

2.   Development of the Increased Participation in Fellowship of Christian Athletes

3.   Development of the Legion of Leaders Awards Program

Submission from Carl Hargrave to be submitted after total developmental stages are completed.

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 previous years was lost due to computer problems. The following survey was administered to freshman students and to graduating seniors in the fall and spring, 2003. While the information gained is somewhat useful (we know that students are not entirely satisfied with parking), results from several years will provide more useful data.

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
Administered in October 2002 to students enrolled in College Community Living
Total Responses: 369

Section 1:

Gender:

Female..158

Male...211

Class Level:

Freshman..355

Sophomore...11

No Response..3

Permanent Residence:

St. Louis Area...198

In State..69

Out of State...56

International...40

No Response..6

College Residence:

Residence Hall...284

Fraternity/Sorority Housing...0

Married Student Housing...0

Single Parent Housing...4

University Owned Housing or Lindenwood Village....................................59

Off Campus Apartment or House...7

Parents' or Relatives' Home...11

Other...3

No Response..1

Enrollment Status:

Full Time...358

Part Time...8

No Response..3

Native Language:

English...343

Spanish...14

Norwegian...3

Nepalese..2

Bosnian..1

Chinese..1

French..1

German...1

Greek...1

Turkish...1

No Response...1

Section 2:   1= Dissatisfied----------------5=Very Satisfied

1.   Academic Advising Services

169   have used this service with an Average Response of 4.13

2.   University-sponsored tutorial services

32   have used this service with an Average Response of 3.96

3.   Career Development Services

34 have used this service with an Average Response of 3.91

4. Work and Learn Programs
  309 have used this service with an Average Response of 3.64

5. Residence Hall Services/Facilities
  284 have used this service with an Average Response of 3.58

6. University-sponsored Social Activities
  202 have used this service with an Average Response of 3.79

7. University Organizations/Clubs
  126 have used this service with an Average Response of 4.26

8. Computer Services/Facilities
  231 have used this service with an Average Response of 4.08

9. Switchboard/Mail Services
  184 have used this service with an Average Response of 3.73

10. Financial Aid Services
  295 have used this service with an Average Response of 4.10

11. Business Office Services
  231 have used this service with an Average Response of 3.86

12. Registration Procedures/Transcript Services
  267 have used this service with an Average Response of 3.78

13. Dining Hall Services
  339 have used this service with an Average Response of 3.84

14. Athletic Programs/Facilities
  268 have used this service with an Average Response of 4.36

15. Parking Services/Facilities
  287 have used this service with an Average Response of 2.49

16. Library Services/Facilities
  259 have used this service with an Average Response of 4.03

17. Maintenance/Grounds Services
  140 have used this service with an Average Response of 3.52

18. International Student Services/Programs
  43 have used this service with an Average Response of 4.27

19. Lindenwood Bookstore
  359 have used this service with an Average Response of 4.19

20. Classroom Facilities
  335 have used this service with an Average Response of 3.83

21. Boone Campus
  23 have used this service with an Average Response of 4.43

22. Mentoring Services
  15 have used this service with an Average Response of 4.20

23. Tutoring Services
  26 have used this service with an Average Response of 4.07

Section 3: **1=Very Dissatisfied----------------5=Very Satisfied**

1. Course Content 4.16

Institutional Proficiency Survey Results 2002-2003

Administered on May 14, 2003
Graduating Class of 2003
Total Responses: 312

Section 1:

Gender:

Female....................216
Male 96

Class Level:

\

Section 2:   *1=Very Dissatisfied----------------5=Very Satisfied*

1. Academic Advising Services
        226   have used this service with an Average Response of 4.04
2. University-sponsored tutorial services
        27   have used this service with an Average Response of 3.41
3. Career Development Services
        61   have used this service with an Average Response of 3.98
4. Work and Learn Programs
        113   have used this service with an Average Response of 3.52
5. Residence Hall Services/Facilities
        104   have used this service with an Average Response of 3.00
6. University-sponsored Social Activities
        69   have used this service with an Average Response of 3.32

7. University Organizations/Clubs
   106   have used this service with an Average Response of 3.81

8. Computer Services/Facilities
   194   have used this service with an Average Response of 3.77

9. Switchboard/Mail Services
   125   have used this service with an Average Response of 3.30

10. Financial Aid Services
   236   have used this service with an Average Response of 3.83

11. Business Office Services
   267   have used this service with an Average Response of 3.45

12. Registration Procedures/Transcript Services
   279   have used this service with an Average Response of 3.74

13. Dining Hall Services
   128   have used this service with an Average Response of 3.20

14. Athletic Programs/Facilities
   82   have used this service with an Average Response of 3.79

15. Parking Services/Facilities
   248   have used this service with an Average Response of 2.49

16. Library Services/Facilities
   222   have used this service with an Average Response of 3.04

17. Maintenance/Grounds Services
   100   have used this service with an Average Response of 3.20

18. International Student Services/Programs
   18   have used this service with an Average Response of 3.06

19. Lindenwood Bookstore
   302   have used this service with an Average Response of 3.77

20. Classroom Facilities
   286   have used this service with an Average Response of 3.50

21. Boone Campus
   29   have used this service with an Average Response of 3.97

22. Mentoring Services
   9   have used this service with an Average Response of 3.67

23. Tutoring Services
   20   have used this service with an Average Response of 3.3

Section 3:   **1=Very Dissatisfied----------------5=Very Satisfied**

1. Course Content 4.21
2. Availability of courses when you need them 3.88
3. Availability of instructors outside of class 4.32
4. General quality of instruction at Lindenwood 4.18
5. Instruction in your major field 4.31
6. Attitude of instructors toward students 4.42
7. Class Size 4.50

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 this document from last year (188 pages to almost 340).

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.

A brief summary of important changes and action plans from this process includes the following areas:

NEW INITIATIVES:

- English, Education, and Earth Science developed assessment of online courses. These will provide a basis for further efforts in this area.

GENERAL EDUCATION:

- The General Education Objectives were modified in Spring 2002 to increase measurability. This will continue to aid in our initiative to increase quantification across the board in all assessment areas.

- The academic year 2002-2003 saw a notable 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 new course assessments. 38 courses were assessed for general education, compared to 28 during the 2001-2002 assessment cycle.

- Development of an examination to assess basic writing ability in rising juniors will continue.

- Courses from Art, Music, and Theatre will be added in order to expand general education assessment.

- 2002-2003 will see further 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. Foe example, History does this in the exit examination and Computer Science has developed a communication objective for their program.

- The fall of 2003 will emphasize sharing of successful assessment techniques during pre-semester faculty workshops.

- Student participation in assessment, particularly in general education, will expand from the pilot program in Earth Science. Student attitude and self-assessment surveys such as those undertaken in English and Biology will be used as will exit interviews such as that developed by the Criminal Justice Program.

EDUCATION DIVISION: Surveys of graduates and employers will continue to be refined and used to improve services. Refining and use of rubrics to assess the all-important student portfolios will continue. Coordination between the Education Division and the History and English departments has been further improved to address and improve Lindenwood students' already good success rates in the Praxis. examinations and to address mutual concerns about advising..

HUMAN SERVICES DIVISION: Recently formed, this division includes Criminal Justice, Humans Services Agency Management and Social Work. Criminal justice and Social Work will continue to refine their well-developed comprehensive assessment programs. HSAM will implement pre and post-testing.

HUMANITIES DIVISION: Worthy of note are the increased width and depth of English assessment, additional courses assessed in History and Religion, expanded assessment in Modern Language, and an interesting initiative in Philosophy. All departments within the division will continue to make increased use of standardized testing, for the most part internally generated (Modern Languages, English, History, Philosophy, and Religion.)

FINE AND PERFORMING ARTS AND COMMUNICATION DIVISION: Compilation of archival chronologies of the work of performance and studio students and of implementation of student retrospective exhibitions to document development of skill and style will continue. Surveys of working artists trained by the program will be started to help the division develop and broaden curriculum choices. Art will develop a pre and posttest for majors. Changes in the general education requirement meant that assessment in COM 101 (Communications for the 21st Century), COM 110 (Fundamentals of Oral communication), and COM 121 (Voice and Diction) are or will be assessed for general education. 2002-2003 saw the implementation of pilot programs for assessing COM 105. As well, Art. Music, and Theatre will assess general education objectives during 2003-2004. Generally, this division will see pre and post-testing used in a number of introductory courses.

SCIENCES DIVISION: The division continues to focus on ways to make assessment more incisive through increased quantification and analysis of individual program components. Program assessment in Biology uses a number of instruments; Chemistry has expanded assessment and has further plans; Computer Science will refine it's new assessment system; Earth Science will be assessing all offerings during 2003-2004; Mathematics is considering new courses as a result of assessment.

MANAGEMENT DIVISION: Pre and post-testing across the division is being implemented and thew division is working on assessment of the graduate program.

LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION: The division is making use of standardized faculty advisor checklists to monitor student progress. Culminating project assessment reports or capstone courses (again with standardized components) are used to evaluate final outcomes. The division faculty continue to improve the focus of these instruments and to develop new assessment tools that focus on competency-based assessment for general education. Last year Communications and Marketing areas saw a movement to quantitative assessment. Other areas moved to this format in 2002-2003.

PROFESSIONAL AND SCHOOL COUNSELING PROGRAM: Assessment in this program was expanded to make use of local and national testing as well experiential evaluation and surveys of graduates and employers.

For the next academic year's document the Assessment Committee will work to:

- Continue expanding assessment of general education to include competency based testing for both cognitive operations (Via the Bloom taxonomy) and expressive modalities (intelligences).

- Encourage reporting of gains in student learning via competencies grounded in course and program objectives.

- Encourage faculty to establish minimum standards of achievement for enumerated competencies.

- Encourage the use of CAT's, student attitude surveys, etc. in order to increase student involvement in assessment.

- Increase standardization and quantification (where appropriate) of assessment results from the various divisions

- Further increase correlation between syllabi and both General Education and program objectives.

- Further standardize the assessment reporting format. Major gains in this area were seen inb 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 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003
A	50%	52%	53.2%	43.2%	49%	50%	53%	55%	55%	54%
B	20%	19%	19.8%	16.7%	20%	19.4%	20%	20%	19%	20%
Sbtl	70%	71%	73%	59.9%	69%	69.4%	73%	75%	74%	74%
C	12%	11%	10	8.7%	13%	13.7%	11%	10%	10%	10%
T	82%	82%	83%	68.6%	83%	83.1%	84%	85%	84%	84%
D, F, Etc.	18%	18%	17.1%	31.4%	17%	16.9%	16%	15%	16%	16%

To be sure, these numbers cannot be taken without some explanation. 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. 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 past academic years is given for information. No particular conclusions are drawn. Only areas with a significant number of grades given are noted. No grade report is entered for the LCIE areas, since virtually all these grades are A or B. (Grade distributions for the academic year 2001-02 were not broken down by semester.)

		A	B	C
Anthropology				
	Fall 1998	35%	24%	28.4%
	Spring 1999	39.1%	25.2%	18.5%
	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%
Art				
	Fall 1998	48.6%	21.2%	11.7%
	Spring 1999	54.8%	20.9%	6.6%
	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%

Business Administration

Fall 1998	32.4%	29.6%	21.3%
Spring 1999	34.5%	25.3%	21.2%
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%

Biology

Fall 1998	25.9%	26.1%	22.1%
Spring 1999	22.9%	25.9%	20.1%
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%

Chemistry

Fall 1998	26.3%	27.2%	16.8%
Spring 1999	23.5%	22.6%	20.9%
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%

Criminal Justice

Fall 1998	19.4%	33.3%	29.4%
Spring 1999	25.6%	28.6%	27.4%
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%	395	20%

Communications

Fall 1998	38.9%	28.4%	15.5%
Spring 1999	33.1%	24.6%	13.7%
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%

Computer Science

Fall 1998	21.2%	23.9%	19.5%
Spring 1999	26.2%	16.8%	23.4%
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%

Dance					
	Fall 1998		65.9%	14.1%	6.8%
	Spring 1999		68.3%	8.5%	5.3%
	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%
Education					
	Fall 1998		79.5%	8.5%	3.6%
	Spring 1999		78.1%	9.5%	3.0%
	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%
English					
	Fall 1998		26.9%	31.2%	17.7%
	Spring 1999		22.5%	29.8%	19.4%
	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%
Geology					
	Fall 1998		27.4%	47.4%	18.5%
	Spring 1999		16.4%	37.9%	17.2%
	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%
German					
	Spring 1999		25.0%	29.2%	20.8%
	Fall 1999		30.4%	26.1%	21.7%
	Spring 2000		33.3%	20%	20%
	Fall 2000		23.5%	11.8%	23.5%
	Spring 2001		28.6%	14.3%	52.1%
	2001/2002		11%	29%	29%
	Fall 2002		21%	39%	18%
	Spring 2003		21%	27%	36%
French					
	Fall 1998		44.0%	25.0%	14.0%
	Spring 1999		47.3%	30.8%	4.4%
	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%
Spanish					
	Fall 1998		40.2%	15.5%	13.9%
	Spring 1998		40.2%	10.1%	19.6%
	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%
Geography				
	Spring 1998	12.5%	41.3%	33.7%
	Fall 1998	15.9%	31.8%	38.6%
	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%	32.1%
	2001/2002	18%	32%	31%
	Fall 2002	13%	39%	28%
	Spring 2003	16%	36%	24%
History				
	Fall 1998	15.7%	28.5%	22.1%
	Spring 1999	17.1%	27.0%	23.3%
	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%
Human Service Agency Mgt				
	Fall 1998	44.4%	23.4%	14.5%
	Spring 1999	48.1%	26.4%	10.9%
	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%
Mathematics				
	Fall 1998	23.8%	23.8%	18.2%
	Spring 1999	26.7%	22.7%	18.5%
	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%
Music				
	Fall 1998	55.7%	9.8%	9.5%
	Spring 1999	55.3%	14.6%	11.5%
	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%
Physical Education				
	Fall 1998	74.5%	9.8%	2.9%
	Spring 1999	68.1%	11.4%	4.4%
	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%
Philosophy				
	Fall 1998	15.7%	19.1%	18.3%
	Spring 1999	27.5%	21.35	25.0%\
	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%
Political Science				
	Fall 1998	27.5%	32.4%	18.9%
	Spring 1999	34.9%	26.6%	14.1%
	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%
Psychology				
	Fall 1998	33.1%	27.9%	18.3%
	Spring 1998	38.7%	27.3%	19.5%
	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%
Religion				
	Fall 1998	30.6%	20.8%	27.5%
	Spring 1999	22.3%	19.5%	26.9%
	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%
Sociology				
	Fall 1998	22.4%	24.0%	36.3%
	Spring 1999	26.4%	29.3%	31.8%
	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%
Theatre Arts				
	Fall 1998	73.0%	11.1%	5.7%
	Spring 1999	63.5%	16.9%	6.3%
	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%

Appendix II. Calendar for General Education Assessment

Academic Semester	Fall 2002	Spring 2003	Fall 2003	Spring 2004
General Education Area	Faculty Workshops		Fall Workshops	
English Composition	Separate assessment for ENG 110; Develop competency goals for 110 & 150; Pilot new Pre and Post-Test for ENG 150; Modified ENG 170 Pre and Post-Test	Continue previous; develop competency goals for ENG 170	ENG 110- revise assessment ENG 150 – revise assessment; expand use of CATs & attitude surveys ENG 170 – revise assessment, improve data collection	EN 110 – review assessment, revise instruction as required ENG 150 - review assessment, continue CATs and surveys ENG 170 – review assessment
Communications	Pilots for assessment in COM 105, 110	Expand pilot assessment for COM 105, 110	COM 110- pre-post test COM 105 – Continue pre-post test from 2002-2003	COM 110 – revise pre-post test
Humanities	Continue ENG 201; Pilot Pre and Post-Test for ENG 202 Continue REL 100, 200 Develop Pilot for PHL 100	Continue ENG 201; fully implement ENG 202 Continue REL 100, 200 Implement PHL 100	ENG 201 – revise pre-post test, review instruction & syllabi ENG 202 – revise pre-post – review instruction and course content ENG 235, 236, 276 – revise pre-post tests, report results as competencies PHL 102 – implement revised assessment New assessment in at least one PHL class REL 200 – review and revise assessment	All ENG courses will continue PHL 102 – review assessment REL 100 – new assessment
Fine Arts	Pilot programs for ART 181, 210; DAN 110; MUS 165; TA 101, 371	Continue pilot programs	GEN ED assessment for at least one course each from Art, Music, Theatre DAN 110 – report on changes in instruction, if any DAN 371 – report competencies	Revise assessments Continue as before
Civilization World History **Cross-Cultural/ Foreign Language**	Revise HIS 100 Pre and Post-Test Revised GEO 201 Pre and Post-Test HIS 200 Pre and Post-Test	New HIS 100 test piloted GEO 201 continues	HIS 100 – new pre-post test GEO 201 – new pre-post test HIS 200 – report as Gen Ed assessment Modern Languages continue pre-post tests	HIS 100 – review pre-post GEO 201 – review pre-post, instruction As before

Social Sciences	Programs continue BA and HIS pilots expand Gen Ed Com. analyzes results from capstones and upper division courses in BA, HIS, CSC, and PSY	Programs continue	HIS 105, 106 –revision & expanded analysis of pre-post PS 155 – report competencies ANT 112 – review pre-post CJ 200 – review pre-post BA 210 – Implement pre-post test BA 211 – implement revised instruction, report competencies PSY 100 – revise pre-post test, revise instruction	As before As before
Natural science and Mathematics	Pilot Pre and Post-Test to MTH 121,134 Other programs continue	MTH continues Other programs continue	MTH continues as before, MTH 121, revise instruction MTH 134 – expand use of pre-post test BIO 100 -- revise pre-post test, implement attitude survey ESA 100OL – review pre-post test, develop self-test for students ESG 100 – revise pre-post test ESM 100 – continue pre-post CHM 100 – new pre-post test, expand use of CATs, self-evaluation for students	As before As before AS before